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RIA
ADULT EDUCATION

Country research report Hungary

Impact of Erasmus+ on the Adult Education Sector in Hungary (second survey round) National report RIA-AE Network

Prepared by Progress Consult Ltd.

commissioned by Tempus Public Foundation (Erasmus+
National Agency Hungary)



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Abbreviations

AE	Adult Education
EACEA	European Education and Culture Executive Agency
EU	European Union
KA1	Key Action 1
KA2	Key Action 2
NA	National Agency
NGO	Non-Governmental Organisation
OER	Open educational resource
RIA-AE	Network for research-based impact analysis of the Erasmus+ programme in adult education

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PART A – EXECUTIVE SUMMARY

Executive summary

Background of the study

This study is part of a transnational monitoring project of the Erasmus+ programme in adult education conducted by the Research-based Impact Analysis in Adult Education (RIA-AE) Network. Within this project, national monitoring studies are implemented in parallel with the same methodology in the 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 on funded organisations and their staff, the learners and the adult education sector in the respective country. Particular attention in this report is given to the priority theme ‘participation in democratic life, common values 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. Data collection and analysis for Hungary took place during the 2025–2026 research period and was carried out by Progress Hungary in cooperation with Tempus Public Foundation, with methodological support from the RIA-AE central research team.

Main results

The second Hungarian survey round shows that Erasmus+ adult education participation in Hungary is both inclusive and selective. The programme reaches many small civil society, non-profit, cultural, community-based and social-service organisations that work close to adult learners and vulnerable groups. At the same time, participation remains geographically concentrated, especially in Budapest and a limited number of stronger regional centres, and access continues to depend strongly on organisational capacity, project-writing experience, language competences and international networks.

At organisational level, Erasmus+ supports the development of learning offers, new methods, project outputs, digital and inclusive practices, and international partnerships. The strongest organisational impact is visible where project results are closely connected to the organisation’s core mission and can be embedded into regular training, counselling, community work or professional development. The case studies also show that sustainability depends heavily on staff time, follow-up resources and the ability to adapt and continue project results after the funded period.

At staff level, Erasmus+ contributes to practical professional skills, methodological learning, international competences and greater confidence in working with diverse learner groups. In several qualitative cases, staff and volunteers did not only acquire new methods, but also rethought their professional role: less as providers of support alone, and more as facilitators of participation, autonomy, dignity and learner voice.

At learner level, the strongest evidence comes from the KA1 mobility portraits and KA2 case studies. KA1 mobility supported practical skills, self-confidence, independence, motivation and professional reflection, particularly when mobility was carefully prepared and followed up. The qualitative evidence shows that learner impact often appeared through everyday

forms of participation: being able to express one's views, understand information, act more independently, participate in group activities, or see one's own experience recognised as valuable.

The thematic priority "participation in democratic life, common values and civic engagement" is present in Hungarian Erasmus+ adult education projects, but often in a broad and practice-oriented way. It is not usually addressed only through formal civic education. Instead, the Hungarian cases show that the priority is translated into adult learning practice through accessible communication, self-advocacy, peer support, intergenerational learning, parenting support, reintegration-oriented learning, critical reflection, media literacy and cooperation with civil society organisations.

The added value of Erasmus+ is particularly strong in this thematic area. Survey findings indicate that many activities addressing the priority would not have taken place without Erasmus+ support or would have been implemented on a smaller scale. Erasmus+ provided not only funding, but also structure, international comparison, partnership, legitimacy and time for methodological development.

Overall, the Hungarian evidence suggests that Erasmus+ can generate meaningful impact in adult education when projects are closely connected to real learner needs and organisational practice. Its wider effect is best understood as practice-based diffusion: organisations test, adapt and share methods that can spread through professional networks, community partnerships and local practice, even if they do not yet amount to large-scale systemic change.

The main achievements and remaining challenges identified in the Hungarian second survey round are summarised in the table below.

TABLE 0-1. CONCLUDING TABLE WITH ACHIEVEMENTS AND CHALLENGES

Achievements	Challenges
Erasmus+ reaches many small civil society, cultural, community-based and non-profit organisations working close to adult learners and vulnerable groups.	Participation remains geographically uneven and concentrated in Budapest and a limited number of stronger regional centres.
Erasmus+ supports organisational learning, methodological renewal, digital and inclusive practices, and the development of learning offers.	Smaller and non-formal organisations face limited staff capacity, administrative burden, financial constraints and partner-finding difficulties.
KA1 adult learner mobility can strengthen practical skills, confidence, autonomy, motivation and professional reflection when it is carefully prepared and supported.	Adult learner mobility remains demanding to organise, especially for learners with fewer opportunities, disabilities, low confidence, limited language skills or little previous international experience.
KA2 projects produce practical outputs such as learning materials, handbooks, curricula, digital tools and methods that can remain in use beyond the project period.	The longer-term use of outputs depends on staff time, follow-up resources, organisational capacity and the possibility to adapt results after the funded period.

Achievements	Challenges
Projects addressing the thematic priority translate participation, common values and civic engagement into accessible and meaningful adult learning practice.	The thematic priority is often interpreted broadly and indirectly, and more concrete adult education examples may be needed for applicants and beneficiaries.
Erasmus+ provides added value through funding, international comparison, partnership, legitimacy and time for methodological development.	Wider systemic impact remains limited; the strongest effects are currently practice-based and depend on dissemination, peer learning and local or professional networks.

Policy pointers

The findings of the Hungarian second survey round point to several areas where the accessibility, quality and impact of Erasmus+ in adult education could be strengthened:

1. Provide more targeted support for smaller and non-formal adult education organisations.

Practical guidance, mentoring, peer learning and support for partner finding could help organisations with limited staff and project-writing capacity to enter and sustain Erasmus+ participation. The interviews with non-participating and boundary-case organisations also suggest the need for very practical first-step guidance for organisations that do not yet see clearly how Erasmus+ adult education could fit their work.

2. Strengthen support for adult learner mobility.

Adult learner mobility requires careful preparation, accessible information, trusted host arrangements, support during mobility and structured follow-up. Additional tools and guidance would be especially useful for organisations working with learners with fewer opportunities. For some organisations, staff mobility, professional visits or job shadowing may be a more realistic first step before learner mobility becomes feasible.

3. Recognise group mobility as an inclusive learning format.

Group mobility can reduce anxiety, support peer learning and strengthen confidence and community belonging. It should be treated not only as a mobility format, but also as a pedagogical and inclusion-oriented approach, especially where learners need accompaniment, accessible communication or emotional security.

4. Support the longer-term use of KA2 outputs.

More attention should be given to the adaptation, dissemination and embedding of project results after the funded period, especially where outputs address real learner needs and can be integrated into regular organisational practice. Organisations should also be encouraged to search, use and build on existing Erasmus+ results before developing new outputs.

5. Make the thematic priority more concrete for adult education.

Applicants and beneficiaries would benefit from practical examples showing how participation in democratic life, common values and civic engagement can be addressed through

accessible communication, self-advocacy, peer support, intergenerational learning, media literacy, community participation and reintegration-oriented learning.

6. Support staff development as a route to learner and organisational impact.

Staff learning is one of the strongest channels through which Erasmus+ affects adult education organisations. Staff mobility, professional exchange and reflective learning should continue to be supported, while organisations should also be encouraged to share staff learning internally and embed it into regular practice.

7. Improve accessibility and inclusion in programme participation itself.

Access to Erasmus+ can be limited by language barriers, digital accessibility issues, administrative complexity, partner-finding difficulties and limited organisational resources. More direct technical guidance on registration, validation, EU online platforms and application language could make the programme more accessible to relevant organisations that are not yet active in Erasmus+ adult education.

8. Promote case-based learning and peer exchange across the adult education field.

The National Agency could use short case portraits, thematic events and peer-learning formats to spread effective practices from Erasmus+ projects. These examples should show not only successful results, but also how organisations entered Erasmus+, found partners, managed capacity demands and turned an initial idea into a feasible project.

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). In Key Actions 1 and 2, funding measures are implemented in a decentralised manner by Erasmus+ National Agencies (NA). The impact of Erasmus+ on adult learners, staff, teachers, volunteers and organisations in the adult education sector has so far been the subject of relatively limited research in Hungary and across Europe.

A transnational research network (RIA-AE Network: Research-based Impact Assessment in Erasmus+ Adult Education Programmes), funded by Erasmus+, 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 counts NAs from 20 member states and Türkiye at the beginning of 2026.¹ 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)².

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

The second survey round, implemented in 2025–2026, has an additional specific thematic focus on the programme's horizontal priority '**participation in democratic life, common values and civic engagement**'. European policy frames adult learning as a catalyst for active citizenship, particularly for those underrepresented in democratic processes or disconnected from formal education systems. Focusing on this theme reinforces the broader RIA-AE goal of increasing the visibility of the benefits of adult education and of 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:

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

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

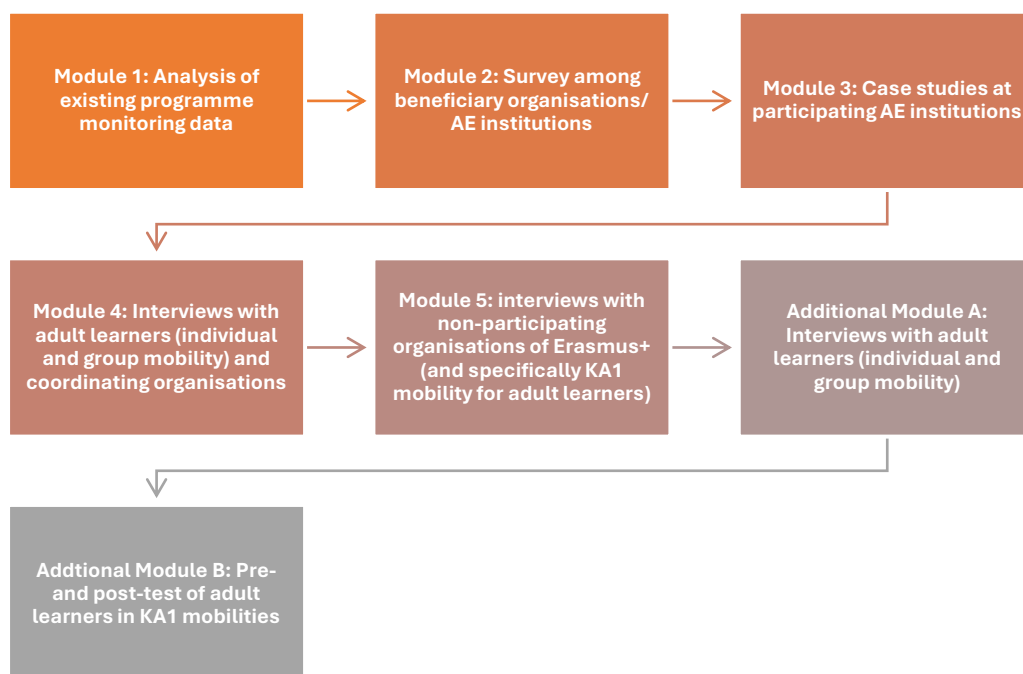
1-1. TEXT BOX: KEY RESEARCH QUESTIONS FOR THE THEMATIC FOCUS OF THE SECOND SURVEY ROUND

- 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. The wider SR2 framework also included two optional additional research modules on KA1 adult learner mobility, but the present Hungarian report is based on Modules 1–5, with four KA1 mobility impact portraits providing qualitative evidence on adult learner mobility.

1-1. FIGURE: OVERVIEW RESEARCH MODULES 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.

The following research activities form the evidence base of the Hungarian report:

1-2. TEXT BOX: RESEARCH MODULES FORMING THE EVIDENCE BASE OF THE HUNGARIAN REPORT

- **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 sector.
- **Module 2 (Online survey among beneficiary organisations).** This module consists of an online survey of organisations that implemented and completed at least one project in KA1 or KA2 under the current programme between 2021 and the end of 2024. The survey was sent to 133 coordinating beneficiary organisations and 70 partner organisations in Hungary. Among the coordinating beneficiary organisations, 107 responses were received, including 81 complete and 26 partial responses. Among partner organisations, 17 responses were received, including 12 complete and 5 partial responses. Following data cleaning and retaining only those responses that provided sufficient information for the core analytical questions, the final Hungarian survey dataset used in this report consists of 95 Erasmus+ adult education beneficiary organisations. Of the responding organisations, 68.4% had carried out at least one KA1 project, and 62.1% had carried out at least one KA2 project. A further 32.6% of the organisations were active in both key actions, and 15.8% held a KA1 accreditation at the time of the survey.
- **Module 3 (Case studies).** This module consisted of 6 case studies in organisations having coordinated at least one Erasmus+ project in the current programme. The case studies focused on projects within the thematic area *“Participation in democratic life, common values and civic engagement.”* They included desk research of project documentation, as well as interviews with project managers, staff, and learners, leading to a case study report (see Annex 4). In Hungary, the 6 KA2 case studies were based on project documentation and qualitative interviews with 43 interviewees in total. The interviewee group included 6 management representatives, 19 staff members or professional participants, and 18 adult learners. The staff and adult learner perspectives were mainly collected through group interviews, while the management perspective was collected through organisation-level management or coordinator interviews.
- **Module 4 (Interviews with KA1 participants).** This module included four KA1 mobility impact portraits in Hungary, based on project documentation, 4 coordinator interviews and 13 adult learner interviews or interview units. These interviews provide deeper insight into the impact of mobility on adult learners and into the practical conditions that support or limit the organisation of KA1 mobility

for different learner groups. They also help identify obstacles and support needs related to the preparation, implementation and follow-up of adult learner mobility.

- **Module 5 (Interviews with non-participating organisations).** This module included 6 interview portraits with organisations that had not participated, or had not directly participated, in Erasmus+ KA1 adult education learner mobility. In total, 8 interview participants contributed to these interviews. The selected organisations were relevant to adult learning in different ways, including disability services, adult training, adult education consultancy, civil society development, volunteering, educational equity and non-formal learning.

The Module 5 sample was not treated as a homogeneous group of complete non-participants. Some organisations had no direct Erasmus+ adult education project experience, while others were treated as *boundary cases*, meaning that they had some form of Erasmus+ or international experience, for example in youth projects, KA2 cooperation, partner roles or other international activities, but no direct experience in KA1 adult education learner mobility. This distinction is important because the interviews did not only explore complete non-participation, but also why organisations with partial or adjacent Erasmus+ experience may still remain outside KA1 adult education learner mobility. The interviews explored practical knowledge of Erasmus+ adult education opportunities, perceived barriers to participation, the feasibility of KA1 adult learner mobility, possible entry points, and support needs for future participation.

The qualitative evidence used in this report consists of six KA2 case studies and four KA1 mobility impact portraits. The table below provides a short overview of these cases, because they are referred to throughout the report when interpreting survey and monitoring findings. The table does not summarise the full case studies; it only indicates their main analytical relevance for the present national report.

1-1. TABLE: OVERVIEW OF QUALITATIVE CASES USED IN THE HUNGARIAN REPORT

Type of qualitative evidence	Organisation / project	Learner or professional context	Main relevance to the SR2 thematic focus	Main use in the report
KA2 case study	ÉFOÉSZ / Lépéskék (Small Steps)	Adults with intellectual disabilities, self-advocates and professionals supporting them	Easy-to-understand communication, self-advocacy, supported decision-making, learner voice and participation	Used mainly to interpret participation as accessibility, voice, dignity and the right to understandable information
KA2 case study	KIFE / Preserving Our Shared Values Across Generations	Older adults, senior group leaders, volunteers and professionals involved in senior development	Senior development, intergenerational learning, community participation, dignity and agency of older adults	Used mainly to show staff learning, changed professional thinking and community-based participation
KA2 case study	BMSZKI / Better support for elderlies who experienced homelessness	Professionals working with older people who have experienced homelessness; lived experience and peer-support perspectives	Homelessness, ageing, trauma-informed support, peer support, dignity and recognition of lived experience	Used mainly to interpret participation through dignity-based professional practice and the wider value of lived experience
KA2 case study	Váltó-sáv Foundation: KilátóSáv / Viewpoint	Adults in difficult life situations, including people affected by imprisonment, release, addiction or social disadvantage	Reintegration-oriented learning, blended learning, digital inclusion, self-development, critical skills and access to learning	Used mainly to show how civic participation can be supported through self-expression, communication, digital awareness and practical life-skills learning
KA2 case study	Holdkő Cultural Foundation / Becoming Parents	Parents, prospective parents, professionals and organisations working with families	Parenting support, family learning, intergenerational learning, responsible communication and community-based methods	Used mainly to interpret common values and civic engagement through everyday family and community responsibility

Type of qualitative evidence	Organisation / project	Learner or professional context	Main relevance to the SR2 thematic focus	Main use in the report
KA2 case study	Szeged Baptist Church / Sweet Harmony	Couples, trained facilitator couples, volunteers and community members	Relationship support, family and community life, intergenerational learning, voluntary community service and practical common values	Used mainly to show how common values and civic engagement can be developed through relationship learning, community service and transferable non-formal learning methods
KA1 mobility portrait	ÉFOÉSZ	Adults with intellectual disabilities participating in supported group mobility	Supported autonomy, accessible preparation, confidence and participation in real-life situations	Used mainly in Chapter 5 to interpret adult learner mobility as a supported learning pathway
KA1 mobility portrait	Kállósemjén	Adult learners in a rural community setting	Group mobility, confidence-building, reduction of fear, community belonging and motivation for further learning	Used mainly to show the inclusion value of group mobility for rural adult learners
KA1 mobility portrait	Hungarian Transpersonal Association	Professional adult learners in psychosocial and transpersonal adult learning contexts	Professional reflection, methodological learning, personal development and international comparison	Used mainly to interpret KA1 mobility as professional adult learning and methodological renewal
KA1 mobility portrait	Skanzen	Museum professionals participating as adult learners	Museum andragogy, professional learning, inclusion-oriented reflection and organisational learning	Used mainly to show how KA1 mobility can support professional adult learners and feed back into institutional practice

In addition to the KA2 case studies and KA1 mobility portraits, the Hungarian research also included six Module 5 interview portraits with organisations that had no direct experience of KA1 adult education learner mobility. These interviews were used mainly to understand barriers to entry, practical support needs and possible ways of making Erasmus+ adult education more accessible to relevant organisations outside, or only partly inside, the programme.

1-2. TABLE: OVERVIEW OF MODULE 5 INTERVIEW PORTRAITS

Organisation	Type of Module 5 case	Adult learning relevance	Main analytical relevance
Down Foundation	Boundary case: Erasmus+ partner experience and one unsuccessful direct KA1 attempt, but no direct KA1 adult education learner mobility experience	Disability services, adult training, parent and staff education, accessible learning materials	Shows that professionally strong and highly relevant organisations may still face barriers linked to capacity, application framing, assessment feedback and the responsibility of becoming a lead applicant
Tudáspont Ltd.	Non-participant in Erasmus+ adult education	Adult education consultancy, support for adult training providers, regulatory and quality-related guidance	Shows how organisations with strong sectoral relevance may remain outside Erasmus+ because of limited practical information, domestic regulatory workload, lack of partners and capacity constraints
EDUCERT Ltd.	Non-participant with an unsubmitted KA210 project idea	Adult education consultancy, quality management, training provider support and professionalisation	Shows that entry barriers can appear before the application itself, including registration, validation, partner-finding and limited micro-enterprise capacity
Best-Work Ltd.	Non-participant in Erasmus+ adult education	Adult training provider with learner-facing courses in work-related, care-related and self-development fields	Shows that Erasmus+ may not reach some active adult training providers when the programme is not translated into concrete opportunities linked to their existing training offer
Motiváció Educational Association	Boundary case: Erasmus+ youth experience, but no Erasmus+ adult education or KA1 adult learner mobility experience	Volunteer training, mentor preparation, professional learning, educational equity and community-based support	Shows that organisations working mainly with children and young people may overlook adult education opportunities, even when adult learning is present through staff, volunteers and community members
Talentum Foundation for Supporting Volunteering	Boundary case: Erasmus+ adult education KA2 and youth-sector experience, but no KA1 adult education mobility experience	Non-formal adult learning, volunteer training, civil society development, recognition of learning outcomes	Shows how experienced civil organisations still face barriers around language, project scale, project management, EU platforms and documentation requirements

PART C –

General impact of Erasmus+

2 Short portrait of the adult education sector in Hungary

This chapter provides an overview of the institutional framework conditions for adult education in Hungary, 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 Hungary.

2.1 Institutional framework conditions and providers' structure

The Hungarian adult education sector operates within a centralised and multi-level governance framework. At central government level, responsibilities relevant to adult learning are divided primarily between two ministries. The Ministry of the Interior is responsible for public education, while the Ministry of Culture and Innovation oversees higher education, vocational education and training, and adult training. As a result, adult education in Hungary is shaped both by the broader education governance system and by labour market, vocational and skills policy priorities.

The sector is regulated primarily by the Act on Adult Training and the Act on Vocational Education and Training. Since September 2020, the adult training framework has placed stronger emphasis on notification, authorisation and output-oriented control. Under the current framework, adult training activities are subject to notification, while activities that are partly or fully funded by the state budget or by a European Union grant, vocational trainings, and trainings preparing learners for a partial vocational qualification are subject to authorisation. The Pest County Government Office acts as the state administrative body responsible for adult training administration.

The provider structure of adult learning in Hungary is mixed and diverse. It includes vocational education and training centres, higher education institutions, public and semi-public education providers, non-governmental and community-based organisations, church-related organisations, cultural institutions and private training providers. In practice, this creates a fragmented field in which labour-market-oriented provision, shorter vocational and skills-related training, and non-formal adult learning all play an important role.

Adult training is supported by a comparatively strong administrative and quality assurance framework, especially in the formal, publicly funded and vocationally relevant segments of the sector. This framework strengthens regulatory oversight and output control, but it also means that smaller and non-formal providers may face considerable administrative requirements when they seek to participate in publicly supported or EU-funded adult learning activities.

Strategic steering in the sector remains closely connected to labour market needs and vocational responsiveness. The VET 4.0 strategy continues to provide an important framework for the renewal of vocational education and adult training, while digital transition and social inclusion are also relevant through broader national strategies, including the National Digitalisation Strategy 2022–2030 and the National Social Inclusion Strategy 2030. These priorities are important for understanding the context in which Erasmus+ adult education projects operate in Hungary.

At the same time, broader civic and democratic learning aims are less visibly embedded in the mainstream adult training policy framework. Themes such as active citizenship, democratic participation, common values and civic engagement tend to appear more strongly in civil society, cultural, social-service and community-based adult learning environments, including Erasmus+ projects.

Despite this comparatively strong regulatory and administrative framework, participation in adult learning remains a structural challenge. According to Eurostat data, adult participation

in learning in Hungary stood at 10.6% in 2025 among adults aged 25–64.

This indicates that the issue is not only one of provision, but also of reach, motivation and accessibility, especially for adults with fewer opportunities and for groups that are less connected to formal learning pathways. This broader participation context is important for understanding both the relevance and the limitations of Erasmus+ within the Hungarian adult education sector.

The chapter reflects the institutional framework in place during the research period. Possible changes following the 2026 parliamentary elections are not assessed here, as their implications for adult education governance were not yet clear at the time of writing.

2.2 Adult education policies

Adult education policy in Hungary is currently shaped by a combination of economic, social and digital priorities. A central policy reference point remains the VET 4.0 strategy, which frames the renewal and development of vocational education and adult training until 2030. Its main orientation is the responsiveness of vocational education and adult training to labour market needs, economic competitiveness and technological change. According to Eurydice, the strategy was reviewed in 2023 in light of experience with the renewed vocational education and training system and relevant European principles for VET and adult learning.³

Digital transition is a second major policy priority. The National Digitalisation Strategy 2022–2030 defines digital development as a long-term national objective and provides a wider policy framework for strengthening digital competences across society. In the context of adult education, this is particularly relevant because digital skills are closely linked to employability, access to public and private services, participation in learning and everyday social inclusion.⁴

A third important policy strand concerns social inclusion. The National Social Inclusion Strategy 2030 provides a framework for reducing disadvantage and addressing inequalities affecting, among others, Roma communities, people living in disadvantaged areas and other vulnerable groups. From an adult education perspective, this is relevant because participation in learning is closely linked to basic skills, employability, social mobility and access to services.

Taken together, these policy priorities show that adult education in Hungary is strongly connected to labour market adaptation, digital skills development and social inclusion. These are also areas where Erasmus+ adult education projects can complement domestic policy by supporting staff development, methodological innovation, organisational learning, international cooperation and work with vulnerable learner groups.⁵

At the same time, broader civic and democratic learning aims are less firmly embedded in the mainstream adult training policy framework. Themes such as active citizenship, democratic participation, common values, civic engagement, critical thinking and media literacy are more often carried by civil society organisations, cultural institutions, social-service providers, community-based initiatives and project-based learning environments. This is important for the thematic focus of the second RIA-AE survey round, because

³ Eurydice, *Developments and current policy priorities: Hungary*. The Eurydice country information states that the VET 4.0 strategy defines the systematic renewal and development of VET and adult training until 2030 and that it was reviewed in 2023 in light of experience with the renewed VET system and EU principles for VET and adult learning.

⁴ Government of Hungary, *National Digitalisation Strategy 2022–2030*. See also the Digital Skills and Jobs Platform summary of Hungary's National Digital Decade strategic roadmap, which notes that improvements in digital skills are essential for digitalisation of the economy, businesses and the public sector.

⁵ Government of Hungary, *Magyar Nemzeti Társadalmi Felzárkózási Stratégia 2030* / *Hungarian National Social Inclusion Strategy 2030*, 2021. The strategy provides the national framework for social inclusion policy up to 2030, with attention to poverty, Roma inclusion, disadvantaged territories and vulnerable groups

Erasmus+ may provide an enabling framework for adult learning activities that connect participation, dignity, community engagement and European values in practical settings.

The main challenges for adult education policy therefore include not only increasing participation rates and improving skills, but also widening access for adults with fewer opportunities, supporting small and non-formal providers, strengthening digital inclusion, and creating conditions for adult learning outcomes to be used beyond individual projects. The current policy framework provides strong reference points for vocational responsiveness, digitalisation and social inclusion, while broader civic and community-learning objectives remain less systematically institutionalised.

This report reflects the policy framework in place during the research period. Following the 2026 parliamentary elections, changes in the institutional and policy environment may occur in the near future. Their implications for adult education governance and policy could not yet be assessed within the scope of the present report.

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

Compared to policy and regulatory sources, the Hungarian evidence base on the impact of Erasmus+ in adult education remains relatively limited. At the same time, two recent sources are particularly relevant for contextualising the present report: the first Hungarian RIA-AE national report and a 2024 mobility-focused research report commissioned by Tempus Public Foundation.⁶

The previous Hungarian RIA-AE national report, prepared in the first survey round, examined the impact of Erasmus+ on the Hungarian adult education sector through a mixed-methods design combining document analysis, programme data, an online survey, case studies, interviews with non-participating organisations and interviews with adult learners. The report identified positive effects at organisational and individual level, especially in relation to internationalisation, staff development, learner confidence, methodological innovation and the development of learning offers. It also pointed to persistent barriers, including uneven access to the programme, administrative burden, limited organisational capacity, language barriers and the limited wider uptake of project results across the sector.

A more recent and directly relevant contribution is the Mobility Research Report 2024, commissioned by Tempus Public Foundation. This study focused specifically on Erasmus+ KA1 mobility for learners and staff in adult education. It examined why KA1 adult learning mobility is underused in some countries and how its effectiveness could be improved. The research was based on an online survey across 12 countries, complemented by in-depth case studies in France, Hungary, Portugal, Croatia and Slovakia. It is especially relevant for the present report because it provides recent evidence on the structural, organisational and practical barriers affecting adult learner and staff mobility, including limited institutional capacity, uneven access to international networks, administrative complexity and the need for stronger preparation and support.

Overall, the available Hungarian evidence suggests that Erasmus+ generates meaningful benefits in adult education, particularly at organisational, staff and learner level. However, the national research base remains narrow, especially in relation to the thematic focus of the second survey round: participation in democratic life, common values and civic engagement. In this sense, the present report should be understood not only as an update of earlier

⁶ [Progress Hungary and Tempus Public Foundation, Impact of Erasmus+ on the Adult Education Sector](#). National report RIA-AE network: Hungary, August 2024; Tempus Public Foundation, Searching for measures for the better exploitation of Mobility for learners and staff in adult education: Mobility Research Report 2024, 2024.

evidence, but also as a contribution to a still developing knowledge base on how Erasmus+ supports adult education impact in Hungary.

3 The accessibility and inclusiveness of Erasmus+

3.1 Introduction

Inclusion and diversity are among the core priorities of the Erasmus+ programme. Equal opportunities, equal access, inclusion, diversity and fairness should therefore be promoted across programme actions. In adult education, this is particularly important because many organisations and learners face barriers related to institutional capacity, geography, resources, language, confidence, disability, social disadvantage or previous distance from international learning opportunities.

This chapter examines the accessibility and inclusiveness of Erasmus+ in Hungarian adult education. It first analyses the profile of participating organisations, including their legal status, sectoral background, geographical distribution, organisational size, learner reach and previous project experience. It then turns to the obstacles that may limit access to and effective participation in Erasmus+, including general organisational barriers and specific obstacles related to KA1 adult learner mobility.

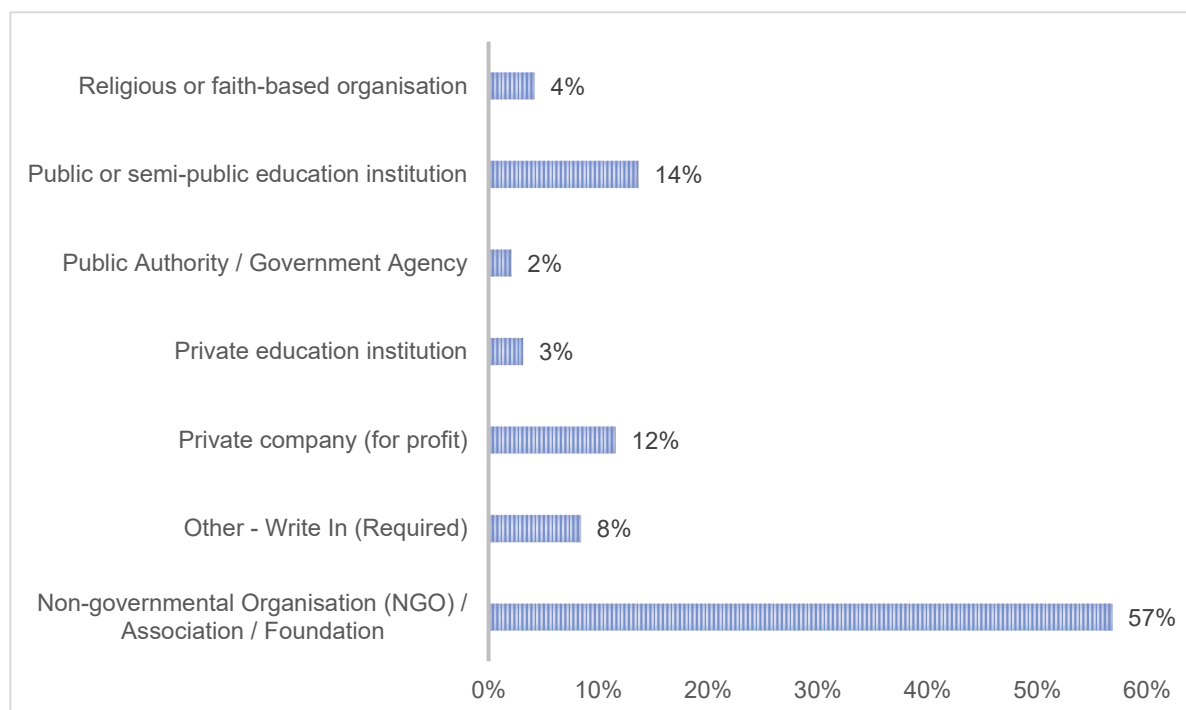
The analysis is based primarily on the Hungarian SR2 online survey among Erasmus+ participating organisations and programme monitoring data. Open survey responses, KA2 case study evidence, KA1 coordinator interviews and Module 5 interviews with non-participating and boundary-case organisations are used to interpret the quantitative findings and to provide a more detailed understanding of the barriers faced by organisations and learners.

3.2 Participating organisations in Erasmus+

3.2.1 Type of organisations

This section describes the profile of organisations participating in Erasmus+ adult education in Hungary, based primarily on the online survey results and programme monitoring data. It examines legal status, sectoral background, geographical distribution, organisational size, learner reach and project experience.

3-1. FIGURE: LEGAL STATUS OF PARTICIPATING ORGANISATIONS IN THE HUNGARIAN ERASMUS+ ADULT EDUCATION SURVEY (2025–2026) (N=95)

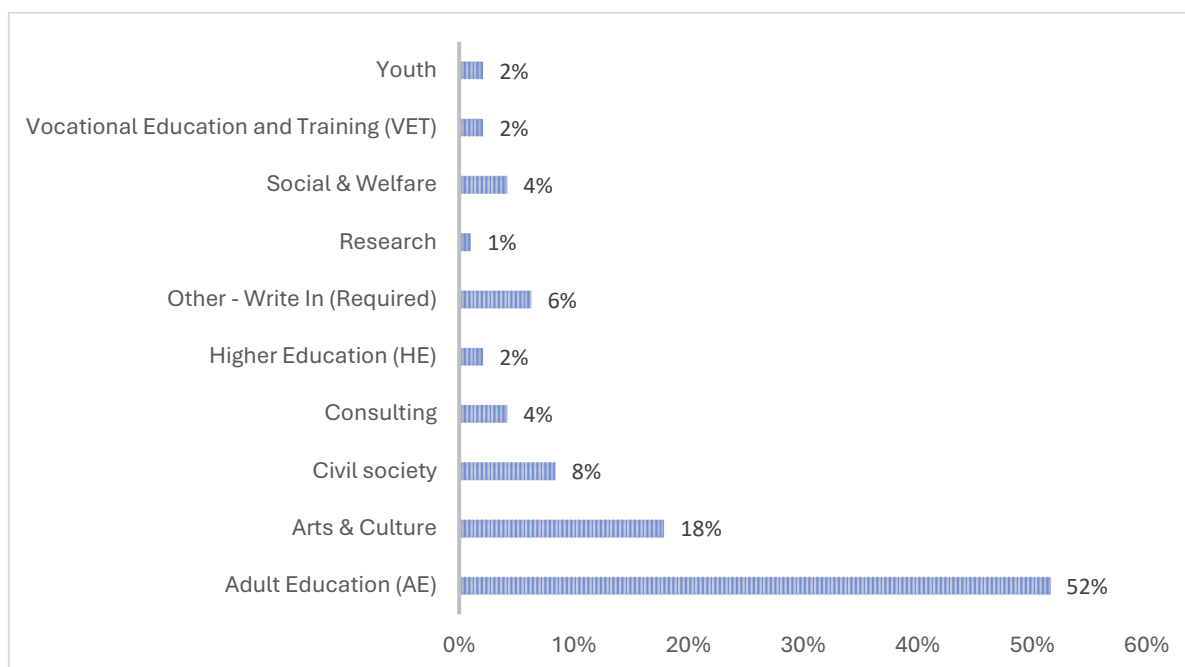


Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The survey data suggest that the Hungarian Erasmus+ adult education field is strongly dominated by non-governmental and non-profit actors. Non-governmental organisations, associations and foundations represent by far the largest group of responding organisations, accounting for 57% of the sample. They are followed by public or semi-public education institutions (14%) and private companies (12%), while other legal forms appear only in smaller proportions. Religious or faith-based organisations account for 4%, private education institutions for 3%, and public authorities or government agencies for 2%.

This pattern is important from the perspective of accessibility and inclusiveness. It indicates that Erasmus+ in Hungarian adult education is used particularly strongly by civil society-based and non-profit organisations, rather than by public institutions or commercial adult training providers alone. At the same time, it also suggests that the Erasmus+ adult education field does not fully mirror the wider adult training provider landscape, where private and market-oriented providers are more prominent.

3-2. FIGURE: PRIMARY SECTOR OF OPERATION OF ORGANISATIONS PARTICIPATING IN ERASMUS+ ADULT EDUCATION IN HUNGARY (N=95)



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2

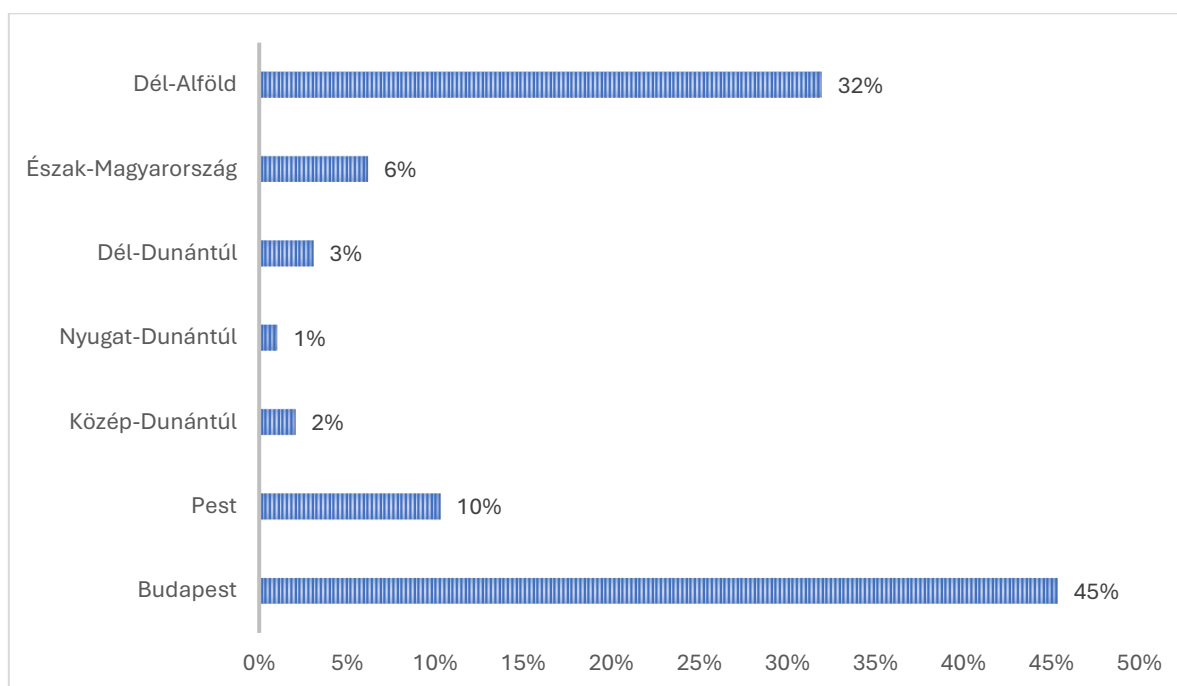
The sectoral profile of the responding organisations confirms this picture, while also showing some internal diversity. A majority of respondents (52%) identified adult education as their primary field of activity. The second largest group came from arts and culture (18%), followed by civil society (8%). Smaller shares were reported by organisations from fields such as social and welfare services and consulting (4% each), while higher education, youth and vocational education and training appeared only marginally in the sample.

These findings suggest that the Hungarian Erasmus+ adult education landscape is rooted in adult education, but is also strongly connected to neighbouring fields such as culture, civil society and social support. This is relevant for the interpretation of Erasmus+ impact in Hungary. Many participating organisations do not operate as conventional adult training providers only; they use adult learning in connection with community development, inclusion, cultural participation, social support, professional development or values-based work. This helps explain why Erasmus+ adult education projects in Hungary often address broader social and community objectives alongside skills development.

3.2.2 Geographical distribution

This section examines the regional distribution of Erasmus+ beneficiary organisations in Hungary, based on monitoring data for KA1 and KA2 projects.

3-3. FIGURE: GEOGRAPHICAL DISTRIBUTION OF KA1 BENEFICIARY ORGANISATIONS BY NUTS 2 REGION (N=97)

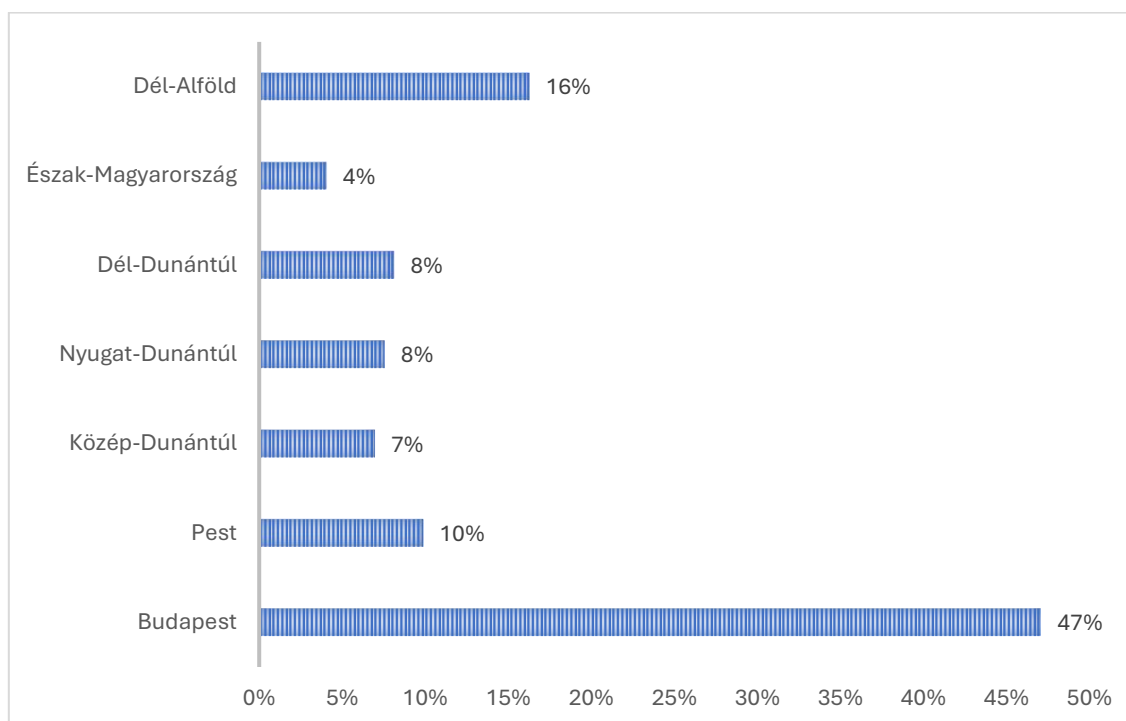


Source: European Commission monitoring data.

The geographical distribution of Erasmus+ beneficiary organisations in Hungary shows a strong territorial concentration. In KA1, Budapest accounts for 45% of beneficiary organisations, which indicates that access to mobility-related Erasmus+ opportunities remains particularly strong in the capital. The second most visible region is Dél-Alföld, with 32% of KA1 beneficiary organisations, followed by Pest (10%) and Észak-Magyarország (6%). The remaining regions account for only small shares.

This distribution suggests that KA1 participation is uneven across the country. The high concentration in Budapest and the visibility of a limited number of stronger regional centres point to differences in institutional capacity, international networks, project-writing experience and access to information. Smaller towns and rural areas may host organisations working closely with disadvantaged adult learners, but these organisations may have fewer resources to enter and manage Erasmus+ mobility projects.

3-4. FIGURE: GEOGRAPHICAL DISTRIBUTION OF KA2 BENEFICIARY ORGANISATIONS BY NUTS 2 REGION (N=172)



Source: European Commission monitoring data.

The KA2 distribution shows a similar, although slightly more dispersed, pattern. Budapest accounts for 47% of KA2 beneficiary organisations, confirming the capital's dominant role in Erasmus+ adult education cooperation projects. Dél-Alföld is again the second most visible region, although with a smaller share than in KA1 (16%). Pest accounts for 10%, while Dél-Dunántúl and Nyugat-Dunántúl each represent 8%.

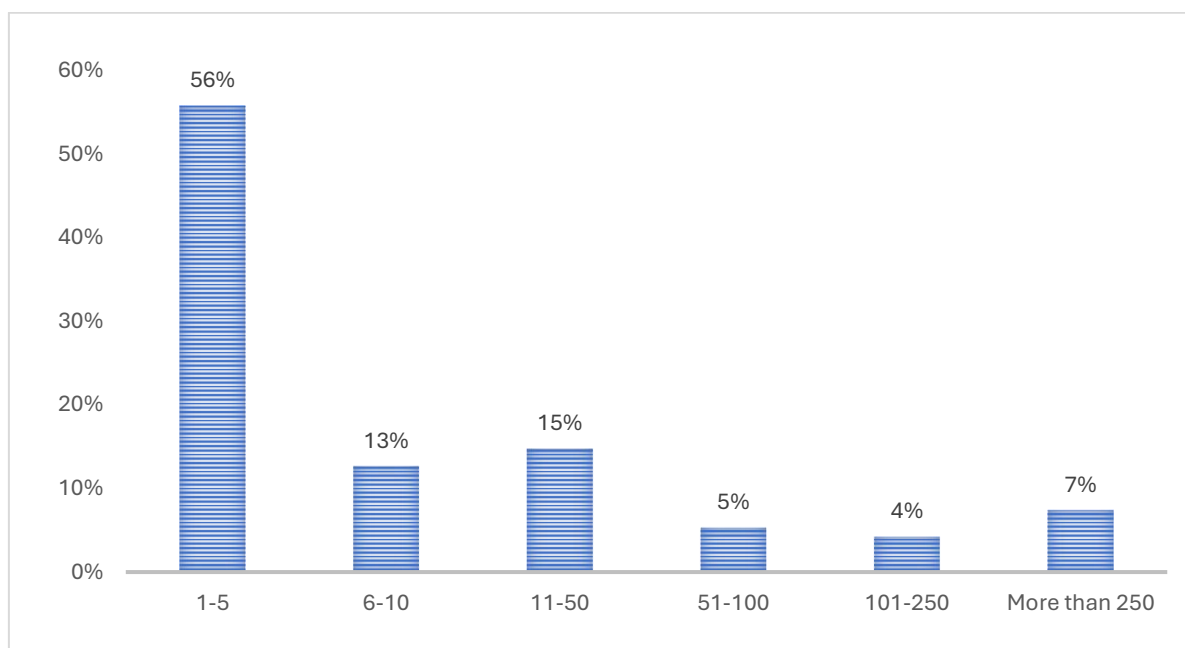
This suggests that KA2 cooperation projects may reach a somewhat wider regional base than KA1, but the overall pattern of territorial concentration remains strong. Participation in cooperation partnerships requires not only a relevant project idea, but also partner networks, administrative capacity, project-management experience and the ability to work in international consortia. These conditions are likely to be more available in Budapest and in stronger regional centres than in less resourced local contexts.

Overall, the findings indicate that Erasmus+ participation in Hungarian adult education remains geographically uneven. The strong concentration in Budapest, together with the relatively limited presence of several other regions, suggests that territorial access to the programme is shaped by institutional and network capacity as much as by geographical location itself. This pattern is broadly consistent with the first survey round, which also identified Budapest as the main centre of Erasmus+ participation in adult education. The current NUTS 2 data confirm that this concentration remains visible in both KA1 and KA2.

3.2.3 Size of the participating organisations (KA1 and KA2)

This section examines the size of the participating organisations in terms of staff numbers and the volume of adult learners reached through their learning activities.

3-5. FIGURE: NUMBER OF STAFF MEMBERS IN PARTICIPATING ORGANISATIONS (N=95)

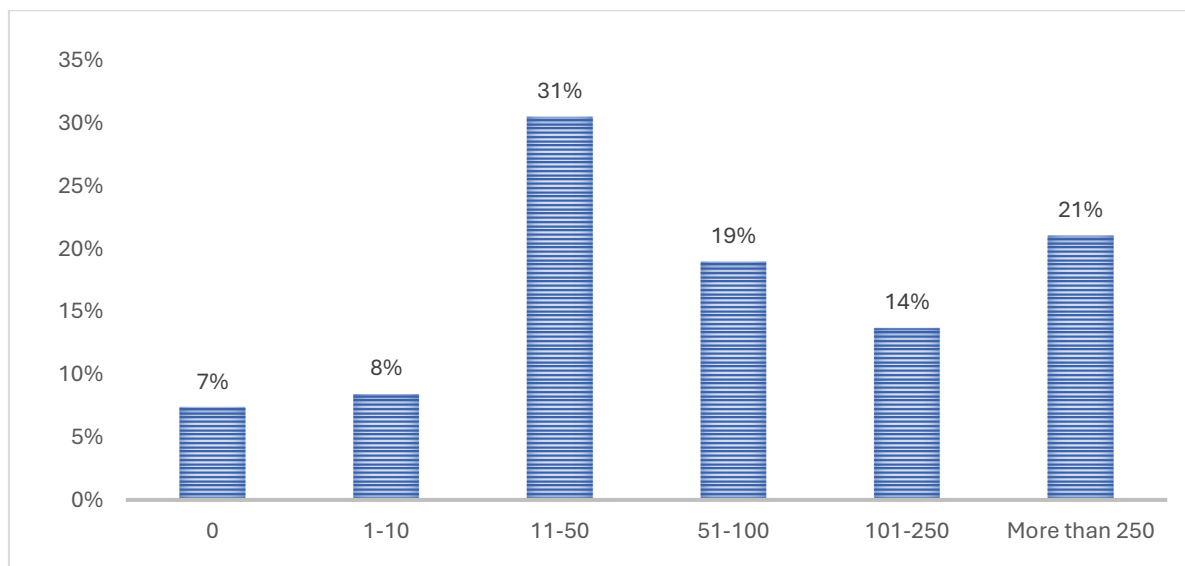


Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The survey results suggest that the Erasmus+ adult education field in Hungary is characterised by the strong presence of relatively small organisations. A majority of respondents (56%) reported having only 1–5 staff members. A further 13% had 6–10 staff members, and 15% had 11–50 staff members. Only a small minority reported staff numbers above 50.

This indicates that participation in Erasmus+ is not limited to larger institutions with substantial internal capacity. Small organisations are clearly present in the programme. At the same time, this finding is important for interpreting later evidence on participation barriers, as small staff size may limit the time, administrative capacity and human resources available for project planning, implementation, mobility organisation and follow-up.

3-6. FIGURE: NUMBER OF ADULT LEARNERS PARTICIPATING IN LEARNING ACTIVITIES PROVIDED BY THE ORGANISATION IN 2024 (N=95)



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The organisations participating in Erasmus+ vary more widely in terms of the number of adult learners reached through their learning activities. The largest group of respondents (31%) reported that 11–50 adult learners had participated in learning activities provided by their organisation in 2024. However, a considerable share of organisations reported larger learner volumes: 19% reached 51–100 learners, 14% reached 101–250 learners, and 21% reported more than 250 adult learners.

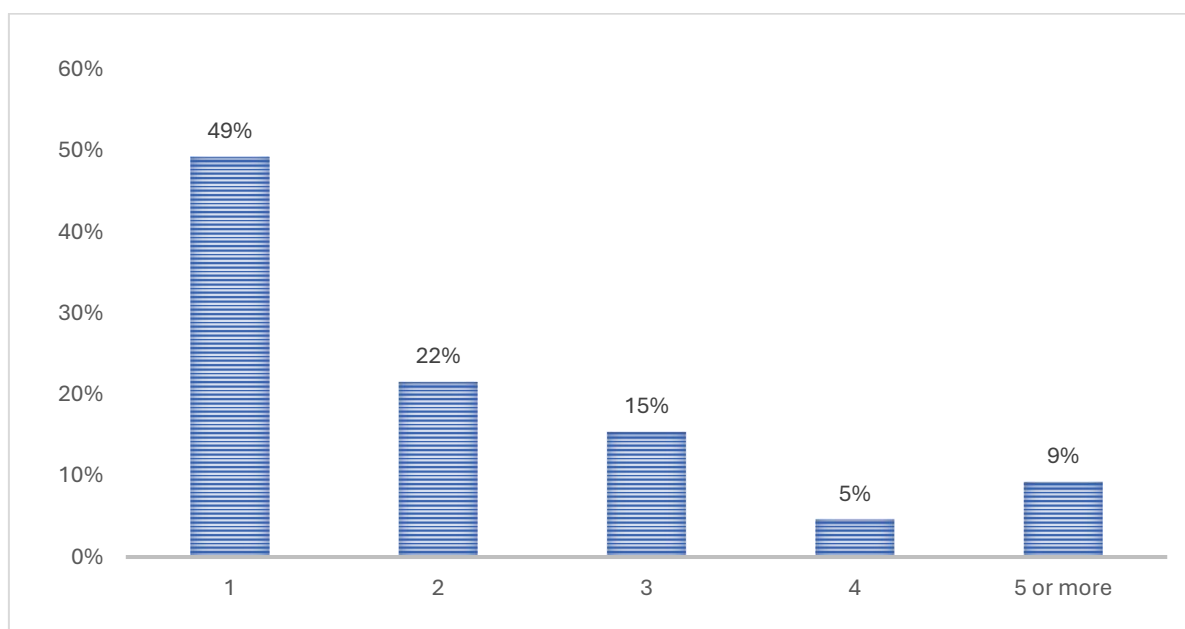
This suggests that small organisational size does not necessarily mean limited learner reach. Some organisations with modest staff capacity may nevertheless work with substantial groups of adult learners. From the perspective of accessibility and inclusiveness, this is an important finding: Erasmus+ reaches small organisations, but these organisations may still have significant direct or indirect influence on adult learning provision.

Taken together, these findings point to a specific feature of the Hungarian Erasmus+ adult education landscape: many participating organisations are small in staffing terms, but not necessarily marginal in their learner reach. This combination creates both potential and vulnerability. On the one hand, Erasmus+ can support organisations that are close to local communities, specific target groups and non-formal adult learning environments. On the other hand, the same organisations may face considerable pressure when managing applications, international partnerships, mobility logistics, reporting and the longer-term use of project results.

3.2.4 Number of projects involved and variety of roles

This section examines the extent of Erasmus+ experience among responding organisations in the current programme period and the roles they have taken within KA1 and KA2 projects.

3-7. FIGURE: NUMBER OF KA1 (KA121/KA122) PROJECTS IN WHICH RESPONDING ORGANISATIONS PARTICIPATED IN THE CURRENT PROGRAMME PERIOD, 2021-2024 (N=65)



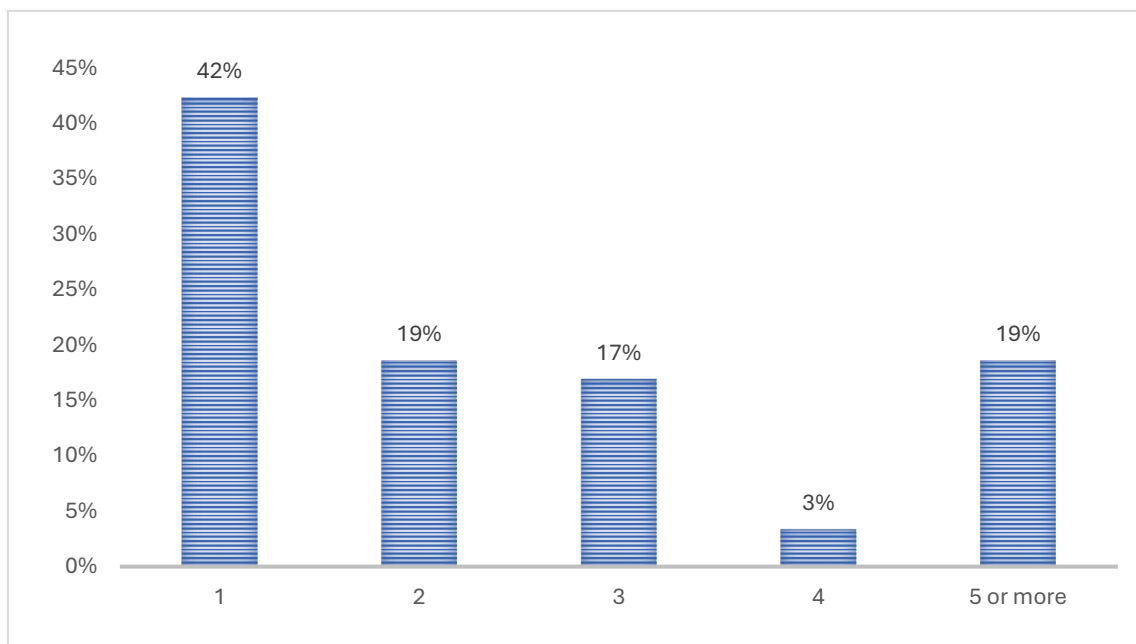
Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

Participation in **KA1** projects appears relatively broad, but for many organisations still limited to a small number of projects. Nearly half of respondents (**49%**) reported having participated in **one KA1 project** in the 2021–2024 period. A further **22%** had participated in **two**, and **15%** in **three** KA1 projects. Only a smaller group of organisations reported participation in four or more projects.

This suggests that, for many organisations, KA1 participation remains relatively modest in scale, although a smaller group appears to have built up more sustained mobility-related experience.

From an accessibility perspective, this indicates that KA1 is not used only by a small group of highly experienced organisations. However, the relatively limited number of projects per organisation also suggests that many actors may still be in an early or moderate phase of mobility-related experience.

3-8. FIGURE: NUMBER OF KA2 (KA210/KA220) PROJECTS IN WHICH RESPONDING ORGANISATIONS PARTICIPATED IN THE CURRENT PROGRAMME PERIOD, 2021-2024 (N=59)



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The distribution for **KA2** shows a somewhat different pattern. While the largest group of respondents (**42%**) reported participation in **one KA2 project**, a comparatively substantial share had more extensive experience: **19%** had participated in **two**, **17%** in **three**, and another **19%** in **five or more** KA2 projects.

This indicates that, alongside many organisations with limited project experience, the Hungarian adult education field also includes a noticeable group of organisations with a stronger and more sustained involvement in cooperation projects.

This points to a more polarised KA2 participation pattern than in KA1: many organisations have only limited cooperation-project experience, while a smaller group has accumulated substantial project knowledge and partnership capacity.

3-9. FIGURE: ROLES OF RESPONDING ORGANISATIONS IN KA2 PROJECTS, 2021–2024 (N=59; MULTIPLE ANSWERS POSSIBLE)



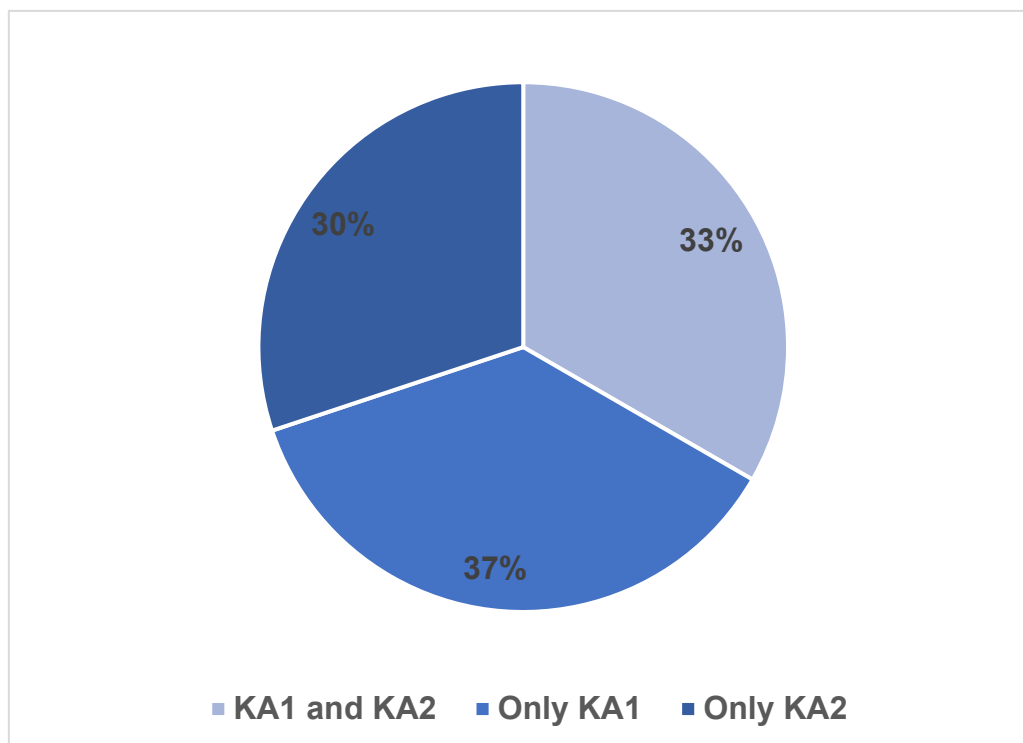
Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

In terms of organisational roles in **KA2** projects, the survey suggests that many respondents were involved not only as partners but also as project coordinators. **64%** reported coordinator experience, while **42%** indicated participation as a partner. As organisations could report more than one role, these categories are not mutually exclusive.

This points to a relatively strong implementation capacity among at least part of the respondent group, with a considerable number of organisations taking on leading roles in Erasmus+ cooperation projects.

This finding should be interpreted in relation to the survey sample, which captures organisations that were able and willing to respond to the questionnaire. It nevertheless suggests that a visible part of the Hungarian Erasmus+ adult education field has experience not only in participating in, but also in leading, transnational cooperation projects.

3-10. FIGURE: TYPE OF INTERNATIONALISATION ACTIVITY THE ORGANISATION HAS PARTICIPATED IN SINCE 2021 (N=95)



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The broader participation profile of the responding organisations also shows a relatively balanced picture across action types. According to the survey, **37%** of respondents participated **only in KA1**, **30% only in KA2**, while **33%** reported participation in **both KA1 and KA2** since 2021. This suggests that the Hungarian Erasmus+ adult education field includes organisations with different internationalisation profiles, including a substantial group with experience in both mobility and cooperation projects.

Taken together, these findings suggest that the Hungarian Erasmus+ adult education field includes both less experienced and more established organisations. Many respondents participated in only one or a few projects during the current programme period, while a smaller but important group has accumulated broader experience and, especially in KA2, has taken on coordinating roles. From the perspective of accessibility and inclusiveness, this points to a mixed landscape: newer or less experienced actors are present in the programme, but organisations with stronger project-management experience and international partnership capacity continue to play a particularly visible role.

3.3 Obstacles for participating in Erasmus+

While the previous section focused on the profile of organisations participating in Erasmus+, this section examines the obstacles that may limit access to the programme, participation in Erasmus+ activities, and the effective implementation and follow-up of projects.

The analysis is based on open survey responses from coordinating beneficiary organisations and partner organisations, complemented by evidence from the KA2 case studies, KA1 coordinator interviews and six Module 5 interview portraits. The Module 5 interviews with non-participating and boundary-case organisations add the perspective of organisations that are relevant to adult learning but have no direct experience of KA1 adult education learner

mobility. Some of them are genuine non-participants in Erasmus+ adult education, while others are boundary cases with experience in Erasmus+ youth projects, KA2 cooperation, partner roles or other international activities.

Together, these sources make it possible to look at barriers from two sides: from the perspective of organisations already inside Erasmus+ adult education, and from the perspective of organisations that could be relevant for the programme but have not yet entered, or have not yet used, the KA1 adult education mobility pathway.

3.3.1 General obstacles in KA1 and KA2

The open survey responses currently available from both coordinating beneficiary organisations and partner organisations suggest that the obstacles faced by participating organisations are varied, but several recurring themes can already be identified.

First, many respondents referred to the **high level of competition and the limited chances of success** in the Erasmus+ programme. Several organisations described the application environment as highly selective, with a large number of applicants competing for a relatively small number of successful projects. In some responses, this was linked not only to frustration after repeated unsuccessful applications, but also to concerns about the quality, objectivity and transparency of the evaluation process. A few responses explicitly questioned the consistency of assessment practices and the limited possibilities for appeal.

Second, a particularly strong theme in the responses concerns **capacity constraints**, especially lack of time and limited human resources. Respondents repeatedly referred to the substantial time and effort required for project planning, proposal development, coordination and implementation. This was especially visible in the case of smaller civil society organisations, volunteer-based organisations and small teams, where Erasmus+ work has to be carried out alongside other core responsibilities and with very limited staffing capacity. In several cases, respondents emphasised that the problem was not lack of motivation, but rather the absence of sufficient staff time and dedicated organisational capacity.

Third, several responses highlighted **bureaucratic and administrative burdens** as a major obstacle. The complexity of procedures, reporting requirements and the wider administrative system was explicitly mentioned by multiple organisations. Related to this, some respondents stressed that proposal writing itself requires substantial effort and a specific command of the programme language and expectations. A small number of responses also pointed to **limited experience in proposal writing** as a disadvantage, especially when organisations are expected to prepare technically strong applications while simultaneously managing ongoing activities.

A fourth set of responses pointed to **financial and sustainability-related constraints**. Some organisations felt that the available funding was insufficient in relation to the real costs of implementation, especially in a context of rising wage and partnership costs. Others stressed that there is insufficient support for the follow-up of learning processes or for continuity between one project cycle and the next, which can weaken sustainability and make it harder for organisations to build on earlier results. In a few responses, the lack of dedicated remuneration or recognition for the coordinators' work was also described as a factor limiting engagement.

The responses also show that **internal organisational conditions and institutional fit** matter significantly. Some respondents referred to restructuring, slow decision-making processes, limited institutional commitment, or structural features of the organisation itself as barriers to participation. Others indicated that Erasmus+ activity did not always align easily with the organisation's size, sector, operational model or formal mandate. This suggests that even where there is an interest in Erasmus+, participation may still be constrained by the wider functioning, stability or institutional position of the organisation.

In addition, a number of responses reveal **implementation and partnership-related vulnerabilities**. One respondent described serious negative consequences arising from mistakes on the side of a lead applicant, which affected the partner organisation financially. Others referred to the difficulty of identifying suitable international partners, the challenge of establishing reliable new partnerships, or the limited pool of trustworthy partners for larger projects. These answers indicate that obstacles may arise not only from an organisation's own limitations, but also from the risks embedded in transnational project cooperation.

An important additional theme concerns **accessibility and inclusion-related barriers**. One response highlighted the specific difficulties faced by an organisation whose staff members are visually impaired, including the limited availability of accessible partner-search tools, the lack of accessibility of Erasmus+ online interfaces, and the challenge of identifying appropriate support persons. This is particularly relevant in a chapter dealing with inclusiveness, as it shows that practical accessibility issues may directly affect participation opportunities for some organisations.

The responses also point to the relevance of **language-related barriers**. In some organisations, limited foreign language competence among staff members was described as a factor restricting participation opportunities. Closely related to this, some respondents referred to colleagues' reluctance to travel abroad, fear of operating in a foreign-language environment, or difficulties in mobilising additional effort for international engagement.

Finally, several responses suggest that participation barriers do not end with project approval, but may continue throughout implementation and follow-up. In particular, some organisations pointed to the difficulty of replacing staff members while they are abroad and to the workload that accumulates after mobility activities, making it harder to integrate newly acquired knowledge into everyday work.

Overall, the survey evidence points to a complex and multi-layered picture of organisational obstacles in Erasmus+. The most important barriers are linked to high competition, limited staff capacity, administrative burden, financial constraints, organisational instability, proposal-writing challenges, partnership-related risks, language and accessibility barriers, and, in some cases, limited trust in the funding and evaluation environment. The KA2 case studies broadly confirm this picture. They show that even successful projects often depend on considerable unpaid or under-recognised staff effort, strong personal commitment, and the ability of small organisations to manage international cooperation alongside their regular professional work.

The Module 5 interviews confirm that similar barriers can also affect organisations outside, or only partly inside, Erasmus+ adult education. They also show that non-participation is not always caused by lack of interest or lack of relevance. Several interviewed organisations were clearly connected to adult learning, but Erasmus+ adult education had not become part of their regular planning.

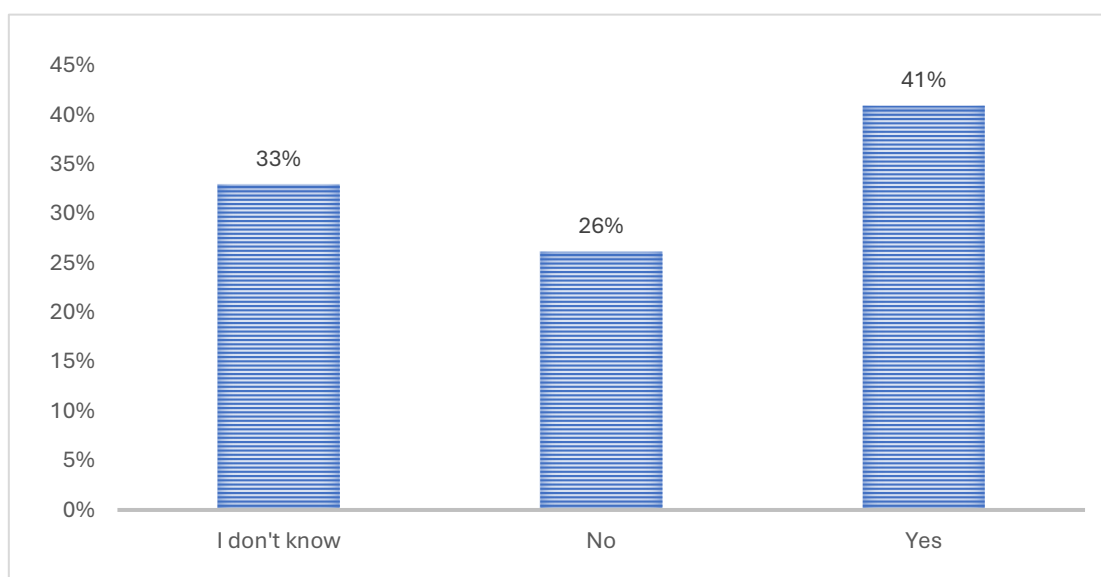
The interviews point to three main issues. First, some organisations had only a limited practical understanding of what Erasmus+ adult education could mean for them. Second, some did not identify themselves as adult education actors in the Erasmus+ sense, even though adult learning was present in their work through training, volunteering, mentoring, professional development or community-based learning. Third, capacity, language and partner-finding remained important barriers, especially for small organisations, micro-enterprises and organisations without established international networks.

These findings suggest that access to Erasmus+ depends not only on formal eligibility, but also on whether organisations can recognise a concrete and manageable route into the programme. Practical examples, first-step guidance, partner-finding support and clearer technical guidance on registration and EU platforms would be particularly important for such organisations.

A further Hungary-specific issue concerns the **strong domestic regulatory focus** of some adult training actors. The interviews with non-participating and boundary-case organisations suggest that organisations working with adult training compliance, accreditation, quality management or professional guidance may be highly relevant to adult education, but their everyday work is strongly shaped by the Hungarian regulatory environment. As a result, internationalisation and Erasmus+ may remain outside their immediate plans, not because these opportunities are irrelevant, but because **attention and capacity are absorbed by domestic rules, documentation requirements and service delivery**. This helps explain why some professionally strong adult education actors may still have **limited practical knowledge of Erasmus+ adult education opportunities**.

3.3.2 Specific obstacles for KA1 mobility for adult education learners

3-11. FIGURE: PLANS TO ORGANISE FUTURE KA1 MOBILITY ACTIVITIES FOR ADULT LEARNERS (N=95)



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The survey results suggest a mixed picture regarding the future organisation of **KA1 mobility activities for adult learners**. While **41%** of respondents reported that they plan to organise such activities in the framework of a future KA1 project, **26%** said that they do not, and a further **33%** indicated that they do not yet know. This suggests that, although there is a significant level of interest in adult learner mobility, uncertainty remains high across the field.

The open responses provide a clearer picture of the factors behind this uncertainty and reluctance. A first major obstacle concerns **limited organisational capacity**, especially lack of time and staff resources. Several respondents referred to general capacity shortages, while others stressed that organising adult learner mobility would represent too great an additional burden for already stretched organisations.

A second important theme is that **adult learner mobility is not always perceived as a natural fit with the organisation's profile, mission or main target groups**. A number of respondents explicitly stated that this type of activity does not match their core mandate, that adult learners are not their primary target group, or that they do not work with adult learners in a sufficiently structured way to organise mobility activities for them. This appears

particularly relevant for organisations whose work is more loosely connected to adult learning, such as museums, local authorities or organisations focused on other forms of service provision.

A third recurring obstacle relates to the **difficulty of identifying and involving adult learners in mobility activities**. Respondents referred to challenges such as low travel willingness, limited foreign language skills, the age profile of learners, short-term participation in learning activities, and in some cases the mental state or vulnerability of participants. These responses suggest that, even where organisations are positively disposed towards mobility, the characteristics of their target groups may make learner mobility difficult to organise in practice.

Closely linked to this is the challenge of **finding appropriate international partners and host organisations**. Several respondents indicated that learner mobility would only be realistic if suitable foreign partners could be identified, and some stressed that this had not yet been possible. The difficulty of matching learner needs with appropriate receiving organisations therefore appears to be an additional practical barrier.

A further obstacle concerns **financial and administrative feasibility**. Some respondents felt that the available support for adult learner mobility is insufficient and that meaningful mobility activities would require additional own resources. Others referred to the administrative burden of this type of project, describing it as cumbersome or underfunded in relation to the effort involved.

Finally, some responses point to **information-related and accessibility-related barriers**. For some organisations, the framework of adult learner mobility is not yet fully clear, and this lack of familiarity may partly explain the relatively high share of uncertain responses. In other cases, practical inclusion issues arise directly, for example where visually impaired learners or staff would require specific support arrangements in order for mobility to become feasible.

Overall, the survey evidence suggests that the main barriers to future KA1 adult learner mobility are linked not only to limited organisational capacity, but also to issues of organisational fit, learner recruitment and readiness, partner finding, financial feasibility, and practical inclusion. These findings indicate that expanding adult learner mobility in Hungary may require not only funding, but also clearer information, stronger support structures, and more flexible approaches adapted to the realities of different organisational types and learner groups.

Evidence from the KA1 mobility impact portraits confirms this picture and adds that adult learner mobility requires careful preparation, appropriate host arrangements and strong support during and after the mobility. This is particularly important where learners have limited language skills, low confidence, disabilities, health-related needs or little previous experience of international travel. In the Hungarian KA1 cases, group mobility often proved to be a suitable format because it provided a safer learning environment, peer support and opportunities for shared reflection.

The interviews with non-participating and boundary-case organisations further clarify why KA1 adult learner mobility may remain difficult to approach for organisations outside, or only partly inside, Erasmus+ adult education. Several interviewees did not reject the idea of mobility, but found it difficult to see immediately how it would fit their own organisation, target groups or current capacity. In some cases, **staff or professional mobility** appeared to be a more realistic first step than learner mobility. This was especially the case for organisations working as adult education advisers, training providers, civil society development actors or youth-oriented organisations with adult volunteers and staff.

At the same time, the evidence also points to possible entry routes. Mobility could be meaningful where it is linked to a clear learning purpose, such as **employment preparation for adults with disabilities, professional learning in care-related fields, volunteer and**

mentor development, adult education quality improvement, or the recognition of non-formal learning. These examples suggest that KA1 adult education mobility may need to be explained through concrete organisational situations rather than as a general programme opportunity.

Overall, these interviews support the survey finding that adult learner mobility requires **strong preparation, trusted partners, accessible communication and realistic support arrangements.** They also show that some organisations may first need help to identify whether learner mobility, staff mobility, job shadowing or a smaller cooperation project would be the most appropriate entry point.

A further Hungary-specific issue concerns the **strong domestic regulatory focus** of some adult training actors. The interviews with non-participating and boundary-case organisations suggest that organisations working with adult training compliance, accreditation, quality management or professional guidance may be highly relevant to adult education, but their everyday work is strongly shaped by the Hungarian regulatory environment. As a result, internationalisation and Erasmus+ may remain outside their immediate plans, not because these opportunities are irrelevant, but because **attention and capacity are absorbed by domestic rules, documentation requirements and service delivery.** This helps explain why some professionally strong adult education actors may still have limited practical knowledge of Erasmus+ adult education opportunities.

3.4 Conclusion

The evidence presented in this chapter shows that Erasmus+ adult education participation in Hungary is both **inclusive and selective.** On the one hand, the programme reaches a diverse range of organisations, including many **small civil society, cultural, community-based and non-profit actors.** These organisations are often close to adult learners, local communities and inclusion-oriented forms of non-formal learning. This is an important strength of the programme in the Hungarian adult education context.

On the other hand, **participation remains uneven.** The survey and monitoring data show a strong presence of NGOs, associations and foundations, while the wider adult training provider landscape is not fully reflected in the Erasmus+ adult education field. Participation is also **geographically concentrated,** especially in Budapest and a limited number of stronger regional centres. This suggests that access to Erasmus+ is shaped not only by interest in international cooperation, but also by **institutional capacity, project experience, international networks** and the ability to manage administrative requirements.

The findings on obstacles confirm this interpretation. Organisations face a combination of barriers, including **limited staff capacity, lack of time, administrative burden,** proposal-writing challenges, **partner-finding difficulties, financial constraints and language-related barriers.** For **adult learner mobility,** the barriers are even more specific: organisations need to assess whether mobility fits their learner groups, whether learners can be recruited and prepared, and whether suitable host arrangements and support structures can be ensured.

The Hungarian KA1 evidence suggests that **group mobility** can be a particularly useful format where adult learners need a **safer and more supported learning environment.** This applies not only to learners with fewer opportunities or specific support needs, but also to professional adult learners where shared preparation, peer support and organisational follow-up increase the value of mobility. Overall, Erasmus+ contributes to inclusion in Hungarian adult education, but participation in the programme itself still depends strongly on **organisational readiness, capacity and support.**

The interviews with non-participating and boundary-case organisations add an important further point. They show that access to Erasmus+ adult education is **not only a question of formal eligibility or general information**. It also depends on whether organisations can **recognise their own work in the programme**, whether they have enough capacity to explore a new opportunity, whether they can find trusted partners, and whether the first steps into the programme feel manageable. This is particularly relevant for professionally strong adult training actors whose everyday work is strongly shaped by domestic regulation, accreditation, quality management or service delivery. For some organisations, adult education mobility may become realistic only if it is linked to **concrete and familiar activities**, such as staff learning, volunteer development, professional visits, work-related adult learning or supported mobility for specific learner groups.

This means that widening access requires more than open calls and general information. It also requires **practical examples, clearer entry routes, partner-finding support**, and guidance that speaks to the **everyday realities of small civil society organisations, adult training providers, advisory organisations and community-based learning actors**.

4 Impact of Erasmus+ at organisation and staff level

4.1 Introduction

This chapter focuses on the impact of Erasmus+ on participating organisations and their staff. It first presents the main topics and products of Erasmus+ projects, including the types of outputs developed in KA2 projects and the extent to which these outputs are still used. It then discusses the effects of Erasmus+ participation on the development of organisational capacity, learning offers and staff competences. The analysis is based primarily on monitoring data, the Hungarian SR2 online survey, open survey responses and qualitative evidence from the KA2 case studies.

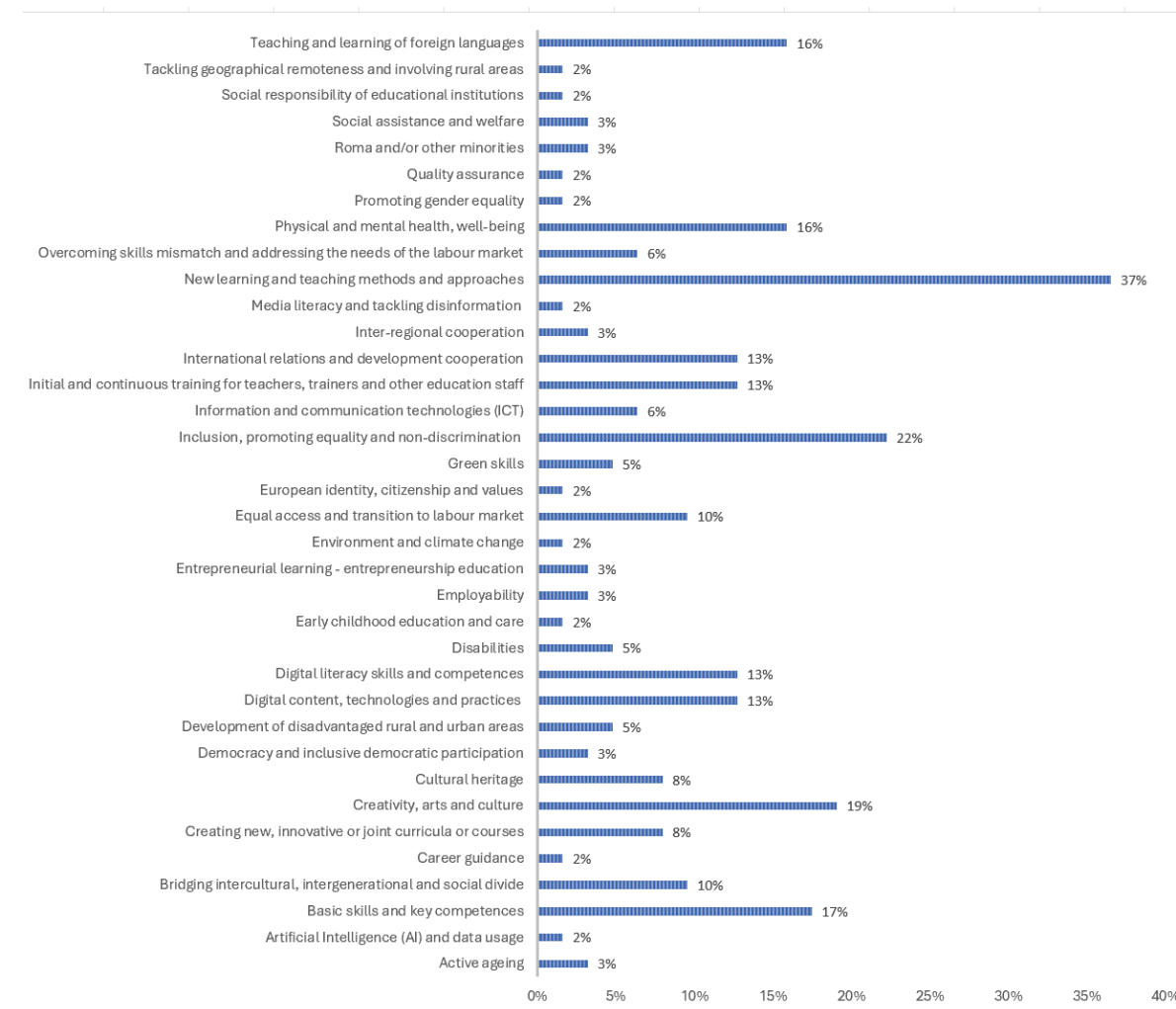
4.2 Topics and products of Erasmus+ projects

4.2.1 Topics of the projects

This section provides an overview of the main thematic orientation of Erasmus+ adult education projects implemented by Hungarian organisations. For KA1, the analysis is based on monitoring data on topic names linked to mobility projects. For KA2, it focuses on the horizontal priorities reported for cooperation projects, distinguishing between the most important priority and other priorities addressed. The purpose of this section is not to describe every topic in detail, but to identify the main thematic patterns that help interpret later findings on organisational and staff-level impact.

KA1 project topics

4-1. FIGURE: MAIN TOPIC NAMES OF HUNGARIAN KA1 ADULT EDUCATION MOBILITY PROJECTS



Source: European Commission participant report data.

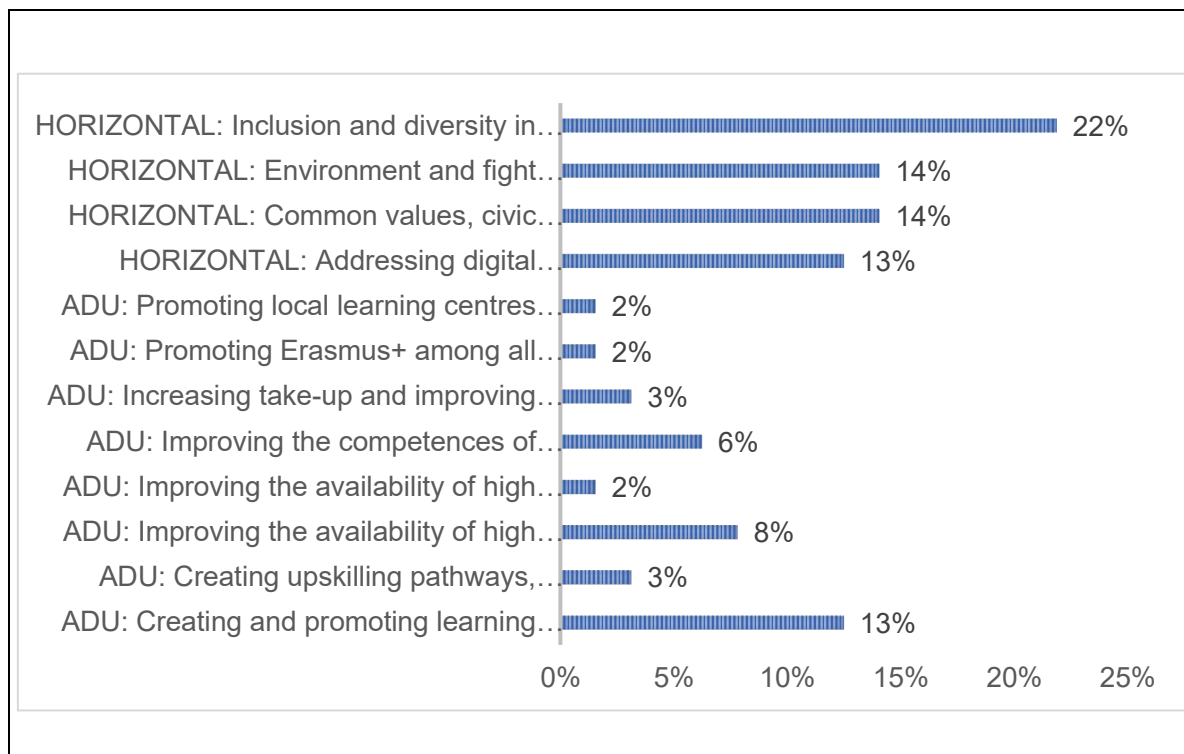
The KA1 monitoring data show that Hungarian adult education mobility projects cover a broad range of topics, but some themes are clearly more visible than others. The most frequently reported topic is new learning and teaching methods and approaches (37%). This suggests that KA1 mobility is strongly used as a means of methodological renewal and professional development in adult education organisations.

Inclusion, promoting equality and non-discrimination is the second most prominent topic (22%), followed by creativity, arts and culture (19%), basic skills and key competences (17%), teaching and learning of foreign languages (16%), and physical and mental health and well-being (16%). Digital literacy skills and competences, digital content, technologies and practices, international relations and development cooperation, and initial and continuous training for teachers, trainers and other education staff each account for 13%.

Overall, the KA1 topic profile indicates that mobility activities are not limited to narrow professional training. They are also used to strengthen inclusive practice, digital and language competences, well-being, cultural learning and basic skills. This is relevant for interpreting the later findings on organisational and staff-level impact, as KA1 appears to support both professional development and broader organisational learning.

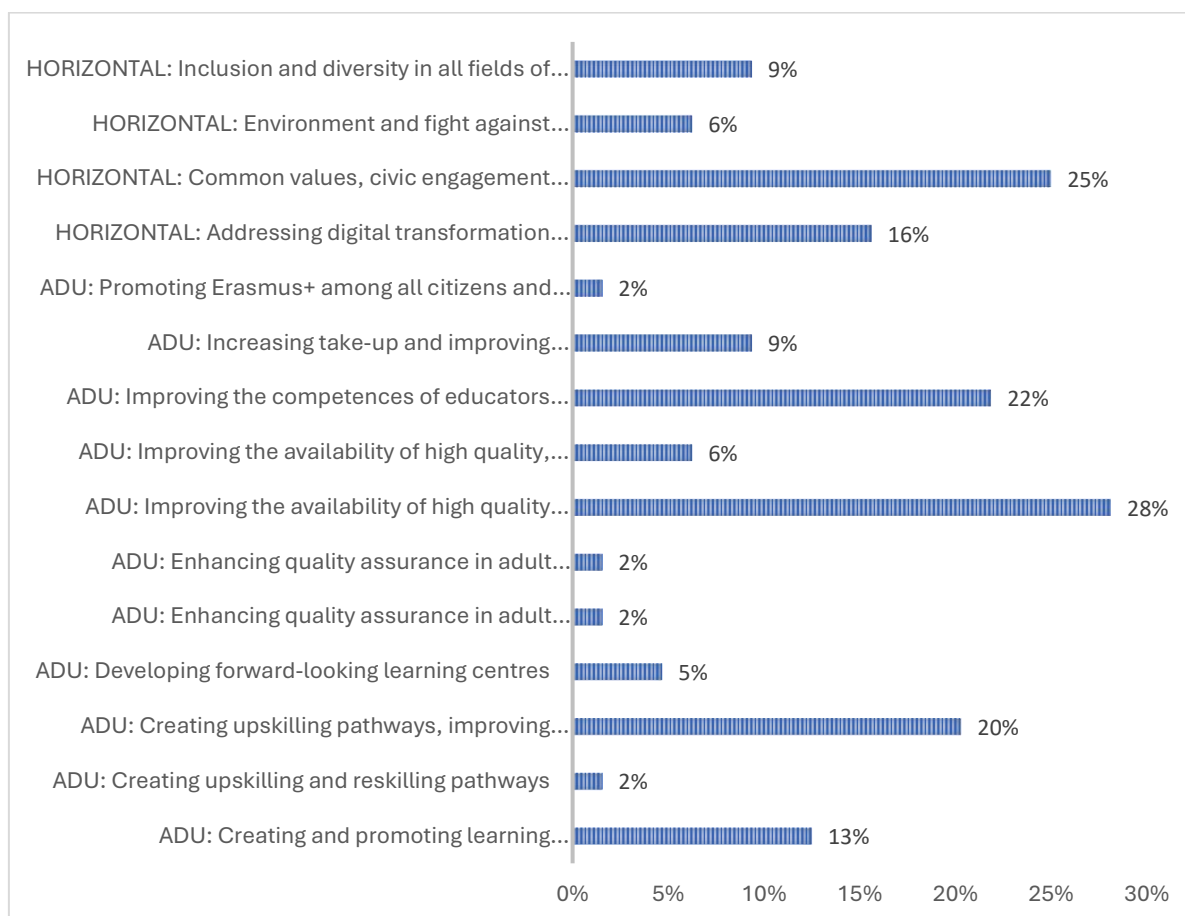
KA2 project priorities

4-2. FIGURE: PRIMARY HORIZONTAL OBJECTIVE OF HUNGARIAN KA2 ADULT EDUCATION PROJECTS



Source: Source: European Commission monitoring data.

4-3. FIGURE: OTHER HORIZONTAL OBJECTIVES OF HUNGARIAN KA2 ADULT EDUCATION PROJECTS



Source: Source: European Commission monitoring data.

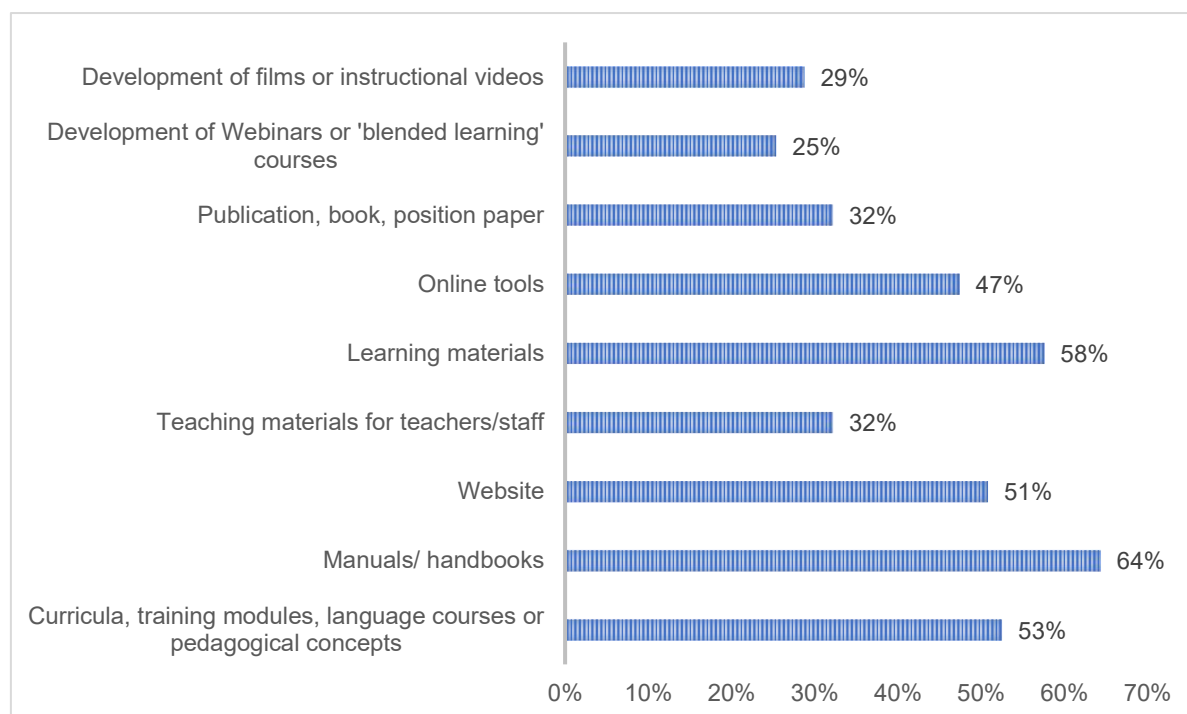
The KA2 monitoring data show that inclusion and diversity was the most frequently selected primary horizontal objective of Hungarian adult education cooperation projects, accounting for 22% of projects. This confirms the strong role of Erasmus+ in supporting inclusion-oriented cooperation in the Hungarian adult education field. Environment and fight against climate change, and common values, civic engagement and participation each accounted for 14%, while addressing digital transformation followed closely at 13%.

The picture changes somewhat when other horizontal objectives are also considered. In this case, improving the availability of high-quality learning opportunities for adults appears most frequently (28%), followed by common values, civic engagement and participation (25%), improving the competences of educators and other adult education staff (22%), and creating upskilling pathways and improving accessibility to adult education (20%). This suggests that the thematic priority of this report is more visible when projects' broader set of objectives is considered, not only their single primary priority.

Overall, the KA2 priority profile indicates that Hungarian cooperation projects address a combination of inclusion, civic and democratic participation, digital transformation, environmental awareness, adult learning quality and staff development. This provides an important context for the later thematic analysis, where the report examines how "participation in democratic life, common values and civic engagement" is interpreted and implemented in concrete KA2 projects.

4.2.2 Type of KA2 products developed

4-4. FIGURE: TYPES OF OUTPUTS OR PRODUCTS DEVELOPED IN KA2 PROJECTS



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

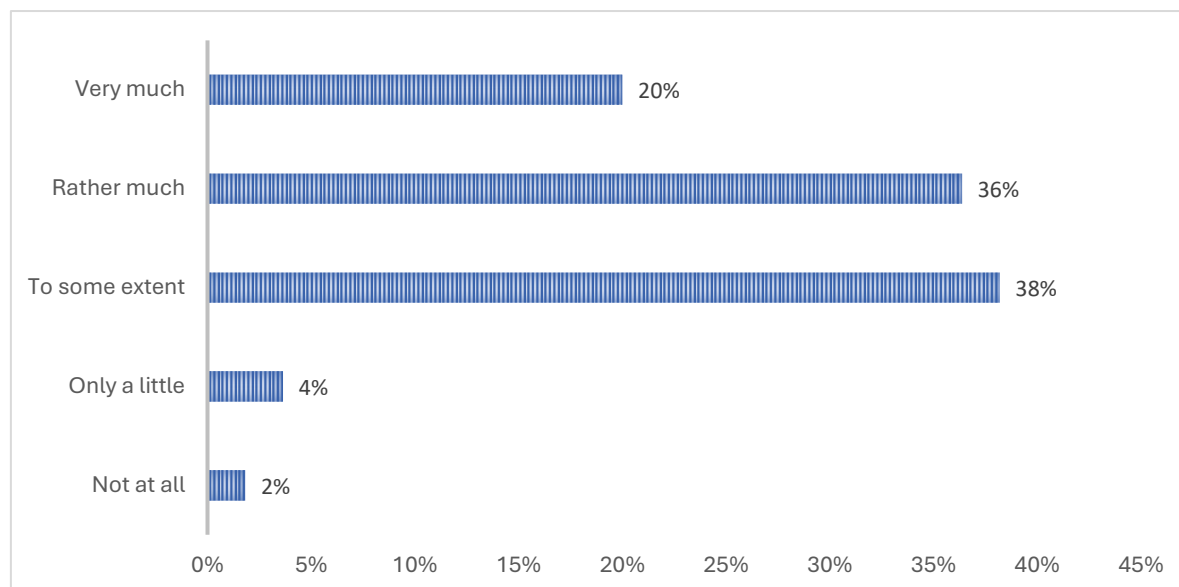
The survey results show that KA2 projects implemented by Hungarian adult education organisations most frequently produced manuals or handbooks (64%), learning materials (58%), curricula, training modules, language courses or pedagogical concepts (53%), and websites (51%). Online tools were also reported by almost half of the respondents (47%).

These findings suggest that KA2 projects contribute strongly to the development of concrete educational and methodological resources. The outputs are not limited to communication products but often include materials that can be used directly in adult learning practice, staff development or organisational work.

Other product types were also present, including publications, books or position papers (32%), teaching materials for teachers or staff (32%), films or instructional videos (29%), and webinars or blended learning courses (25%). This confirms that KA2 cooperation projects support a broad range of outputs, from structured learning resources to digital, audiovisual and dissemination-oriented products.

4.2.3 KA2 output used

4-5. FIGURE: EXTENT TO WHICH KA2 OUTPUTS AND PRODUCTS ARE STILL USED BY ORGANISATIONS



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The survey results indicate that KA2 outputs and products continue to be used by many participating organisations, although the intensity of use varies. More than half of respondents reported that the outputs are still used either very much (20%) or rather much (36%). A further 38% stated that they are used to some extent, while only small shares reported that outputs are used only a little (4%) or not at all (2%).

This suggests that KA2 projects often produce outputs that remain relevant beyond the formal project period. At the same time, the relatively high share of organisations reporting use only “to some extent” indicates that sustainability should not be understood as automatic. Continued use depends on whether outputs can be embedded in everyday organisational practice, updated where necessary, and connected to the needs of learners, staff or stakeholders.

The open survey responses suggest that the continued take-up and use of KA2 outputs depended strongly on organisational capacity, practical relevance and the existence of supportive networks. Respondents indicated that outputs were more likely to be used when they addressed a real need, were clearly communicated to the target group, and when beneficiaries and stakeholders were actively involved in their development. Online dissemination also emerged as an important facilitating factor, as it enabled products such as recorded lectures or educational videos to reach wider audiences and remain accessible over time.

At the same time, several factors limited the longer-term use of project outputs. These included limited staff time and operational capacity, lack of funding for follow-up activities, and the pressure to continuously develop new products rather than further adapt, disseminate or embed earlier results. Some organisations also noted that existing regulations or institutional frameworks made it difficult to apply new methods and tools in practice. In addition, weak stakeholder networks, insufficient institutional openness and low practical applicability of some products reduced their uptake.

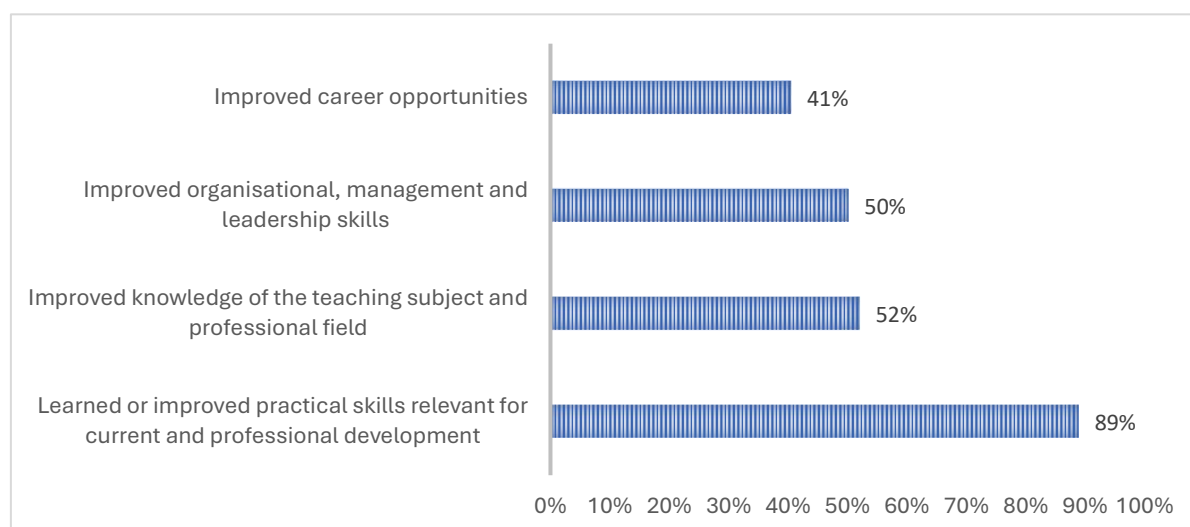
Overall, the responses suggest that sustainability was strongest where outputs were easy to use, clearly matched user needs, and could be integrated into ongoing work with adequate

organisational support. The KA2 case studies confirm this pattern. In several cases, outputs remained useful because they were practical and directly connected to the organisations' regular work: for example, training guides and workshop scenarios in parenting support and intergenerational learning, easy-to-understand materials for self-advocacy and supported decision-making, and digital learning resources for adults in difficult life situations. These examples suggest that KA2 outputs are more likely to remain in use when they are not treated only as project deliverables, but as resources that can be adapted to future training, counselling, community work or learner support.

4.3 Impact at organisation and staff level

This section examines how Erasmus+ participation affected participating organisations and their staff. It combines quantitative evidence from participant reports and the Hungarian SR2 online survey with qualitative evidence from the KA2 case studies. The quantitative data provide an overview of reported benefits, while the case studies help explain how organisational and staff-level impact was generated in practice, especially in small civil society, cultural, social-service and community-based organisations.

4-6. FIGURE: BENEFITS REPORTED BY STAFF PARTICIPANTS IN ERASMUS+ MOBILITY ACTIVITIES

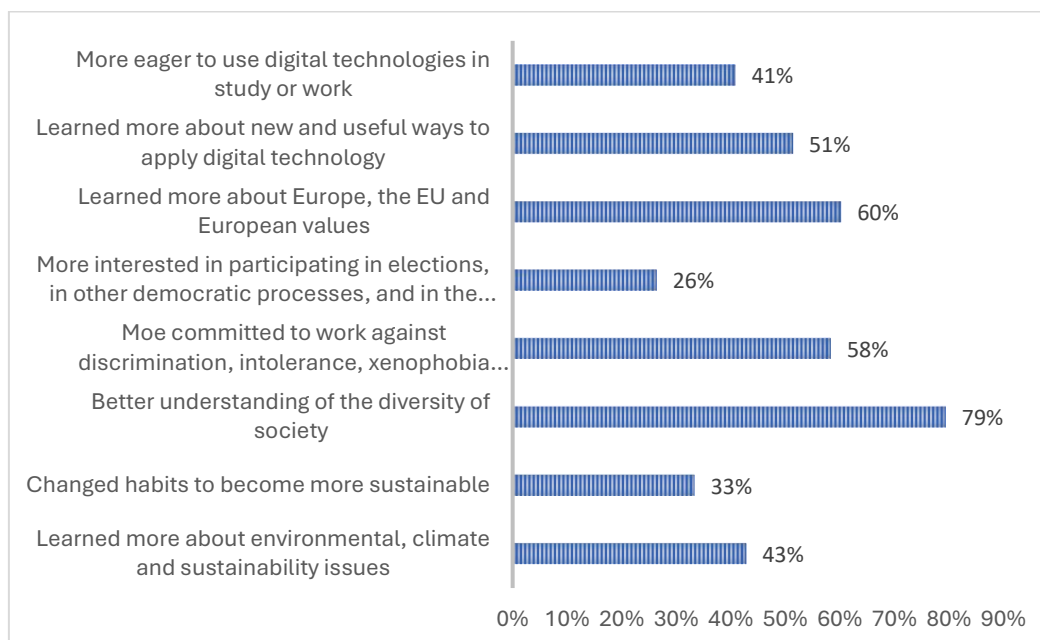


Source: European Commission participant report data.

The participant report data suggest that staff mobility contributed most strongly to practical skills relevant for current work and professional development. This was reported by 89% of staff participants. Smaller, but still substantial, shares reported improved knowledge of the teaching subject and professional field (52%), improved organisational, management and leadership skills (50%), and improved career opportunities (41%).

These findings indicate that staff mobility primarily strengthens practical professional capacity, while also contributing to broader organisational and career-related competences. In the context of adult education organisations, this is important because staff learning often feeds directly into the development of learning offers, project management routines, international cooperation and work with adult learners.

4-7. FIGURE: KNOWLEDGE AND ATTITUDES GAINED BY STAFF PARTICIPANTS IN RELATION TO ERASMUS+ HORIZONTAL PRIORITIES



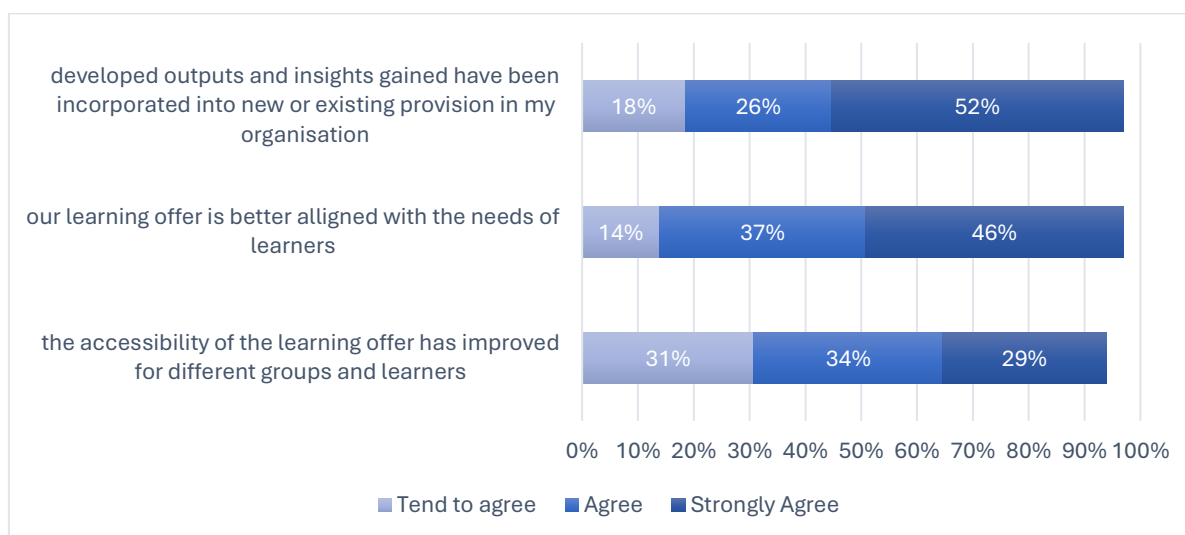
Source: European Commission participant report data.

The participant report data also indicate that Erasmus+ staff mobility contributed to learning related to the horizontal priorities of the programme. The strongest reported effect was a better understanding of the diversity of society (79%). Staff participants also reported that they had learned more about Europe, the EU and European values (60%), and that they had become more committed to working against discrimination, intolerance, xenophobia and racism (58%).

Digital and sustainability-related effects were also visible, although somewhat less strongly. Around half of staff participants reported learning more about new and useful ways to apply digital technology (51%), while 43% reported learning more about environmental, climate and sustainability issues. A smaller share reported becoming more interested in elections, democratic processes and local community life (26%).

These results suggest that staff mobility contributes not only to professional and methodological development, but also to broader attitudes and competences relevant to inclusion, diversity, European values, digital transition and sustainability. At the same time, the explicitly democratic participation dimension appears less prominent than the wider values- and inclusion-related dimensions.

4-8. FIGURE: IMPACT OF ERASMUS+ PARTICIPATION ON THE DEVELOPMENT OF THE ORGANISATIONAL LEARNING OFFER



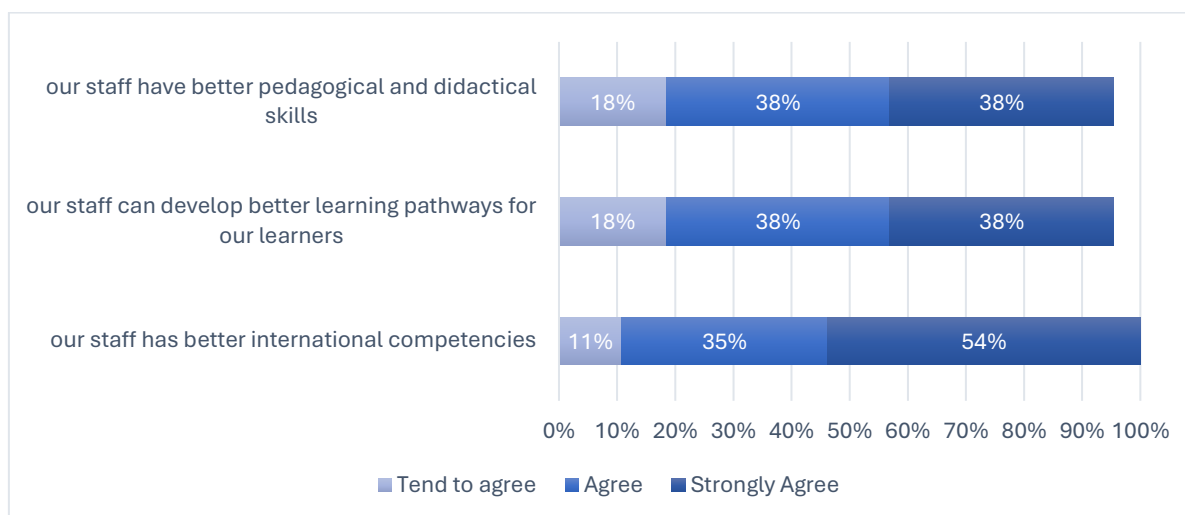
Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The online survey shows a strong perceived impact of Erasmus+ on the development of the organisational learning offer. More than half of responding organisations strongly agreed that outputs and insights gained through Erasmus+ had been incorporated into new or existing provision, while a further quarter agreed. Similarly, a large majority agreed or strongly agreed that their learning offer had become better aligned with learners' needs.

The effect on accessibility is also visible. Nearly one third of respondents strongly agreed, and a further third agreed, that the accessibility of their learning offer had improved for different groups of learners. This is an important finding in the Hungarian context, where many participating organisations work with groups that face barriers related to disability, low basic skills, social disadvantage, rural location, age, homelessness or other forms of exclusion.

The KA2 case studies help explain how these changes take place in practice. In several cases, Erasmus+ did not only produce new materials, but helped organisations rethink how learning should be designed for specific learner groups. For example, Váltó-sáv Foundation used Erasmus+ to develop a more flexible blended learning model and digital learning resources for adults in difficult life situations. This required staff to translate personal development, mental-health-related and competence-building themes into more visual, interactive and accessible formats.

**4-9. FIGURE: IMPACT OF ERASMUS+ PARTICIPATION ON STAFF COMPETENCES
WITHIN ORGANISATIONS**



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The survey results also indicate clear staff-level effects within participating organisations. The strongest perceived effect concerns international competences: more than half of respondents strongly agreed that staff in their organisation had developed better international competences. Substantial shares also agreed or strongly agreed that staff were better able to develop learning pathways for learners and that staff had improved pedagogical and didactical skills.

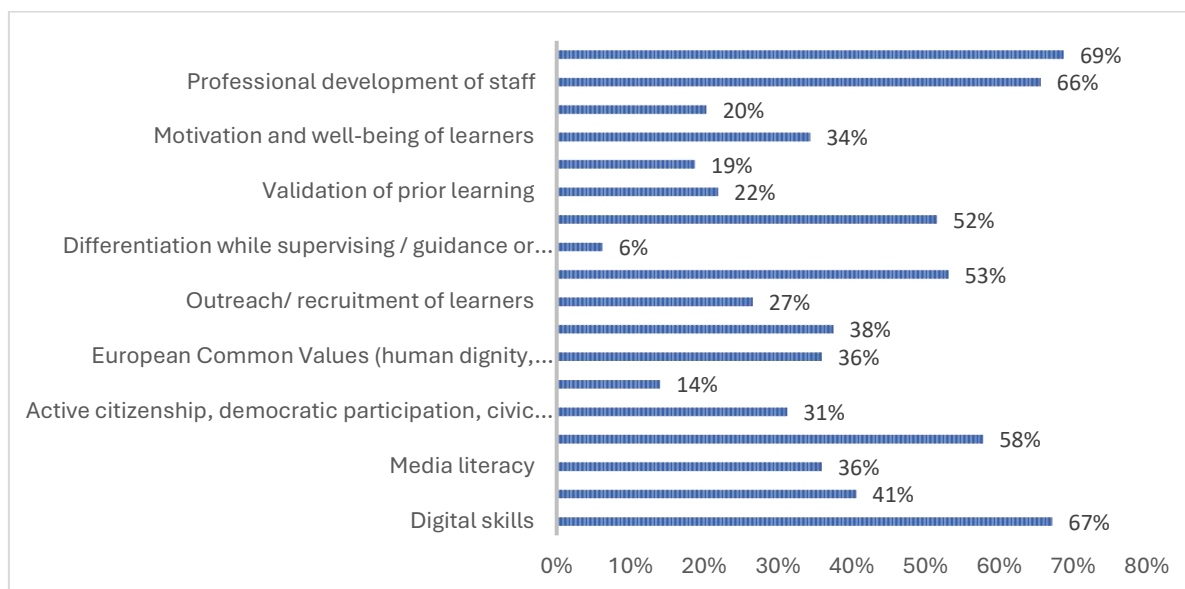
This pattern confirms that Erasmus+ staff impact is not limited to individual mobility participants. In many organisations, the experience appears to feed into wider professional practice, including the design of learning pathways, pedagogical reflection, and the capacity to work in international and intercultural contexts.

The qualitative case studies illustrate this mechanism clearly. In KIFE, staff and volunteers encountered new ways of structuring senior-development and intergenerational learning activities. Interview evidence suggests both methodological learning and a shift in how older people were understood: less as passive recipients of support and more as adults with autonomy, agency and social value. The project also contributed to follow-up activities, including a Memory Café initiative inspired by practices encountered through the partnership.

4-1. TEXT BOX: FROM KA2 STAFF LEARNING TO CHANGED PROFESSIONAL PRACTICE: THE KIFE CASE

The KIFE Module 3 KA2 case study shows how Erasmus+ staff learning can gradually change professional practice. Through study visits and exchange with partners, staff and volunteers encountered new approaches to senior development, intergenerational learning and community-based value transmission. The strongest effect was not a single product, but a shift in professional thinking. Interviewees described moving away from a paternalistic view of older people towards a stronger focus on autonomy, dignity and agency. This change was later reflected in more varied group sessions, follow-up activities and the use of structured lesson plans for senior group leaders.

4-10. FIGURE: TOPICS RECEIVING MORE ATTENTION IN ORGANISATIONS SINCE PARTICIPATION IN ERASMUS+



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The survey results show that Erasmus+ participation has influenced organisational attention across a wide range of themes. The most frequently reported area receiving more attention was networking and learning partnerships with other organisations, followed by digital skills, professional development of staff, inclusion and diversity, inclusive learning environments, and teaching and learning with digital technologies.

These findings suggest that Erasmus+ strengthens both outward-facing and inward-facing organisational capacities. On the one hand, participation supports networking, cooperation and partnership-building. On the other hand, it strengthens internal professional development, digital capacity and inclusive learning practice. These are precisely the areas that are difficult for many small or non-formal adult education organisations to develop through domestic resources alone.

The thematic priority of the second survey round is also visible, although not as the most dominant effect. European common values and media literacy were both reported as receiving more attention by a substantial share of respondents, while active citizenship, democratic participation, civic and social engagement also appeared among the themes strengthened after participation. This confirms a pattern that appears throughout the Hungarian evidence: the priority is often present through broader organisational changes linked to values, inclusion, critical skills, community orientation and partnerships, rather than only through explicit democratic education.

The open survey responses and the KA2 case studies provide further detail on how these organisational and staff-level changes become durable. The strongest examples concern organisations where Erasmus+ outputs were not treated as isolated project deliverables, but became part of regular professional work, training activities, counselling, community learning or staff reflection.

In Holdkö Cultural Foundation, the first coordinated Erasmus+ project had a formative organisational effect. It strengthened project management routines, communication, task allocation, publication work and evaluation practice. It also helped the foundation consolidate its identity as a multi-generational organisation in which older and younger members learn

from each other. Staff and volunteers reported continued use of drama, storytelling and symbolwork methods in later work, including themes beyond parenting.

In BMSZKI, the impact was more gradual and professional than structural. The project strengthened internal work on ageing and homelessness, contributed to the development of peer support as a strategic area, and supported professional reflection on trauma-informed practice, health access and the role of lived experience. The case shows that Erasmus+ may generate organisational impact even when it does not immediately change formal structures: it can provide language, examples and legitimacy for professional developments that continue inside the organisation.

In Váltó-sáv Foundation, the organisational effect was linked to digital and methodological innovation. The project produced a modular blended programme and digital learning materials for adults in difficult life situations. Staff acquired new digital competences and learned to translate self-development and mental-health-related themes into more visual, interactive and accessible formats. At the same time, the case also shows the fragility of such innovation in small organisations, where staff changes and limited capacity can place considerable pressure on implementation.

The interviews with non-participating and boundary-case organisations add a complementary perspective. They suggest that organisational and staff capacity are not only outcomes of Erasmus+ participation, but also important preconditions for entering the programme. Organisations with limited staff time, weak project-management routines, little international experience or no trusted partner network may find it difficult to take the first step, even when their work is clearly relevant to adult learning. This is particularly important for small civil society organisations, adult training providers, advisory organisations and micro-enterprises.

Overall, the evidence suggests that Erasmus+ has a substantial organisational and staff-level impact in Hungary, especially where project results can be connected to the organisation's core mission and everyday practice. The strongest effects are visible in methodological renewal, international competences, staff confidence, digital and inclusive learning practices, partnership-building and the development of learning offers. The qualitative evidence also shows that these effects are strongest when organisations have enough capacity to adapt, embed and continue project results after the funded period. This confirms a key message from the earlier Hungarian RIA-AE report: Erasmus+ can generate meaningful organisational learning, but sustainability depends heavily on internal capacity, strategic follow-up and the ability to integrate results into regular work.

4.4 Impact beyond the organisational level

The KA2 case studies show that Erasmus+ impact in Hungary is not limited to the internal development of participating organisations. In several cases, project results, methods and professional learning also reached wider local, professional or sectoral environments. These wider effects were usually not systemic in a formal policy sense, but they were visible in the strengthening of local partnerships, professional networks, peer-learning opportunities and the dissemination of methods to other organisations or stakeholder groups.

In the BMSZKI case, the project contributed to professional reflection beyond the immediate project team by strengthening work on ageing and homelessness, peer support and the role of lived experience in service development. The project helped create a stronger professional language around trauma-informed and dignity-based support and provided examples that could be discussed within the wider homelessness service environment.

In the ÉFOÉSZ case, wider impact was connected to easy-to-understand communication, self-advocacy and supported decision-making. The project strengthened the role of self-advocates and helped make participation more visible not only within the organisation, but also in cooperation with partner organisations and professional communities. This is

important because the project's wider value lies not only in the materials produced, but also in demonstrating how adults with intellectual disabilities can take an active role in learning, training and representation.

Other case studies show similar forms of wider influence. KIFE's work on senior development and intergenerational learning created follow-up opportunities in local and community-based settings. Váltó-sáv Foundation's digital and blended learning materials have potential relevance for organisations working with adults in difficult life situations, including correctional and reintegration contexts. Holdkő Cultural Foundation's work on parenting, family learning and intergenerational cooperation also generated methods and reflections that can be used beyond the original partnership.

Overall, the wider impact of the KA2 case studies is best understood as horizontal diffusion rather than direct policy influence. Erasmus+ enabled participating organisations to test, adapt and share methods that can travel through professional networks, community partnerships and local practice. The evidence does not suggest large-scale systemic change at this stage, but it does show that Erasmus+ projects can create wider professional and community value when their results are accessible, relevant and actively shared.

4.5 Conclusion

The evidence presented in this chapter shows that Erasmus+ contributes to **organisational and staff-level development** in several mutually reinforcing ways. At staff level, the strongest effects are linked to **practical professional skills, methodological learning, international competences** and a stronger capacity to work with diverse learner groups. These effects are visible both in participant report data and in the qualitative case study evidence.

At organisational level, Erasmus+ supports the development of **learning offers, new methods, project outputs, digital and inclusive practices**, and international partnerships. The survey results indicate that many organisations have incorporated Erasmus+ outputs and insights into their existing or new provision, and that learning offers have become better aligned with learners' needs. The case studies show how this happens in practice: through the adaptation of methods, the development of practical resources, staff reflection, cooperation with partners, and the gradual embedding of project results into everyday work.

A key finding is that organisational impact is strongest when Erasmus+ activities are **closely connected to the organisation's core mission**. In such cases, project results are not used only as formal deliverables, but become part of counselling, training, community work, professional development or learner support. This was visible, for example, in projects addressing self-advocacy and accessible communication, senior development and intergenerational learning, blended learning for adults in difficult life situations, parenting support, and professional work with homelessness and ageing.

The chapter also shows that Erasmus+ can generate **wider professional and community value**. These wider effects are usually modest and practice-based rather than systemic: they appear through local partnerships, peer learning, professional networks, dissemination events, publicly available materials and the transfer of methods to other contexts. This is particularly important in the Hungarian adult education field, where many participating organisations are **small, non-formal or community-based actors** with limited resources but strong links to specific learner groups.

The interviews with non-participating and boundary-case organisations add a further perspective. They suggest that **organisational and staff capacity** are not only outcomes of

Erasmus+ participation, but also important preconditions for entering the programme. Organisations with limited staff time, weak project-management routines, little international experience or no trusted partner network may find it difficult to take the first step, even when their work is clearly relevant to adult learning.

At the same time, the findings also underline the limits of impact. Sustainability depends heavily on **organisational capacity, staff time, continuity, follow-up resources** and the possibility to adapt project outputs after the funded period. Where these conditions are weak, even high-quality outputs and valuable staff learning may remain only partly embedded. Erasmus+ therefore has clear potential to strengthen adult education organisations in Hungary, but this potential is realised most fully when project results can be **integrated into regular work** and supported beyond the project cycle.

5 Impact of KA1 mobility on learners

5.1 Introduction

This chapter focuses on the impact of KA1 mobility on adult learners in Hungary. While adult learners may benefit from Erasmus+ in different ways, including through KA2 project outputs and local project activities, the analysis in this chapter concentrates specifically on KA1 adult learner mobility. In line with the methodological guidance for this survey round, the chapter places primary emphasis on qualitative evidence from the Hungarian KA1 mobility impact portraits, based on interviews with coordinators and adult learners.

Four Hungarian KA1 mobility portraits were prepared for this report. They cover different organisational and learner contexts: adults with intellectual disabilities, adult learners in a rural community setting, professional adult learners in the field of transpersonal and psychosocial learning, and museum professionals participating as adult learners. Together, these cases provide insight into how mobility affects learners' confidence, autonomy, professional development, social participation, group belonging and motivation for further learning.

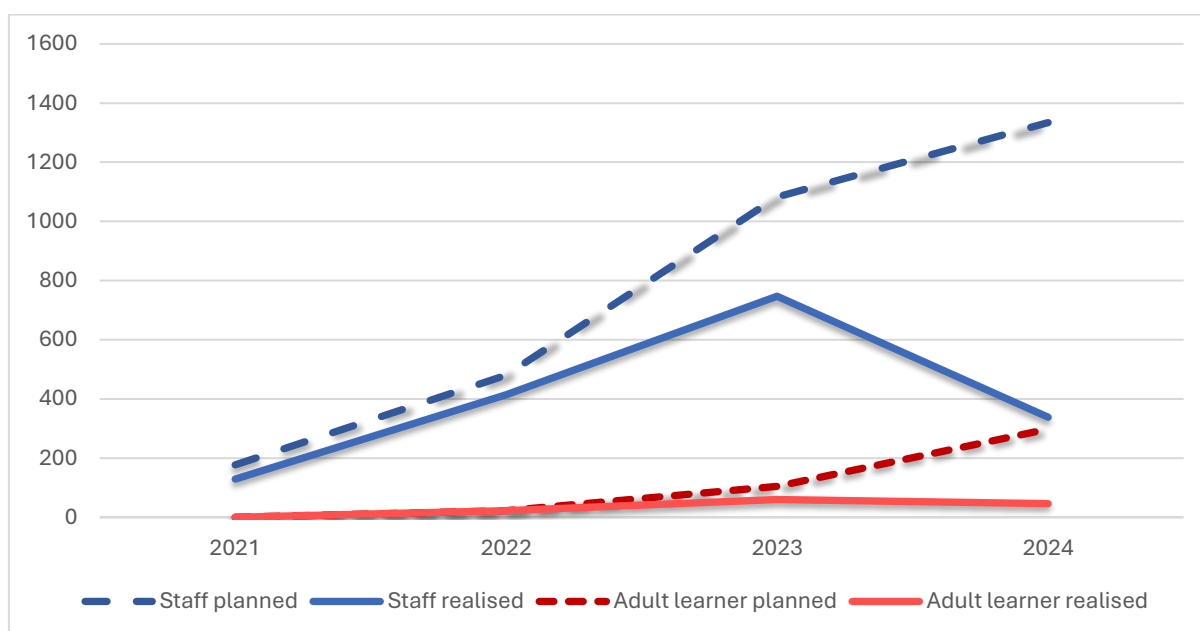
Monitoring data are used only selectively in this chapter, to provide background on the scale and type of adult learner mobility. The main analytical focus is on how mobility was experienced by learners and what conditions helped or limited its impact.

The chapter is based mainly on KA1 mobility evidence from participating organisations and adult learners. The interviews with non-participating and boundary-case organisations are used only as complementary evidence, helping to understand why adult learner mobility may still appear difficult to organise for some relevant organisations outside, or only partly inside, Erasmus+ adult education.

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

This section provides a short quantitative background to KA1 mobility in Hungarian adult education. Following the guidance from the central RIA-AE research team, monitoring data are used selectively in this chapter. The main focus of the chapter remains the qualitative evidence from the KA1 mobility impact portraits.

5-1. FIGURE: PLANNED AND REALISED ERASMUS+ MOBILITIES IN ADULT EDUCATION IN HUNGARY, 2021–2024



Source: European Commission participant report data.

The monitoring data show that planned staff mobility increased strongly between 2021 and 2024, and planned adult learner mobility also became more visible during the same period. At the same time, realised adult learner mobility remained considerably lower than planned mobility. This indicates that, while the possibility of organising adult learner mobility has become more present in Erasmus+ adult education projects, implementation remains challenging in practice.

This gap between planned and realised adult learner mobility is important for interpreting the qualitative evidence. The KA1 mobility portraits show that adult learner mobility requires more than the availability of funding. It depends on suitable learner recruitment, preparation, accessible communication, trusted host organisations, accompanying support where needed, and realistic mobility formats. These conditions are especially important for learners with fewer opportunities, disabilities, low confidence, limited language skills or limited previous experience of travel.

For this reason, the following analysis does not treat adult learner mobility mainly as a numerical participation issue. Instead, it examines the conditions under which mobility became meaningful for different types of adult learners in the Hungarian KA1 cases.

The four Hungarian KA1 mobility portraits illustrate different forms of adult learner mobility. They include supported group mobility for adults with intellectual disabilities, mobility embedded in rural community learning, professional learning mobility in transpersonal and psychosocial adult education, and group mobility for museum professionals. Together, these cases show that KA1 adult learner mobility can support both personal and professional development, but its success depends strongly on preparation, support and the fit between the mobility format and the learners' needs.

5.3 Experiences with KA1 mobility

Individual and group mobility

The Hungarian KA1 mobility portraits show that individual and group mobility serve different functions in adult education. In the cases examined, group mobility was particularly important where learners needed a safer and more supported learning environment, or where shared reflection was central to the learning process. This was visible both in mobilities involving adults with specific support needs and in professional adult learning contexts.

Group mobility helped reduce anxiety related to travel, language use, unfamiliar environments and new social situations. It also created opportunities for peer support, shared preparation and collective reflection after return. In this sense, group mobility was not only a logistical format, but also a pedagogical and inclusion-oriented choice.

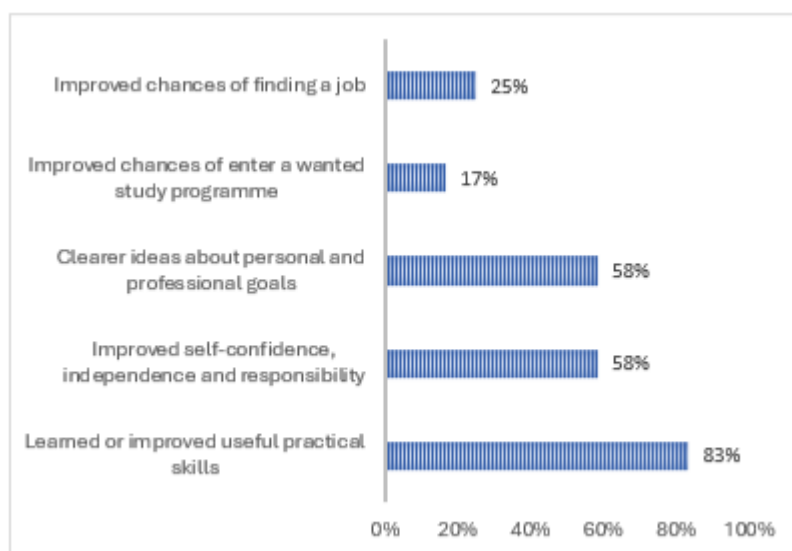
Individual mobility can still be relevant, especially where the learner has a clear professional or personal learning objective and sufficient autonomy to benefit from a more independent experience. However, the Hungarian qualitative evidence suggests that, for many adult learner groups, the impact of mobility depends strongly on preparation, accompaniment, accessible communication and the possibility to process the experience together with others.

5.3.1 Impact of mobility on participants' attitudes and behaviour

Individual mobility and group mobility

The following participant report data provide a short quantitative background on the benefits reported by adult learners after KA1 mobility. These data are used here as contextual information, while the main interpretation in this chapter is based on the Hungarian KA1 mobility portraits.

5-2. FIGURE: BENEFITS REPORTED BY ADULT LEARNERS AFTER KA1 MOBILITY



Source: European Commission participant report data.

The participant report data indicate that KA1 mobility had a clear personal and practical impact on adult learners. The most frequently reported benefit was learning or improving useful practical skills (83%). More than half of respondents also reported improved self-confidence, independence and responsibility (58%), as well as clearer ideas about personal and professional goals (58%). Smaller shares reported improved chances of finding a job (25%) or entering a desired study programme (17%).

These findings are consistent with the qualitative evidence from the Hungarian KA1 mobility portraits. Across the cases, the strongest learner-level effects were not limited to formal skills development. Mobility also supported confidence, autonomy, social participation, motivation for further learning and the ability to act in unfamiliar situations. These effects were particularly visible when mobility was carefully prepared and when learners had opportunities to reflect on the experience during and after return.

In the ÉFOÉSZ case, mobility for adults with intellectual disabilities became a practical learning situation in itself. Travel, public transport, shopping, ordering food, communication with foreign partners and presenting one's own experience all became opportunities to practise supported autonomy. In the Kállósemjén case, group mobility helped rural adult learners overcome fears related to travel, language and unfamiliar environments, while strengthening community belonging and motivation. In the professional learner cases, such as the Transpersonal Association and Skanzen, mobility contributed more strongly to professional reflection, methodological learning and the renewal of practice.

Across the mobility portraits, the most consistent learner-level effects were increased confidence, greater independence and a stronger ability to act in unfamiliar situations. These effects were not abstract. They appeared in practical situations such as travelling, communicating with hosts, navigating new environments, presenting one's own experience, taking part in professional exchanges or reflecting on learning together with peers.

The interviews also show that the impact of mobility depended strongly on the quality of preparation and follow-up. Learners benefited most when they understood the purpose of the mobility, had opportunities to prepare in advance, received support during the stay, and could process the experience after return. In this sense, KA1 mobility worked best when it was embedded in a broader learning pathway rather than treated as a single international event.

5-1. TEXT BOX: SUPPORTED AUTONOMY IN ADULT LEARNER MOBILITY: THE ÉFOÉSZ KA1 CASE

The ÉFOÉSZ KA1 mobility portrait shows that mobility for adults with intellectual disabilities can support autonomy when it is carefully prepared and accompanied. Participants practised everyday situations such as travelling, using public transport, shopping, ordering food, communicating with foreign partners and presenting their own experience. These situations became learning opportunities because support persons did not simply take over tasks, but helped participants try, decide and act for themselves. The case illustrates that, for some adult learners, the main impact of mobility lies in supported autonomy, confidence and participation in real-life situations.

The learner interviews also show how such supported autonomy can enter everyday life. In one example, a self-advocate explained that she now more often tells her mother that she can do something herself and asks her not to do it instead. This small example is important because it shows that the impact of mobility and participatory learning did not remain inside the project setting but affected everyday self-confidence and autonomy.

The other KA1 mobility portraits confirm that the impact of mobility depends strongly on the fit between the mobility format, the learner group and the organisation's pedagogical support capacity. In the Kállósemjén case, group mobility was effective because it was embedded in existing local learning communities. The group format helped reduce fears related to travel, language and unfamiliar environments, while also strengthening motivation, community belonging and openness to further learning.

In the professional adult learner cases, mobility had a somewhat different function. For the Hungarian Transpersonal Association and Skanzen, participants were already professionals or active contributors in adult learning environments. For them, the strongest effects were linked to professional reflection, methodological learning, international comparison and the renewal of practice. In these cases, the value of mobility lay not only in individual learning,

but also in the possibility to bring new ideas back into the organisation and discuss them with colleagues.

Across the four KA1 mobility portraits, the most important condition for impact was not the mobility format alone, but the quality of the learning process around it. Preparation, support during mobility, accessible communication, trusted group dynamics and structured reflection after return all shaped what learners could gain from the experience. This is why KA1 adult learner mobility should be understood not only as international travel, but as a supported learning pathway.

5.4 Conclusion

The evidence presented in this chapter shows that KA1 mobility can have a meaningful impact on adult learners when it is **well prepared, carefully supported and clearly connected to the learners' needs**. The Hungarian mobility portraits show effects not only in terms of new knowledge or professional experience, but also in confidence, autonomy, motivation, communication, group belonging and the ability to see oneself as a capable learner.

The strongest learner-level effects were visible where mobility was embedded in a wider learning process. Preparation before travel, support during the mobility and reflection after return all mattered. For learners with fewer opportunities, limited previous international experience, disabilities, low confidence or language barriers, mobility was not simply a travel activity. It became a structured learning pathway that required **trust, accompaniment, accessible communication and follow-up**.

The Hungarian evidence also underlines the value of **group mobility**. In several cases, the group format helped reduce fear, support peer learning and create a safer learning environment. This was particularly important where learners needed encouragement, practical help or emotional security. Group mobility also supported shared reflection after the mobility, which helped participants connect the experience to their everyday lives, work, community roles or further learning.

At the same time, the chapter shows that adult learner mobility is demanding to organise. Organisations need suitable partners, clear learning aims, careful selection and preparation of participants, accessible information, and sufficient staff capacity. For some learner groups, mobility also requires additional support persons, adapted communication, health or accessibility arrangements, and close cooperation with host organisations. These conditions are essential if mobility is to be inclusive rather than only formally available.

The interviews with non-participating and boundary-case organisations confirm this point from another angle. They show that some relevant organisations do not reject adult learner mobility, but do not yet see clearly how it could fit their own target groups, staff capacity or organisational model. For some organisations, **staff mobility, professional visits, job shadowing or volunteer development** may be a more realistic first step than direct adult learner mobility. In other cases, learner mobility could become meaningful if it is linked to concrete purposes such as employment preparation, care-related learning, disability inclusion, volunteer development or the recognition of non-formal learning.

Overall, KA1 adult learner mobility has clear added value in the Hungarian adult education context, but it should not be treated as a simple or easily transferable format. Its impact depends strongly on **preparation, support, trusted partnerships and realistic learning aims**. To widen participation, organisations need not only funding, but also practical

examples, guidance on suitable mobility formats, partner-finding support and help in identifying whether learner mobility, staff mobility or another form of Erasmus+ participation is the most appropriate entry point.

PART D –

**Impact of Erasmus+ on
“Participation in democratic life,
common values and civic
engagement”**

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

6.1 Introduction

Erasmus+ states that one of its key goals is to promote citizens’ right to take part in democratic life and to encourage active involvement at local, national and European level. In adult education, this priority is particularly relevant because many adult learners and learning communities are distant from formal participation channels, or face barriers related to social disadvantage, disability, low confidence, limited access to information, weak digital skills or previous negative learning experiences.

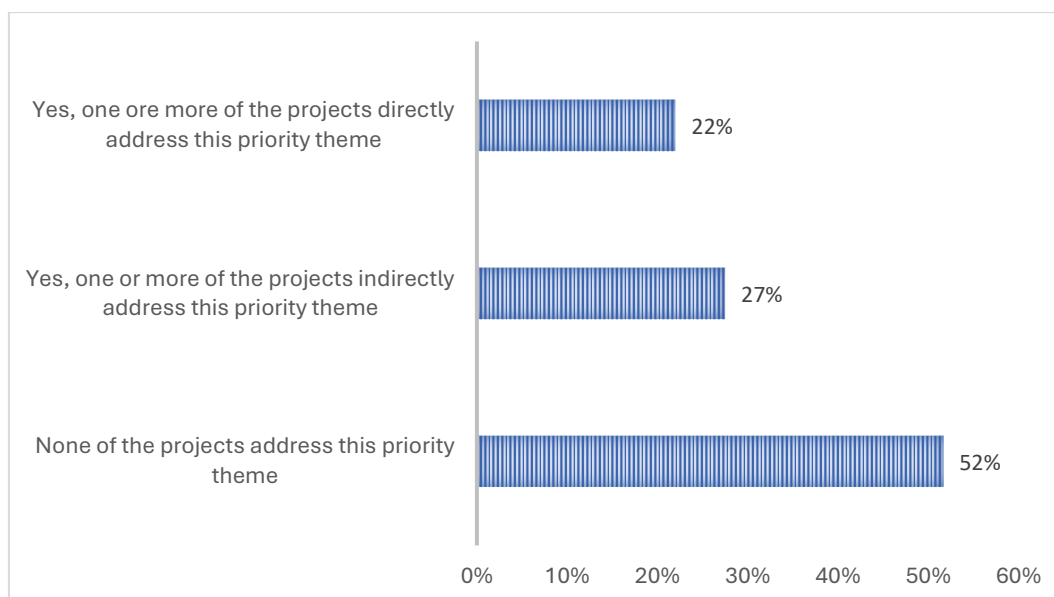
This chapter examines the extent to which Hungarian Erasmus+ adult education projects address the priority “participation in democratic life, common values and civic engagement”. It first looks at whether organisations report addressing the priority directly or indirectly, and then examines the types of projects, objectives, activities and target groups involved.

The analysis combines survey data with evidence from the KA2 case studies. The case studies are particularly important because they show how the priority is interpreted in practice. In the Hungarian cases, it often appears not as formal civic education, but through inclusion, dignity, self-advocacy, accessible communication, intergenerational learning, community participation, critical reflection and the development of learner voice.

6.2 Type of organisations

This section first examines whether responding organisations considered their Erasmus+ projects to address the thematic priority directly, indirectly or not at all. This provides a general indication of how visible the priority is among Hungarian Erasmus+ adult education beneficiaries.

6-1. FIGURE: EXTENT TO WHICH ERASMUS+ ADULT EDUCATION PROJECTS ADDRESSED THE THEMATIC PRIORITY



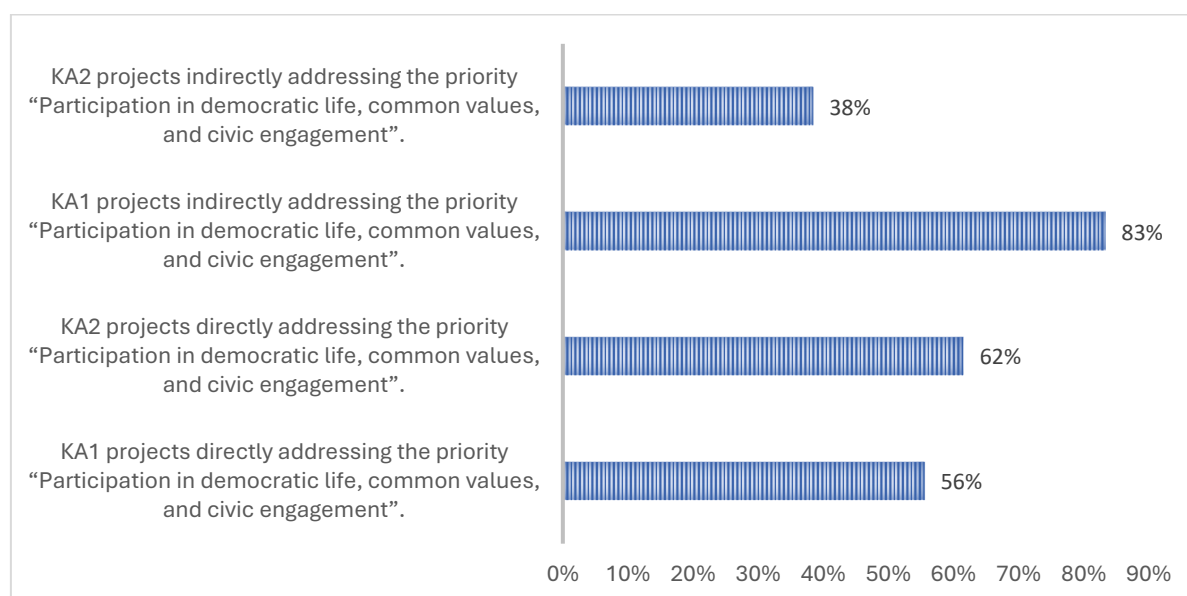
Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The survey results show that the thematic priority was present in a substantial minority of Hungarian Erasmus+ adult education projects. Overall, 22% of responding organisations reported that one or more of their projects directly addressed the priority “participation in democratic life, common values and civic engagement”, while a further 27% reported that one or more projects addressed it indirectly. At the same time, 52% indicated that none of their projects addressed this priority.

These findings suggest that the priority is visible, but not yet mainstreamed across the Hungarian Erasmus+ adult education field. The distinction between direct and indirect engagement is important. Some projects explicitly focus on civic participation, common values or democratic engagement, while others address the priority through related themes such as inclusion, community learning, learner voice, critical thinking, accessible communication or intercultural understanding.

This broader interpretation is particularly relevant for the Hungarian case studies. Several KA2 projects selected for Module 3 addressed the priority in practice without necessarily framing their work as formal democratic education. Instead, they worked on participation through concrete adult learning settings, such as self-advocacy for adults with intellectual disabilities, peer support in homelessness services, intergenerational learning with older adults, family and parenting support, and reintegration-oriented learning for adults in difficult life situations.

6-2. FIGURE: KA1 AND KA2 PROJECTS DIRECTLY OR INDIRECTLY ADDRESSING THE THEMATIC PRIORITY



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

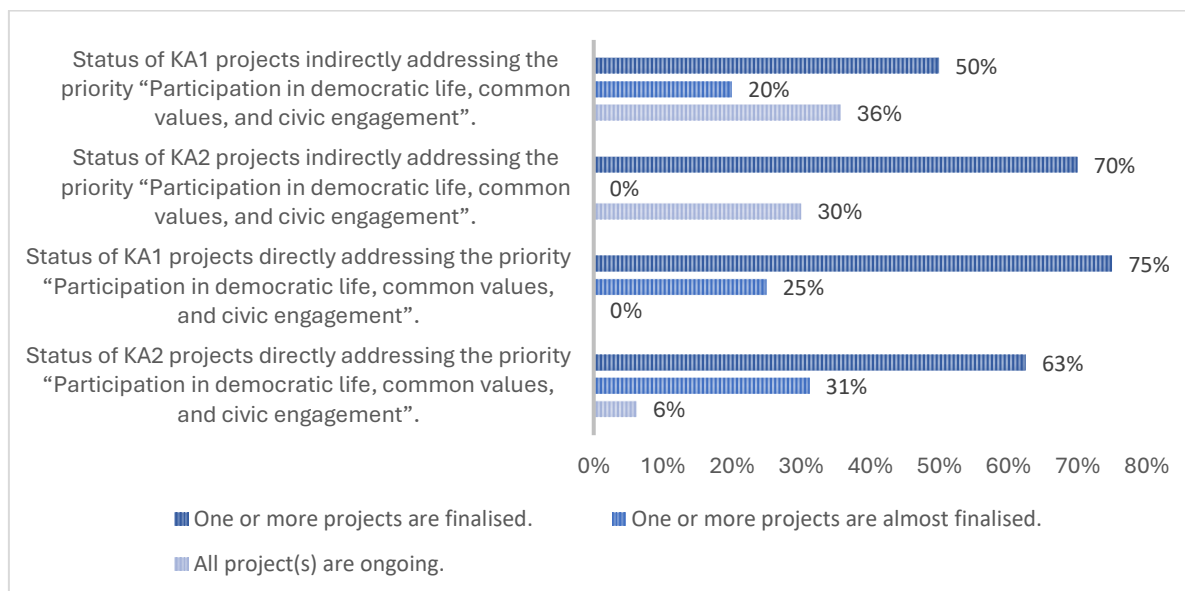
The survey results suggest that both KA1 and KA2 projects contributed to the thematic priority, but in different ways. Among organisations reporting projects that directly addressed the priority, 62% referred to KA2 projects and 56% to KA1 projects. This indicates that cooperation projects were somewhat more prominent among projects explicitly designed around participation in democratic life, common values and civic engagement.

The pattern is different for projects that addressed the priority indirectly. In this case, KA1 projects were reported more frequently (83%) than KA2 projects (38%). This suggests that mobility projects often contribute to the thematic priority through broader learning

experiences, such as intercultural encounters, European awareness, confidence-building, inclusion, learner participation and exposure to different social or professional contexts, even when these are not the primary declared focus of the project.

This distinction is important for the interpretation of the Hungarian evidence. KA2 projects often provide more structured outputs, methodologies and cooperation frameworks related to the thematic priority, while KA1 mobility can contribute more indirectly through changes in learners' and staff members' attitudes, competences and sense of participation.

6-3. FIGURE: STATUS OF KA1 AND KA2 PROJECTS ADDRESSING THE THEMATIC PRIORITY DIRECTLY OR INDIRECTLY



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The survey results show that a substantial share of the projects addressing the thematic priority were already finalised at the time of the survey. This is important for the present analysis, as finalised or almost finalised projects provide a stronger basis for assessing outputs, implementation experience and early evidence of impact.

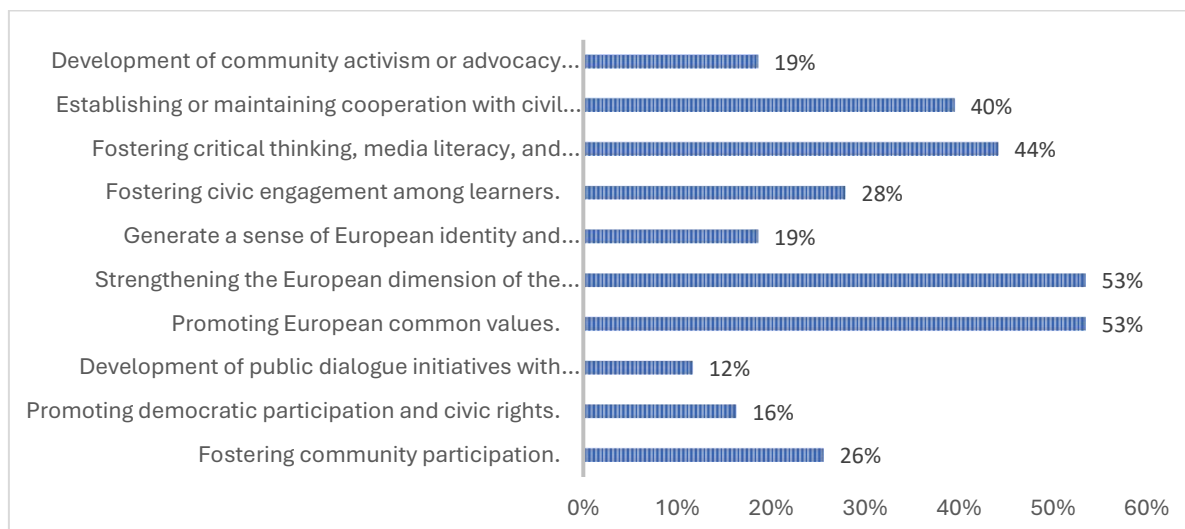
Among directly addressing projects, both KA1 and KA2 cases included finalised projects, while some were still ongoing or almost finalised. Indirectly addressing projects also included a considerable share of finalised projects. This means that the following sections can draw not only on planned project intentions, but also on completed or advanced project experience.

At the same time, the findings should be interpreted with some caution. The survey data describe organisations' self-reported classification of their projects as directly or indirectly addressing the priority. The KA2 case studies therefore play an important role in showing how the thematic priority was actually interpreted and implemented in practice.

6.3 Objectives and activities supported

This section examines the objectives and activities of Erasmus+ projects that addressed one or more elements of the thematic priority. The survey data provide an overview of reported project goals and activity types, while the case study evidence helps interpret how these objectives were translated into practice.

6-4. FIGURE: GOALS OF ERASMUS+ PROJECTS ADDRESSING THE THEMATIC PRIORITY



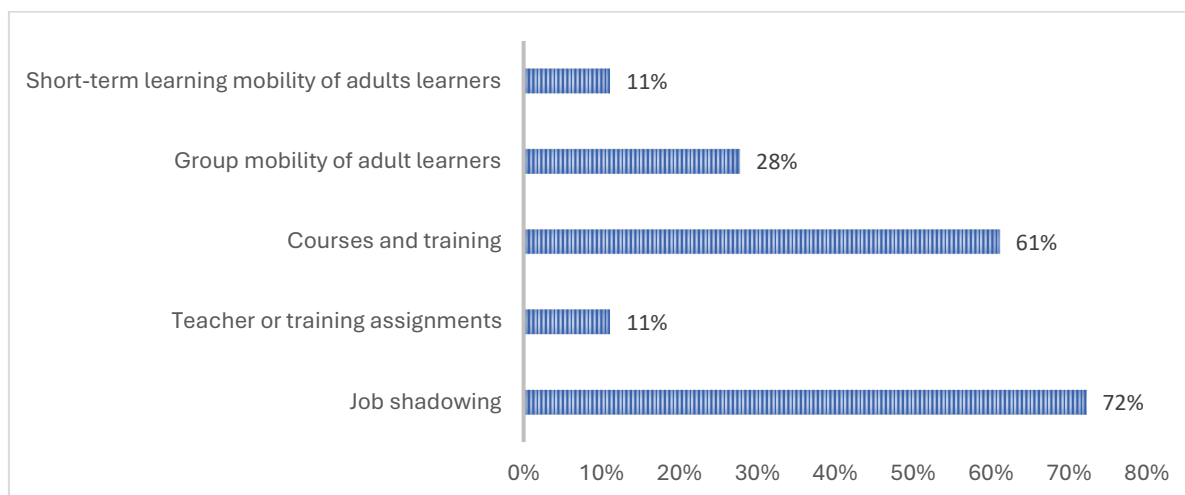
Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The survey results show that the projects addressing the thematic priority most frequently aimed to promote European common values and to strengthen the European dimension of the organisation, both reported by 53% of respondents. A substantial share also reported goals related to critical thinking, media literacy and socio-political understanding (44%), as well as establishing or maintaining cooperation with civil society organisations (40%).

More directly participatory aims appeared somewhat less frequently, but were still present. These included fostering civic engagement among learners (28%), fostering community participation (26%), development of community activism or advocacy projects (19%), generating a sense of European identity and belonging (19%), and promoting democratic participation and civic rights (16%).

This pattern suggests that the thematic priority is often approached through values, European orientation, critical skills and cooperation with civil society, rather than only through formal democratic participation. This is consistent with the qualitative case study evidence, where participation was frequently interpreted in practical and everyday terms: as voice, dignity, accessible communication, community engagement, self-advocacy, intergenerational learning or support for reintegration.

6-5. FIGURE: KA1 ACTIVITIES ADDRESSING THE THEMATIC PRIORITY



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

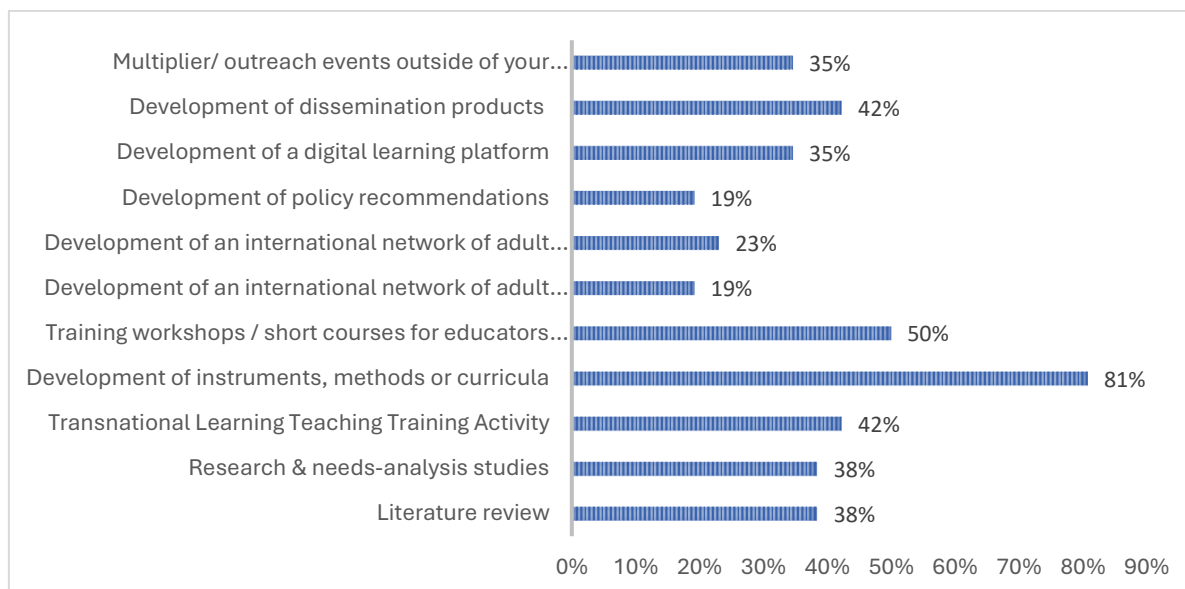
Among KA1 projects addressing the thematic priority, job shadowing was the most frequently reported activity (72%), followed by courses and training (61%). Group mobility of adult learners was reported by 28% of respondents, while short-term learning mobility of adult learners and teacher or training assignments were less frequent, each reported by 11%.

These results indicate that, in KA1, the thematic priority is often addressed through staff learning and professional exposure to practices in other countries. This is important because staff mobility can indirectly influence learners through improved methods, stronger European awareness, more inclusive practice and better capacity to discuss social, civic or values-related issues in adult learning settings.

At the same time, the presence of group mobility of adult learners is also relevant. The Hungarian KA1 mobility portraits show that group mobility can provide a supported context for learners to experience participation, intercultural contact, autonomy and confidence-building in practice. In this sense, KA1 can contribute to the thematic priority both through staff development and through direct learner mobility.

The survey also provides information on the types of activities implemented in KA2 projects addressing the thematic priority. These activities are particularly important because KA2 projects often translate broad objectives into concrete methods, tools, curricula and cooperation formats.

6-6. FIGURE: KA2 ACTIVITIES ADDRESSING THE THEMATIC PRIORITY



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

Among KA2 projects addressing the thematic priority, the most frequently reported activity was the development of instruments, methods or curricula (81%). This was followed by training workshops or short courses for educators or adult learners (50%), transnational learning, teaching and training activities (42%), and the development of dissemination products (42%). Literature review and research or needs-analysis studies were each reported by 38% of respondents.

These findings show that KA2 projects addressing the thematic priority are strongly practice- and method-oriented. They are not only awareness-raising activities, but often involve the development of concrete tools, curricula, training formats and learning materials. This is important because the thematic priority needs to be translated into usable adult education practice if it is to have an effect beyond the project description.

The KA2 case studies confirm this pattern. In the Hungarian cases, the priority was often implemented through practical resources and learning formats rather than through abstract civic education. For example, the ÉFOÉSZ case used easy-to-understand materials and self-advocacy tools to support participation and decision-making among adults with intellectual disabilities. The Váltó-sáv case developed blended learning modules and digital resources for adults in difficult life situations, linking participation to reintegration, self-development and access to learning. The KIFE case used intergenerational learning activities and structured group materials to strengthen the social value, agency and community participation of older adults. These examples show that participation in democratic life, common values and civic engagement can be supported through concrete adult learning methods, not only through explicit civic education.

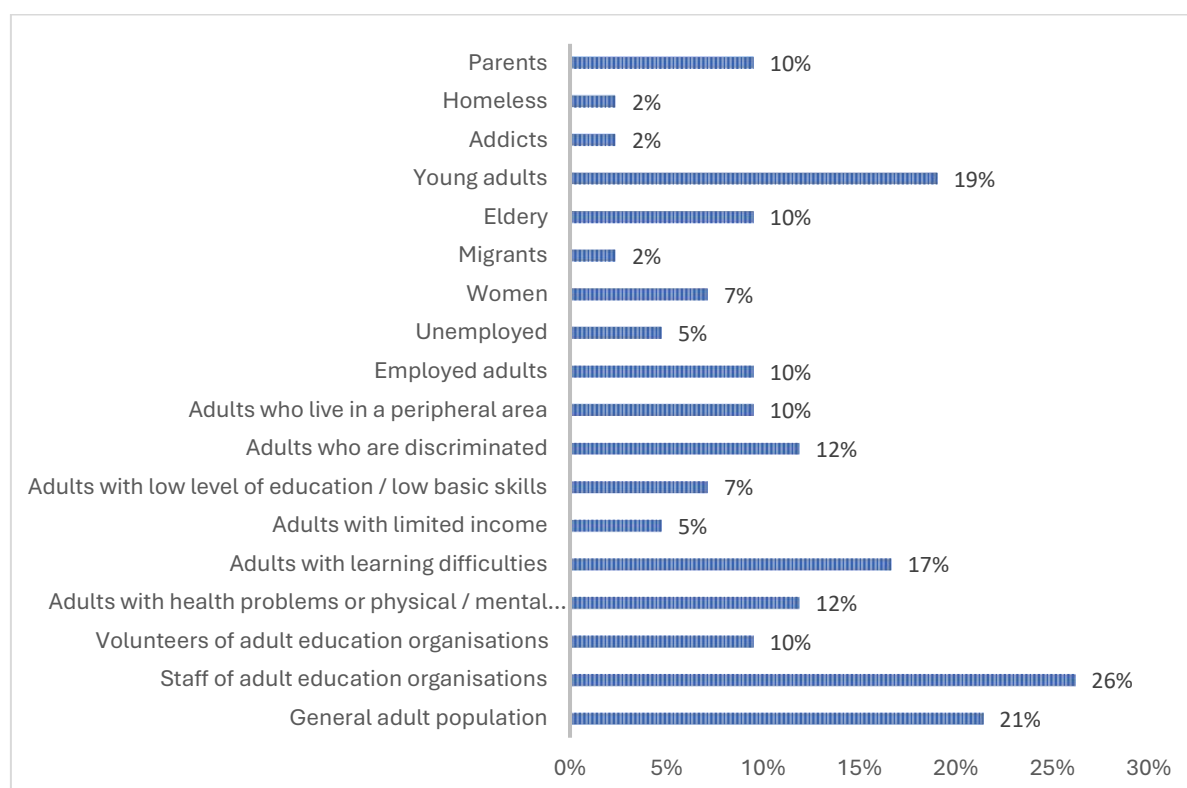
Taken together, the survey and case study evidence suggest that projects addressing the thematic priority rarely focus only on formal democratic participation. Instead, the priority is translated into adult education practice through a wider set of objectives and activities: strengthening European values, developing critical thinking and media literacy, building cooperation with civil society organisations, creating learning materials and methods, and supporting participation through inclusive and community-based learning settings. This broader interpretation is particularly relevant in Hungary, where many of the selected KA2 case studies worked with learner groups whose participation depends on accessible communication, trust, dignity, professional support and opportunities to act within real communities.

6.4 Target groups addressed

Target groups in KA1 and KA2 projects

This section examines which adult learner groups were targeted by projects addressing one or more elements of the thematic priority. The survey data provide an overview of target groups, while the case study evidence helps interpret whether the priority reached learners directly or indirectly through professionals, volunteers and organisations.

6-7. FIGURE: TARGET GROUPS ADDRESSED BY PROJECTS LINKED TO THE THEMATIC PRIORITY



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The survey results show that projects addressing the thematic priority targeted a wide range of adult learner groups. The most frequently reported target group was staff of adult education organisations (26%), followed by the general adult population (21%), young adults (19%) and adults with learning difficulties (17%). Other groups included adults with health problems or physical or mental disabilities (12%), adults who are discriminated against (12%), older adults, parents, volunteers of adult education organisations, employed adults and adults living in peripheral areas, each reported by 10% of respondents.

This distribution suggests that the thematic priority is addressed both through professional adult learning and through work with specific learner groups. In some projects, the immediate target group is staff, volunteers or professionals, with the expectation that their learning will later influence adult learners and organisational practice. In other cases, the priority is addressed more directly through activities with adults facing barriers related to disability, age, rural location, discrimination, low basic skills, homelessness, parenting responsibilities or difficult life situations.

The KA2 case studies confirm this mixed pattern. Some projects worked directly with adult learners, for example adults with intellectual disabilities, older adults, parents or adults in difficult reintegration contexts. Others focused primarily on professionals, volunteers or organisational staff, who then used the developed methods and materials in their own learning, counselling, community or support work. This is important for interpreting impact: in

many Hungarian cases, the thematic priority reaches learners both directly and indirectly, through the strengthened capacity of professionals and organisations.

Overall, the target group profile shows that the thematic priority is not confined to one learner category. It is relevant for general adult learning, professional development and inclusion-oriented work with groups that face barriers to participation. This supports the broader interpretation of the priority used in this report: participation in democratic life, common values and civic engagement is often developed through concrete learning situations where adults gain voice, confidence, access to information, community connection or professional support.

6.5 Conclusion

This chapter shows that the thematic priority “**participation in democratic life, common values and civic engagement**” is present in Hungarian Erasmus+ adult education projects, but it is not yet a dominant or fully mainstreamed priority across the field. Around one fifth of responding organisations reported that one or more projects directly addressed the priority, while a further group reported indirect links. This suggests that the priority is visible, but often embedded in wider **inclusion, learning, community or professional development objectives**.

The survey results indicate that projects addressing the priority most frequently focus on **European common values**, the European dimension of organisations, **critical thinking and media literacy**, and cooperation with civil society organisations. More explicitly democratic or civic aims, such as public dialogue, civic rights, community activism or advocacy, appear less frequently. This confirms that the priority is often interpreted broadly rather than as formal democratic education only.

The KA2 case studies make this broader interpretation clearer. In the Hungarian cases, participation was often supported through practical adult learning methods: **easy-to-understand communication, self-advocacy, peer support, intergenerational learning, blended learning, parenting support, reintegration-oriented learning and professional development**. These examples show that common values and civic engagement can be strengthened through everyday learning contexts where adults gain **voice, confidence, access to information, social connection or recognition**.

The chapter also shows that the target groups are diverse. Some projects addressed adult learners directly, including people with intellectual disabilities, older adults, parents, young adults and adults in difficult life situations. Others worked primarily with **staff, volunteers or professionals**, whose learning was expected to influence adult learners indirectly through improved methods, learning offers or support practices.

Overall, the Hungarian evidence suggests that the thematic priority is most meaningful when it is understood as a **practical and inclusive adult learning agenda**. It is not limited to teaching about democratic institutions or political participation. In the Hungarian Erasmus+ adult education context, it is often expressed through **dignity, learner voice, accessibility, inclusion, critical reflection, community participation** and the capacity of adults to take part in social and professional life.

7 Impact in the thematic area

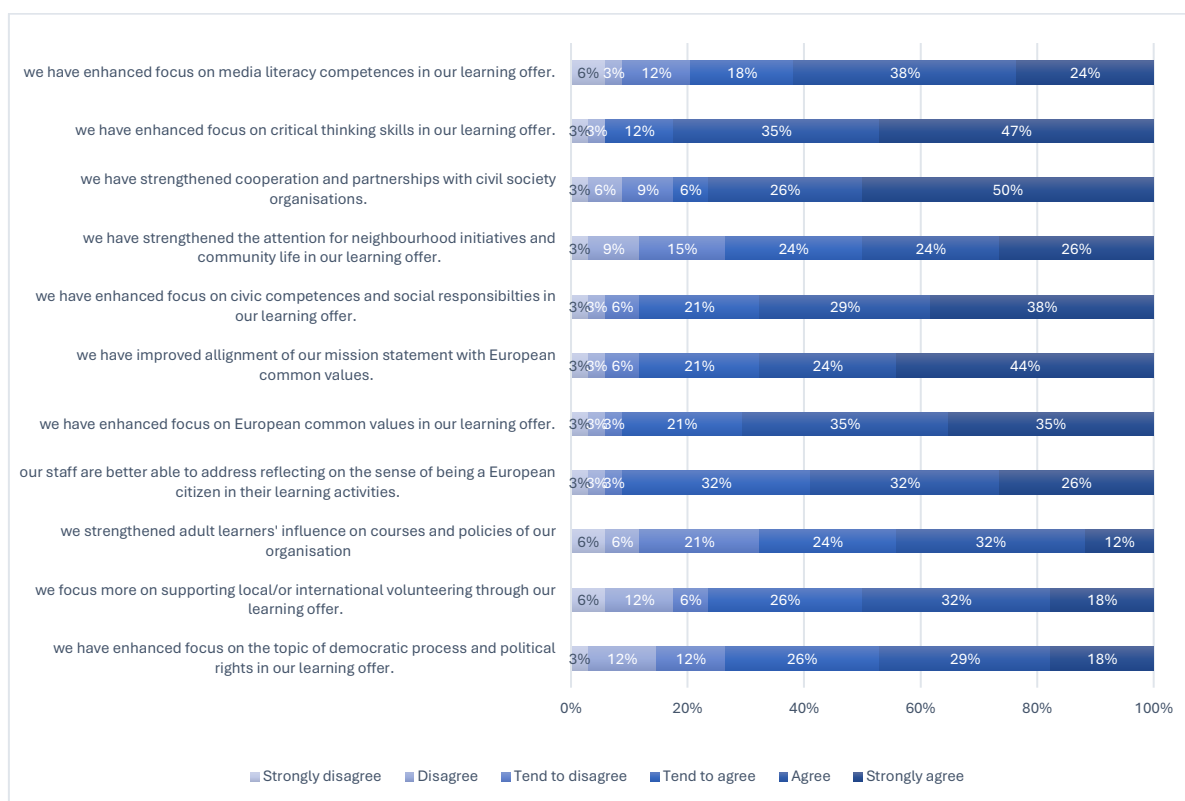
This chapter examines the impact of Erasmus+ projects addressing the priority “participation in democratic life, common values and civic engagement”. While Chapter 6 focused on the characteristics of projects addressing the priority, this chapter looks at what changed as a result of these projects in the learning offer, staff practice, learners’ experiences and wider organisational or community environments.

The analysis combines survey findings with qualitative evidence from the KA2 case studies and, where relevant, KA1 mobility portraits. In line with the thematic focus of SR2, the chapter interprets impact broadly: not only as formal democratic education, but also as changes related to learner voice, dignity, self-advocacy, accessible communication, critical thinking, media literacy, community participation, European values and cooperation with civil society.

7.1 Impact on the learning offer

This section examines how projects addressing the thematic priority influenced the learning offer of participating organisations. The survey data provide an overview of perceived changes, while the KA2 case studies help explain how these changes appeared in concrete adult learning practice.

7-1. FIGURE: INFLUENCE OF PROJECTS ADDRESSING THE THEMATIC PRIORITY ON THE ORGANISATIONAL LEARNING OFFER



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The survey results show that projects addressing the thematic priority influenced several dimensions of the organisational learning offer. The strongest reported effects concerned cooperation with civil society organisations, critical thinking skills, European common values, civic competences and social responsibilities, and media literacy competences. These areas

are closely aligned with the SR2 thematic framework, which links the priority not only to democratic participation, but also to common values, civic engagement and critical skills and literacy.

The findings suggest that the impact on the learning offer is most visible where the thematic priority can be translated into concrete learning content or methods. In many cases, this did not mean creating separate courses on democracy. Instead, organisations reported stronger attention to topics such as European values, critical thinking, media literacy, social responsibility, community life and cooperation with civil society actors.

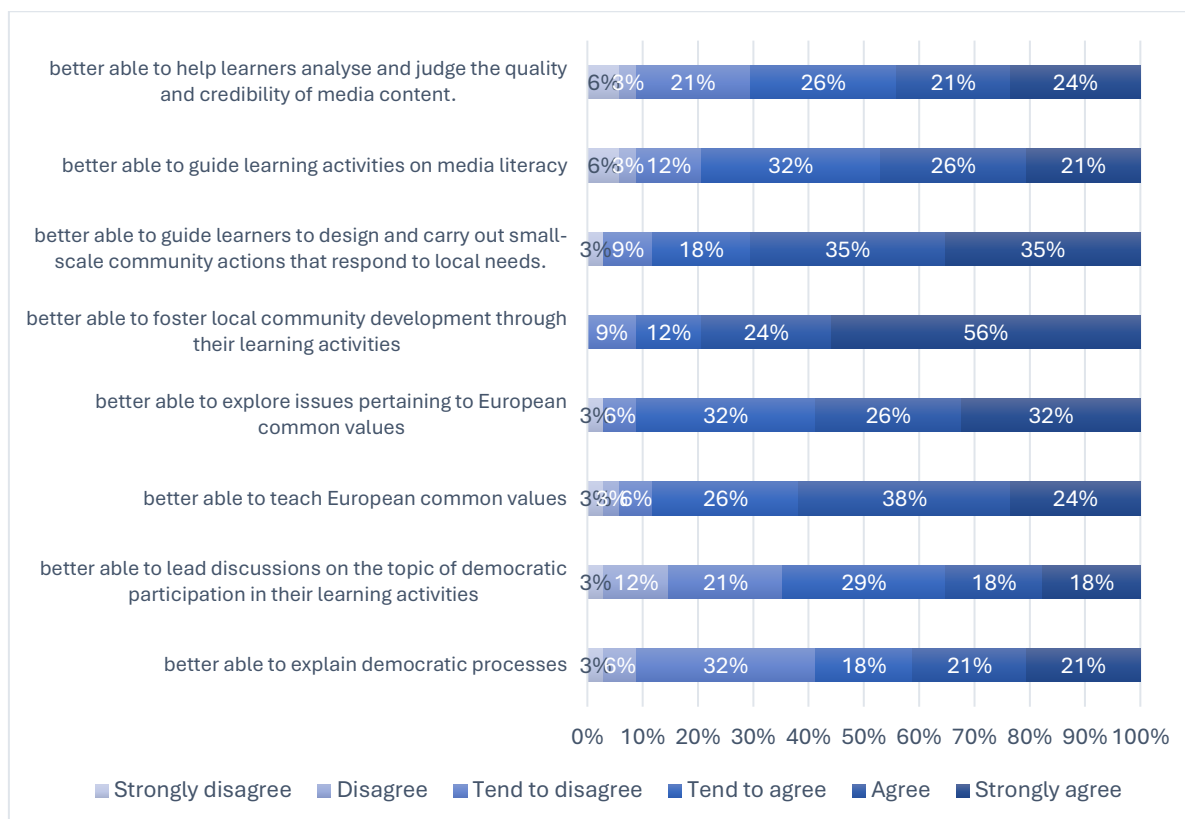
The KA2 case studies help clarify this pattern. In several Hungarian cases, the learning offer changed through practical methods and materials rather than through formal civic education. ÉFOÉSZ strengthened accessible communication and self-advocacy as part of adult learning for people with intellectual disabilities. BMSZKI developed professional learning around dignity, lived experience and peer support in homelessness services. KIFE integrated senior development and intergenerational learning into community-based adult learning. Váltó-sáv Foundation developed blended learning materials that connected self-development, digital learning and reintegration-oriented support.

Overall, the evidence suggests that the thematic priority affected the learning offer mainly by broadening what adult learning was understood to include. It supported learning offers that address participation, values and civic engagement through everyday practice: making information understandable, strengthening learner voice, creating opportunities for reflection, building cooperation with community actors, and helping adults take part more actively in their social or professional environments.

7.2 Impact at staff level

This section examines how projects addressing the thematic priority influenced staff competences and professional practice. The survey data show perceived changes in staff capacity, while the case studies provide examples of how these changes appeared in everyday adult education work.

7-2. FIGURE: INFLUENCE OF PROJECTS ADDRESSING THE THEMATIC PRIORITY ON STAFF COMPETENCES



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The survey results indicate that projects addressing the thematic priority had a visible impact on staff competences. The strongest perceived effects were linked to staff becoming better able to foster local community development through learning activities and to guide learners in designing or carrying out small-scale community actions responding to local needs. Respondents also reported improvements in staff capacity to teach and explore European common values, guide learning activities on media literacy, and help learners analyse the quality and credibility of media content.

These findings suggest that the staff-level impact of the thematic priority is not limited to knowledge about democracy or European values. It also concerns the ability to facilitate dialogue, support learner participation, work with community needs, and develop critical reflection in learning settings. This is particularly relevant in adult education, where staff often work with learners whose participation depends on trust, accessible communication, practical support and meaningful links to everyday life.

The KA2 case studies show how this staff-level impact was generated in practice. In ÉFOÉSZ, staff learning was closely connected to easy-to-understand communication, supported decision-making and the role of self-advocates. Professionals became more conscious of how to support participation without taking decisions away from learners. In

BMSZKI, staff reflection focused on dignity, trauma-informed support, ageing and homelessness, and the role of lived experience in service development. In Váltó-sáv Foundation, staff developed new digital and methodological competences by translating self-development and reintegration-related themes into blended learning formats.

Overall, the thematic priority appears to have strengthened staff practice most where it was connected to concrete professional challenges: how to make information accessible, how to support learner voice, how to facilitate reflection, how to work with vulnerable groups, and how to connect adult learning to wider social participation. In this sense, the staff-level impact was often practical and methodological, rather than limited to abstract knowledge of civic concepts.

7.3 Impact on learners

The learner-level impact of projects addressing the thematic priority is most visible in the qualitative case study evidence. The survey data show how organisations perceived changes in their learning offers and staff competences, but the case studies make it possible to understand how participation, common values and civic engagement were experienced by learners in concrete adult learning situations.

Across the Hungarian case studies, learner-level impact was rarely described as formal political learning. Instead, it appeared through increased confidence, stronger voice, improved ability to communicate needs, greater awareness of one's own role in a community, and more opportunities to take part in learning, group work or public-facing activities. This is important because, for several learner groups, participation in democratic life begins with very practical conditions: being heard, understanding information, being able to make choices, and being recognised as a person with agency.

In the ÉFOÉSZ case, adults with intellectual disabilities were not treated only as recipients of support. The project strengthened self-advocacy, accessible communication and supported decision-making, helping learners take a more active role in expressing their views and participating in learning and representation. In this case, learner impact was closely connected to dignity, voice and the right to understandable information.

In the BMSZKI case, the learner-level dimension was linked to adults with lived experience of homelessness and ageing. The project supported a stronger focus on peer support, dignity and the value of lived experience. This broadened the understanding of participation: learners or service users were not only seen as people receiving help, but also as people whose experience can contribute to professional reflection and service development.

Other cases show different forms of learner impact. In the KIFE case, older adults were approached as active community members with social value, rather than only as a group with needs. In the Váltó-sáv case, adults in difficult life situations were supported through blended learning materials that connected self-development, digital learning and reintegration-oriented support. In the Holdkő case, learning around parenting and family relationships supported reflection on everyday responsibility, communication and intergenerational understanding.

Overall, the case study evidence suggests that the thematic priority affected learners most strongly when it was translated into accessible and meaningful learning situations. Learner impact was therefore not limited to knowledge about European values or democratic institutions. It was visible in adults gaining voice, confidence, self-understanding, social connection and practical opportunities to participate more actively in their own learning communities.

7-1. TEXT BOX: PARTICIPATION AS VOICE AND UNDERSTANDABLE INFORMATION: THE ÉFOÉSZ KA2 CASE

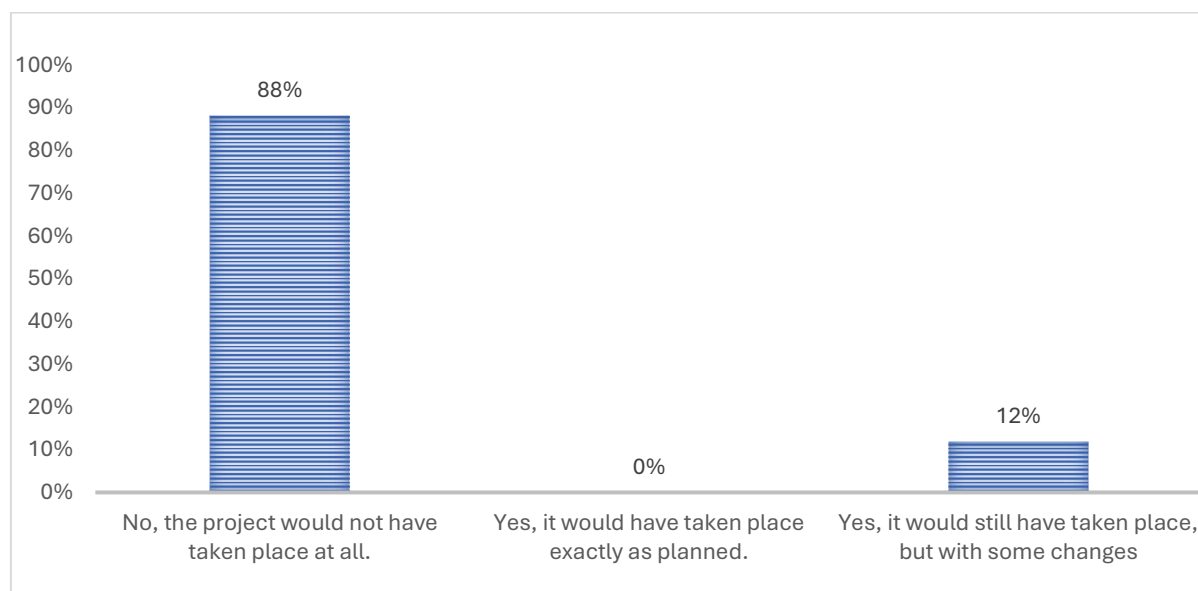
The ÉFOÉSZ Module 3 KA2 case study shows how participation can be supported through accessible communication and self-advocacy. For adults with intellectual disabilities, taking part in learning and community life depends strongly on whether information is understandable and whether they are supported to express their own views. The project therefore treated easy-to-understand materials not simply as educational products, but as tools for participation, decision-making and learner voice. This example shows that, in adult education, democratic participation may begin with the right to understand information and to speak for oneself.

A self-advocacy perspective from the ÉFOÉSZ case illustrates this shift particularly clearly. One interviewee formulated the core principle of participation as follows: *“The person with intellectual disabilities can be the trainer, and the professional helps from the background.”* This captures a central finding of the thematic analysis: participation becomes meaningful when adults are not only supported, but also recognised as active contributors to learning and representation.

7.4 Added value of Erasmus+ support

This section examines the added value of Erasmus+ support for projects addressing the thematic priority. The survey data show whether organisations believe the activities would have taken place without Erasmus+ funding, while the case study evidence helps explain what the programme made possible in practice.

7-3. FIGURE: WHETHER PROJECTS ADDRESSING THE THEMATIC PRIORITY WOULD HAVE TAKEN PLACE WITHOUT ERASMUS+

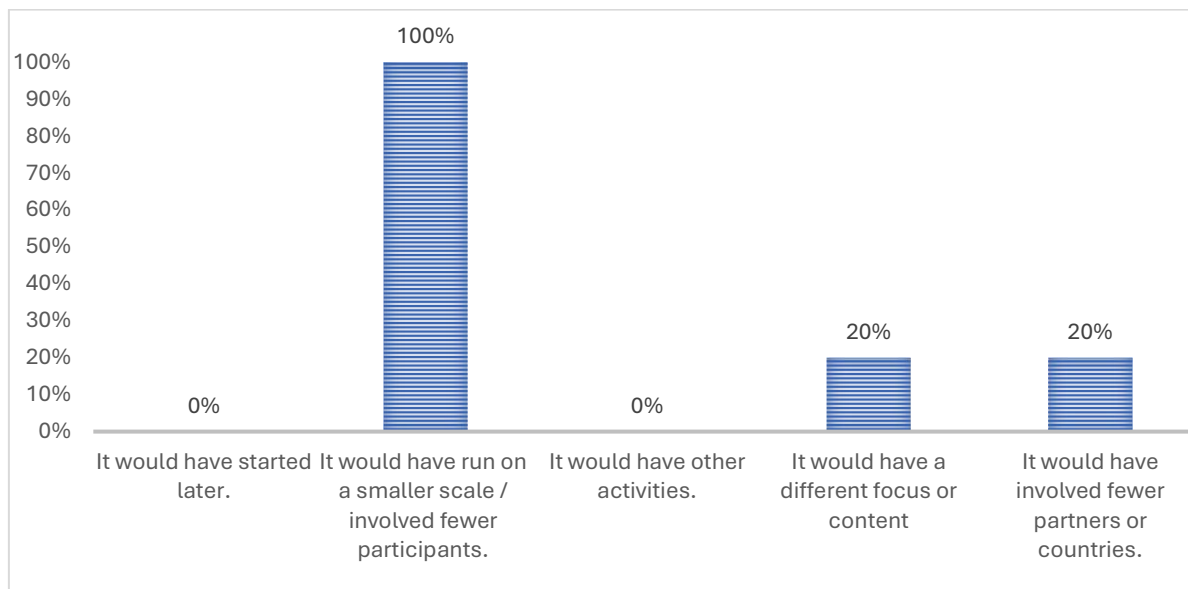


Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

The survey results indicate a very strong perceived added value of Erasmus+ support. A large majority of respondents stated that the project or activities addressing the thematic priority would not have taken place at all without Erasmus+. No respondent indicated that the activities would have taken place exactly as planned, while a smaller group reported that they would still have taken place, but with changes.

This suggests that Erasmus+ was not only an additional source of funding, but a decisive enabling condition for many projects addressing participation in democratic life, common values and civic engagement. The programme provided resources, international partnerships, methodological exchange and legitimacy for activities that would have been difficult to implement through domestic resources alone.

7-4. FIGURE: ASPECTS THAT WOULD HAVE BEEN DIFFERENT WITHOUT ERASMUS+ SUPPORT



Source: Online survey among Erasmus+ participating organisations in Hungary, RIA-AE SR2.

Among respondents who indicated that the project could still have taken place in some form, all stated that it would have run on a smaller scale or involved fewer participants. Some also indicated that it would have had a different focus or content or would have involved fewer partners or countries.

These findings show that the added value of Erasmus+ lies not only in making activities possible, but also in increasing their scale, international dimension and professional depth. Without Erasmus+, projects would have been narrower, less internationally connected and less able to involve diverse partners and learner groups.

The case studies confirm this pattern. In several Hungarian KA2 cases, Erasmus+ created a framework for work that organisations considered important but would have been difficult to carry out at the same level without international cooperation and dedicated project funding. For ÉFOÉSZ, Erasmus+ enabled structured international cooperation around self-advocacy, easy-to-understand communication and supported decision-making. For Váltó-sáv Foundation, it supported the development of blended learning materials for adults in difficult life situations, combining methodological development, digital learning and reintegration-oriented support. For KIFE, Erasmus+ provided opportunities to learn from international approaches to senior development and intergenerational learning, and to adapt these insights into local and community-based practice.

Across the case studies, the added value of Erasmus+ was therefore both financial and methodological. It provided funding, but also time, structure, partnership, external examples and European reference points. These elements helped organisations address the thematic priority in ways that would have been difficult to develop through their regular resources alone.

7.5 Impact beyond the organisational level in the thematic area

The KA2 case studies suggest that projects addressing the thematic priority also generated effects beyond the immediate participating organisation. These wider effects were usually not systemic in the sense of direct policy change, but they were visible in professional networks, local partnerships, dissemination activities, community-based practice and the transfer of methods to other organisations or stakeholder groups.

In several cases, the wider impact was linked to making participation more visible for groups whose voice is often less present in adult education and public life. The ÉFOÉSZ case is a clear example: by strengthening self-advocacy, easy-to-understand communication and supported decision-making, the project contributed to a broader professional understanding of how adults with intellectual disabilities can participate actively in learning, representation and decision-making processes. Its wider value lies not only in the materials developed, but also in demonstrating participation as a practical right.

In the BMSZKI case, the wider effect was connected to professional reflection in the field of homelessness services. The project helped bring together themes such as ageing, trauma-informed support, peer support and lived experience. This contributed to a broader discussion on how adults experiencing homelessness can be recognised not only as service users, but also as people whose experience can inform professional practice and service development.

Other case studies point to community-level and professional spill-over effects. KIFE's work on senior development and intergenerational learning created opportunities for follow-up activities in local and community-based settings. Váltó-sáv Foundation's blended learning materials have potential relevance for organisations working with adults in difficult life situations, particularly where reintegration, self-development and digital access are closely connected. Holdkő Cultural Foundation's work on parenting, family learning and intergenerational cooperation also generated methods and reflections that can be transferred to other family-support or community-learning contexts.

Overall, the wider impact of the thematic priority in Hungary can best be understood as practice-based diffusion. Erasmus+ enabled organisations to test, adapt and share methods that support participation, dignity, learner voice, critical reflection and community connection. The evidence does not indicate large-scale systemic change at this stage, but it does show that projects can create wider professional and community value when their results are accessible, relevant and actively shared.

7.6 Conclusion

The evidence presented in this chapter shows that Erasmus+ projects addressing **“participation in democratic life, common values and civic engagement”** generated impact in several interconnected ways. The strongest effects were not limited to formal democratic education or political participation. Rather, they appeared through changes in **learning offers, staff practice, learner participation, organisational partnerships** and the wider professional use of methods and materials.

At the level of the learning offer, projects helped organisations place stronger emphasis on **European common values, critical thinking, media literacy, civic competences, social responsibility** and cooperation with civil society organisations. The KA2 case studies show that these themes were often translated into practical adult learning formats, including

accessible communication, self-advocacy tools, peer-support methods, intergenerational learning activities, blended learning materials and community-based group work.

At staff level, the impact was mainly **methodological and professional**. Staff became better equipped to support learner voice, facilitate reflection, work with vulnerable groups, address social participation and connect learning activities to real-life community or professional contexts. In several cases, Erasmus+ helped staff and volunteers rethink their role: not only as providers of support, but as facilitators of **participation, autonomy and dignity**.

At learner level, the case study evidence suggests that the thematic priority became meaningful when it was connected to **everyday participation**. Learners benefited when they gained more confidence, understood information more easily, were able to express their views, took part in group or community activities, or saw their own experience recognised as valuable. This was visible across different learner groups, including adults with intellectual disabilities, older adults, parents, adults experiencing homelessness or social disadvantage, and adults in reintegration-oriented learning contexts.

The added value of Erasmus+ was particularly strong because the programme provided not only funding, but also **structure, international comparison, partnership, external examples and legitimacy**. Without Erasmus+, many of the activities addressing this priority would either not have taken place or would have been implemented on a smaller scale and with fewer partners or participants.

The ÉFOÉSZ case also summarised the broader purpose of accessible participation in a concise way: **“Make the world understandable for everyone, and ensure participation for everyone.”** In the Hungarian evidence, this sentence expresses one of the clearest interpretations of the thematic priority in adult education: participation depends on whether information, learning situations and decision-making opportunities are made accessible in practice.

The interviews with non-participating and boundary-case organisations also show that the values linked to this thematic priority are present beyond the group of funded Erasmus+ adult education projects. Several interviewed organisations work with **participation, inclusion, volunteering, accessible communication, educational equity** or the **recognition of non-formal learning**, even if they do not necessarily describe these activities as Erasmus+ adult education or as civic engagement. This suggests that the thematic priority could be made more accessible to potential applicants by using **concrete adult learning examples** from civil society, volunteering, disability services, community-based learning and educational inclusion.

Overall, the Hungarian evidence suggests that the thematic priority is most effective when it is interpreted as a **practical and inclusive adult learning agenda**. Its impact lies in strengthening the conditions that enable adults to participate more actively in learning, community and social life: **understandable information, learner voice, trust, dignity, critical reflection, cooperation and opportunities to act**. While the evidence does not indicate large-scale systemic change, it does show that Erasmus+ can create meaningful professional and community-level value when projects are closely connected to real learner needs and when results are actively embedded and shared.

PART E –

Conclusion and policy pointers

8 Conclusion and policy pointers

8.1 Conclusions

This chapter summarises the main conclusions of the Hungarian second survey round of the RIA-AE study and formulates policy pointers for strengthening the impact of Erasmus+ in adult education. The conclusions are based on programme monitoring data, the Hungarian online survey, open survey responses, six KA2 case studies, four KA1 mobility impact portraits, and six Module 5 interview portraits with non-participating and boundary-case organisations. The Module 5 interviews involved eight participants and provide additional evidence on barriers to entering Erasmus+ adult education, especially in relation to practical information, organisational capacity, partner-finding, language, technical entry steps and the feasibility of KA1 adult education mobility.

8.1.1 The accessibility and inclusiveness of the programme

The Hungarian evidence shows that Erasmus+ adult education participation is both **inclusive and selective**. The programme reaches a diverse group of organisations, including many **small non-governmental, non-profit, cultural, community-based and social-service actors**. These organisations are often close to adult learners and to target groups facing barriers to participation. This is an important strength of Erasmus+ in the Hungarian adult education context.

At the same time, access to Erasmus+ remains uneven. Participation is **geographically concentrated**, especially in Budapest and a limited number of stronger regional centres. The respondent profile also suggests that the Erasmus+ adult education field does not fully reflect the wider adult training provider landscape. Access appears to depend not only on interest in international cooperation, but also on **organisational capacity, project-writing experience, language competences, international networks** and the ability to manage administrative requirements.

The findings on obstacles confirm that smaller and non-formal organisations may face particular difficulties. These include **limited staff time, administrative burden, financial constraints, partner-finding challenges** and uncertainty about the feasibility of adult learner mobility. The KA1 mobility portraits also show that inclusive learner mobility requires careful preparation, accessible communication, trusted host arrangements and appropriate support before, during and after mobility.

The interviews with **non-participating and boundary-case organisations** confirm that barriers are not limited to organisations already inside Erasmus+. They show that relevant adult learning organisations may remain outside Erasmus+ adult education, or outside KA1 adult education mobility, because they do not yet see a clear and manageable way into the programme. In some cases, organisations had only limited practical information about Erasmus+ adult education. In others, they did not recognise their own work as fitting the adult education strand, even though adult learning was present through training, volunteering, mentoring, professional development or community-based learning.

These interviews also show that improving accessibility requires more than general information about funding opportunities. Organisations may need **practical examples, clearer first steps, partner-finding support, technical guidance on EU platforms**, and help in identifying whether learner mobility, staff mobility, job shadowing or a small

cooperation project would be the most realistic entry point. This is especially relevant for **small civil society organisations, adult training providers, advisory organisations, micro-enterprises and community-based learning actors**.

8.1.2 Impact at organisation level

Erasmus+ has a clear **organisational impact** on Hungarian adult education beneficiaries. The survey results and KA2 case studies show that participation supports the development of **learning offers, project outputs, new methods, digital and inclusive practices**, and international partnerships. Many organisations incorporated outputs and insights from Erasmus+ projects into existing or new provision, especially when the project results were closely connected to their **regular work and target groups**.

The organisational impact was particularly visible in **small civil society and community-based organisations**, where Erasmus+ often functioned not only as project funding, but also as an organisational development framework. It supported more structured project management, professional reflection, communication, task-sharing, international cooperation and the development of a clearer professional profile.

At the same time, organisational impact was **not automatic**. The longer-term use of results depended on **staff capacity, follow-up resources, the practical relevance of outputs, stakeholder involvement** and the ability to embed results into everyday work. Where these conditions were weak, even useful products and learning experiences risked remaining only partly integrated after the funded project period.

The interviews with non-participating and boundary-case organisations confirm this from another angle. They show that organisational capacity is not only an outcome of Erasmus+ participation, but also an important condition for entering the programme. Organisations with limited staff time, weak project-management routines, little international experience or no trusted partner network may find it difficult to take the first step, even when their work is relevant to adult learning.

8.1.3 Impact at staff level

At staff level, Erasmus+ contributed to **practical professional skills, methodological learning, international competences** and greater confidence in working with diverse learner groups. Staff participants reported benefits in relation to their current work, professional development and understanding of wider European and social issues.

The qualitative evidence shows that staff learning was often closely linked to the organisation's everyday practice. Staff and volunteers did not only acquire new methods or tools; in several cases, they also reflected on their own professional role. The strongest examples show a shift towards supporting **learner voice, autonomy, dignity, accessibility and participation**.

Erasmus+ also helped staff work with complex learner needs. In the case studies, staff learning was linked to areas such as accessible communication, self-advocacy, intergenerational learning, trauma-informed practice, peer support, parenting support, blended learning, media literacy and work with adults in difficult life situations. These examples show that staff impact was not only technical, but also **methodological, relational and value-based**.

At the same time, staff-level impact depended on whether new knowledge could be shared and embedded inside the organisation. Mobility or project participation had stronger effects where staff had time to reflect on the experience, discuss it with colleagues, adapt methods and use them in regular learning or support activities. Where staff turnover, workload or limited internal capacity were present, the wider use of learning was more fragile.

The interviews with non-participating and boundary-case organisations add that staff capacity is also a condition for access. For some organisations, **staff mobility, professional visits or job shadowing** may be a more realistic first step than adult learner mobility. This is especially relevant where organisations need to build confidence, international experience, partner contacts or project-management routines before organising mobility for adult learners.

8.1.4 Impact on learners' level

At learner level, Erasmus+ supported **confidence, autonomy, motivation, practical skills and participation**. The strongest evidence comes from the KA1 mobility portraits and from those KA2 case studies where adult learners were directly involved in project activities. In these cases, impact was often visible in everyday forms of learning: participants became more confident, communicated more openly, understood information more easily, took part in group activities, or recognised their own experience as valuable.

KA1 mobility had particular value when it was **carefully prepared and supported**. For adult learners with fewer opportunities, disabilities, low confidence, limited language skills or little previous international experience, mobility required more than travel arrangements. It needed accessible information, trust, accompaniment, suitable host environments and reflection after return. Where these conditions were present, mobility helped learners gain new perspectives, strengthen self-confidence and connect the experience to their work, community life or further learning.

The Hungarian evidence also shows the importance of **group mobility**. Group formats helped reduce anxiety, provided peer support and created a safer learning environment. This was relevant not only for vulnerable learner groups, but also for professional adult learners, where shared preparation and reflection helped participants translate the mobility experience into organisational or professional practice.

In the KA2 case studies, learner impact often appeared through **voice, recognition, accessibility and social connection**. Adults with intellectual disabilities, older adults, parents, adults in difficult life situations and people with lived experience of homelessness benefited when learning activities were designed around their real needs and when their experience was treated as a source of knowledge. In these cases, participation was not abstract: it meant being able to understand, express views, make decisions, contribute to a group or take part more actively in community and social life.

The interviews with non-participating and boundary-case organisations confirm that such learner impact requires strong organisational conditions. Some relevant organisations see possible value in adult learner mobility, but would need **trusted partners, clear learning aims, support arrangements and practical guidance** before it could become realistic. For some, staff or professional mobility may be a necessary first step before learner mobility can be organised safely and meaningfully.

Overall, Erasmus+ can create meaningful learner-level impact when activities are **connected to real learner needs** and when organisations have the capacity to prepare, support and

follow up the learning process. Learner impact is therefore strongest where mobility or project activities are not isolated events, but part of a wider learning pathway.

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

The Hungarian evidence shows that the thematic priority “**participation in democratic life, common values and civic engagement**” is present in Erasmus+ adult education projects, but often in a **broad and practice-oriented way**. Around one fifth of responding organisations reported that one or more of their projects directly addressed the priority, while a further group reported indirect links. This indicates that the priority is **visible but not yet mainstreamed** across the Hungarian Erasmus+ adult education field.

Projects addressing the priority most frequently focused on **European common values**, strengthening the European dimension of organisations, **critical thinking, media literacy** and cooperation with civil society organisations. More explicitly civic or democratic aims, such as public dialogue, civic rights, community activism or advocacy, appeared less frequently. This suggests that the priority is often interpreted through wider learning, inclusion and professional development aims rather than through formal civic education alone.

The case study evidence confirms this broader interpretation. In the Hungarian cases, the priority was often translated into practical adult learning methods such as **easy-to-understand communication, self-advocacy, peer support, intergenerational learning, blended learning, parenting support, reintegration-oriented learning** and professional development. These examples show that participation can be strengthened in everyday learning contexts where adults gain access to information, confidence, social connection, voice or recognition.

The target groups of these projects were diverse. Some projects addressed adult learners directly, including people with intellectual disabilities, older adults, parents, young adults and adults in difficult life situations. Others worked mainly with **staff, volunteers or professionals**, whose learning was expected to influence adult learners indirectly through improved methods, learning offers or support practices.

Overall, the thematic priority appears most meaningful in the Hungarian adult education context when it is understood as a **practical and inclusive adult learning agenda**. It is often expressed through dignity, accessibility, learner voice, inclusion, critical reflection, community participation and the capacity of adults to take part in social and professional life.

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

The impact of Erasmus+ projects addressing the thematic priority was most visible where broad values were translated into **concrete adult learning practice**. The projects strengthened **learning offers, staff competences, learner participation** and cooperation with civil society organisations. They also supported methods and materials that helped adults understand information, express their views, take part in group or community activities, and reflect on their role in social or professional life.

The evidence suggests that the priority had its strongest impact when it was interpreted as an **inclusive adult learning agenda** rather than as formal democratic education only. In the

Hungarian case studies, participation in democratic life, common values and civic engagement appeared through **accessible communication, self-advocacy, dignity, peer support, intergenerational learning, critical reflection, media literacy, community connection** and reintegration-oriented learning.

Erasmus+ added value was particularly important in this area. Survey results showed that most projects addressing the priority would not have taken place without Erasmus+ support, or would have been implemented on a smaller scale. The case studies confirm that Erasmus+ provided not only funding, but also **structure, international comparison, partnership, legitimacy** and time for methodological development.

At the same time, the evidence does not suggest large-scale systemic change at this stage. The wider impact is better understood as **practice-based diffusion**: organisations develop, test and share methods that can spread through professional networks, civil society partnerships, community work and local practice. This type of impact may be gradual, but it is important in a field where many organisations work close to specific learner groups and local communities.

The interviews with non-participating and boundary-case organisations show that similar values are also present outside the funded Erasmus+ adult education project field. Several of these organisations work with **volunteering, accessibility, educational equity, non-formal learning, disability inclusion, civil society development** or professional learning, even if they do not describe these activities as Erasmus+ adult education or civic engagement. This suggests that the thematic priority could reach a wider group of relevant organisations if it were presented through **concrete adult learning examples** that connect more directly to their everyday work.

8.2 Policy pointers

The following policy pointers are based on the Hungarian evidence base of the second RIA-AE survey round. They draw on programme monitoring data, the online survey, open survey responses, six KA2 case studies, four KA1 mobility impact portraits, and six interview portraits with non-participating and boundary-case organisations. The recommendations therefore address both organisations already participating in Erasmus+ adult education and organisations that are relevant to adult learning but have not yet entered the programme, or have not yet used KA1 adult education mobility.

The findings point to several areas where the **accessibility, quality and impact** of Erasmus+ in adult education could be strengthened.

1. Strengthen practical support for smaller and non-formal adult education organisations.

The Hungarian evidence shows that many Erasmus+ adult education beneficiaries are **small civil society, cultural, community-based or non-profit organisations**. These organisations are often close to adult learners and vulnerable groups, but they also face limited staff capacity, administrative burden and difficulties in project planning and follow-up. More targeted support could help them enter, manage and sustain Erasmus+ projects. This could include clearer guidance, practical examples, peer learning, mentoring for less experienced applicants and support for building reliable international partnerships.

The interviews with non-participating and boundary-case organisations suggest that this support should also include **very practical first-step guidance** for organisations that do not yet see clearly how Erasmus+ adult education could fit their work. For some organisations, the main barrier is not lack of relevance, but lack of a concrete and manageable entry route into the programme.

2. Support the quality and feasibility of adult learner mobility.

KA1 adult learner mobility can generate strong personal, social and professional impact, but it is demanding to organise. The Hungarian KA1 mobility portraits show that successful mobility depends on **preparation, accessible information, trusted host organisations, support during the stay and structured follow-up** after return. Additional guidance and tools for adult learner mobility would be useful, especially for organisations working with learners with fewer opportunities, disabilities, low confidence, limited language skills or little previous experience of international travel.

The interviews with non-participating and boundary-case organisations confirm that some relevant organisations find adult learner mobility difficult to imagine as a first step. In such cases, **staff mobility, professional visits or job shadowing** may be a more realistic entry point before learner mobility becomes feasible.

3. Recognise group mobility as an important inclusive format.

The Hungarian KA1 evidence suggests that **group mobility** can be particularly effective where learners need a safer and more supportive environment. It can reduce anxiety, support peer learning, strengthen group belonging and create opportunities for shared reflection. Group mobility should therefore be further recognised and supported as a valuable pedagogical format, not only as a logistical arrangement.

This is especially relevant for organisations working with learners who need accompaniment, accessible communication, emotional security or support in a foreign-language environment.

4. Invest in the sustainability and practical use of KA2 outputs.

KA2 projects often produce useful materials, handbooks, curricula, digital tools and learning resources. However, their longer-term use depends on **staff time, organisational capacity, follow-up resources** and the possibility to adapt outputs after the project period. Erasmus+ support could place stronger emphasis on embedding, updating and disseminating project results, especially where outputs address real learner needs and can be integrated into regular training, counselling, community work or professional development.

The Module 5 evidence also suggests that organisations would benefit from stronger encouragement to **search, use and build on existing Erasmus+ results** before developing new outputs. This could reduce duplication and help new applicants see more clearly what has already been tested in similar fields.

5. Make the thematic priority more concrete for adult education organisations.

The priority “**participation in democratic life, common values and civic engagement**” is relevant in Hungary, but it is often interpreted broadly and sometimes indirectly. Organisations may need clearer examples of how the priority can be addressed in adult

education without reducing it to formal civic education. The Hungarian case studies show that the priority can be developed through accessible communication, self-advocacy, peer support, intergenerational learning, critical thinking, media literacy, community participation, parenting support and reintegration-oriented learning.

This could also help organisations that already work with **participation, volunteering, accessibility, educational equity or non-formal learning**, but do not necessarily recognise these activities as linked to the Erasmus+ adult education priority.

6. Support staff development as a route to learner and organisational impact.

The report shows that staff learning is one of the strongest channels through which Erasmus+ affects adult education organisations. Staff development can improve **pedagogical practice, international competences, digital skills, inclusive learning environments** and the ability to support learner voice. Future support measures should therefore continue to strengthen staff mobility, professional exchange and reflective learning, while also encouraging organisations to share staff learning internally and embed it into regular practice.

For organisations that are new to Erasmus+ adult education, staff development may also be a realistic entry point before more complex learner mobility or cooperation projects are attempted. This is particularly relevant where organisations need to build confidence, partner contacts or project-management routines before involving adult learners directly in mobility activities.

7. Improve accessibility and inclusion in programme participation itself.

The evidence on obstacles shows that access to Erasmus+ can be limited by **language barriers, digital accessibility issues, administrative complexity, partner-finding difficulties** and limited organisational resources. These barriers may affect both organisations and learners. Further simplification, accessible information, inclusive digital tools and targeted support for organisations working with disadvantaged groups would help ensure that the programme's inclusion priority is reflected not only in project content, but also in access to the programme.

The interviews with non-participating organisations show that these barriers may already appear at the first point of entry, including **registration, validation, EU online platforms, application language and partner search**. More direct technical guidance and clearer explanations of the first steps could therefore make the programme more accessible to relevant organisations that are not yet active in Erasmus+ adult education.

8. Use case-based learning and peer exchange to spread effective practice.

The Hungarian case studies show that many valuable results are practice-based and context-sensitive. They may not immediately create systemic change, but they can travel through networks, professional communities and local partnerships. The National Agency could support wider learning from strong examples by using **short case study portraits, thematic events, peer-learning sessions or practical guidance materials** that show how Erasmus+ projects translate inclusion, common values, civic engagement and adult learner mobility into concrete practice.

Such examples should include not only successful project results, but also the practical route into Erasmus+: how organisations identified the opportunity, found partners, managed

capacity demands and turned an initial idea into a feasible project. This would be especially useful for organisations that are interested in adult learning but uncertain about whether Erasmus+ is realistic for them.

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	Mobility Research Report 2024	Cross-national online survey + in-depth case studies	Erasmus+ KA1 adult learning mobility; barriers and challenges	Identifies hidden barriers to adult learner and staff mobility in Erasmus+ KA1, while also showing that stronger support, preparation and cooperation can improve participation and impact in adult education.
2	Impact of Erasmus+ on the Adult Education Sector. National report RIA-AE network – Hungary	Mixed-methods monitoring study: document analysis, survey, case studies, interviews with non-participating organisations and adult learners	Impact of Erasmus+ on the Hungarian adult education sector at organisational, learner and system level	Finds substantial positive effects of Erasmus+ at organisational and individual level, especially in internationalisation, staff development, learner confidence and innovation, while also identifying structural barriers related to access, inclusion and wider systemic uptake.

Annex 3 Literature list

The following list includes the main literature, policy documents and research reports used to contextualise the Hungarian national report:

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*. RIA-AE Network.

European Commission. (2025). *Erasmus+ Programme Guide 2025*. European Commission.

European Commission / EACEA / Eurydice. (2024/2025). *Hungary: Developments and current policy priorities*. Eurydice country information.

Eurostat. (2025). *Participation rate in education and training by sex and age*. Adult learning participation data, age group 25–64.

Government of Hungary. (2021). *Hungarian National Social Inclusion Strategy 2030 / Magyar Nemzeti Társadalmi Felzárkózási Stratégia 2030*.

Government of Hungary. (2022). *National Digitalisation Strategy 2022–2030*.

Progress Hungary and Tempus Public Foundation. (2024). *Impact of Erasmus+ on the Adult Education Sector. National report RIA-AE Network: Hungary*. Progress Hungary and Tempus Public Foundation.

Tempus Public Foundation. (2024). *Searching for measures for the better exploitation of mobility for learners and staff in adult education: Mobility Research Report 2024*. Tempus Public Foundation.

Annex 4 Short case study portraits

This annex presents two selected case study portraits from the Hungarian Module 3 qualitative research. The portraits were selected because they illustrate key findings of the report: the practical interpretation of participation, common values and civic engagement in adult education, and the organisational and learner-level impact of Erasmus+. They are not intended to represent all qualitative cases, but to provide more detailed examples of the mechanisms discussed in the main chapters.

Case study portrait 1. ÉFOÉSZ

Participation through accessible communication and self-advocacy

Csongrad County Association for the Protection of the Interests of People with Intellectual Disabilities (ÉFOÉSZ)

Project: Together with people with intellectual disabilities, let us make the world understandable for them too! / LépésKÉK

Project code: 2023-1-HU01-KA210-ADU-000158648

RIA-AE SR2, Module 3

English case study draft prepared on the basis of project documentation and interviews.

1. Source basis of the case study

This case study is based on a combination of project documentation and qualitative interviews. Interview notes were treated as the primary source for the qualitative analysis. Interview transcripts and transcript summaries were used as supplementary sources and interpreted cautiously where wording appeared uncertain.

- Project documentation: application form, final report, activity descriptions, information on outputs, dissemination and impact included in the project documentation.
- One management / coordinator interview with the adult education professional lead of the coordinating organisation, who was also responsible for the Erasmus+ project work.
- One staff / professional group interview with representatives of the coordinating organisation who were actively involved in the project, including support work with self-advocates and the development and implementation of training activities.
- One adult learner / participant interview with two self-advocates with intellectual disabilities who took part in the project activities. This interview was conducted as a supported conversation. The project professional lead was present to help the participants understand the questions, recall the sequence of activities and clarify contextual details where necessary. This support did not replace or direct the participants answers: the views, examples and reflections included in the case study reflect the self-advocates own experiences and opinions.

Names are not used in the narrative sections below. Where quotations are included, they are presented as translated and lightly edited English renderings of statements made in the Hungarian interviews, with wording kept as close as possible to the meaning expressed by the interviewees.

2. General characteristics of the organisation

The coordinating organisation, the Csongrad County Association for the Protection of the Interests of People with Intellectual Disabilities, is a non-profit civil society organisation based in Szeged. Its work focuses on the protection of rights, advocacy, support for

independent living, self-advocacy, counselling, community activities and adult learning for adults with intellectual disabilities and their families. The organisation is part of the wider Hungarian network of organisations working with people with intellectual disabilities and has experience in self-advocacy groups, independent living workshops, ICT-related workshops and easy-to-understand communication.

The organisation works mainly with adults with intellectual disabilities, many of whom live either with their parents or in residential social-care settings. Several are employed in protected work environments, while others have limited access to formal adult learning and independent decision-making opportunities. The organisation therefore operates at the intersection of adult learning, social inclusion, disability rights and community-based support.

Although the organisation has a long history in advocacy and local support work, the project documentation described it as a first-time Erasmus+ applicant in the KA2 small-scale partnership format. The interviews also emphasised that the organisation is very small in terms of permanent staff capacity. This makes the project especially interesting from the perspective of Erasmus+ accessibility: a small civil society organisation with limited human resources nevertheless used Erasmus+ to develop a highly participatory and rights-based adult learning project.

The project partner was Humanitarno drustvo Bethesda in Backa Topola, Serbia, a non-profit organisation providing day-care and support services for adults with intellectual disabilities and services for children with developmental differences. The partner brought daily service experience, a strong local community context and an existing participatory orientation. The Hungarian and Serbian organisations had not previously implemented a project of this kind together; their relationship was created and strengthened through the LépÉsKÉK project.

3. Relevance of the project

The project responded to several closely connected needs: the limited availability of accessible adult learning opportunities for people with intellectual disabilities, the lack of easy-to-understand information, the weak practical implementation of supported decision-making, and the tendency to treat people with intellectual disabilities as service users rather than as active citizens and contributors.

Both the application and the interviews link the project to the rights of persons with disabilities, particularly the right to participation, the right to accessible information and the principle of supported decision-making. The coordinator interview stressed that these rights exist formally, but are often difficult to realise in everyday life. In practice, many adults with intellectual disabilities are not asked what they want to learn, do not receive information in a language level they can understand, and are rarely placed in roles where they can organise, teach, decide or represent themselves.

The project was therefore relevant not only as an adult learning initiative, but as a practical response to a wider pattern of social and linguistic exclusion. It sought to make the world more understandable by producing easy-to-understand materials, but also by changing roles: people with intellectual disabilities were not simply invited to attend a course. They

helped shape the course, took part in organising it, taught others, moderated events, evaluated activities and were paid for some of these roles.

From the perspective of the SR2 thematic priority, this case is especially strong. It does not approach democratic participation primarily through formal political education, media literacy or institutional knowledge. Rather, it gives a concrete, everyday meaning to participation: being asked, choosing, voting, explaining one own needs, giving reasons, taking responsibility, speaking publicly, inviting guests, presenting results and being recognised as a value-creating member of a community. The project also connects strongly to common values such as dignity, equality, non-discrimination, accessibility, solidarity and respect for the agency of people with disabilities.

4. Objectives

The main objective of the project was to strengthen the self-advocacy and autonomy of adults with intellectual disabilities through accessible adult learning, supported decision-making and participatory education. The project aimed to enable participants to recognise and express their own needs, understand their rights, participate in decisions that affect them, and practise roles that are usually reserved for professionals or supporters.

A second core objective was to develop and test a formal adult education programme focusing on self-advocacy, supported decision-making and independent living. The project intended to make this programme genuinely accessible by using simple and easy-to-understand oral communication, easy-to-understand written materials and individual support where needed.

A third objective was to prepare professionals and supporters to use easy-to-understand language and to support participation in a way that does not replace the decisions of people with intellectual disabilities. This was a crucial element: the project recognised that self-advocacy cannot be developed only by training self-advocates. Professionals also need to learn how to step back, how to support without taking over, and how to design learning environments in which participants can make real choices.

The project also had organisational and partnership-related objectives. It aimed to strengthen the adult education capacities of both partner organisations, consolidate the Hungarian-Serbian partnership, broaden international contacts in the field of easy language and accessible information, and prepare the ground for future cooperation, including larger partnerships and mobility projects.

5. Implementation of the project

The project was implemented as an Erasmus+ KA210-ADU small-scale partnership between 1 September 2023 and 31 August 2024, with a total lump sum of EUR 60,000. It was structured around five main steps, which were also reflected in the project acronym and its meaning of small steps: an opening event, professional and methodological development, a training course for professionals/support providers, a training course for self-advocates, and a closing event.

The opening event in Topolya, Serbia, introduced the two organisations, the self-advocates and the project programme. It was not treated merely as a launch conference. It was already designed as an informal learning and competence-development setting. Self-advocates introduced themselves, presented their organisations, welcomed guests, took part in moderation and contributed to the public visibility of the project.

The development phase produced the training programmes, teaching aids, session plans, rules and easy-to-understand materials needed for the adult learning activities. The final report indicates that more outputs were produced than originally planned: instead of five easy-to-understand publications, 13+1 such publications were prepared, including one publication developed in cooperation with Caritas Belgrade. A Finnish methodological guide on easy-to-understand visual representation was also translated into Hungarian, and a four-part article series was published in Carissimi on accessible information methodology.

The training for professionals focused on self-advocacy, supported decision-making and easy-to-understand information. It also introduced international examples and models related to easy language, validation and accessible information. Importantly, self-advocates were not only present as examples or beneficiaries: Hungarian, German and Slovenian self-advocates were involved as paid trainers. This made the training more credible and showed professionals that the expertise of people with intellectual disabilities is indispensable in assessing whether information is genuinely understandable.

The training for self-advocates focused on independent living, self-advocacy and practical everyday activities. Participants themselves proposed what they wanted to learn. Their ideas were collected, discussed and voted on; the most supported topics were then built into the training. Activities included shopping and cooking using easy-to-understand recipes, using digital tools such as Spotify to organise a disco, presenting hobbies, teaching peers, photography and preparing a photo exhibition. These activities were not treated as leisure only: each was used as a learning context for planning, communication, digital skills, decision-making, confidence and mutual support.

The closing event in Hungary presented the results of the project and again gave central roles to self-advocates. They helped organise the event, invite guests, prepare the exhibition, order symbolic gifts and a celebration cake, guide guests, moderate parts of the conference and present the project results. The project also used evaluation tools, including satisfaction measurement and competence measurement with the self-advocates before and after the project. In the self-advocate training, the project moved away from a standard questionnaire-based evaluation and used a photovoice-supported group interview, which was more appropriate for the target group.

6. Impact at organisation, staff and learner level

At organisational level, the project had several important effects. It strengthened the relationship between the Hungarian coordinating organisation and the Serbian partner, and this partnership continued in subsequent mobility activities. It also helped consolidate and expand international contacts with organisations and experts from Belgium, Germany, Slovenia, Spain and Finland working in the field of easy language and accessible information. The project experience was used directly in later Erasmus+ work, including mobility projects and a further application submitted in autumn 2024.

The organisational impact was not uniform across the partnership. The coordinator interview suggested that the Serbian partner integrated the participatory approach particularly strongly into its everyday work, partly because it operates a day-care service where staff and self-advocates meet daily. In the Hungarian organisation, the project had a strong effect within Erasmus+ activities and among those directly involved, but the wider organisational culture was described as still being in development. This is an important and credible finding: the project produced clear change, but it did not automatically transform every organisational practice.

At staff level, the project changed the understanding of support. Interviewees described how professionals and volunteers had to learn that good support does not mean doing tasks instead of self-advocates. It means helping them understand, prepare, practise and carry out tasks themselves. Staff reported becoming more conscious in the use of easy-to-understand language, not only in written materials but also in spoken communication. They also became more open to international cooperation and more confident in contacting foreign organisations.

The project also developed staff competences indirectly through implementation. The final report mentions informal learning in text editing, spreadsheet use, presentation preparation, Google Drive, Google Classroom, e-mail systems and online meeting tools. Staff also learned to prepare press releases, manage media relations, work with interpreters, organise international cooperation and manage the administrative and reporting tasks of a small-scale Erasmus+ partnership.

The learner-level impact is the strongest part of the case. The self-advocates gained experience in applying for participation, choosing topics, voting, arguing for their preferred options, organising events, moderating, teaching, presenting, using digital tools and checking whether information was understandable. They were also paid for some roles, which reinforced the message that their work had value. The final report states that their confidence increased: they became braver in saying when they did not understand something, less anxious about speaking in front of others, and more confident in expressing their needs.

The supported learner interview provides concrete examples. One self-advocate explained that they had chosen what they wanted to learn by writing ideas on paper, placing them on a board and voting on the ones to be implemented. Another described teaching beadwork to others, while one participant presented photography through a PowerPoint presentation and then led a practical workshop on taking food photographs with a phone. The discussion also showed progress in public speaking: a participant who had initially been very nervous later moderated the closing event without reading from paper, after practice and support.

The impact also extended into everyday life. In the learner interview, one self-advocate said that she now more often tells her mother that she can do something herself and asks her not to do it instead. This small example is highly relevant: it shows that the project did not remain at the level of project activities, but supported a shift in self-image, confidence and everyday autonomy.

7. Wider impact

The wider impact of the project was most visible in the immediate social environment of the participants, in professional networks and in public visibility. Parents, supporters, social-care institutions and local stakeholders were able to see adults with intellectual disabilities in roles that are not usually associated with them: programme managers, trainers, presenters, moderators, organisers, media interviewees and paid contributors.

This visibility is important because the project challenged traditional disability images. The final report explicitly notes that moments such as inviting distinguished guests, negotiating with a hotel, ordering conference materials or a celebration cake, or giving media interviews enabled members of the majority society to meet people with intellectual disabilities in unfamiliar, active and responsible roles. These moments are small in scale but symbolically powerful.

The project also produced outputs that can be used beyond the original participants. These include training programmes, teaching aids, session plans, easy-to-understand publications, the Hungarian translation of a Finnish methodological guide, the Caritas Belgrade easy-to-understand publication on using less electricity, and a Carissimi article series. Some materials have already been reused in later mobility activities, for example an easy-to-understand recipe book used in a group adult learner mobility with Slovenian self-advocates.

The project received further recognition after implementation. According to the management interview, the National Agency recommended the project for a quality award, and the award ceremony was also interpreted through the project values: recognition should be received by a self-advocate with support, not only by a professional representative. The project was also recommended for a European Innovative Teaching Award, which further increased visibility and legitimacy.

8. Added value of Erasmus+

The added value of Erasmus+ was substantial. First, the programme provided a framework and resources for an approach that would have been very difficult to implement through domestic funding alone: a cross-border adult learning project in which people with intellectual disabilities were paid, visible and actively involved in planning, teaching, organising and evaluating activities.

Second, Erasmus+ gave the organisations access to international examples and relationships. The project connected local Hungarian and Serbian practice to wider European developments in easy language, validation, accessible information and self-advocacy. This mattered not only for knowledge transfer, but also for legitimacy: it showed both professionals and self-advocates that the issues they were working on belong to a broader European rights and inclusion agenda.

Third, Erasmus+ created a safe but demanding learning environment for the two organisations. The small-scale partnership format allowed them to gain experience in international project management, partnership work, reporting, dissemination and output development. The project was explicitly described as a first step towards larger cooperation and further mobility opportunities.

Finally, Erasmus+ gave practical meaning to European citizenship for a group that is often excluded from international experience. The project documentation emphasised that many people with intellectual disabilities live in closed communities and rarely travel. Through the Hungarian-Serbian partnership and the involvement of international trainers, participants experienced cross-border cooperation not as an abstract value, but as something they could take part in.

9. Success and limiting factors

The most important success factor was the clarity of the project philosophy: nothing about us without us. This principle was not used only rhetorically. It was translated into concrete mechanisms: self-advocates applied to participate, proposed topics, voted on training content, served as programme managers, taught peers and professionals, moderated events and took part in evaluation. This made the project coherent and credible.

A second success factor was the careful use of support. The project did not expect self-advocates to perform complex tasks without preparation. Instead, it used gradual steps: reading a prepared text, practising public speaking, preparing one own content with help, then moving towards more spontaneous speaking and independent moderation. This avoided both tokenistic involvement and unrealistic expectations.

A third success factor was the commitment of the core team. The final report and interviews make clear that the project required much more work than originally expected. The small size of the organisations, the novelty of the Erasmus+ framework and the ambition of the participatory approach all required strong personal commitment. This commitment enabled the project to exceed several planned outputs, but it also reveals a sustainability risk.

The project also had limiting factors. The partnership started with organisations that had different working cultures, legal and service contexts, and different ways of supporting self-advocates. The final report and interviews refer to communication difficulties and interpersonal tensions, which required a dedicated conflict-management day and continued attention. These difficulties did not prevent completion, but they show that participatory work across borders requires time, trust and careful facilitation.

Financial and capacity issues were also significant. The final report states that the lump sum was not sufficient for the quality and quantity of activities implemented, although this was partly attributed to underestimating costs due to lack of previous experience. The organisations also concluded that they had undertaken too many activities for a 12-month small-scale project. Future projects would benefit from fewer activities, stronger budgeting for management work and additional human resources.

A further limiting factor concerns systemic embedding. The project achieved strong changes among direct participants, but the final report warns that maintaining results with self-advocates requires continuous programmes. A one-off project may raise expectations and confidence; if there is no follow-up, this can create disappointment or limit long-term effects. The project therefore underlines the need for continuity in adult learning opportunities for people with intellectual disabilities.

10. Need for additional support

The management interview described the National Agency as supportive, and no major administrative obstacle was attributed to the Erasmus+ system itself. The project was even recommended for awards, which contributed to visibility and professional recognition.

At the same time, the case points to several practical support needs for small civil society organisations working with highly vulnerable or often excluded adult learners. First, project budgeting and lump-sum planning require more realistic guidance. The organisation concluded that management work, travel for preparation, bank charges and the time needed for genuinely participatory implementation had been underestimated.

Second, organisations implementing projects with self-advocates may need support in inclusive project design and evaluation. The LépÉsKÉK project developed many good solutions, including supported decision-making, easy-to-understand materials, photovoice-supported evaluation and gradual preparation for public roles. These could be valuable for other organisations, but they also require specific methodological knowledge.

Third, the case suggests that follow-up support is crucial. If Erasmus+ projects create new roles, confidence and expectations among self-advocates, there should be opportunities to continue learning, practising and working in similar roles. For organisations with limited staff and financial capacity, support for continuity, organisational development and human-resource expansion would help prevent project results from remaining dependent on a small number of highly committed individuals.

Finally, the award and recognition system could better acknowledge partnership-based work. The management interview noted that when a project receives recognition, partner organisations should also receive some form of acknowledgement. This would be consistent with the partnership logic of Erasmus+ and could help prevent feelings of exclusion among partners who contributed substantially to the results.

11. Selected translated quotations

- *"Nothing about us without us was present throughout the project: we did not decide above their heads, but together with them."*
Staff / professional interview
- *"We self-advocates said what we wanted to learn. We wrote ideas on paper, put them on the board and voted. The ones that received the most votes were implemented."*
Adult learner / participant interview
- *"It was not ready-made for us. We created the music list ourselves, and that was also adult learning: creating the conditions for the programme ourselves."*
Adult learner / participant interview
- *"At the closing conference I did not need to read from paper. I could do it from my head."*
Adult learner / participant interview

- *"The point is not that the professional takes over. The person with intellectual disabilities can be the trainer, and the professional helps from the background."*
Management / coordinator interview
- *"Make the world understandable for everyone, and ensure participation for everyone."*
Management / coordinator interview.

Case study portrait 2. KIFE

Senior development, intergenerational learning and community participation

Catholic Association for Youth and Adult Education (KIFE)

Project: Preserving Our Shared Values Across Generations, in Rural Areas and Across Borders

Project code: 2023-1-HU01-KA210-ADU-000151703

RIA-AE SR2, Module 3

English case study draft prepared on the basis of project documentation and interviews.

1. Source basis of the case study

This case study is based on a combination of project documentation and interviews. Interview notes were treated as the primary source for the qualitative analysis. Interview transcripts and transcript summaries were used as supplementary sources and interpreted cautiously where wording appeared uncertain.

- Project documentation: application form, final report, professional report on the senior-development study visits, and the collection of intergenerational and value-preserving good practices.
- One management / coordinator interview with the project lead from the coordinating organisation.
- One staff / professional / volunteer group interview with representatives of the partner organisations involved in implementation.
- One adult learner / participant group interview with participants who had taken part in the project activities and training-related elements.

Names are not used in the narrative sections below. Where quotations are included, they are presented as translated and lightly edited English renderings of statements made in the Hungarian interviews, with wording kept as close as possible to the meaning expressed by the interviewees.

2. General characteristics of the organisation

Katolikus Ifjúsági és Felnőttképzési Egyesület (KIFE) is a Hungarian civil society organisation active in adult learning, community development and values-based educational work. Its activities combine non-formal learning, training and community-oriented programmes, with particular attention to intergenerational learning, local community life and participation opportunities for different age groups. In recent years, the organisation has also built up substantial experience in senior development, responding to the growing need for programmes that support active ageing, social participation and the preservation of dignity and autonomy in later life.

KIFE coordinated the small-scale Erasmus+ cooperation partnership “Preserving Our Shared Values Across Generations, in Rural Areas and Across Borders” between 1 December 2023 and 30 June 2025. The project was implemented with two partner organisations: Senior

Kávészó (Public Benefit) Association from Hungary and Pro Education Association from Romania. The partnership built on earlier contacts and on a shared interest in active ageing, intergenerational learning and the community life of rural areas.

3. Relevance of the project

The project responded to two closely related social needs. The first concerned active ageing. According to the project documentation and the interviews, the partners saw that older people in Hungary and Romania, especially in smaller settlements, still have too few opportunities for meaningful learning, social participation and activities that help them maintain their physical, mental and emotional well-being. For KIFE, this was not a new topic, but an area in which it already had practical experience and wished to deepen its work further.

The second need concerned community development and intergenerational relations. The partners recognised that rural communities are under pressure from individualisation, changing family structures and weaker day-to-day contact between generations. They therefore wanted to explore how common values can be cultivated in ways that do not simply preserve the past but actively renew it through encounters, shared practices and community-based learning. In this sense, the project linked senior development with the wider question of how communities remain cohesive, inclusive and socially engaged.

In relation to the SR2 thematic priority, the case is most relevant to participation, common values, inclusion, respect for human dignity and community engagement. The project did not address democratic participation in a narrow institutional or political sense. Rather, it approached the priority through active ageing, intergenerational solidarity, community-building, care for vulnerable groups, and the recognition that older people are not merely service recipients but carriers of experience, memory and social value.

4. Objectives

The project set out to achieve a dual strategic goal. On the one hand, it aimed to expand the methodological repertoire and professional competences of staff members and volunteers working with older people. On the other hand, it sought to strengthen intergenerational cooperation and value transmission by identifying and adapting good practices that could be used in rural communities.

More specifically, the project intended to improve the professional quality of senior-development work; widen the range of methods available for community-based learning with older adults; explore good practices related to intergenerational programmes and value-oriented community work; and create practical resources that would remain usable after the end of the funded period. The emphasis throughout was on applicability: the partners wanted not only to exchange experiences, but to turn these experiences into materials, methods and follow-up activities that could be embedded in everyday work.

5. Implementation of the project

The project was implemented through a sequence of study visits, partner exchanges, one workshop and joint product development. The activity structure combined senior-

development themes, intergenerational learning and community-based value transmission. Participants were able to observe real practices in context, discuss strengths and weaknesses with practitioners, and compare organisational cultures and professional approaches across the partner settings.

The senior-development strand introduced participants to practices such as day-care and group-based work with older adults, Alzheimer Café type initiatives, reminiscence-related approaches, digital-skills activities and thematic sessions for seniors. The intergenerational strand explored concrete rural community practices, including value-preserving initiatives, family- and community-based programme models, and local approaches to strengthening ties between generations.

The main outputs included a collection of lesson plans for senior group leaders, a professional report on the senior-development study visits, a collection of intergenerational and value-preserving good practices, and an English-language summary version of the lesson-plan collection. Across the interviews, the lesson-plan collection emerged as the most directly useful output in practice, especially for professionals who had previously lacked structured, adaptable material for their work with older adults.

Implementation was generally described as successful, but not without challenges. Interviewees referred to the effort required to organise travel, ensure participant availability and coordinate content development across partners with different levels of prior experience. Even so, the consortium appears to have managed these issues pragmatically, with sufficient communication, flexibility and contingency planning.

6. Impact at organisation, staff and learner level

At organisational level, the project strengthened both programme development and partnership-building. The coordinator described the project as reinforcing KIFE's strategic commitment to senior development and contributing to the launch of new follow-up activities, including a Memory Café initiative inspired by practices encountered through the project. The partner interviews also suggest that the cooperation widened the organisations' professional networks and created new possibilities for future collaboration, even though a later joint application was not successful.

At staff level, the impact was both methodological and attitudinal. Interviewees repeatedly emphasised that staff members and volunteers encountered new methods, new ways of structuring learning activities and, perhaps most importantly, new ways of thinking about older people and community work. Participants spoke of "aha moments" when they saw how older adults were engaged in other settings, especially in Romanian contexts where community ties were perceived to be stronger and the atmosphere more open and affirming.

One particularly important change concerned the way some professionals reflected on autonomy and dignity in later life. A staff interviewee described moving away from a paternalistic understanding of older people as passive recipients of care and towards a more conscious focus on autonomy, agency and human dignity. Another reported introducing a peer observation system for senior-development sessions after the project in order to strengthen reflective practice and quality.

The staff interviews also suggest growth in confidence and initiative. Professionals became more willing to contact peers directly, ask for advice, and use professional networks more actively. Several interviewees described the project as broadening their perspective, making their planning more sophisticated and their practice more intentional. The project also appears to have increased recognition of senior development within wider organisational and church-related networks, including among actors who had not previously seen older adults as a core adult-learning target group.

At learner and participant level, the effects were visible both among the professionals attending the study visits and among the older adults involved more indirectly in local activities. Participants in the adult learner / participant interview described the training content as highly practical and transferable. They valued the balance between theory and practice, the strong structure of the sessions, and the fact that methods could be adapted to different local contexts. Several said that they had used the materials immediately in their own groups and, in some cases, passed them on to colleagues who had not attended.

The indirect effects on older adults were described in particularly vivid terms. According to the staff interviews, older participants reacted with pride and motivation when they realised that professionals from another country were interested in their activities and experiences. This boosted their self-esteem, concentration and sense of shared purpose. Staff also reported that local group sessions became more varied and more confident after the project, and that older participants themselves contributed to the exchange, for example by teaching songs or sharing memories. In this respect, the project did not simply deliver learning to older people; it also validated them as contributors to a wider community of learning.

The thematic relevance of the project was especially clear in relation to common values, dignity and community participation. The interviews suggest that the project helped participants think differently about what it means to preserve values. It also strengthened recognition that older people themselves represent value within the community and should be seen not only through their needs, but through their contribution, experience and role in intergenerational exchange.

7. Wider impact

Beyond the immediate partner organisations, the project also generated wider local, regional and international effects. The lesson-plan collection, the professional report and the good-practice collection broadened the project's reach and created a basis for dissemination beyond the original participants. The materials were not treated simply as internal project products, but as resources that could continue to be used in professional work after the formal end of the project.

Interview evidence points to additional spill-over effects. In Hungary, some staff members reported that ideas from the project fed into public events and local awareness-raising, including a Senior Expo presenting available services for older adults. According to one interviewee, local media coverage also helped draw the attention of local decision-makers to the needs and potential of older people. In Romania, the project appears to have strengthened an emerging network of senior group leaders and encouraged horizontal knowledge transfer between settlements.

Internationally, the project also gained significance through KIFE's broader European contacts and dissemination routes. In this sense, the project had an importance beyond its modest scale: it created usable resources, new relationships and a more visible professional conversation around active ageing, intergenerational learning and community-oriented adult education.

8. Added value of Erasmus+

The Erasmus+ added value was seen primarily in the international dimension of the cooperation. Although the partners already had some earlier international experience, interviewees stressed that this project enabled them to continue and deepen cross-border collaboration in a focused and meaningful way. The fact that the work took place with a Romanian partner in a shared Hungarian-language environment was also experienced as especially valuable: it created both familiarity and difference, allowing participants to learn from another national and organisational context without the communication barriers that often limit exchange.

Interviewees repeatedly suggested that the project produced results that would not have emerged, or would only have emerged much more weakly, without Erasmus+. They referred not only to the materials created, but also to the less tangible gains: wider perspectives, renewed motivation, stronger networks and the validation that comes from high-quality international cooperation. In that sense, Erasmus+ was not simply a funding source in this case; it was the enabling framework that allowed the organisations to move from isolated local work to shared reflection, structured mutual learning and transferable outputs.

9. Success and limiting factors

Several factors seem to have contributed to the project's success. First, the partnership was built on prior relationships and a strong degree of trust. This mattered not only for cooperation, but also for honest exchange about difficulties and good practice. Second, the project was clearly anchored in real professional needs rather than in abstract institutional ambitions. Staff and volunteers recognised the relevance of the topic to their daily work, which helped create strong ownership. Third, the use of concrete study visits and practical outputs ensured that the project remained grounded in observable practice rather than in discussion alone.

The quality of organisation also emerged as a success factor. Interviewees praised the clarity of the programme structure, the balance between theory and practice, the opportunities for reflection, and the fact that participants were treated as active contributors. Several participants highlighted the reflective component at the end of training days as especially important, because it helped turn experience into learning.

At the same time, the project faced some limiting factors. Scheduling and participant selection required considerable effort. The relevant professional field is relatively small, which limited the available pool of staff and volunteers who could fully benefit from such activities. Differences in previous experience between partners also created delays in parts of the content-development process. These limiting factors did not prevent success, but they help explain why cooperation of this kind requires careful follow-up if its effects are to be sustained.

10. Need for additional support

The case does not point to a major lack of administrative support during project implementation. Rather, it highlights a broader need for support in sustaining and extending the results of small-scale cooperation projects after the funded period. The project generated practical materials, new professional contacts and momentum for further work in senior development, intergenerational learning and community-based adult education. However, keeping these results alive requires time, coordination and continued opportunities for professional exchange.

For organisations working with older adults and community-based learning, follow-up support could be particularly useful in helping promising pilot activities become more stable forms of provision. This may include opportunities for further cross-border cooperation, support for adapting and disseminating project materials, and frameworks that help organisations revisit and further develop the methods tested during the project. In this case, the main support need is therefore less about managing the project itself and more about ensuring that the value created through Erasmus+ can be sustained, transferred and embedded in everyday professional practice.

11. Selected translated quotations

- *“Values should not simply be preserved; they need to be nurtured.”*
Adult learner / participant interview
- *“What we created is something we still reach for today, and something we will still be able to use tomorrow.”*
Staff / partner interview
- *“It mattered enormously that professionals from far away were curious about our older participants and about what they could do.”*
Staff interview
- *“Older people are not only people with needs. As a community, they also represent value.”*
Adult learner / participant interview