

National Report¹ – Study no. 2

SPAIN

Activity A2.3

"Ready for positive&supportive organizations for practitioners in Youth Work?"

Developed by
COCEMFE Sevilla

¹ The national report should be written using Calibri font, size 12, with 1.5 line spacing, in order to ensure a coherent and unified approach across all partner organisations.

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Section I: Context and rationale of national study

The POSITIVE project focuses on the wellbeing and resilience of practitioners involved in youth work and social change, particularly those supporting young people experiencing situations of vulnerability. Their work often requires sustained emotional engagement, close interpersonal relationships and the ability to respond to complex needs. Without adequate organisational support, these demands may contribute to stress, emotional fatigue and burnout.

Practitioner wellbeing should not be understood exclusively as an individual responsibility. Personal resilience and coping strategies remain relevant, but they cannot compensate for inadequate working conditions or insufficient organisational support. Leadership practices, supervision, professional development, workload distribution, communication systems, psychological safety, participation in decision-making and access to appropriate resources all influence whether practitioners can perform their roles in a sustainable manner.

For the purposes of this study, a **positive organisation** is understood as an organisation that enables individuals and teams to thrive through meaningful work, supportive relationships, opportunities for growth and a sustained culture of wellbeing. A **supportive organisation** is one that creates the physical, psychological and social conditions required for practitioners to maintain and improve their wellbeing through organisational culture, management practices and participatory processes.

These issues are particularly relevant in the Spanish third sector. Many organisations working with young people and vulnerable groups operate under structural constraints linked to project-based funding, dependency on public grants, limited human resources and administrative pressure. Periods of increased workload may coincide with the preparation, implementation and justification of funded projects. At the same time, organisations are often expected to respond to increasingly complex social needs while maintaining the quality and continuity of their services.

These challenges affect organisations differently depending on their size, level of maturity and internal structure. Larger and more consolidated entities may have more

developed systems but also face the complexity of managing multiple services, departments and professional profiles. Smaller or rapidly growing organisations may benefit from close working relationships and flexible practices, while still needing to formalise procedures, distribute responsibilities and strengthen their internal support systems.

The first Spanish national study carried out within the POSITIVE project examined organisational attitudes, beliefs and perceptions regarding practitioner wellbeing and resilience. Its findings showed broad recognition of the importance of supportive working environments. However, they also pointed to a gap between awareness and implementation. In many cases, support remained informal, reactive or dependent on individual leadership styles and personal relationships.

Study no. 2 builds on these findings by assessing organisational readiness. It examines whether organisations have developed the internal capacities required to provide positive, supportive and sustainable working environments for practitioners and volunteers involved in youth work.

Organisational readiness is analysed as a multidimensional concept encompassing five interconnected areas:

1. leadership, supervision and professional development;
2. organisational culture, inclusion and psychological safety;
3. wellbeing, mental health and burnout prevention;
4. communication, participation and interpersonal support;
5. organisational resources, systems and adaptability.

The Spanish national study identifies strengths, implementation gaps and priority areas for improvement across these five dimensions. Particular attention is paid to differences between the perceptions of practitioners and those of leaders and managers. The existence of organisational measures does not necessarily mean that they are sufficiently accessible, regular or effective in daily practice. Comparing both perspectives therefore provides valuable insight into the actual level of organisational readiness.

The findings will contribute to the preparation of evidence-based recommendations for organisations working with young people, inform the transnational analysis of the POSITIVE project and support the development of the organisational self-analysis tool foreseen within the project.

Section II: Objectives and research questions of national study no. 2

a. specific objectives

The Spanish national study seeks to assess the extent to which organisations working with young people are prepared to provide positive, supportive and sustainable working environments for their practitioners. Building on the findings of the first POSITIVE national study, this second phase moves beyond the analysis of organisational awareness and perceptions. It focuses on the practical conditions, internal systems and organisational capacities that influence the wellbeing, resilience and professional sustainability of staff and volunteers involved in youth work.

The specific objectives of the national study are:

1. **To assess the level of organisational readiness** of participating organisations to support the wellbeing, mental health and resilience of practitioners working with young people, particularly those supporting young people experiencing situations of vulnerability.
2. **To identify existing organisational strengths and areas for improvement** in relation to leadership, supervision, professional development, organisational culture, inclusion, psychological safety, burnout prevention, communication, participation, interpersonal support, resources and adaptability.
3. **To examine the extent to which wellbeing-related principles are translated into concrete organisational practices**, distinguishing between informal support mechanisms, occasional measures and more structured or institutionalised systems.

4. **To analyse the gap between the perceived importance of supportive organisational practices and their current level of implementation**, identifying the capacities that require more urgent attention.
5. **To compare the perspectives of practitioners and those of leaders and managers**, exploring possible differences between the day-to-day experience of staff and the organisational view held by those responsible for decision-making, co-ordination and management.
6. **To identify the main organisational and structural barriers** that may limit the development of positive and supportive working environments, including workload pressures, limited staffing, financial constraints, project-based funding, communication difficulties and insufficient access to specialised support.
7. **To collect and analyse qualitative evidence** on the experiences, needs and priorities of organisations through interviews and a focus group, complementing the quantitative results obtained from the questionnaires.
8. **To identify the types of external support that organisations consider most relevant** for strengthening their internal capacities and improving the wellbeing of their teams.
9. **To formulate evidence-based recommendations** for third-sector organisations working with young people, with a view to supporting realistic, progressive and sustainable organisational improvement.
10. **To contribute to the transnational analysis and to the development of the POSITIVE organisational self-analysis tool**, providing nationally grounded evidence that can help organisations reflect on their practices and define priorities for future action.

b. research questions/working hypotheses/targeted indicators for the main theme of the study

The national study is guided by the central question of whether organisations working with young people are sufficiently prepared to provide positive and supportive environments for their practitioners. Organisational readiness is understood as a

multidimensional concept. It does not depend on the existence of isolated wellbeing measures, but on the extent to which supportive practices are integrated into the organisation's leadership, culture, internal systems, allocation of resources and daily working relationships.

The study examines both the perceived importance of these organisational capacities and their current level of implementation. It also compares the perspectives of practitioners with those of leaders and managers in order to identify possible differences between organisational intentions, existing measures and the day-to-day experience of staff.

Research questions

The Spanish national study seeks to answer the following research questions:

1. To what extent do practitioners, leaders and managers consider the development of positive and supportive organisations to be important for the wellbeing and resilience of staff involved in youth work?
2. How prepared do participating organisations perceive themselves to be to provide a positive and supportive working environment for their practitioners?
3. Which organisational capacities are considered most important for supporting practitioner wellbeing, mental health and resilience?
4. To what extent are these organisational capacities currently implemented in the participating organisations?
5. What are the main gaps between the perceived importance of supportive organisational practices and their actual level of implementation?
6. Are there differences between the perceptions of practitioners and those of leaders and managers regarding the level of organisational readiness?
7. Which aspects of organisational support are perceived as relative strengths and which require further development?
8. What organisational, financial and structural barriers limit the capacity of organisations to strengthen staff wellbeing and prevent burnout?
9. What forms of external support are considered most relevant for improving organisational readiness?

10. What practical measures could help organisations move from informal or reactive support towards more structured, preventive and sustainable systems?

Working hypotheses

The study is based on the assumption that organisational readiness is a complex and multidimensional process. Positive organisational environments are not created through a single policy or isolated intervention. They result from the interaction between leadership, culture, wellbeing systems, communication, participation, resources and adaptability.

The following working hypotheses guide the analysis:

H1. Leadership, supervision and professional development are key determinants of organisational readiness.

Organisations are more likely to provide positive and supportive environments when leaders promote accessible communication, constructive feedback, mentoring, professional learning and reflective practice.

H2. Organisational culture, inclusion and psychological safety influence the ability of practitioners to express needs and seek support.

Supportive organisations require more than formal commitments to equality and non-discrimination. Staff must also feel respected, valued and able to communicate concerns, mistakes or difficulties without fear of negative consequences.

H3. Wellbeing, mental health and burnout prevention must be addressed as organisational responsibilities.

Practitioner wellbeing should not rely exclusively on individual resilience. Organisations need to adopt preventive approaches, review workload distribution, provide emotional and practical support and facilitate access to appropriate mental-health and wellbeing resources.

H4. Communication, participation and interpersonal support contribute to organisational cohesion and staff wellbeing.

Transparent communication, meaningful staff involvement in decision-making,

collaboration between teams and strong peer-support systems are expected to strengthen trust, motivation and the sense of organisational belonging.

H5. Organisational resources, systems and adaptability affect the sustainability of supportive practices.

Organisations require adequate time, tools, spaces, staffing and internal evaluation mechanisms in order to respond to changing needs, recognise professional contributions and sustain improvements over time.

H6. Organisational readiness emerges from the interaction between all five dimensions.

An organisation may perform relatively well in one area while remaining vulnerable in another. For example, a strong inclusive culture cannot fully compensate for the absence of workload-management systems or access to mental-health support. Sustainable organisational wellbeing therefore requires an integrated approach.

A further analytical assumption is that differences may emerge between the perceptions of practitioners and those of leaders and managers. Leaders may be more aware of the measures that have been introduced, while practitioners may assess their accessibility, regularity and practical usefulness more critically. These differences should not automatically be interpreted as contradictions. Instead, they can reveal areas where internal communication, consultation and monitoring mechanisms need to be strengthened.

Targeted indicators

The study analyses organisational readiness through five targeted indicators:

Indicator	Main dimensions examined
Indicator 1. Leadership, Supervision and Professional Development	Mentoring, guidance, supportive supervision, constructive feedback, continuous learning, training, skills development, innovation and the exchange of ideas
Indicator 2. Organisational	Safe and respectful working environments, inclusion,

Culture, Inclusion and Psychological Safety	equal opportunities, anti-discrimination practices, organisational stability, trust and psychological safety
Indicator 3. Wellbeing, Mental Health and Burnout Prevention	Emotional and practical support in high-pressure situations, fair workload distribution, burnout prevention and access to mental-health resources and wellbeing services
Indicator 4. Communication, Participation and Interpersonal Support	Clear and transparent communication, collaboration, teamwork, peer support, interpersonal support systems and meaningful staff participation in decision-making
Indicator 5. Organisational Resources, Systems and Adaptability	Adequate time, tools and working spaces, continuous assessment and adaptation based on staff feedback, organisational learning and recognition of professional contributions

These indicators provide the analytical structure for the quantitative and qualitative findings presented in Section VII. For each indicator, the study examines the importance attributed to the relevant organisational capacities, their perceived level of implementation and the gaps between both dimensions. The analysis is complemented by interviews and a focus group, which provide further insight into the organisational practices, barriers and improvement priorities identified in the Spanish context.

Section III: Description of how the national study no. 2 was carried out

a. research design (quantitative/qualitative/mixed)

The Spanish national study was carried out using a mixed-methods research design combining quantitative and qualitative techniques. This approach was selected in order to obtain a comprehensive understanding of organisational readiness and to analyse not only the prevalence of certain practices and perceptions, but also the experiences, explanations and contextual factors underlying them.

The quantitative component was based on two parallel questionnaires addressed to the two main target groups identified within the POSITIVE project. The first questionnaire

was completed by practitioners and professionals involved in youth work or in programmes supporting young people. The second questionnaire was addressed to leaders, managers and co-ordinators working within youth organisations and third-sector organisations providing services or activities for young people.

The use of two questionnaires made it possible to compare the perspectives of professionals involved in day-to-day practice with those of people holding leadership and management responsibilities. This comparative approach was particularly relevant for identifying potential differences between organisational intentions, existing support mechanisms and the way in which these measures are perceived and experienced by staff.

The quantitative analysis focused on the importance attributed to different organisational capacities, their perceived level of implementation and the resulting importance–implementation gaps. It also examined the general perception of organisational readiness and the types of external support considered most relevant by both target groups.

The qualitative component complemented the questionnaire findings through three semi-structured interviews with representatives of organisations working in the field of disability, inclusion and support for people experiencing situations of vulnerability. The selected organisations presented different levels of maturity, size and internal development, which made it possible to explore a range of organisational realities.

A focus group was also held with practitioners, middle managers and people occupying leadership positions. This participatory session created a space for collective reflection on organisational wellbeing, existing capacities, barriers, needs and possible solutions. It also enabled the research team to observe areas of agreement and divergence between the different profiles represented.

The research design was completed by a review of the Spanish regulatory and policy context relevant to the study topic. This documentary component provides the framework required to interpret the findings in relation to occupational health,

psychosocial risks, mental health, equality, non-discrimination and the protection of staff and volunteers.

The combination of quantitative, qualitative and documentary sources enabled the research team to triangulate the findings. The questionnaires provided an overview of the patterns emerging from both target groups, while the interviews and focus group helped to explain the organisational dynamics, structural constraints and practical needs behind the numerical results.

b. implementation stages

The Spanish national study was implemented through a sequence of interconnected stages designed to ensure consistency between the general framework of the POSITIVE project and the specific characteristics of the national context.

Stage 1. Review and contextualisation of the common methodological framework

The first stage involved reviewing the common framework and work plan developed for Study no. 2. This made it possible to clarify the scope of the national research, the two target groups, the five analytical indicators and the methodological requirements established for the participating countries.

Particular attention was paid to adapting the research process to the Spanish third-sector context, where organisations working with young people frequently operate under conditions of limited funding, project-based financing, staffing constraints and high administrative demands. The findings of the first POSITIVE national study were also considered as a contextual reference, especially its identification of a gap between awareness of practitioner wellbeing and the systematic implementation of organisational support measures.

Stage 2. Identification of organisations and dissemination of questionnaires

The second stage focused on identifying organisations potentially relevant to the study and disseminating the two online questionnaires. The questionnaires were shared with more than 500 third-sector organisations through direct email campaigns, institutional

networks, previous professional contacts and communication with organisations working in the fields of youth, inclusion, disability, mental health, employment and social support.

The dissemination strategy sought to reach a broad and diverse group of organisations, including youth organisations and non-governmental organisations providing programmes or activities for young people, particularly those supporting people experiencing situations of vulnerability.

Stage 3. Collection of quantitative data

The third stage involved collecting questionnaire responses from the two target groups. The first questionnaire was addressed to practitioners and professionals working directly with young people. The second questionnaire was aimed at leaders, managers and co-ordinators with organisational responsibilities.

A total of 57 valid responses were obtained: 29 from practitioners and 28 from leaders and managers. This distribution provided a balanced basis for comparing the experiences of staff involved in day-to-day practice with the perceptions of people responsible for leadership, co-ordination and organisational decision-making.

Stage 4. Selection of organisations for qualitative exploration

Following the initial quantitative phase, organisations were selected for a more in-depth qualitative analysis. The selection sought to reflect different organisational realities and levels of maturity.

Three semi-structured interviews were conducted with representatives of COCEMFE Sevilla, ASPACE Sevilla and PAXIS Inclusión. These organisations offered complementary perspectives: a consolidated federation undergoing internal improvement processes, a mature organisation with comparatively structured mechanisms and a growing organisation facing the challenges of rapid expansion.

Stage 5. Implementation of semi-structured interviews

The interviews explored organisational practices, strengths, limitations and future priorities in relation to leadership, professional development, organisational culture, psychological safety, mental health, workload management, communication, participation, resources and adaptability.

They also provided an opportunity to distinguish between informal support practices and more structured or institutionalised measures. This distinction was particularly relevant for understanding whether supportive organisational cultures were supported by stable internal systems or depended mainly on personal relationships and the accessibility of individual leaders.

Stage 6. Organisation of the focus group

A focus group was held at COCEMFE Sevilla on 6 May 2026. It brought together 11 participants: five practitioners and six leaders or co-ordinators, in addition to two facilitators.

The session followed a participatory and SWOT-oriented approach. It created a structured space for discussing organisational strengths, areas for improvement, barriers, needs and possible solutions. The mixed composition of the group enabled direct dialogue between different organisational positions and helped identify both shared concerns and areas of disagreement.

Stage 7. Data processing and triangulation

Once the quantitative and qualitative information had been collected, the questionnaire data were cleaned, organised and analysed. The analysis examined the profile of respondents and organisations, general perceptions of organisational readiness, the importance assigned to the different organisational capacities, their perceived level of implementation and the resulting importance–implementation gaps.

The qualitative evidence from the interviews and focus group was then reviewed thematically and compared with the quantitative findings. This triangulation made it

possible to identify recurring patterns, explain differences between practitioners and leaders and explore the structural factors underlying the results.

Stage 8. Documentary review and preparation of the national report

The final stage involved reviewing the Spanish legal and policy framework relevant to the topic of the study and preparing the national report. The documentary review focused on occupational health, psychosocial risks, mental health, equality, non-discrimination and the protection of staff and volunteers.

The national report integrates the quantitative results, qualitative insights and regulatory context in order to identify organisational strengths, implementation gaps and realistic priorities for improvement. Its findings will also contribute to the transnational analysis and to the development of the organisational self-analysis tool foreseen within the POSITIVE project.

c. methods&instruments used

The Spanish national study used a combination of quantitative, qualitative and documentary methods in order to assess organisational readiness from different perspectives. The instruments were designed to collect comparable information from practitioners and organisational leaders while also allowing a more in-depth exploration of the experiences, practices and structural challenges identified in the participating organisations.

Quantitative questionnaires

Two online questionnaires were used as the main quantitative instruments. They were based on the common framework developed for Study no. 2 of the POSITIVE project and were adapted to the two target groups.

The first questionnaire was addressed to practitioners and professionals working directly with young people or within programmes supporting young people experiencing situations of vulnerability. It collected information on:

- respondents' socio-demographic profile;
- their professional role and experience;
- the type and level of maturity of their organisation;
- the main fields in which their organisation operates;
- their general perception of organisational readiness;
- the importance attributed to different organisational capacities;
- the perceived level of implementation of those capacities;
- the forms of external support considered most relevant;
- their interest in participating in future POSITIVE activities.

The second questionnaire was addressed to leaders, managers and co-ordinators. It followed a parallel structure in order to facilitate comparison between both target groups. In addition to the quantitative questions, it included an open-ended question inviting respondents to propose measures that could help organisations become more positive, supportive and sustainable working environments.

The questionnaires assessed 17 organisational capacities grouped into five indicators:

1. Leadership, Supervision and Professional Development.
2. Organisational Culture, Inclusion and Psychological Safety.
3. Wellbeing, Mental Health and Burnout Prevention.
4. Communication, Participation and Interpersonal Support.
5. Organisational Resources, Systems and Adaptability.

For each capacity, respondents were asked to assess both its importance and its current level of implementation. This made it possible to calculate importance–implementation gaps and identify areas requiring further development.

Semi-structured interviews

Three semi-structured interviews were conducted with representatives of organisations working in the fields of disability, inclusion and support for people experiencing situations of vulnerability.

The interviewees represented:

- COCEMFE Sevilla;
- ASPACE Sevilla;
- PAXIS Inclusión.

The interview guide was structured around the same five indicators used in the questionnaires. This ensured consistency between the quantitative and qualitative components of the study and facilitated the triangulation of results.

The interviews explored:

- leadership styles and internal support practices;
- onboarding, mentoring, training and supervision;
- organisational culture and psychological safety;
- wellbeing measures and approaches to stress and burnout;
- communication and staff participation;
- workload distribution;
- resources, staffing and working spaces;
- internal feedback mechanisms;
- organisational adaptability;
- strengths, weaknesses and future priorities.

The semi-structured format allowed the interviewer to follow a common thematic framework while also giving respondents sufficient flexibility to describe their organisational context, provide examples and identify issues that might not emerge through closed-ended questions.

Focus group

A focus group was held at COCEMFE Sevilla on 6 May 2026. The session involved 11 participants: five practitioners and six leaders or co-ordinators, in addition to two facilitators.

The focus group followed a participatory and SWOT-oriented methodology. It was designed to create a space for dialogue and collective reflection on organisational wellbeing and resilience.

The discussion was organised around five thematic blocks:

1. General perceptions of organisational support.
2. Existing organisational capacities.
3. Barriers and difficulties.
4. Needs.
5. Proposed changes and solutions.

The session explored issues such as:

- the importance of feeling supported and valued;
- leadership responsibility;
- recognition and remuneration;
- transparency;
- participation in decision-making;
- workload distribution;
- communication between departments;
- organisational belonging;
- access to support;
- training needs;
- physical working conditions;
- possible mechanisms for improving organisational wellbeing.

The mixed composition of the group allowed different perspectives to be discussed directly and helped identify areas of consensus and disagreement between practitioners and people holding leadership responsibilities.

It should be noted that the participants involved in the semi-structured interviews and the focus group also completed the corresponding questionnaires. Therefore, the qualitative participants were not treated as an additional or separate sample. Their perspectives are already reflected in the quantitative dataset and were subsequently explored in greater depth through the qualitative techniques. This methodological continuity strengthened the triangulation process, as it made it possible to interpret the

statistical patterns in light of the experiences, explanations and organisational contexts described by participants whose responses were also included in the survey analysis.

Documentary review

A documentary review was also included in the national study. This component focused on the Spanish legal and policy framework relevant to occupational wellbeing, psychosocial risks, mental health, equality, non-discrimination, volunteering and the protection of staff working in third-sector organisations.

The review was intended to contextualise the empirical findings and identify the regulatory principles and institutional recommendations most relevant to the organisational capacities assessed in the study.

Analytical tools

The quantitative data were organised and analysed using spreadsheet-based tools. Descriptive statistics were calculated for the main variables, including frequencies, percentages, averages and importance–implementation gaps.

The qualitative material obtained from the interviews and focus group was reviewed through thematic analysis. Recurring themes, organisational practices, barriers and improvement priorities were identified and grouped according to the five analytical indicators.

The combined use of questionnaires, semi-structured interviews, focus-group discussion and documentary review made it possible to obtain a comprehensive assessment of organisational readiness. As the participants involved in the qualitative techniques had also completed the questionnaires, the interviews and focus group provided an opportunity to explore in greater depth some of the perceptions already represented in the quantitative data. This strengthened the comparison between statistical patterns, day-to-day experiences, organisational practices and structural constraints.

d. data collection

Data collection for the Spanish national study combined online questionnaires, semi-structured interviews and a focus group. The process was designed to reach a broad range of third-sector organisations while also generating more detailed qualitative evidence from selected organisational contexts.

Questionnaire dissemination

The two online questionnaires were disseminated through direct email campaigns, institutional networks, previous professional contacts and communication channels linked to the third sector. More than 500 organisations were reached during the dissemination process.

The organisations contacted included youth organisations and third-sector entities working in areas such as social inclusion, disability, mental health, employment, entrepreneurship, community development, youth participation and support for people experiencing situations of vulnerability.

Among the organisations known to have received the questionnaires and believed to have participated were USO Andalucía, Animasoc, MPDL, Juventud Alcalá del Río, Algabajoven, Claver Asociación Real Betis Balompié, Juventud Empoderada, ASAENES, FEKOOR and ATA Andalucía.

Participation was confirmed with certainty for ATA Andalucía, Juventud Empoderada, FEKOOR and ASAENES. Their managers or directors completed the questionnaire addressed to leaders and co-ordinators. These four organisations had also participated actively in Study no. 1 of the POSITIVE project.

As the questionnaires were completed anonymously, it was not possible to verify the organisational affiliation of every respondent. For this reason, the report distinguishes between organisations whose participation was confirmed and organisations that were reached through the dissemination process and may have contributed responses.

Quantitative data collected

A total of 57 valid questionnaire responses were obtained.

Target group	Profile	Number of valid responses
TG1	Practitioners and professionals involved in youth work or programmes supporting young people	29
TG2	Leaders, managers and co-ordinators with organisational responsibilities	28
Total		57

The distribution between the two target groups was highly balanced. This made it possible to compare the perceptions of practitioners involved in day-to-day work with those of people responsible for leadership, management and organisational decision-making.

The questionnaires collected socio-demographic and professional information, data on organisational profiles, general assessments of organisational readiness, evaluations of the importance and implementation of the 17 organisational capacities, perceived needs for external support and interest in future POSITIVE activities.

The questionnaire addressed to leaders and co-ordinators also included an open-ended question on possible measures for strengthening organisational wellbeing and readiness.

Semi-structured interviews

Three semi-structured interviews were carried out with representatives of organisations working in the fields of disability, inclusion and support for people experiencing situations of vulnerability.

Organisation	Interviewee profile	Date
COCEMFE Sevilla	President	4 May 2026
ASPACE Sevilla	Manager	7 May 2026
PAXIS Inclusión	Pedagogical co-ordinator and educator	14 May 2026

The organisations were selected in order to explore different organisational realities:

- COCEMFE Sevilla, as a consolidated federation involved in internal improvement processes;
- ASPACE Sevilla, as a mature organisation with comparatively structured practices;
- PAXIS Inclusión, as a growing organisation facing the challenges associated with rapid expansion.

The interviews were conducted using a common semi-structured guide based on the five indicators of the study. They explored organisational practices, strengths, barriers and priorities in relation to leadership, supervision, professional development, psychological safety, mental health, burnout prevention, communication, participation, workload management, resources and adaptability.

The interviews were recorded with the explicit oral consent of the participants and used exclusively for note-taking, analysis and preparation of the national report.

Focus group

A focus group was held at COCEMFE Sevilla on 6 May 2026.

The session involved 11 participants:

Profile	Number of participants
TG1 practitioners	5
TG2 leaders and co-ordinators	6
Total participants in the discussion	11

Two members of the technical team acted as facilitators.

The focus group was organised as a participatory and SWOT-oriented discussion. It explored perceptions of organisational support, existing capacities, barriers, needs and possible solutions.

The mixed composition of the group made it possible to compare different organisational perspectives within the same discussion. It also enabled participants to identify shared concerns, areas of disagreement and practical improvement priorities.

Relationship between quantitative and qualitative participation

The participants involved in the semi-structured interviews and the focus group had also completed the corresponding questionnaires. Therefore, the qualitative participants were not considered as an additional sample.

Their perspectives were already reflected in the quantitative dataset and were subsequently explored in greater depth through the interviews and focus-group discussion. This strengthened the triangulation process and made it possible to interpret the statistical patterns in relation to participants' experiences and organisational contexts.

e. ethical considerations (voluntariness, anonymity, consent)

The Spanish national study was conducted in accordance with the principles of voluntary participation, confidentiality, informed consent and responsible handling of personal data.

Participation in the questionnaires was entirely voluntary. The organisations contacted during the dissemination process were invited to share the online forms with practitioners, leaders and co-ordinators who matched the profiles defined for the study. No participant was required to complete the questionnaire, and respondents were free to decide whether to take part.

The questionnaires included information on the purpose of the study and the processing of personal data. Responses were analysed on an aggregated basis. Although contact details were collected through the forms for organisational and follow-up purposes, no personal email addresses or identifying information were included in the statistical analysis, reproduced in the report or used in the presentation of findings.

The semi-structured interviews were also conducted on a voluntary basis. Before the interviews began, participants were informed that the sessions would be recorded and transcribed for note-taking, qualitative analysis and preparation of the national report. Explicit oral consent was obtained for the recording of the interviews. Participants were also informed that the recordings would not be publicly disseminated and that the information collected would be used exclusively for the purposes of the study.

The focus group was organised as a participatory space for dialogue and reflection. Participants were informed of the purpose of the session and of the use of the information gathered for the preparation of the national report. The analysis focused on shared themes, perceptions and organisational dynamics rather than on attributing specific comments to identifiable individuals.

Particular care was taken when handling qualitative information. The interviews and focus group included references to organisational challenges, workload pressures, internal communication, perceived inequalities and interpersonal tensions. These issues were analysed in a cautious and non-identifying manner. Personal details, conversational digressions and information unrelated to the aims of the study were excluded from the report.

The national report therefore presents the findings in aggregated and anonymised form. When qualitative insights are included, they are summarised thematically and attributed to participant groups or organisational contexts only when this is necessary for interpretation. Direct quotations are used sparingly and only where they have been carefully reviewed to avoid disclosing unnecessary personal or sensitive information.

f. difficulties and limitations encountered

The Spanish national study generated a substantial body of quantitative and qualitative evidence. However, several difficulties and limitations should be taken into account when interpreting the findings.

Recruitment challenges

One of the main difficulties encountered during the implementation of the study was the limited availability of third-sector organisations and their staff. Although the questionnaires were disseminated to more than 500 organisations, many potential participants reported that they were unable to take part in interviews or focus-group activities due to workload pressures, limited staffing and lack of time during the working day.

This difficulty is relevant not only from a methodological perspective but also in relation to the topic of the study itself. The limited capacity of some organisations to participate in research on organisational wellbeing may reflect the structural pressures affecting the sector, including staff shortages, high administrative demands, project deadlines and periods of increased workload.

Exploratory nature of the sample

The questionnaire sample consisted of 57 valid responses: 29 from practitioners and 28 from leaders, managers and co-ordinators. This exceeded the minimum national target established within the POSITIVE project and provided a balanced basis for comparison between the two groups.

Nevertheless, the sample should be understood as exploratory rather than statistically representative of the entire Spanish third sector. Participation was voluntary, and the organisations and professionals who responded may have had a particular interest in organisational wellbeing or greater availability than those who did not participate.

The findings therefore provide relevant evidence on the experiences and perceptions of the participating respondents, but they should not be generalised automatically to all organisations working with young people in Spain.

Limited verification of organisational affiliation

The questionnaires were analysed on an aggregated and anonymised basis. This protected participants' confidentiality but also limited the possibility of identifying the

exact number of organisations represented in the dataset or linking individual responses to specific entities.

Participation was confirmed for several organisations, but the organisational affiliation of every respondent could not be verified. As a result, the report focuses primarily on respondent profiles, organisational characteristics and comparative patterns rather than on direct comparisons between named organisations.

Differences between the profiles of the two target groups

The two target groups were balanced in numerical terms, but their organisational profiles were not identical.

The TG1 sample of practitioners was strongly concentrated in mature organisations with more than ten years of activity. By contrast, the TG2 sample of leaders and managers included a more diverse range of organisations, including youth organisations and entities at different stages of organisational development.

These differences should be considered when interpreting comparisons between the two groups. Some variations may reflect not only the different positions occupied by practitioners and leaders, but also differences in the types and levels of maturity of the organisations represented.

Nature of the qualitative sample

The qualitative component included three semi-structured interviews with representatives of COCEMFE Sevilla, ASPACE Sevilla and PAXIS Inclusión, as well as a focus group held at COCEMFE Sevilla.

These organisations provided valuable and complementary perspectives. However, the interviews were concentrated in the fields of disability, inclusion and support for people experiencing situations of vulnerability. The qualitative findings therefore offer in-depth insight into these organisational contexts but should not be treated as fully representative of the diversity of all youth organisations and third-sector entities in Spain.

Mixed composition of the focus group

The focus group included practitioners, middle managers and people holding leadership responsibilities. This mixed composition created an opportunity for direct dialogue and the joint development of proposals. It also made it possible to identify areas of consensus and disagreement between different organisational positions.

However, the presence of leaders and managers in the same discussion may have influenced the willingness of some practitioners to express criticism openly, particularly in relation to leadership practices, internal inequalities, workload distribution, communication difficulties and organisational tensions.

This limitation was partly visible during the discussion, as some participants appeared cautious when evaluating aspects directly related to management responsibilities. The focus-group findings should therefore be interpreted as the outcome of a valuable but context-sensitive dialogue rather than as a completely unrestricted expression of individual views.

Perceptions and objective evidence

The questionnaires, interviews and focus group primarily captured participants' perceptions and experiences. These are essential for understanding organisational wellbeing, but they do not necessarily provide objective verification of every organisational practice, internal policy or reported difficulty.

For example, references to workload inequalities, salary differences, perceived unfairness or insufficient transparency should be understood as reported perceptions unless supported by additional documentary evidence.

The report therefore distinguishes carefully between:

- existing organisational measures;
- participants' awareness of those measures;
- their perceived accessibility and effectiveness;
- reported organisational tensions;

- interpretations emerging from the qualitative evidence.

Overlap between quantitative and qualitative participation

The participants involved in the interviews and focus group also completed the corresponding questionnaires. This methodological continuity strengthened the triangulation process, as qualitative evidence could be used to explore in greater depth some of the patterns already present in the quantitative dataset.

However, the qualitative participants should not be interpreted as an additional independent sample. Their contributions expanded the depth of the analysis but did not increase the number of unique participants represented in the study.

Quality of automatically generated transcripts

The semi-structured interviews were recorded and transcribed for analytical purposes. The automatic transcripts contained occasional transcription errors, interruptions and conversational digressions.

For this reason, the qualitative analysis required careful review and cleaning. The report prioritises thematic summaries and uses direct quotations sparingly. Where quotations are included, they are selected only after checking the relevant passage and removing unnecessary personal or contextual information.

Interpretation of the findings

Despite these limitations, the combination of questionnaires, interviews, focus-group discussion and documentary review provided a coherent and sufficiently rich evidence base for the national study.

The findings should be interpreted as an exploratory and contextually grounded assessment of organisational readiness. Their main value lies in identifying recurring patterns, differences of perception, structural barriers and realistic priorities for organisational improvement.

Section IV: Specific national legislation related to the study topic

The Spanish legal framework does not regulate organisational wellbeing through a single specific law. Instead, the issues examined in this study are addressed through a combination of constitutional principles, occupational-risk-prevention legislation, labour law, equality and non-discrimination provisions, disability legislation, volunteering regulations and national policy instruments related to mental health.

Taken together, these provisions establish that organisations must move beyond a purely reactive approach to staff wellbeing. They are expected to prevent occupational risks, adapt working conditions, protect dignity, promote equality, provide appropriate information and training, facilitate participation and address situations that may negatively affect physical or psychological health.

4.1 Constitutional foundations

The Spanish Constitution provides the general foundation for the protection of health, dignity, equality and participation.

[https://www.boe.es/eli/es/c/1978/12/27/\(1\)/con](https://www.boe.es/eli/es/c/1978/12/27/(1)/con)

Article 14 establishes the principle of equality before the law and prohibits discrimination based on birth, race, sex, religion, opinion or any other personal or social condition or circumstance.

Article 40.2 requires public authorities to promote vocational training and retraining, safeguard occupational safety and hygiene and guarantee adequate rest through limits on working time and paid holidays.

Article 43 recognises the right to health protection and assigns public authorities responsibility for organising and safeguarding public health through preventive measures and the necessary services.

Article 48 requires public authorities to promote the conditions needed for the free and effective participation of young people in political, social, economic and cultural

development. This provision is especially relevant to the wider context of youth work and to the role played by organisations supporting youth participation and inclusion.

Following its amendment in 2024, Article 49 states that people with disabilities must exercise their rights under conditions of real and effective freedom and equality. It also requires public authorities to promote personal autonomy, social inclusion and universally accessible environments, while encouraging the participation of representative organisations.

4.2. Occupational-risk prevention and psychosocial risks

The central national regulation in this field is **Law 31/1995 of 8 November on Occupational Risk Prevention** (*Ley 31/1995, de Prevención de Riesgos Laborales*).

<https://www.boe.es/eli/es/l/1995/11/08/31/con>

This law establishes the right of workers to effective protection against occupational risks and places the main responsibility for prevention on the employer. Its approach is preventive rather than merely corrective. It requires organisations to identify risks, evaluate those that cannot be avoided, plan preventive action and review the effectiveness of the measures adopted.

Several provisions are particularly relevant to the present study:

- Article 14 establishes the right to protection against occupational risks.
- Article 15 requires employers to avoid risks, assess unavoidable risks, address risks at their source and adapt work to the individual. It also requires prevention planning to integrate technology, work organisation, working conditions, social relationships and environmental factors.
- Article 16 requires occupational-risk prevention to be integrated into the organisation's general management system through a prevention plan, risk assessment and preventive-action planning.
- Article 18 establishes workers' rights to receive information, be consulted and participate in matters affecting occupational health and safety.

- Article 19 requires sufficient and appropriate preventive training, both upon recruitment and when tasks, technologies or equipment change.
- Article 25 requires specific protection for workers who may be particularly sensitive to certain risks, including workers with recognised physical, psychological or sensory disabilities.

These principles are developed through **Royal Decree 39/1997 of 17 January approving the Regulation on Prevention Services** (*Real Decreto 39/1997, por el que se aprueba el Reglamento de los Servicios de Prevención* <https://www.boe.es/eli/es/rd/1997/01/17/39/con>). The regulation requires risk assessments to cover the positions in which risks may occur and to consider existing or foreseeable working conditions. It also establishes that workers or their representatives must be consulted regarding the assessment procedure.

Although psychosocial risks are not regulated through a separate national law, they fall within the general occupational-risk-prevention framework. The Spanish National Institute for Safety and Health at Work (*Instituto Nacional de Seguridad y Salud en el Trabajo*, INSST) has published technical guidance explaining that psychosocial-risk assessment must identify risk factors and support the adoption of preventive measures.

The INSST guidance is particularly relevant to the study because psychosocial hazards may be linked to workload, work organisation, insufficient autonomy, inadequate support, interpersonal relationships, role ambiguity, job insecurity, emotional demands and workplace violence or harassment. These issues are closely connected with the indicators analysed in the POSITIVE project, especially burnout prevention, workload distribution, psychological safety, communication and organisational adaptability.

4.3. Labour rights, dignity and work–life balance

The **Workers' Statute**, approved by **Royal Legislative Decree 2/2015 of 23 October** (*Real Decreto Legislativo 2/2015, por el que se aprueba el texto refundido de la Ley del Estatuto de los Trabajadores* <https://www.boe.es/eli/es/rdlg/2015/10/23/2/con>), complements the occupational-risk-prevention framework.

Article 4 recognises several rights directly related to positive and supportive organisations, including:

- the right to information, consultation and participation;
- the right to professional promotion and training;
- the right not to be discriminated against;
- the right to physical integrity and an adequate occupational-risk-prevention policy;
- the right to privacy and dignity;
- protection against harassment.

The Workers' Statute also recognises rights related to working-time organisation, work-life balance and digital disconnection. These issues are particularly relevant in organisations where professionals may experience high workloads, irregular schedules, project deadlines or pressure to remain continuously available.

The right to digital disconnection is further developed in **Organic Law 3/2018 of 5 December on Personal Data Protection and the Guarantee of Digital Rights** (*Ley Orgánica 3/2018, de Protección de Datos Personales y garantía de los derechos digitales* <https://www.boe.es/eli/es/lo/2018/12/05/3/con>). Article 88 recognises the right of workers to digital disconnection outside working hours in order to safeguard rest periods, leave and holidays, as well as personal and family privacy.

Where remote work is used, **Law 10/2021 of 9 July on Remote Work** (*Ley 10/2021, de trabajo a distancia* <https://www.boe.es/eli/es/l/2021/07/09/10/con>) is also relevant. It recognises that remote workers must receive equivalent protection in relation to occupational health and safety and reinforces the right to digital disconnection.

Equality, inclusion and protection against discrimination

A positive and supportive organisation must also provide an inclusive working environment in which staff can exercise their rights without discrimination, harassment or fear of negative consequences.

Organic Law 3/2007 of 22 March for the Effective Equality of Women and Men (*Ley Orgánica 3/2007, para la igualdad efectiva de mujeres y hombres* <https://www.boe.es/eli/es/lo/2007/03/22/3/con>) establishes the principle of equal treatment and opportunities between women and men. It requires organisations to promote working conditions that prevent sexual harassment and harassment based on sex and to establish specific procedures for prevention and for handling complaints.

This framework is complemented by:

- **Royal Decree 901/2020 of 13 October**, which regulates equality plans and their registration; <https://www.boe.es/eli/es/rd/2020/10/13/901>
- **Royal Decree 902/2020 of 13 October**, which regulates equal pay between women and men. <https://www.boe.es/eli/es/rd/2020/10/13/902/con>

These measures are relevant to organisational wellbeing because perceived inequalities, lack of transparency and insufficiently clear internal procedures can negatively affect organisational trust and psychological safety.

Law 15/2022 of 12 July on Comprehensive Equal Treatment and Non-Discrimination (*Ley 15/2022, integral para la igualdad de trato y la no discriminación* <https://www.boe.es/eli/es/l/2022/07/12/15/con>) provides a broader framework. It prohibits discrimination based on factors including racial or ethnic origin, sex, religion, beliefs, age, disability, sexual orientation or identity, gender expression, illness or health condition, serological status, genetic predisposition, language, socio-economic situation or any other personal or social circumstance.

This law is especially relevant to the study because it expressly includes illness and health condition among the protected grounds. It therefore supports an organisational approach in which mental-health difficulties should not result in stigma, exclusion or unjustified disadvantage.

4.4. Disability rights, accessibility and reasonable accommodation

The **Consolidated Text of the General Law on the Rights of Persons with Disabilities and their Social Inclusion**, approved by **Royal Legislative Decree 1/2013 of 29**

November (Real Decreto Legislativo 1/2013 <https://www.boe.es/eli/es/rdlg/2013/11/29/1/con>) is particularly relevant to organisations working in the field of disability and inclusion.

The law recognises the right of people with disabilities to equality of opportunity, accessibility and non-discrimination. It also identifies failures to provide reasonable accommodation as a potential violation of equal-opportunity rights.

In relation to employment and professional activity, the law supports measures aimed at maintaining employment, facilitating professional reintegration and ensuring that people with disabilities can exercise their rights under conditions of equality. It also recognises the importance of specialist staff and promotes training for professionals working with people with disabilities.

These provisions are relevant to the present study in two ways. First, they affect the rights and working conditions of staff members with disabilities. Secondly, they highlight the need for organisations providing services to people with disabilities to ensure that their teams have adequate qualifications, resources and support.

4.5. Equality and non-discrimination of LGBTI people in the workplace

Law 4/2023 of 28 February for the Real and Effective Equality of Trans People and the Guarantee of the Rights of LGBTI People (Ley 4/2023, de 28 de febrero, para la igualdad real y efectiva de las personas trans y para la garantía de los derechos de las personas LGBTI. <https://www.boe.es/eli/es/l/2023/02/28/4/con>) reinforces the workplace inclusion framework.

Article 15 requires companies with more than 50 workers to adopt a planned set of measures and resources to promote the real and effective equality of LGBTI people. These measures must include a protocol for addressing harassment or violence against LGBTI people.

The law is developed by **Royal Decree 1026/2024 of 8 October** (Real Decreto 1026/2024, de 8 de octubre, por el que se desarrolla el conjunto planificado de medidas para la igualdad y no discriminación de las personas LGBTI en las empresas.

<https://www.boe.es/eli/es/rd/2024/10/08/1026/con>), which establishes the minimum content of these measures. This includes equal-treatment clauses, non-discriminatory recruitment and promotion criteria, staff training and awareness-raising, inclusive language, disciplinary measures and protocols for responding to harassment or violence.

This framework is relevant to the organisational-culture and psychological-safety dimension of the study. It demonstrates that inclusion requires not only general declarations of principle but also structured measures, training, procedures and monitoring.

4.6. Volunteering

As the POSITIVE project also considers the situation of volunteers involved in youth work, **Law 45/2015 of 14 October on Volunteering** (*Ley 45/2015, de Voluntariado* <https://www.boe.es/eli/es/l/2015/10/14/45/con>) is an important national reference.

The law recognises volunteers' rights to:

- receive regular information, guidance and support;
- receive the training required for their activities;
- be treated equally and without discrimination;
- participate actively in the organisation and evaluation of programmes;
- be covered against risks of accident and illness arising directly from voluntary activities;
- carry out their activities in accordance with universal-accessibility principles;
- receive recognition for their contribution and for the skills acquired.

The law also requires volunteering organisations to establish internal information and guidance systems, provide appropriate training, facilitate participation and take out insurance or equivalent financial guarantees covering relevant risks.

These provisions are particularly important for organisations that rely on volunteers to support young people experiencing situations of vulnerability. Volunteer commitment should not replace organisational responsibility for supervision, preparation, safety and wellbeing.

4.7. Third-sector organisations

The **Law 43/2015 of 9 October on Third-Sector Social-Action Organisations** (*Ley 43/2015, del Tercer Sector de Acción Social* <https://www.boe.es/eli/es/l/2015/10/09/43/con>) provides an additional framework for understanding the organisations involved in this national study.

The law defines third-sector social-action organisations as private, non-profit entities arising from civic or social initiative and pursuing objectives of general interest. It identifies participation, transparency, equal treatment, non-discrimination and social cohesion as key principles.

It also recognises the importance of:

- strengthening collaboration between public administrations and third-sector organisations;
- improving and diversifying funding;
- promoting professional training and retraining;
- supporting responsible management;
- strengthening good governance and transparency.

This framework is relevant to the interpretation of the study findings. Organisational wellbeing cannot be analysed exclusively as an internal human-resources issue. It is also influenced by the financial sustainability of the sector, public-funding mechanisms, staffing capacity, professional development and the quality of organisational governance.

4.8. National mental-health policy framework

In addition to binding legislation, the Spanish national policy framework includes documents that provide relevant guidance for interpreting the findings.

Basic guidelines for the management of psychosocial risks from the National Institute for Occupational Safety and Health (2022). (Instituto Nacional de Seguridad y Salud en el Trabajo (2022). *Directrices básicas para la gestión de los riesgos psicosociales*. <https://www.insst.es/documents/94886/2927460/Directrices+basicas+para+la+gestion+de+los+riesgos+psicosociales+2022.pdf/e4e0720b-9c0b-5859-a38e-f7f2ea8f4636?t=1649332335098>)

The **Mental Health Strategy of the National Health System 2022–2026** (*Estrategia de Salud Mental del Sistema Nacional de Salud 2022–2026* https://www.sanidad.gob.es/areas/calidadAsistencial/estrategias/saludMental/docs/Ministerio_Sanidad_Estrategia_Salud_Mental_SNS_2022_2026.pdf) promotes a comprehensive approach to emotional wellbeing, prevention, community-based care, social inclusion and respect for human rights.

The subsequent **Mental Health Action Plan 2025–2027** (*Plan de Acción de Salud Mental 2025–2027* https://www.sanidad.gob.es/areas/calidadAsistencial/estrategias/saludMental/docs/Plan_accion_salud_mental_2025_27.pdf) reinforces the need to improve emotional wellbeing, provide comprehensive support for people experiencing mental-health difficulties and promote preventive approaches.

These policy instruments do not replace occupational-risk-prevention obligations. However, they reinforce the need to address mental health as a collective and organisational concern rather than exclusively as an individual responsibility.

Implications for the national study

The Spanish regulatory framework provides a solid basis for the development of positive and supportive organisations. It establishes obligations related to prevention, consultation, training, equality, non-discrimination, dignity, accessibility, reasonable accommodation, digital disconnection and support for volunteers.

However, legal compliance should be understood as a minimum standard rather than the final objective. The results of the national study make it possible to examine whether

organisations have moved beyond formal compliance and whether these principles are translated into accessible, regular and effective practices in daily organisational life.

The legislation is particularly relevant to the five indicators analysed in the study:

Study indicator	Main relevant areas of the Spanish legal framework
Leadership, Supervision and Professional Development	Preventive training, professional development, staff information, consultation and participation
Organisational Culture, Inclusion and Psychological Safety	Equality, non-discrimination, dignity, anti-harassment measures, accessibility and reasonable accommodation
Wellbeing, Mental Health and Burnout Prevention	Occupational-risk prevention, psychosocial-risk assessment, workload management, adaptation of work and mental-health policy
Communication, Participation and Interpersonal Support	Worker consultation, representative participation, internal information systems and volunteer participation
Organisational Resources, Systems and Adaptability	Prevention plans, risk assessment, preventive-action planning, responsible governance, sustainable funding and organisational improvement

Section V: Description of organisations involved in study no. 2:

The national study involved a diverse range of organisations linked to youth work, social inclusion and the provision of support to people experiencing situations of vulnerability. The questionnaires were disseminated to more than 500 third-sector organisations through direct communication, institutional networks and previous professional contacts.

As the questionnaire responses were processed on an aggregated and anonymised basis, it was not possible to determine the exact number of distinct organisations represented in the final dataset or to link every individual response to a specific entity. For this reason, the analysis presented in this section is based primarily on the organisational characteristics reported by respondents.

Participation was confirmed with certainty for ATA Andalucía, Juventud Empoderada, FEKOOR and ASAENES Salud Mental Sevilla. Their managers or directors completed the questionnaire addressed to leaders and co-ordinators. These four entities had also participated actively in Study no. 1 of the POSITIVE project.

In addition, three organisations were selected for more in-depth qualitative exploration through semi-structured interviews: COCEMFE Sevilla, ASPACE Sevilla and PAXIS Inclusión. These entities reflect different organisational realities and provide complementary perspectives on the development of positive and supportive working environments.

It should also be noted that COCEMFE Sevilla is a partner organisation in the POSITIVE project. Its participation in the national study was considered particularly relevant because the organisation is currently reflecting on the possible introduction of more structured processes for assessing and improving the mental health and organisational wellbeing of its staff. Its leadership has expressed a clear commitment to strengthening internal communication, identifying areas for improvement and exploring practical measures that could contribute to a more positive and supportive working environment. For this reason, COCEMFE Sevilla hosted the focus group and provided an appropriate

organisational context for analysing perceptions, needs and possible solutions through a participatory process.

a. Typology of participating organisations

The questionnaires distinguished between two main types of organisations:

1. youth organisations;
2. non-governmental organisations providing programmes or activities for young people.

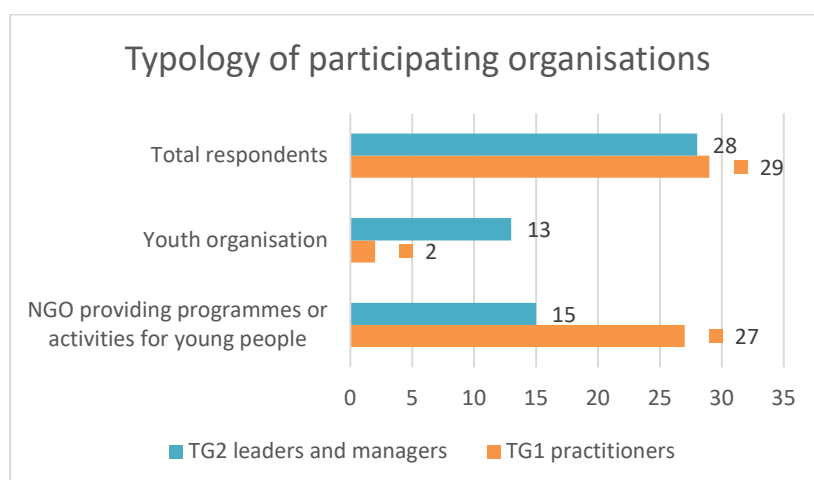
The results show differences between the organisational profiles reported by the two target groups.

Table V1: Type of organisation

Type of organisation	TG1 practitioners	TG1 percentage	TG2 leaders and managers	TG2 percentage
NGO providing programmes or activities for young people	27	93.1%	15	53.6%
Youth organisation	2	6.9%	13	46.4%
Total respondents	29	100%	28	100%

The TG1 sample was strongly concentrated in non-governmental organisations providing programmes or activities for young people. By contrast, the TG2 sample included a more balanced combination of youth organisations and other third-sector entities working with young people.

Figure V1. Typology of participating organisations



This diversity is also reflected in the profiles of the organisations whose participation was confirmed or which were selected for the qualitative analysis.

COCEMFE Sevilla is the Provincial Federation of Associations of People with Physical and Organic Disabilities of Seville. It is a non-profit, non-governmental organisation that promotes and defends the rights of people with disabilities, co-ordinates its member associations and develops initiatives aimed at improving inclusion, accessibility, autonomy and quality of life.

ASPACE Sevilla is a non-profit association declared to be of public utility. Its purpose is to improve the quality of life of people with cerebral palsy and their families through services designed to respond to their needs and expectations throughout different stages of life.

PAXIS Inclusión is a non-profit association founded in the Seville metropolitan area. It works primarily in the social and educational fields and promotes the effective inclusion of people with and without functional diversity. Its services include educational, social and leisure-related activities, as well as support for users and their families.

The confirmed organisations participating through the questionnaire phase also illustrate the diversity of the sample.

Juventud Empoderada is a youth-oriented organisation that develops inclusive projects designed to provide young people, including young people with disabilities, with tools to address social exclusion, strengthen participation and promote equal opportunities.

ASAENES Salud Mental Sevilla works to defend rights, improve the quality of life of people experiencing mental-health difficulties and strengthen support for their families. Its areas of activity include psychosocial support, employability, awareness-raising, leisure, family intervention and volunteering.

FEKOOR is the Co-ordinating Federation of People with Physical and/or Organic Disabilities of Bizkaia. It brings together associations working to advance inclusion, participation and the rights of people with disabilities.

ATA Andalucía is the Andalusian branch of the National Federation of Self-Employed Workers' Associations. Its participation broadens the scope of the sample by incorporating the perspective of an organisation linked to self-employment, entrepreneurship and professional support.

The participating organisations therefore included federations, associations, youth organisations, disability organisations, mental-health organisations and entities providing support in the fields of employment, entrepreneurship and social inclusion. This diversity enriched the national study by incorporating perspectives from organisations with different missions, structures and organisational cultures.

b. Fields in which organisations operate

The questionnaire allowed respondents to select more than one field of activity. The results should therefore be interpreted as overlapping areas of intervention rather than mutually exclusive categories.

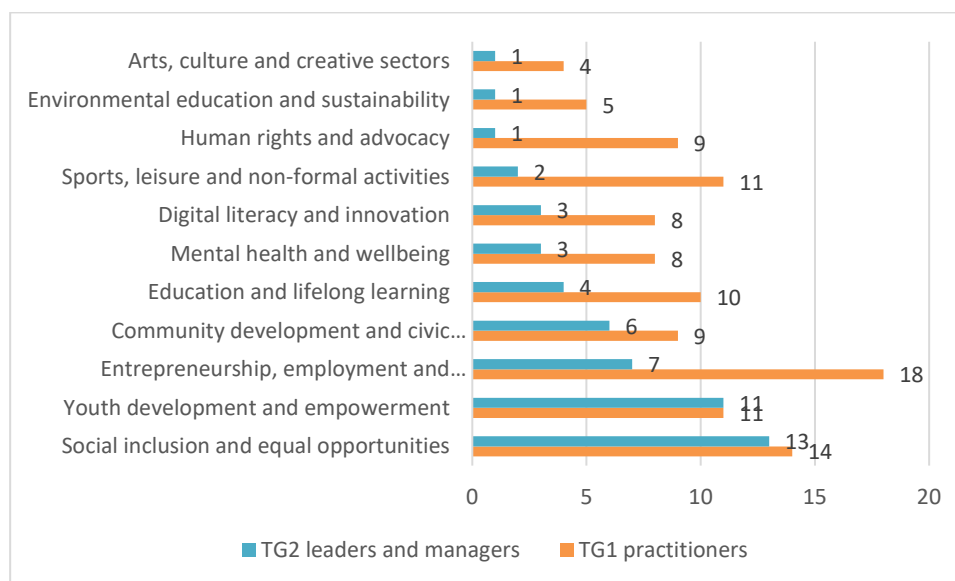
Table V2: Fields of activity in which organisations operate

Field of activity	TG1 practitioners	TG1 percentage	TG2 leaders and managers	TG2 percentage
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Social inclusion and equal opportunities	14	48.3%	13	46.4%
Youth development and empowerment	11	37.9%	11	39.3%
Entrepreneurship, employment and labour-market inclusion	18	62.1%	7	25.0%
Community development and civic engagement	9	31.0%	6	21.4%
Education and lifelong learning	10	34.5%	4	14.3%
Mental health and wellbeing	8	27.6%	3	10.7%
Digital literacy and innovation	8	27.6%	3	10.7%
Sports, leisure and non-formal activities	11	37.9%	2	7.1%
Human rights and advocacy	9	31.0%	1	3.6%
Environmental education and sustainability	5	17.2%	1	3.6%
Arts, culture and creative sectors	4	13.8%	1	3.6%

The results confirm that the organisations represented in the study generally operate across several interconnected areas. Social inclusion and equal opportunities were among the most frequently selected fields in both target groups. Youth development and empowerment also played a significant role.

Figure V2: Fields of activity in which organisations operate



The TG1 responses show a particularly strong presence of organisations working on entrepreneurship, employment and labour-market inclusion. This field was selected by 62.1% of practitioners. Sports, leisure and non-formal activities, education, human rights, community development, digital literacy and mental health were also represented.

The TG2 responses place greater emphasis on social inclusion and youth empowerment. Although employment and entrepreneurship remained relevant, their relative weight was lower than in the TG1 sample.

The qualitative interviews illustrate how these fields frequently overlap in practice.

COCEMFE Sevilla combines rights-based advocacy with social support, employment services, psychological support, accessibility initiatives, adapted transport, independent-living measures and programmes aimed at young people with disabilities.

ASPACE Sevilla provides support to people with cerebral palsy and their families through services connected with early intervention, direct care, family support, leisure, volunteering and social participation.

PAXIS Inclusión works primarily in the fields of social and educational inclusion. Its programmes include adapted swimming, leisure activities, morning programmes,

afternoon workshops, social-skills activities and support for families. Its recent expansion reflects the growing demand for inclusive community-based services.

The range of fields represented in the study is relevant to the interpretation of the findings. Youth work does not take place only within organisations explicitly defined as youth organisations. It is also carried out by entities working in disability, mental health, employment, inclusion, education and community development. Their staff may face different professional demands, but they share the need for positive, supportive and sustainable organisational environments.

c. Stage of development of the participating organisations

The questionnaire classified organisations according to four stages of development:

1. early-stage organisations with fewer than two years of activity;
2. developing organisations with between two and five years of activity;
3. established organisations with between six and ten years of activity;
4. mature organisations with more than ten years of activity.

The organisational profiles reported by the two target groups were as follows:

Table V.3.: Stage of organizational development

Stage of organisational development	TG1 practitioners	TG1 percentage	TG2 leaders and managers	TG2 percentage
Early-stage organisation: fewer than 2 years	0	0.0%	2	7.1%
Developing organisation: 2–5 years	2	6.9%	3	10.7%
Established organisation: 6–10	0	0.0%	9	32.1%

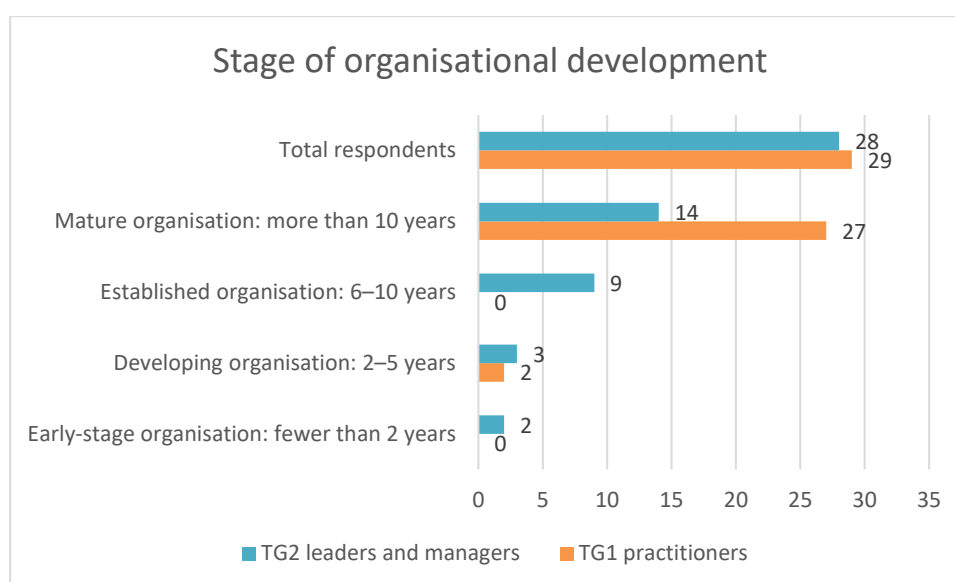
years				
Mature organisation: more than 10 years	27	93.1%	14	50.0%
Total respondents	29	100%	28	100%

The TG1 sample was highly concentrated in mature organisations. A total of 93.1% of practitioners reported working in organisations with more than ten years of activity. Only two practitioners worked in developing organisations.

The TG2 sample reflected a wider range of organisational stages. Half of the leaders and managers represented mature organisations, while 32.1% worked in established organisations. A smaller proportion represented developing or early-stage organisations.

This difference should be considered when interpreting comparisons between the two target groups. Variations in perception may reflect not only the positions occupied by practitioners and managers, but also the characteristics and levels of maturity of the organisations in which they work.

Figure V.3.:



The organisations selected for qualitative analysis also illustrate the relationship between organisational age, development and readiness.

COCEMFE Sevilla was founded in 1985 and represents the perspective of a mature federation with a long organisational history, a broad network of member associations and an ongoing process of internal improvement.

ASPACE Sevilla was established in 1978 and represents a mature organisation with comparatively structured systems, extensive experience and services addressing different stages of the lives of people with cerebral palsy and their families.

PAXIS Inclusión was founded in 2015. Although it has accumulated approximately a decade of experience, its recent expansion has created new organisational challenges related to staffing, co-ordination, working spaces and the formalisation of internal processes.

These examples show that organisational readiness cannot be inferred exclusively from the age of an organisation. Mature entities may still face difficulties linked to workload, communication, funding or inherited practices. Similarly, growing organisations may develop strong cultures of trust and flexibility while still needing to formalise their internal systems.

The diversity of organisational stages represented in the study therefore provides an important basis for analysing how leadership, culture, wellbeing systems, communication and resources interact in different organisational contexts.

Section VI: Description of respondents

VI. 1 Target group no. 1

The first target group consisted of 29 practitioners and professionals involved in youth work or in programmes providing support to young people. The respondents represented a predominantly experienced and highly qualified professional profile.

a. Position within the organisation

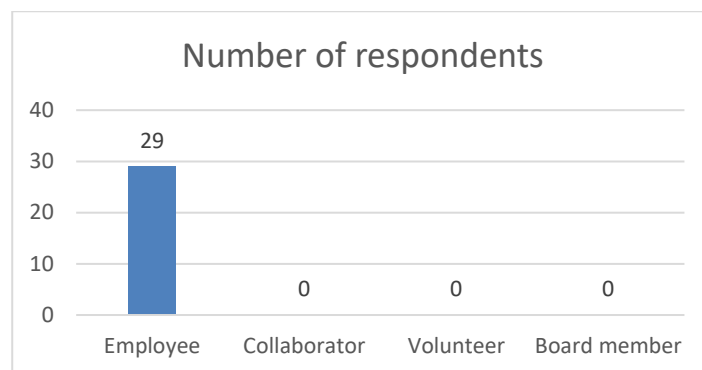
All respondents in TG1 were employed members of staff.

Table VI.1:

Position within the organisation	Number of respondents	Percentage
Employee	29	100.0%
Collaborator	0	0.0%
Volunteer	0	0.0%
Board member	0	0.0%
Total	29	100.0%

The TG1 results therefore reflect the perspective of paid staff working within the participating organisations. This is relevant when interpreting the findings, as the responses are based on direct and sustained experience of organisational practices, workload distribution and internal support systems.

Figure VI.1.



b. Current role when working with young people

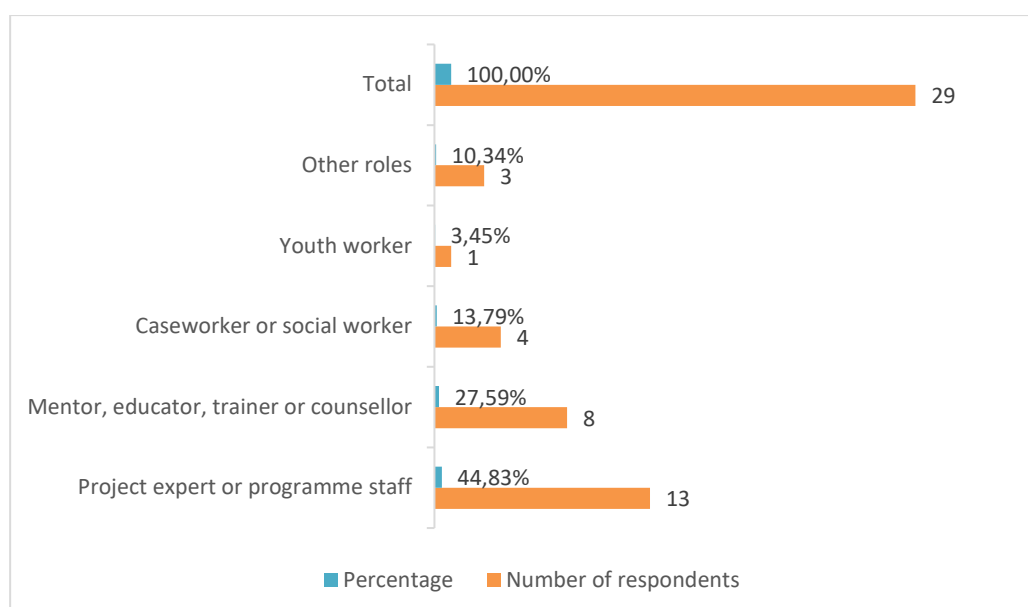
The largest group of respondents consisted of project experts or programme staff. This was followed by professionals working in mentoring, education, training or counselling roles.

Table VI.2. Current role in working with young people

Current role when working with young people	Number of respondents	Percentage
Project expert or programme staff	13	44.8%
Mentor, educator, trainer or counsellor	8	27.6%
Caseworker or social worker	4	13.8%
Youth worker	1	3.4%
Other roles	3	10.3%
Total	29	100.0%

The three responses included under “other roles” referred to labour-market guidance, communication or journalism and administrative tasks.

Figure VI.2. Current role in working with young people



The distribution shows that the sample included professionals with different levels of direct contact with young people. Some worked primarily in programme implementation and direct support, while others contributed through guidance, communication or organisational functions connected with youth-oriented activities.

c. Years of experience in working with youth

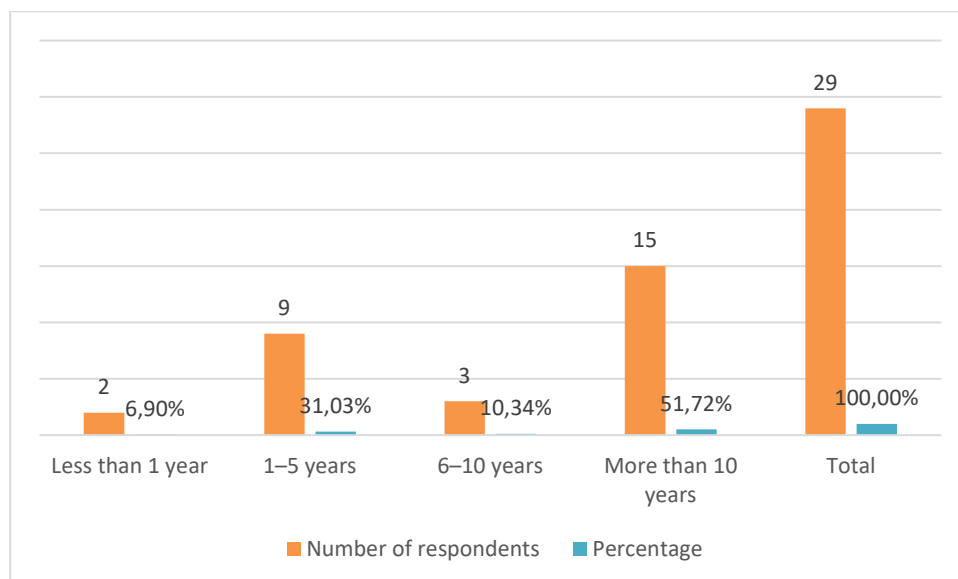
More than half of the respondents had over ten years of experience working with young people.

Table VI.3 Years of experience in working with youth

Years of experience in working with youth	Number of respondents	Percentage
Less than 1 year	2	6.9%
1–5 years	9	31.0%
6–10 years	3	10.3%
More than 10 years	15	51.7%
Total	29	100.0%

The TG1 sample therefore included a significant proportion of highly experienced practitioners. A total of 62.0% of respondents had worked with young people for at least six years, while 51.7% had more than ten years of experience.

Figure VI.3 Years of experience in working with youth



This level of professional experience strengthens the relevance of the responses, as many participants were in a position to assess organisational practices over time and to identify both improvements and persistent gaps.

d. Level of education

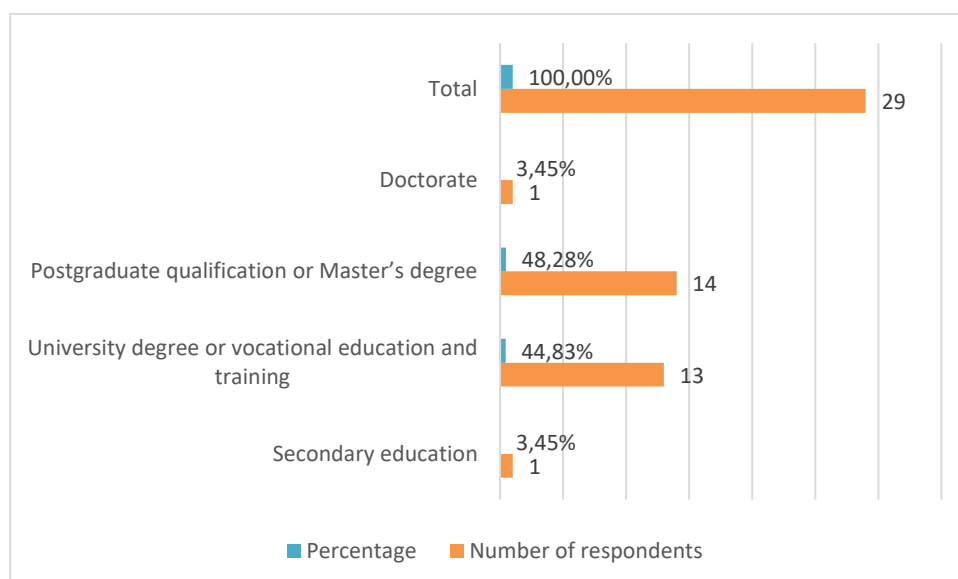
The level of education reported by respondents was generally high.

Table VI.4 Level of education

Level of education	Number of respondents	Percentage
Secondary education	1	3.4%
University degree or vocational education and training	13	44.8%
Postgraduate qualification or Master's degree	14	48.3%
Doctorate	1	3.4%
Total	29	100.0%

A total of 93.1% of respondents had completed university studies, vocational education and training or postgraduate education. Almost half of the sample held a postgraduate qualification or Master's degree.

Figure VI.4 Level of education



This profile reflects the specialised nature of many of the professional roles included in the study, particularly those linked to social inclusion, employment, education, counselling and programme management.

e. Age

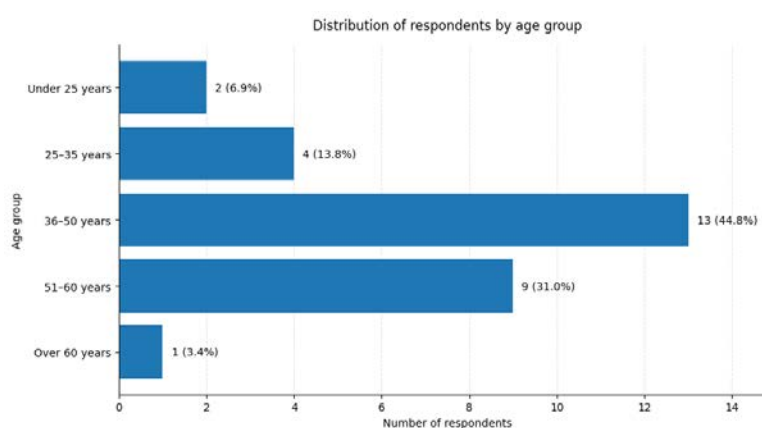
The age distribution was concentrated mainly between 36 and 60 years.

Table VI.5 Age

Age group	Number of respondents	Percentage
Under 25 years	2	6.9%
25–35 years	4	13.8%
36–50 years	13	44.8%
51–60 years	9	31.0%
Over 60 years	1	3.4%
Total	29	100.0%

The largest group of respondents was aged between 36 and 50 years. A further 31.0% were between 51 and 60 years old.

Figure VI.5 Age



Overall, 75.8% of TG1 respondents were aged between 36 and 60 years. This distribution is consistent with the high level of professional experience reported in the sample.

Summary of TG1 respondent profile

The TG1 sample was composed entirely of employees and was characterised by substantial professional experience and a high level of education. Most respondents worked in programme implementation, mentoring, education, counselling or social-support roles.

The predominance of experienced practitioners from mature professional contexts provides a relevant basis for assessing organisational readiness from the perspective of staff involved in day-to-day work with young people. Their responses are particularly valuable for identifying gaps between the importance attributed to supportive organisational practices and their perceived implementation in daily organisational life.

VI. 2 Target group no. 2

The second target group consisted of 28 leaders, managers and co-ordinators with responsibilities related to organisational management, programme delivery, team supervision or personnel development.

The group included respondents with different types of organisational involvement and a broad range of leadership and management functions.

a. Position within the organisation

Most respondents in TG2 were employed members of staff, although the sample also included collaborators and one volunteer.

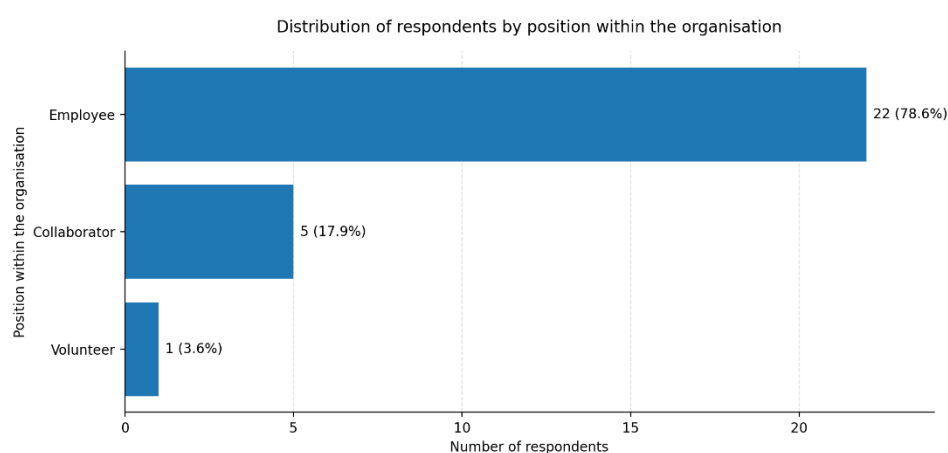
Table VI.6 Position within the organisation

Position within the organisation	Number of respondents	Percentage
Employee	22	78.6%

Collaborator	5	17.9%
Volunteer	1	3.6%
Total	28	100.0%

The predominance of employed staff reflects the operational nature of many of the leadership and management roles represented in the study.

Figure VI.6 Position within the organisation



At the same time, the presence of collaborators and one volunteer shows that organisational leadership responsibilities are not always linked exclusively to formal employment relationships, particularly within third-sector organisations.

b. Current leadership or management role within the organisation

The TG2 sample included a balanced range of leadership, management and co-ordination roles.

Table VI.7 Current leadership or management role

Current leadership or management role	Number of respondents	Percentage
Project manager	6	21.4%
Programme director	5	17.9%
Team or department head	5	17.9%

Executive director	4	14.3%
Human-resources or personnel co-ordinator	4	14.3%
Board member or administrative leadership role	4	14.3%
Total	28	100.0%

The largest group consisted of project managers, followed by programme directors and team or department heads.

Figure VI.7 Current leadership or management role



The distribution shows that the TG2 sample was not limited to senior executive positions. It also included middle-management and operational leadership roles with direct knowledge of teams, programmes and organisational processes.

This diversity is relevant to the analysis because organisational readiness can be perceived differently depending on whether responsibilities are mainly strategic, administrative, programme-based or directly linked to staff co-ordination.

c. Years of experience in a management or co-ordination position

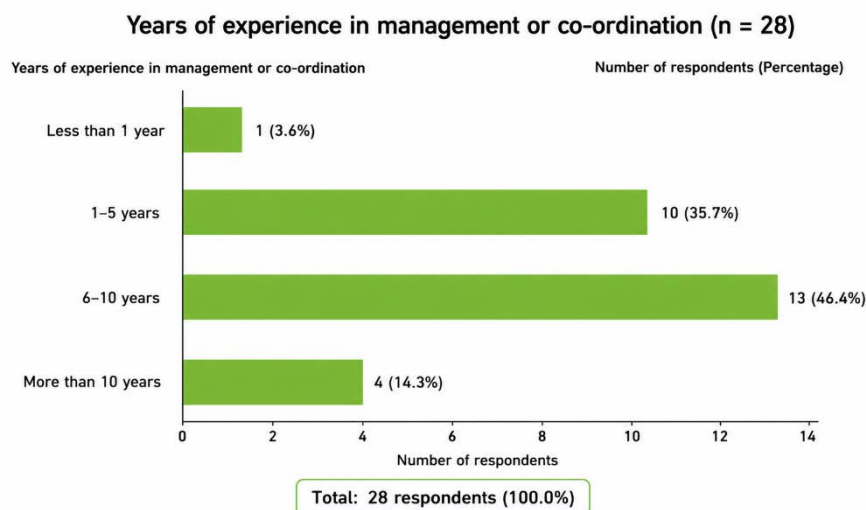
Most TG2 respondents had several years of experience in management or co-ordination roles.

Table VI.8 Years of experience in management or coordination

Years of experience in management or co-ordination	Number of respondents	Percentage
Less than 1 year	1	3.6%
1–5 years	10	35.7%
6–10 years	13	46.4%
More than 10 years	4	14.3%
Total	28	100.0%

A total of 60.7% of respondents had at least six years of experience in management or co-ordination positions.

Figure VI.8 Years of experience in management or coordination



The largest group consisted of respondents with between six and ten years of experience. This suggests that most participants had sufficient organisational knowledge to assess internal systems, leadership practices, resource constraints and areas requiring further development.

d. Level of education

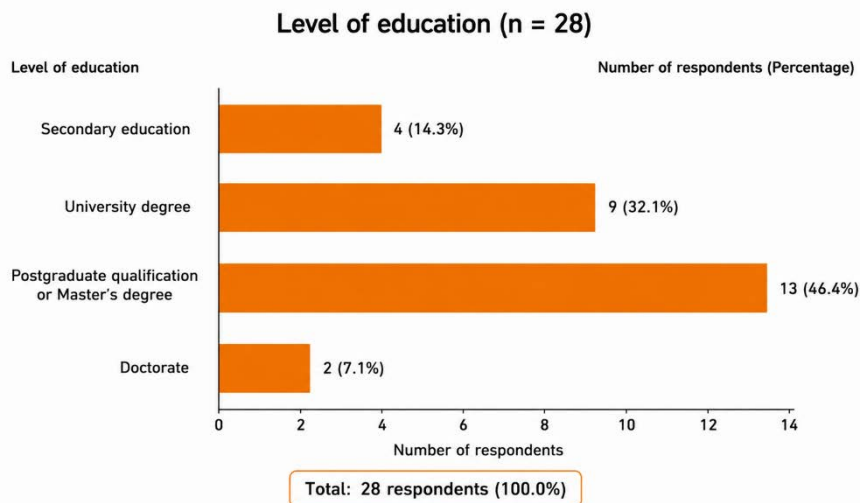
The educational profile of TG2 respondents was also generally high.

Table VI.9 Level of education

Level of education	Number of respondents	Percentage
Secondary education	4	14.3%
University degree	9	32.1%
Postgraduate qualification or Master's degree	13	46.4%
Doctorate	2	7.1%
Total	28	100.0%

A total of 85.7% of respondents held a university degree, postgraduate qualification, Master's degree or doctorate.

Figure VI.9 Level of education



Almost half of the sample had completed postgraduate or Master's-level studies. This reflects the level of qualification commonly associated with leadership, programme management, human-resources and co-ordination functions within the third sector.

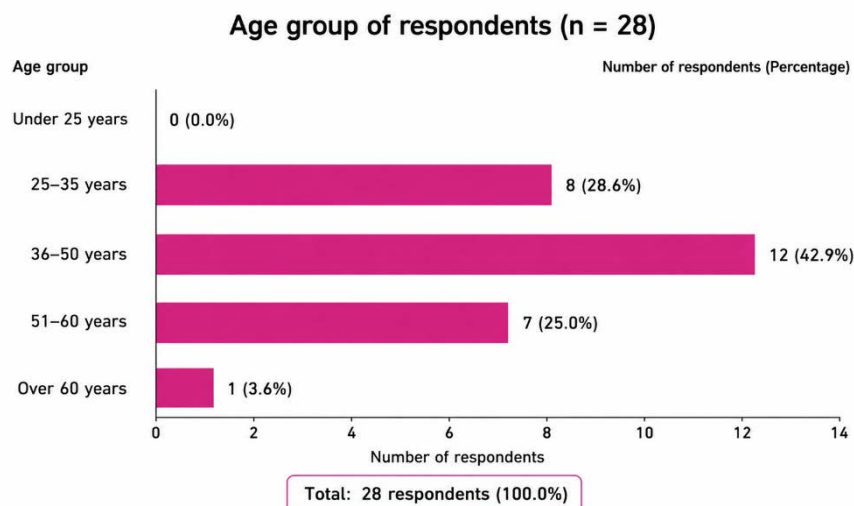
e. Age

The age distribution was concentrated mainly between 25 and 60 years.

Table VI.10 Age

Age group	Number of respondents	Percentage
Under 25 years	0	0.0%
25–35 years	8	28.6%
36–50 years	12	42.9%
51–60 years	7	25.0%
Over 60 years	1	3.6%
Total	28	100.0%

Figure VI.10 Age



The largest group of respondents was aged between 36 and 50 years. A further 28.6% were aged between 25 and 35 years, while 25.0% were between 51 and 60 years old.

The distribution shows that the TG2 sample combined relatively young managers with more experienced leaders. This provided a range of perspectives on organisational development, internal change and staff-support practices.

Summary of TG2 respondent profile

The TG2 sample included leaders, managers and co-ordinators with different organisational roles and levels of responsibility.

Most respondents were employed staff members, although collaborators and volunteers were also represented. The group combined strategic leadership profiles with middle-management, programme-management, personnel and administrative responsibilities.

The majority had substantial experience in management or co-ordination and a high level of education. This profile provides a relevant basis for analysing organisational readiness from the perspective of people involved in decision-making, team management, programme implementation and internal organisational development.

Section VII: Key findings – quantitative results and qualitative insights

Indicator 1. Leadership, Supervision and Professional Development

Indicator 1 examines how organisations support practitioners' growth and guidance through leadership, mentoring, supervision, learning opportunities and openness to innovation. The analysis is based on four paired items included in Q13 and Q14. Respondents assessed both the importance of each organisational capacity and its current level of implementation on a scale from 1 to 5.

The implementation gap was calculated as follows:

Implementation gap = perceived importance – current implementation

A higher gap indicates a greater distance between the value assigned to a particular organisational capacity and the extent to which respondents perceive that it is currently implemented in practice.

Quantitative results

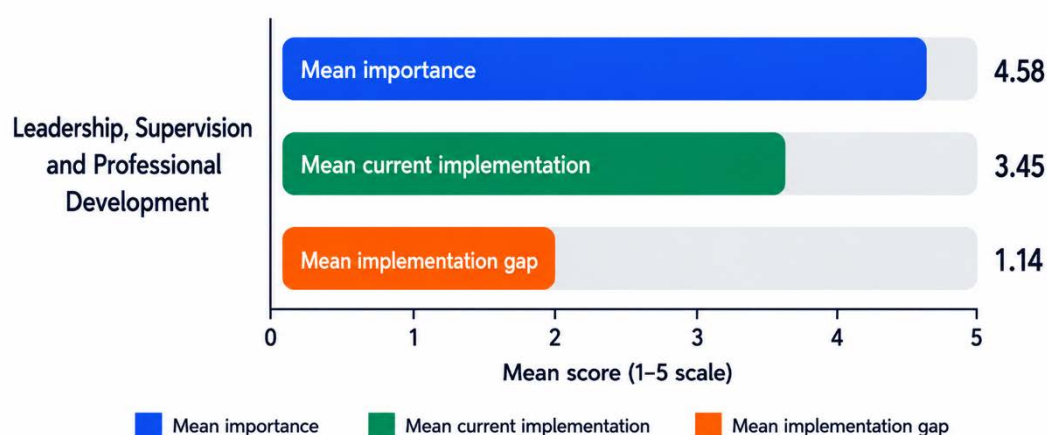
Across the full sample of 57 respondents, leadership, supervision and professional development received a high overall importance score of **4.58 out of 5**. The mean current implementation score was notably lower, at **3.45 out of 5**, resulting in an overall implementation gap of **1.14 points**.

Table VII.1. Indicator 1: overall importance, current implementation and gap

Indicator	Mean importance	Mean current implementation	Mean implementation gap
Leadership, Supervision and Professional Development	4.58	3.45	1.14

Figure VII.1. Indicator 1: overall importance, current implementation and gap

Indicator 1: importance vs current level, all respondents (n=1)



The results confirm that respondents regard leadership and professional-development practices as essential components of a positive and supportive organisation. However, these practices are not perceived as being implemented with the same consistency

across participating organisations.

The detailed results show that the largest gap within the indicator relates to **supportive supervision and constructive feedback**. This capacity obtained an importance score of **4.63**, a current implementation score of **3.39** and a gap of **1.25 points**.

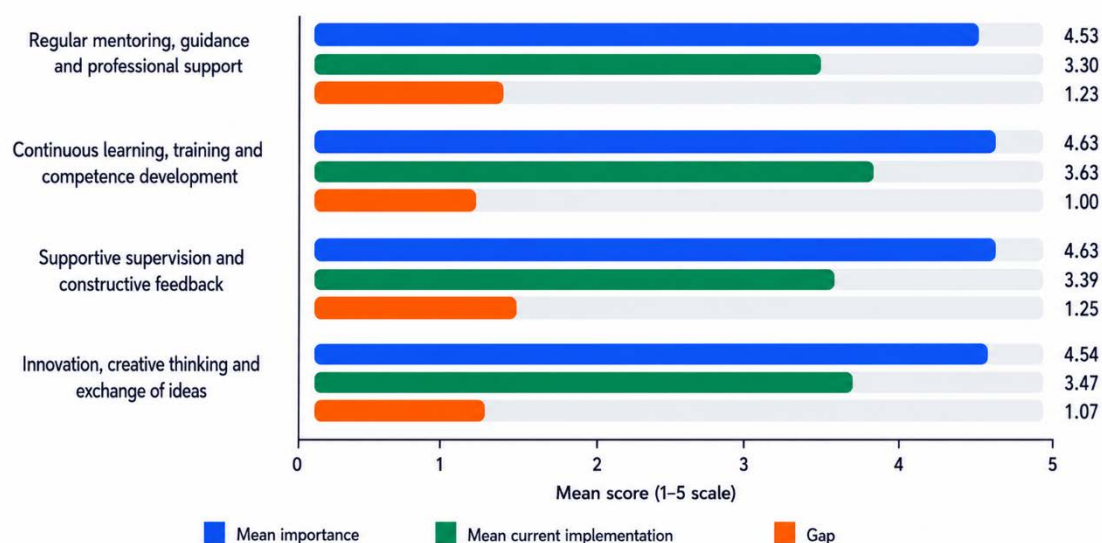
The second-largest gap concerns **regular mentoring, guidance and professional support**, with an importance score of **4.53**, a current score of **3.30** and a gap of **1.23 points**.

Table VII.2. Indicator 1: results by organisational capacity, all respondents

Organisational capacity	Mean importance	Mean current implementation	Gap
Regular mentoring, guidance and professional support	4.53	3.30	1.23
Continuous learning, training and competence development	4.63	3.63	1.00
Supportive supervision and constructive feedback	4.63	3.39	1.25
Innovation, creative thinking and exchange of ideas	4.54	3.47	1.07

Figure VII.2. Indicator 1: results by organisational capacity, all respondents

Indicator 1: importance vs current level, all respondents (n=4)



Continuous learning, training and competence development received the highest current implementation score within this indicator: **3.63 out of 5**. This suggests that training opportunities are more visible or more frequently available than stable systems of mentoring, individual guidance and supportive supervision.

Innovation, creative thinking and exchange of ideas also received a comparatively positive current score of **3.47**. Nevertheless, the gap of **1.07 points** indicates that respondents still perceive room for improvement in the creation of environments where staff ideas can be shared and incorporated into organisational practice.

Comparison between target groups

The comparison between TG1 practitioners and TG2 leaders and managers reveals a substantial perception gap.

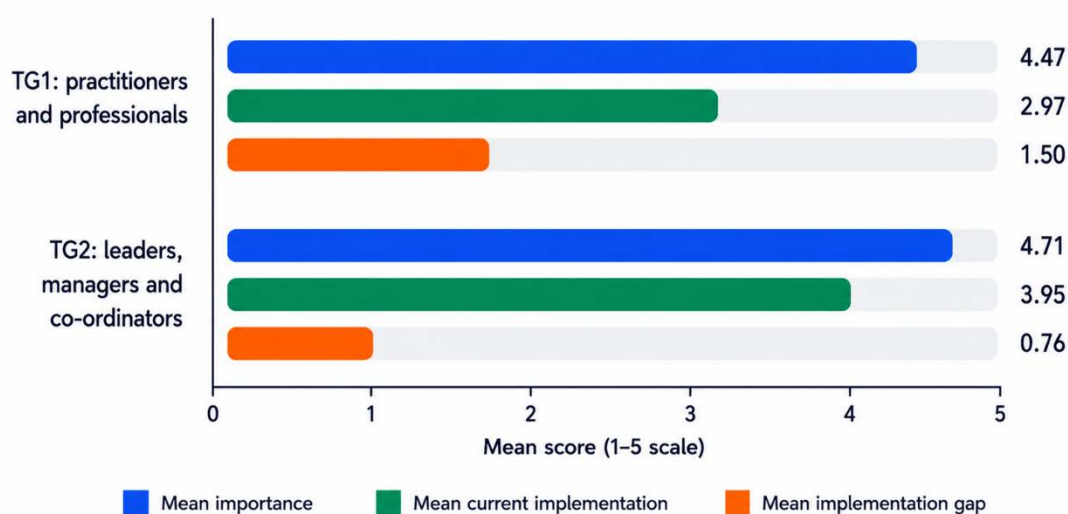
Table VII.3. Indicator 1: overall results by target group

Target group	Mean importance	Mean current implementation	Mean implementation gap
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TG1: practitioners and professionals	4.47	2.97	1.50
TG2: leaders, managers and co-ordinators	4.71	3.95	0.76

Figure VII.3. Indicator 1: overall results by target group

Indicator 1: importance vs current level, all respondents (n=2)



Both target groups attributed high importance to leadership, supervision and professional development. However, TG1 practitioners rated current implementation at **2.97 out of 5**, while TG2 leaders and managers gave a considerably higher score of **3.95 out of 5**.

The difference between the two groups in their assessment of current implementation is **0.98 points**. This is one of the most relevant perception gaps identified in the national study.

The detailed comparison shows that the greatest divergence concerns **supportive supervision and constructive feedback**. TG1 respondents rated its current implementation at **2.76**, compared with **4.04** among TG2 respondents. The difference

amounts to **1.28 points**.

Regular mentoring, guidance and professional support also shows a clear difference: **2.76** among practitioners and **3.86** among leaders and managers.

Table VII.4. Indicator 1: detailed comparison between TG1 and TG2

Organisation al capacity	TG1 importanc e	TG1 curren t level	TG1 gap	TG2 importanc e	TG2 curren t level	TG2 gap	Differenc e in current level: TG2 – TG1
Regular mentoring, guidance and professional support	4.48	2.76	1.7 2	4.57	3.86	0.7 1	+1.10
Continuous learning, training and competence development	4.48	3.34	1.1 4	4.79	3.93	0.8 6	+0.59
Supportive supervision and constructive feedback	4.55	2.76	1.7 9	4.71	4.04	0.6 8	+1.28
Innovation,	4.34	3.00	1.3	4.75	3.96	0.7	+0.96

creative thinking and exchange of ideas			4			9	
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Figure VII.4. Indicator 1: detailed comparison between TG1 and TG2

Indicator 1: TG1 vs TG2 – importance, current level and implementation gap

Scale: 0 to 5



The TG1 results indicate that practitioners perceive particularly significant gaps in supportive supervision, constructive feedback, mentoring and professional guidance. Although training opportunities are assessed more positively, their implementation still remains below the importance attributed to them.

TG2 leaders and managers also identify gaps in all four areas, although these are more moderate. Their largest gap concerns continuous learning, training and competence development, with a difference of **0.86 points** between importance and current implementation. Regular mentoring received the lowest current score within TG2: **3.86 out of 5**.

Additional data on external-support needs reinforce the relevance of this dimension. Leadership and management development support received a high mean score among

both groups: **4.59 out of 5** among TG1 practitioners and **4.61 out of 5** among TG2 leaders and managers. In the ranking exercise, TG1 respondents placed leadership and management development as their highest-priority area of support, with a mean rank of **2.28** and ten respondents selecting it as their first priority. TG2 respondents also considered it relevant, although they assigned comparatively greater priority to organisational development and sustainability.

Qualitative insights

The interviews provide a more detailed understanding of the organisational practices underlying these results.

At **COCEMFE Sevilla**, the interview identified training opportunities, co-ordination meetings and support for staff proposals and project implementation. Co-ordination meetings allow professionals to explain their activities, identify needs and discuss possible solutions. However, the interview also acknowledged that support could be more direct and that the organisation would benefit from more structured mechanisms for identifying and addressing staff concerns.

At **ASPACE Sevilla**, leadership and professional-development practices appear comparatively more structured. The organisation has a reception plan for new staff, an annual questionnaire to identify training needs at team level and training activities adapted to the requirements of different professional groups. The interview described a horizontal and collaborative leadership approach. At the same time, the organisation does not yet have a fully formalised individual professional-development plan. The possible introduction of individual interviews was identified as a useful way to detect concerns and development needs that may not emerge through team-based assessment alone.

At **PAXIS Inclusión**, leadership was described as accessible, close and responsive. The organisation provides onboarding and tutoring for new staff and trainees. Nevertheless, its rapid expansion has increased the need to decentralise mentoring responsibilities and establish more regular follow-up mechanisms. Current support still relies heavily on informal communication and meetings linked to specific activities or projects. The

interview highlighted the value of periodic meetings not restricted to individual projects, allowing staff to discuss professional needs and organisational issues more regularly.

The focus group provided complementary evidence. Participants associated supportive leadership with active and empathetic listening, recognition and an ability to respond to staff needs. Although responsibility for organisational wellbeing was considered shared, participants attributed greater responsibility to people in leadership positions because they have more capacity to influence working conditions and internal decisions.

Participants also expressed interest in training related to psychological wellbeing and emotional management. Some practitioners requested greater autonomy in selecting subsidised training opportunities. This suggests that professional development should not be understood solely as a centrally designed organisational offer, but also as a process informed by practitioners' individual needs and preferences.

Short integrated interpretation

Indicator 1 reveals a clear difference between organisational intention and practitioners' day-to-day experience.

The organisations analysed already provide training opportunities, accessible leadership, co-ordination spaces and some onboarding or mentoring practices. However, the quantitative and qualitative findings indicate that these measures are not always integrated into stable systems of supervision, individual follow-up and constructive feedback.

The perception gap between TG1 and TG2 is particularly relevant. Leaders and managers assess the existing level of implementation more positively than practitioners, especially in relation to supervision, feedback and mentoring. This does not necessarily mean that one group is correct and the other is mistaken. The difference may reflect a gap between the existence of organisational measures and their accessibility, regularity or perceived usefulness for staff.

Training appears to be more visible than supervision. Participating organisations seem more likely to offer learning opportunities than to provide regular professional guidance

and reflective spaces where practitioners can discuss difficulties, receive constructive feedback and identify areas for growth.

The findings therefore point to a need to move from occasional or informal support towards more structured leadership-development systems. Priority measures include regular supervision and reflective-practice sessions, mentoring arrangements, individual and team-based identification of training needs, constructive-feedback mechanisms and professional-development pathways designed with staff participation.

Leadership, supervision and professional development should be treated as a strategic organisational capacity. Strengthening this dimension would not only support professional competence, but could also contribute to staff wellbeing, motivation, retention and organisational sustainability.

Indicator 2: Organisational Culture, Inclusion and Psychological Safety

Indicator 2 examines the extent to which organisations provide safe, inclusive and respectful working environments in which practitioners feel valued and able to express concerns, ideas or difficulties without fear of negative consequences. The analysis is based on three paired items included in Q13 and Q14:

1. a safe, inclusive and respectful work environment;
2. inclusion, anti-discrimination and equal-opportunity policies and practices;
3. organisational stability, psychological safety and a secure work climate.

Respondents assessed both the importance of each organisational capacity and its current level of implementation on a scale from 1 to 5.

The implementation gap was calculated as follows:

Implementation gap = perceived importance – current implementation

A higher gap indicates a greater distance between the importance assigned to a particular capacity and the extent to which respondents perceive that it is currently reflected in organisational practice.

Quantitative results

Across the full sample of 57 respondents, organisational culture, inclusion and psychological safety received a very high overall importance score of **4.76 out of 5**. The mean current implementation score was **3.88 out of 5**, resulting in an overall implementation gap of **0.88 points**.

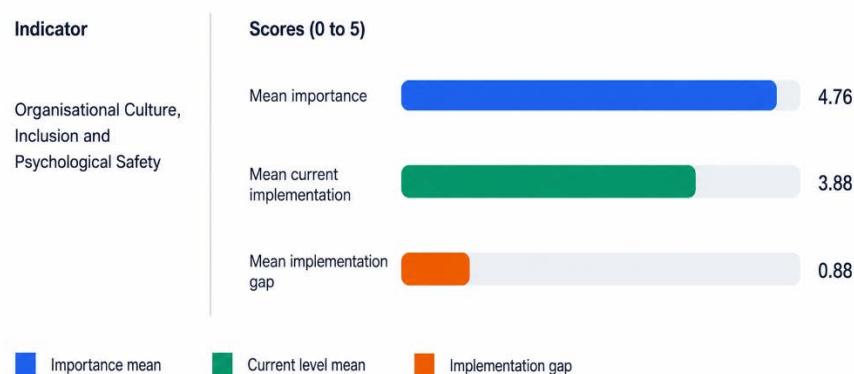
Table VII.5. Indicator 2: overall importance, current implementation and gap

Indicator	Mean importance	Mean current implementation	Mean implementation gap
Organisational Culture, Inclusion and Psychological Safety	4.76	3.88	0.88

Figure VII.5. Indicator 2: overall importance, current implementation and gap

Indicator 2: importance vs current level, all respondents

Scale: 0 to 5



Indicator 2 received the strongest current implementation scores among the five dimensions analysed in the study. This suggests that organisational culture and inclusion constitute a relative strength within the participating organisations.

However, the results also show that this dimension is not fully consolidated.

Respondents attributed very high importance to all three capacities, while current implementation remained lower in each case.

The largest implementation gap concerns **organisational stability, psychological safety and a secure work climate**, with an importance score of **4.75**, a current implementation score of **3.67** and a gap of **1.09 points**.

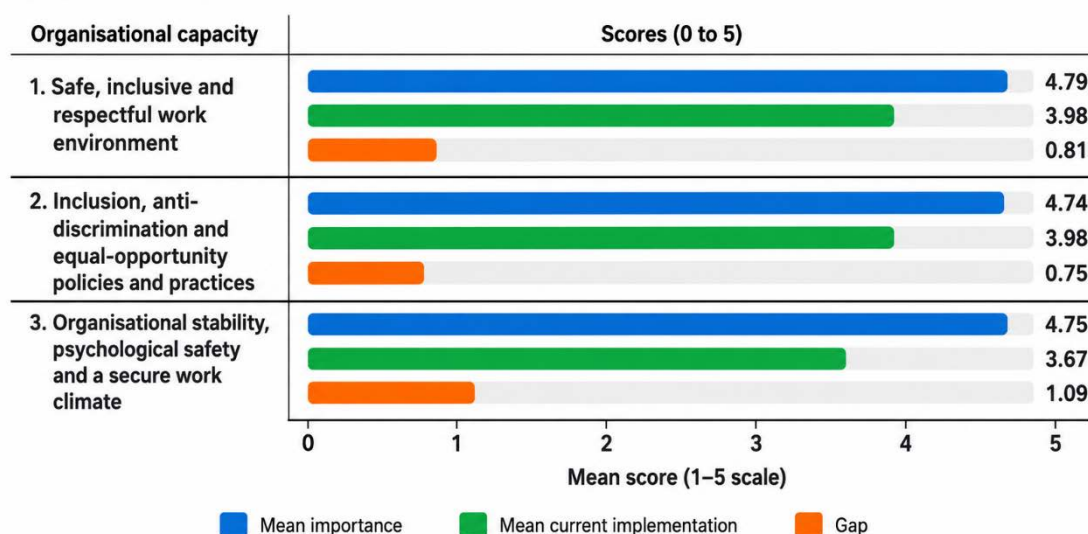
Table VII.6. Indicator 2: results by organisational capacity, all respondents

Organisational capacity	Mean importance	Mean current implementation	Gap
Safe, inclusive and respectful work environment	4.79	3.98	0.81
Inclusion, anti-discrimination and equal-opportunity policies and practices	4.74	3.98	0.75
Organisational stability, psychological safety and a secure work climate	4.75	3.67	1.09

Figure VII.6. Indicator 2: results by organisational capacity, all respondents

Indicator 2: importance vs current level, all respondents

Scale: 0 to 5



A safe, inclusive and respectful work environment and the implementation of anti-discrimination and equal-opportunity practices received the highest current scores within this indicator: **3.98 out of 5** in both cases.

The lower score for organisational stability and psychological safety is particularly relevant. It suggests that organisations may be comparatively successful in promoting respect and inclusion as general values, while still experiencing difficulties in ensuring that staff consistently feel secure, listened to and able to raise concerns in daily organisational life.

Comparison between target groups

The comparison between TG1 practitioners and TG2 leaders and managers reveals a substantial difference in the perception of current implementation.

Table VII.7. Indicator 2: overall results by target group

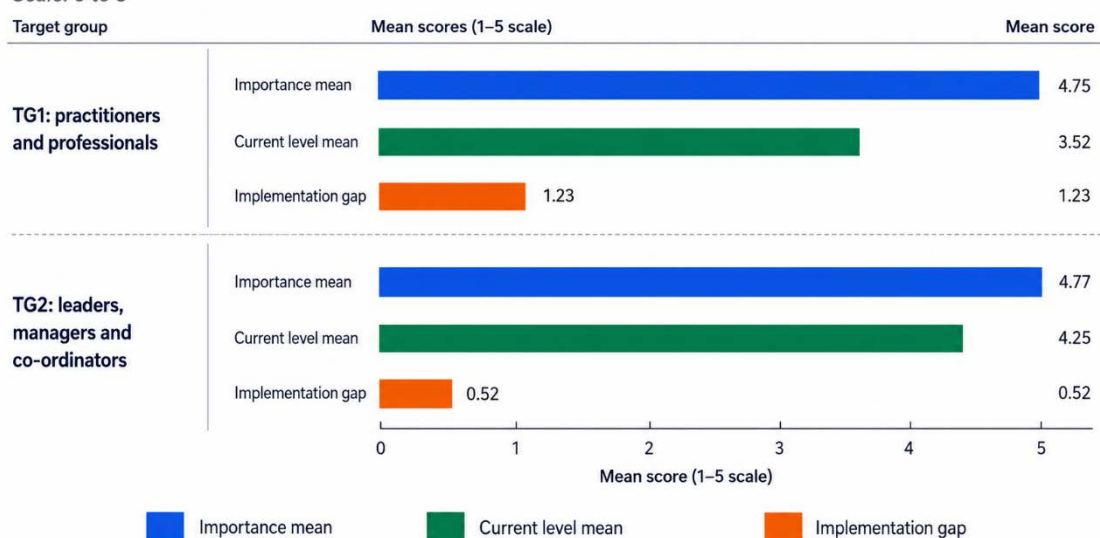
Target group	Mean importance	Mean current implementation	Mean implementation gap
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TG1: practitioners and professionals	4.75	3.52	1.23
TG2: leaders, managers and co-ordinators	4.77	4.25	0.52

Figure VII.7. Indicator 2: overall results by target group

Indicator 2: importance vs current level, by target group

Scale: 0 to 5



Both groups attached almost identical importance to organisational culture, inclusion and psychological safety. However, TG1 practitioners assessed current implementation at **3.52 out of 5**, while TG2 leaders and managers assigned a considerably higher score of **4.25 out of 5**.

The difference between both groups in their assessment of current implementation is **0.73 points**.

The greatest divergence concerns **organisational stability, psychological safety and a secure work climate**. TG1 practitioners rated this capacity at **3.24**, compared with **4.11** among TG2 leaders and managers. The difference amounts to **0.87 points**.

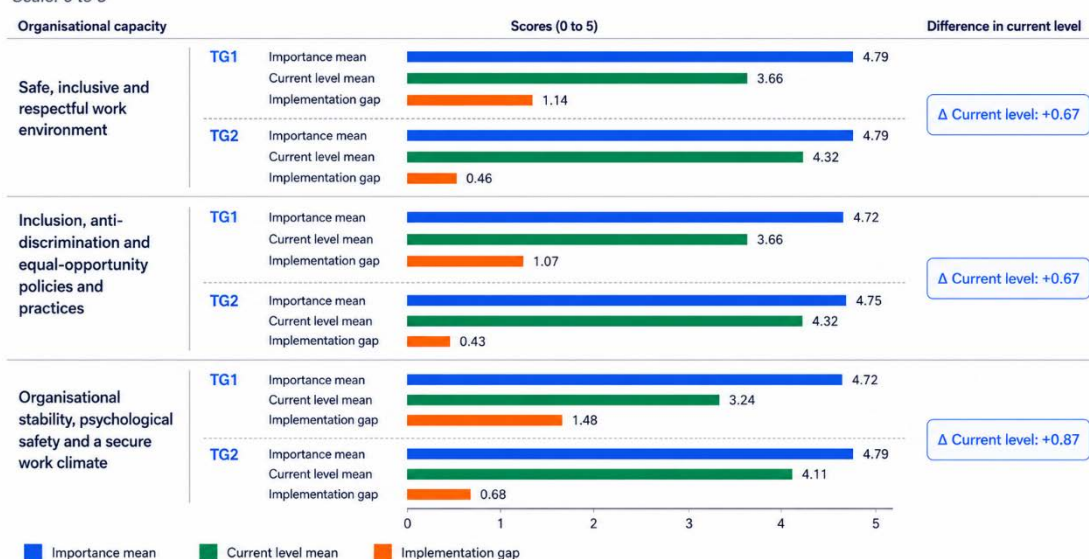
Table VII.8. Indicator 2: detailed comparison between TG1 and TG2

Organisation	TG1	TG1	TG1	TG2	TG2	TG2	Differenc
al capacity	importanc	curren	gap	importanc	curren	gap	e in
	e	t level		e	t level		current
							level: TG2
							– TG1
Safe, inclusive and respectful work environment	4.79	3.66	1.14	4.79	4.32	0.46	+0.67
Inclusion, anti-discrimination and equal-opportunity policies and practices	4.72	3.66	1.07	4.75	4.32	0.43	+0.67
Organisation al stability, psychological safety and a secure work climate	4.72	3.24	1.48	4.79	4.11	0.68	+0.87

Figure VII.8. Indicator 2: detailed comparison between TG1 and TG2

Indicator 2: TG1 vs TG2 – importance, current level and implementation gap

Scale: 0 to 5



The TG1 results indicate that practitioners perceive organisational culture and inclusion relatively positively, especially when compared with other indicators. Nevertheless, the lower score for psychological safety suggests that formal commitments to inclusion and respect do not always guarantee a sufficiently secure day-to-day working climate.

TG2 leaders and managers assessed all three capacities more positively. Their strongest current scores concern safe and respectful working environments and inclusive practices, both rated at **4.32 out of 5**. However, they also identified organisational stability and psychological safety as the least developed area within this indicator.

Additional results concerning external-support needs reinforce the relevance of this dimension. Support for organisational culture and inclusion obtained a mean score of **4.31 out of 5** among TG1 respondents and **4.79 out of 5** among TG2 respondents. In the priority-ranking exercise, TG2 leaders and managers placed organisational culture and inclusion among their highest priorities, with a mean rank of **2.18** and twelve respondents selecting it as their first priority.

This is an important result. Although leaders and managers assess current implementation positively, they also recognise the need to consolidate inclusive practices and psychological-safety mechanisms.

Qualitative insights

The qualitative evidence confirms that organisational culture cannot be assessed solely through formal values or written policies. The experience of inclusion and psychological safety depends on how these principles are reflected in daily relationships, decision-making processes and staff-support mechanisms.

At **COCEMFE Sevilla**, the interview described inclusion as an important organisational strength. However, it also emphasised that staff wellbeing and the ability to express concerns depend greatly on trust, communication skills and the willingness of others to listen. The interview identified the need for an anonymous suggestion box that would allow staff to communicate concerns, proposals or positive feedback without feeling observed, criticised or exposed.

This proposal is relevant to psychological safety. An organisation may have accessible leadership and open communication channels while still needing additional mechanisms for people who do not feel comfortable raising sensitive matters directly.

At **ASPACE Sevilla**, the interview described a comparatively structured organisational culture based on horizontal social leadership, teamwork and consultation. Existing mechanisms include periodic meetings, annual anonymous surveys, dialogue forums, reporting channels and consultation with trade-union representatives. These practices can contribute to an environment in which concerns are identified and organisational commitments are made visible.

At **PAXIS Inclusión**, the interview highlighted a close and accessible organisational climate. Staff members are generally perceived as having the freedom to raise difficulties and personal needs, and the organisation has shown flexibility in responding to individual circumstances. Nevertheless, the rapid expansion of the organisation increases the need to formalise internal processes so that trust and accessibility do not depend exclusively on informal relationships or the personal availability of individual leaders.

The focus group provided further insight into the relationship between organisational culture, recognition and belonging. Participants agreed that feeling supported and valued was essential to staff wellbeing. However, the discussion also showed that

organisational belonging is not understood in the same way by all participants.

Leaders tended to consider a sense of affiliation important for organisational cohesion and support for internal decisions. Practitioners and middle managers, by contrast, linked belonging to prior conditions such as transparency, participation, equal treatment and recognition.

Participants also expressed concerns about perceived inequalities and about the need to create safe spaces in which inclusion-related challenges and possible workplace adaptations could be discussed constructively. These concerns should be interpreted cautiously as reported perceptions rather than as verified organisational facts.

The mixed composition of the focus group must also be considered. The presence of practitioners and managers in the same discussion created opportunities for dialogue but may have limited the extent to which some participants felt able to express criticism openly.

Short integrated interpretation

Indicator 2 represents a relative strength within the participating organisations. Both target groups consider organisational culture, inclusion and psychological safety essential, and current implementation scores are higher than those observed in the other dimensions of the study.

However, the results reveal an important distinction between an inclusive organisational identity and a consistently secure working climate.

Safe and respectful environments and anti-discrimination practices are comparatively well established. The main vulnerability concerns psychological safety and organisational stability: the extent to which practitioners feel able to raise concerns, discuss difficulties and express disagreement without fear of negative consequences.

The difference between TG1 and TG2 is particularly relevant. Leaders and managers assess current implementation more positively than practitioners, especially in relation to psychological safety. This may indicate that formal commitments, existing channels or positive intentions are not always experienced with the same degree of consistency

by staff.

The qualitative evidence reinforces this interpretation. Accessible leadership, inclusive values and informal trust are valuable assets. However, organisations also need structured mechanisms that make safety less dependent on individual communication styles or interpersonal relationships.

Priority measures include:

- confidential and anonymous feedback channels;
- clear anti-discrimination and anti-harassment procedures;
- regular spaces for discussing organisational climate and staff concerns;
- mechanisms for identifying and addressing perceived inequalities;
- practical procedures for workplace adaptations and inclusion-related needs;
- transparent communication on decisions affecting staff;
- periodic assessment of psychological safety.

Organisational culture should therefore be understood not only as a set of shared values, but also as a system of everyday practices that enables staff to feel respected, included and genuinely safe.

Indicator 3. Wellbeing, Mental Health and Burnout Prevention

Indicator 3 examines the extent to which organisations protect practitioners' wellbeing and mental health, provide support during difficult or high-pressure situations and prevent burnout through realistic workload distribution and access to appropriate resources. The analysis is based on three paired items included in Q13 and Q14:

1. emotional and practical support in difficult or high-pressure situations;
2. fair and appropriate workload distribution to prevent burnout;

3. access to mental-health resources and wellbeing-support services.

Respondents assessed both the importance of each organisational capacity and its current level of implementation on a scale from 1 to 5.

The implementation gap was calculated as follows:

Implementation gap = perceived importance – current implementation

A higher gap indicates a greater distance between the importance assigned to a particular organisational capacity and the extent to which respondents perceive that it is currently implemented in practice.

Quantitative results

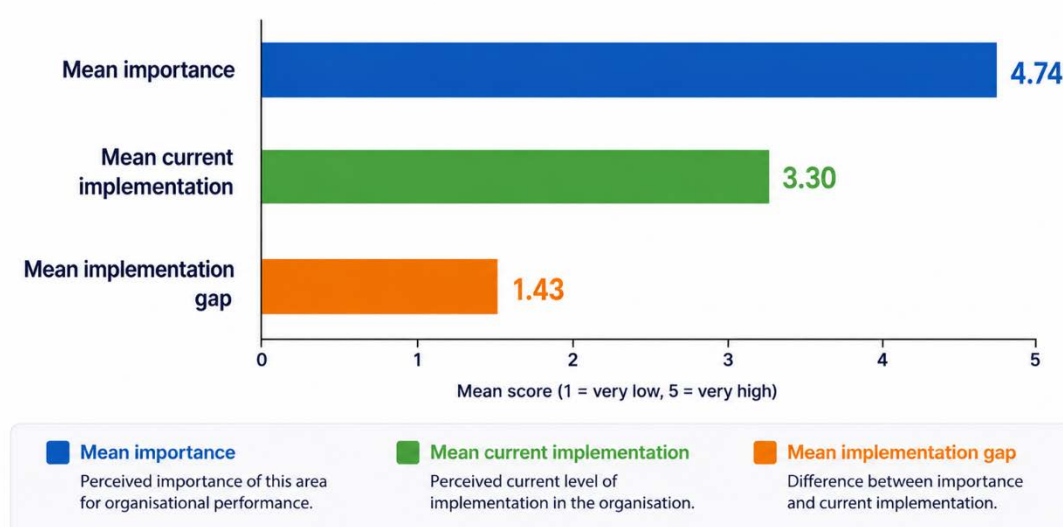
Across the full sample of 57 respondents, wellbeing, mental health and burnout prevention received a very high overall importance score of **4.74 out of 5**. The mean current implementation score was substantially lower, at **3.30 out of 5**, resulting in an overall implementation gap of **1.43 points**.

Table VII.9. Indicator 3: overall importance, current implementation and gap

Indicator	Mean importance	Mean current implementation	Mean implementation gap
3.Wellbeing, Mental Health and Burnout Prevention	4.74	3.30	1.43

Figure VII.9. Indicator 3: overall importance, current implementation and gap

Indicator 3: Wellbeing, Mental Health and Burnout Prevention



Indicator 3 presents the largest overall implementation gap among the five dimensions analysed in the study. This confirms that staff wellbeing and burnout prevention are not marginal issues. They constitute a central area in which organisational intention is not yet fully matched by sufficiently structured practices and resources.

The detailed results show that the largest gap concerns **access to mental-health resources and wellbeing-support services**. This capacity received an importance score of **4.74**, a current implementation score of **3.19** and a gap of **1.54 points**.

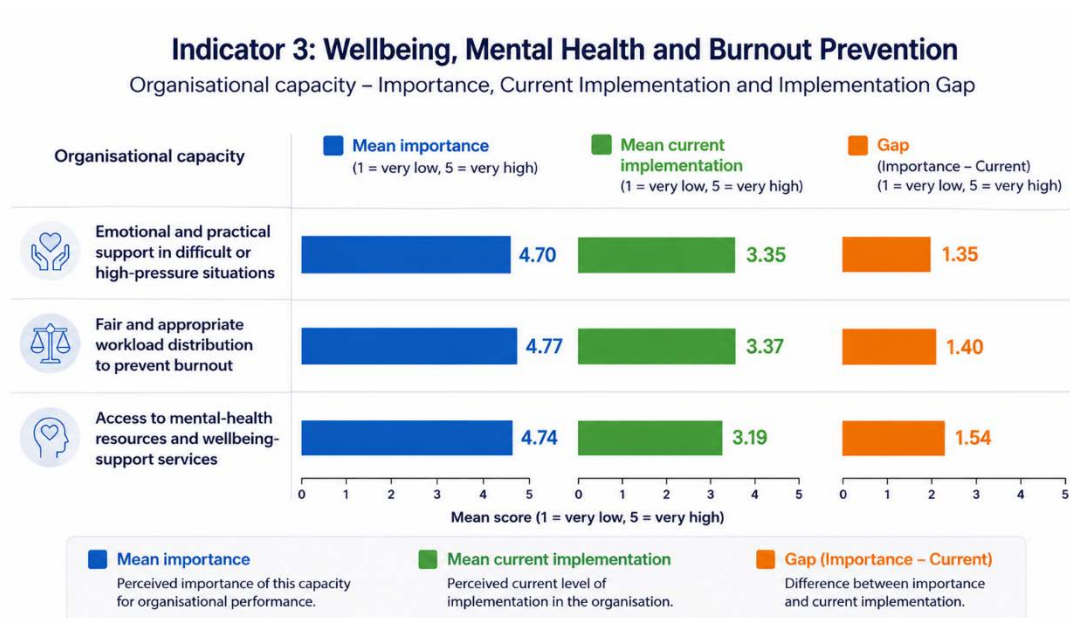
The second-largest gap concerns **fair and appropriate workload distribution to prevent burnout**, with an importance score of **4.77**, a current implementation score of **3.37** and a gap of **1.40 points**.

Table VII.10. Indicator 3: results by organisational capacity, all respondents

Organisational capacity	Mean importance	Mean current implementation	Gap
Emotional and practical support in difficult or high-pressure situations	4.70	3.35	1.35

Fair and appropriate workload distribution to prevent burnout	4.77	3.37	1.40
Access to mental-health resources and wellbeing-support services	4.74	3.19	1.54

Figure VII.10. Indicator 3: results by organisational capacity, all respondents



The current implementation scores reveal an important pattern. Emotional and practical support in difficult situations and workload distribution received similar scores: **3.35** and **3.37**, respectively. Access to mental-health resources and wellbeing-support services received the lowest score: **3.19 out of 5**.

This suggests that some organisations may provide relational or practical support when difficulties arise, while formal mental-health resources and preventive wellbeing systems remain less consistently available.

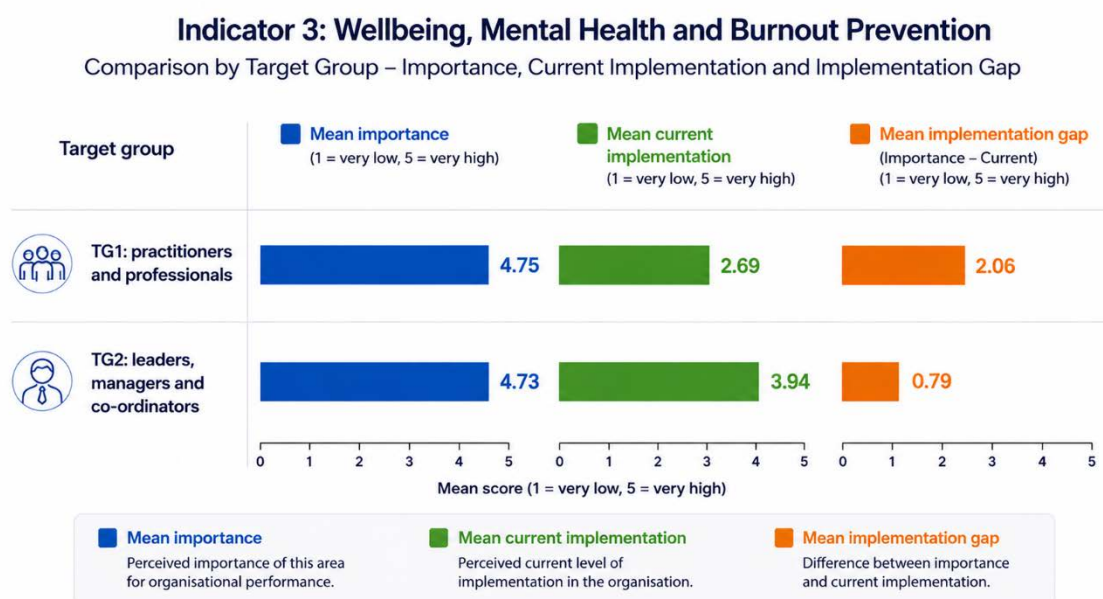
Comparison between target groups

The comparison between TG1 practitioners and TG2 leaders and managers reveals the widest perspective-based divergence identified across the five indicators.

Table VII.11. Indicator 3: overall results by target group

Target group	Mean importance	Mean current implementation	Mean implementation gap
TG1: practitioners and professionals	4.75	2.69	2.06
TG2: leaders, managers and co-ordinators	4.73	3.94	0.79

Figure VII.11. Indicator 3: overall results by target group



Both groups attributed very high importance to wellbeing, mental health and burnout prevention. The importance scores are almost identical: **4.75** among practitioners and **4.73** among leaders and managers.

However, their assessments of current implementation differ markedly. TG1 practitioners rated implementation at **2.69 out of 5**, while TG2 leaders and managers

assigned a considerably higher score of **3.94 out of 5**.

The difference between the two groups in their assessment of current implementation amounts to **1.25 points**. This is the largest indicator-level perception gap identified in the national study.

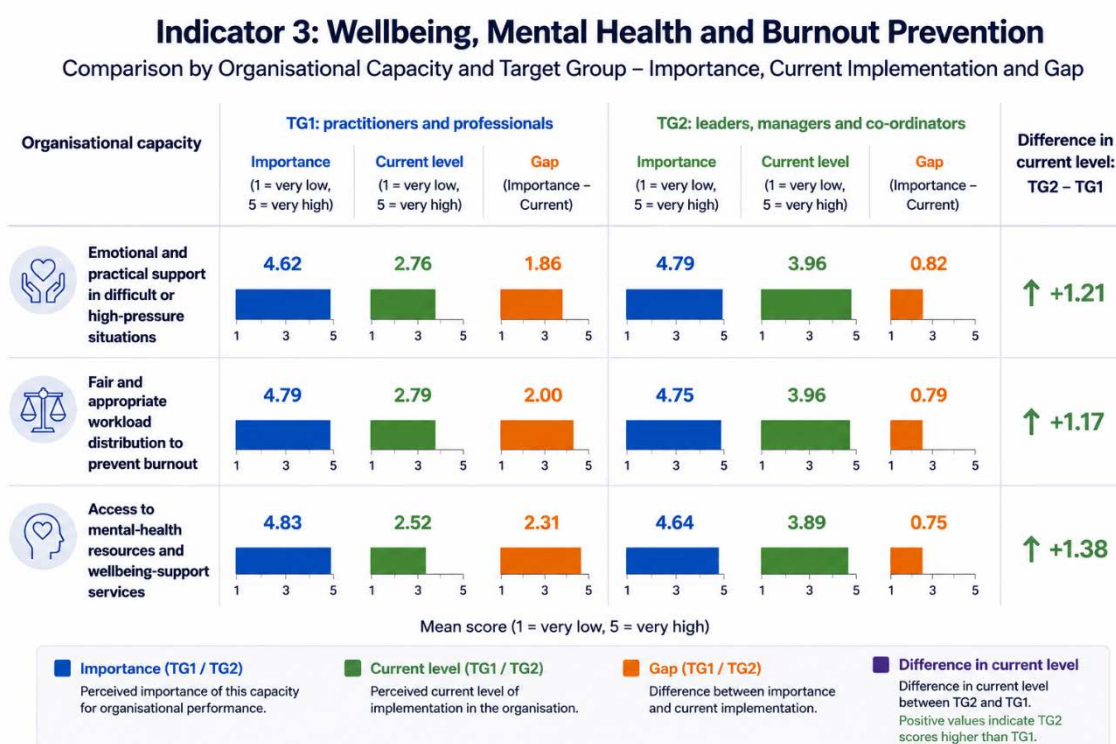
The detailed comparison shows that the greatest divergence concerns **access to mental-health resources and wellbeing-support services**. TG1 practitioners rated its current implementation at **2.52**, compared with **3.89** among TG2 leaders and managers. The difference reaches **1.38 points**.

Table VII.12. Indicator 3: detailed comparison between TG1 and TG2

Organisation	TG1	TG1	TG1	TG2	TG2	TG2	Differenc
al capacity	importanc	curren	gap	importanc	curren	gap	e in
	e	t level		e	t level		current
							level: TG2
							– TG1
Emotional and practical support in difficult or high-pressure situations	4.62	2.76	1.86	4.79	3.96	0.82	+1.21
Fair and appropriate workload distribution to prevent burnout	4.79	2.79	2.00	4.75	3.96	0.79	+1.17

Access to mental-health resources and wellbeing-support services	4.83	2.52	2.31	4.64	3.89	0.75	+1.38
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Figure VII.12. Indicator 3: detailed comparison between TG1 and TG2



The TG1 results are particularly significant. The three capacities included in this indicator present some of the largest implementation gaps identified in the study.

The largest individual gap in the entire TG1 dataset concerns access to mental-health resources and wellbeing-support services: **2.31 points**. Fair workload distribution follows with a gap of **2.00 points**, while emotional and practical support in high-pressure situations presents a gap of **1.86 points**.

These results indicate that practitioners experience staff wellbeing as an area in which

organisational responses remain insufficiently developed. The problem does not arise from a lack of recognition of its importance. On the contrary, TG1 respondents assigned extremely high importance scores to all three capacities. The main difficulty lies in translating this recognition into accessible and consistent practices.

TG2 leaders and managers assessed current implementation more positively, but they also identified development needs. Emotional and practical support in difficult situations received the largest TG2 gap: **0.82 points**. Workload distribution and access to mental-health resources also remained below their perceived importance.

Additional results on external-support needs reinforce the relevance of this dimension. Support for organisational wellbeing and mental-health systems received a mean score of **4.59 out of 5** among TG1 practitioners and **4.61 out of 5** among TG2 leaders and managers.

In the priority-ranking exercise, TG1 respondents assigned wellbeing and mental-health systems a mean rank of **2.86**, with eight respondents selecting this area as their first priority. TG2 leaders and managers gave it a higher relative priority, with a mean rank of **2.32** and eleven respondents ranking it first.

The results therefore show broad agreement that organisations require additional support to develop more systematic approaches to mental health, workload management and burnout prevention.

Qualitative insights

The qualitative evidence confirms that organisations are concerned about staff wellbeing, but that the measures available are often informal, reactive or constrained by limited resources.

At **COCEMFE Sevilla**, the interview acknowledged that workload can become intense and exhausting in different departments and that the organisation has not yet developed sufficiently structured mechanisms for addressing staff mental health and preventing burnout. The interview linked this limitation to the financial reality of third-sector organisations, which often prioritise securing funding to maintain staffing levels

and programme continuity.

At the same time, COCEMFE Sevilla has introduced several informal or practical measures intended to improve staff wellbeing. These include social gatherings, birthday leave, discretionary days and flexibility in response to work–life balance needs. The organisation also provides institutional listening and support when professionals face particularly demanding situations. These measures are valuable, but they do not yet constitute a comprehensive preventive wellbeing system.

The interview with **ASPACE Sevilla** highlighted the specific physical and emotional demands faced by direct-care staff supporting people with high levels of dependency. Professionals may experience pressure, emotional exhaustion and a sense of personal responsibility for the physical and emotional wellbeing of service users.

ASPACE Sevilla described several practical responses: agreed shifts, rest periods, substitutions, flexibility, involvement of technical staff, access to psychological expertise and rotation of reference professionals to avoid excessive dependency or prolonged exposure to particularly stressful situations.

The interview also introduced an important distinction between attempting to **solve** a difficult situation and learning how to **manage** it appropriately. Some complex situations cannot be resolved immediately. Supporting staff may therefore involve recognising limits, allowing professionals to step aside temporarily and bringing in another team member with a different perspective. This approach can reduce the risk that practitioners interpret the persistence of a difficult situation as a personal or professional failure.

At **PAXIS Inclusión**, the interview revealed that the organisation had not yet developed a structured mental-health approach for staff. The rapid growth of its programmes has increased pressure on staffing, co-ordination and available spaces. The interview identified the need for regular meetings not linked exclusively to specific projects, where teams can discuss their wellbeing, everyday difficulties and accumulated pressures.

PAXIS Inclusión also identified stable working conditions as a priority, particularly for newer staff members. Reducing uncertainty, strengthening follow-up mechanisms and

aligning organisational growth with sustainable staffing levels were considered important for protecting wellbeing over time.

The focus group reinforced these findings. Participants identified workload pressure as one of the main challenges affecting staff wellbeing. Seasonal peaks linked to grant applications, project implementation and administrative requirements can generate periods of significant overload.

Participants considered the recruitment of additional staff to be one of the clearest potential solutions. However, they also recognised that this option is constrained by the financial model of many third-sector organisations, which depend heavily on competitive public grants.

The discussion also highlighted the importance of emotional support, recognition and active listening. Practitioners expressed interest in training related to emotional management, psychological wellbeing and personal skills for coping with the demands of their work.

The qualitative evidence therefore shows that burnout risk is not associated with a single isolated factor. It is shaped by the interaction between emotional demands, workload distribution, funding constraints, employment uncertainty, staffing capacity, organisational communication and access to specialist support.

The open-ended responses provided by TG2 leaders and managers reinforce this interpretation. Their proposals include preventive and stable wellbeing planning, psychosocial-risk assessment, workload review, internal protocols, spaces for reflection and supervision, psychological support and external advice.

Short integrated interpretation

Indicator 3 is the most critical area identified in the national study.

Both groups consider staff wellbeing, mental health and burnout prevention essential. However, TG1 practitioners perceive a considerable distance between the importance of these capacities and their current implementation. This gap is particularly pronounced in relation to access to mental-health resources, fair workload distribution

and emotional support during high-pressure situations.

The results suggest that participating organisations are generally more prepared to provide informal or reactive support than to implement preventive and systematic wellbeing structures.

Informal measures such as flexibility, listening, social gatherings, practical support and interpersonal empathy are valuable. They can improve daily working conditions and help staff manage difficult periods. However, they cannot fully replace structured mechanisms such as psychosocial-risk assessment, workload monitoring, regular wellbeing check-ins, supervision, crisis-response protocols and access to specialist mental-health support.

The divergence between TG1 and TG2 requires particular attention. Leaders and managers assess current implementation considerably more positively than practitioners. This may indicate that existing measures are not always sufficiently visible, accessible or adapted to the day-to-day realities of staff. It may also reflect differences between an organisational intention to provide support and practitioners' experience of whether that support is available when needed.

Priority measures include:

- regular assessment of psychosocial risks;
- monitoring and periodic review of workloads;
- mechanisms for identifying seasonal peaks of pressure and redistributing tasks;
- preventive wellbeing plans rather than exclusively reactive responses;
- regular wellbeing check-ins and reflective-practice sessions;
- access to psychological support or external specialist advice;
- protocols for responding to emotionally demanding situations;
- staffing strategies that reduce overload where resources permit;

- training in emotional management and burnout prevention;
- measures to reduce uncertainty and promote stable working conditions.

Wellbeing, mental health and burnout prevention should therefore be treated as core organisational responsibilities. Sustainable youth work depends not only on the commitment and resilience of individual practitioners, but also on the capacity of organisations to protect the people who deliver their programmes and services.

Indicator 4. Communication, Participation and Interpersonal Support

Indicator 4 examines how practitioners communicate, collaborate and participate within their organisations. It also assesses the extent to which organisations provide interpersonal support systems and meaningful opportunities for staff involvement in decision-making processes.

The analysis is based on four paired items included in Q13 and Q14:

1. clear, consistent and transparent communication;
2. collaboration, teamwork and peer support;
3. strong interpersonal support systems and team cohesion;
4. meaningful practitioner involvement in decision-making processes.

Respondents assessed both the importance of each organisational capacity and its current level of implementation on a scale from 1 to 5.

The implementation gap was calculated as follows:

Implementation gap = perceived importance – current implementation

A higher gap indicates a greater distance between the importance assigned to a particular organisational capacity and the extent to which respondents perceive that it is currently implemented in daily organisational practice.

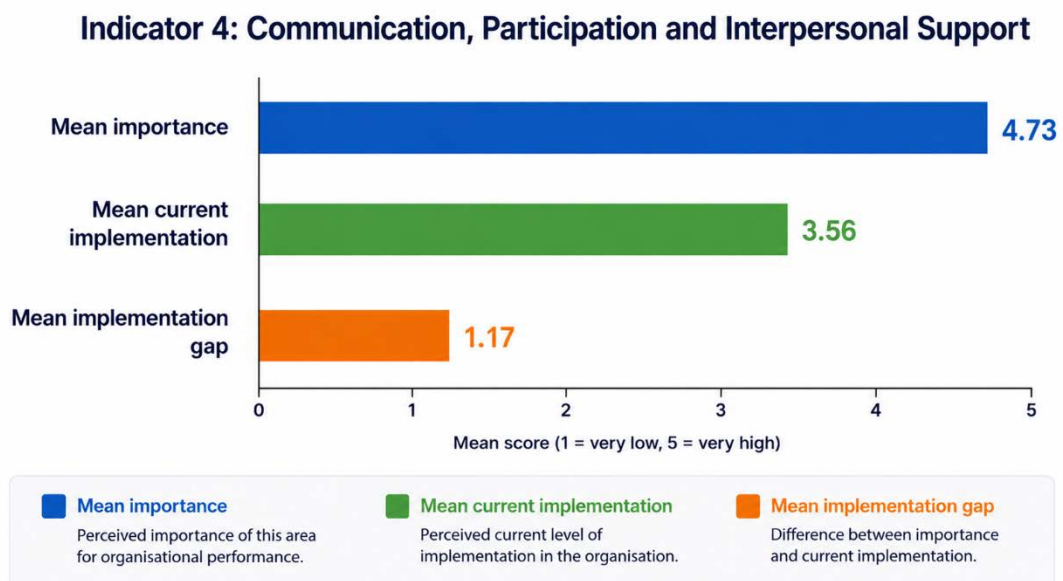
Quantitative results

Across the full sample of 57 respondents, communication, participation and interpersonal support received a very high overall importance score of **4.73 out of 5**. The mean current implementation score was notably lower, at **3.56 out of 5**, resulting in an overall implementation gap of **1.17 points**.

Table VII.13. Indicator 4: overall importance, current implementation and gap

Indicator	Mean importance	Mean current implementation	Mean implementation gap
Communication, Participation and Interpersonal Support	4.73	3.56	1.17

Table VII.13. Indicator 4: overall importance, current implementation and gap



The results confirm that relational processes are considered essential components of a positive and supportive organisation. Respondents strongly value transparent communication, teamwork, peer support and participation in decisions affecting their

work.

However, implementation scores remain consistently lower than importance scores. This suggests that positive interpersonal relationships may exist in many organisations, while communication channels, support networks and participatory mechanisms are not always sufficiently structured or consistently applied.

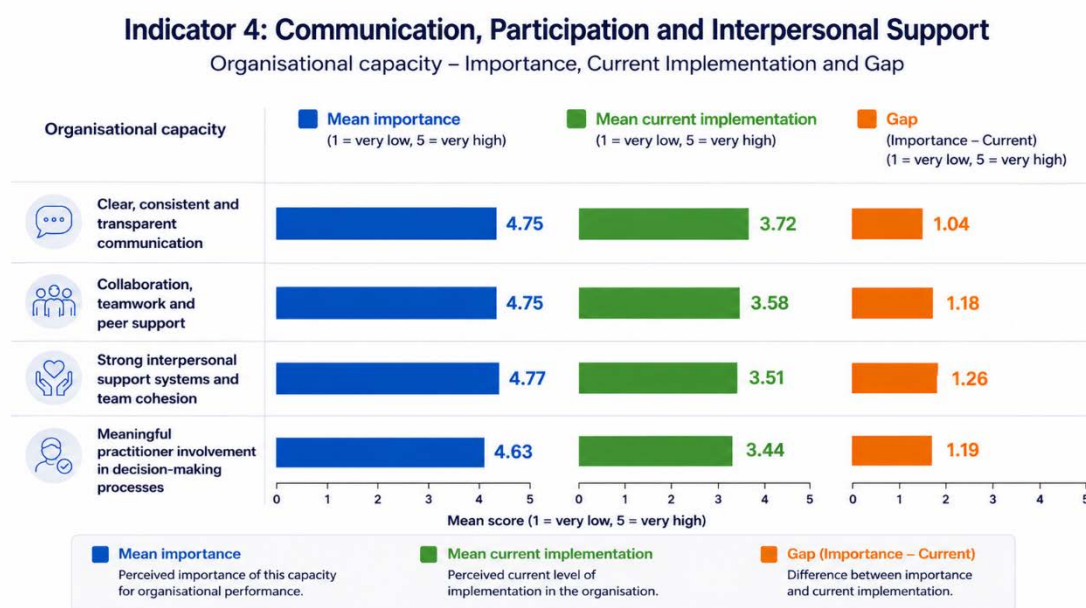
The largest implementation gap concerns **strong interpersonal support systems and team cohesion**, with an importance score of **4.77**, a current implementation score of **3.51** and a gap of **1.26 points**.

The second-largest gap affects **meaningful practitioner involvement in decision-making processes**, with an importance score of **4.63**, a current score of **3.44** and a gap of **1.19 points**.

Table VII.14. Indicator 4: results by organisational capacity, all respondents

Organisational capacity	Mean importance	Mean current implementation	Gap
Clear, consistent and transparent communication	4.75	3.72	1.04
Collaboration, teamwork and peer support	4.75	3.58	1.18
Strong interpersonal support systems and team cohesion	4.77	3.51	1.26
Meaningful practitioner involvement in decision-making processes	4.63	3.44	1.19

Figure VII.14. Indicator 4: results by organisational capacity, all respondents



Clear, consistent and transparent communication received the highest current implementation score within the indicator: **3.72 out of 5**. Meaningful practitioner involvement in decision-making received the lowest current score: **3.44 out of 5**.

This pattern is relevant. Communication is perceived as comparatively more developed than participation. Organisations may provide information and maintain functional day-to-day communication while still needing more structured mechanisms through which practitioners can influence decisions affecting their work.

The results also show that teamwork does not automatically guarantee the existence of strong support systems. Collaboration and peer support received a current score of **3.58**, while more stable interpersonal-support systems and team cohesion received a slightly lower score of **3.51**. Informal solidarity may therefore be present without being fully supported by organisational routines or structures.

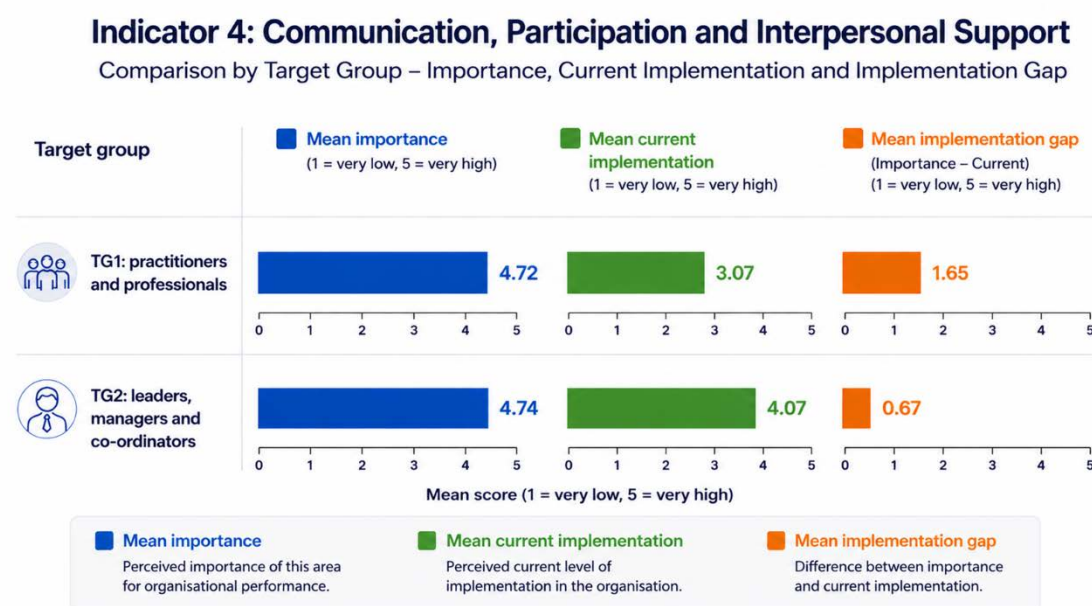
Comparison between target groups

The comparison between TG1 practitioners and TG2 leaders and managers reveals a substantial perception gap.

Table VII.15. Indicator 4: overall results by target group

Target group	Mean importance	Mean current implementation	Mean implementation gap
TG1: practitioners and professionals	4.72	3.07	1.65
TG2: leaders, managers and co-ordinators	4.74	4.07	0.67

Figure VII.15. Indicator 4: overall results by target group



Both groups attributed almost identical importance to communication, participation and interpersonal support. However, their perceptions of current implementation differ considerably.

TG1 practitioners rated current implementation at **3.07 out of 5**, while TG2 leaders and managers assigned a substantially higher score of **4.07 out of 5**.

The difference between the two groups in their assessment of current implementation amounts to **1.00 point**.

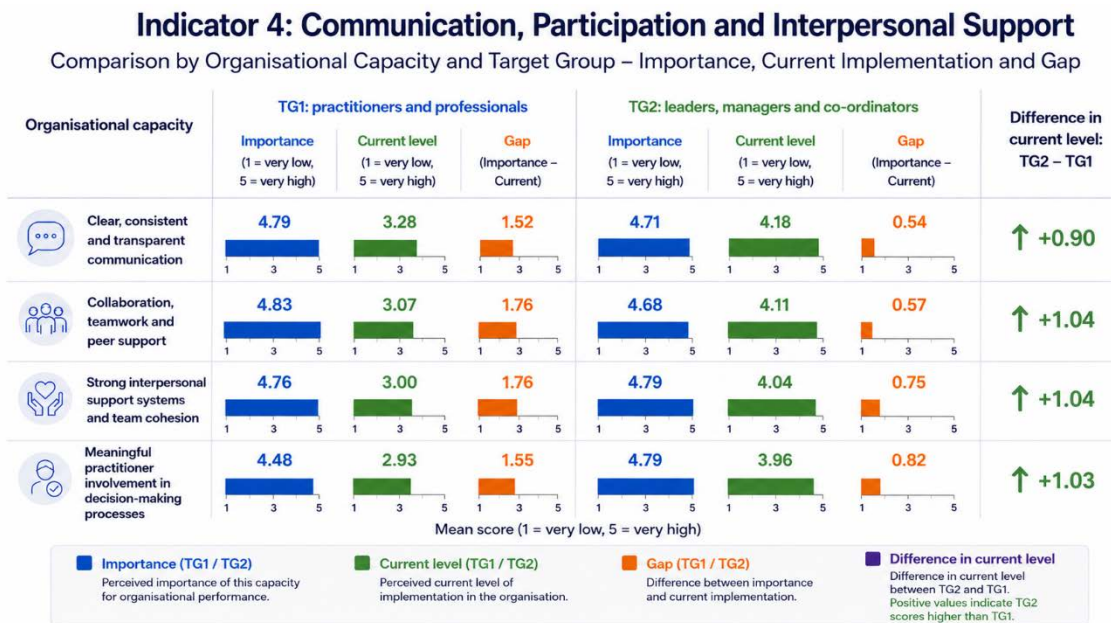
The detailed analysis shows that the divergence affects all four capacities.

Table VII.16. Indicator 4: detailed comparison between TG1 and TG2

Organisational capacity	TG1 importance	TG1 current level	TG1 gap	TG2 importance	TG2 current level	TG2 gap	Difference in current level: TG2 – TG1
Clear, consistent and transparent communication	4.79	3.28	1.52	4.71	4.18	0.54	+0.90
Collaboration, teamwork and peer support	4.83	3.07	1.76	4.68	4.11	0.57	+1.04
Strong interpersonal support systems and team cohesion	4.76	3.00	1.76	4.79	4.04	0.75	+1.04
Meaningful practitioner involvement	4.48	2.93	1.55	4.79	3.96	0.82	+1.03

in decision-making processes							
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Figure VII.16. Indicator 4: detailed comparison between TG1 and TG2



The TG1 results reveal substantial gaps across the entire indicator. The two largest gaps concern collaboration, teamwork and peer support and strong interpersonal support systems and team cohesion, both with a difference of **1.76 points** between importance and implementation.

Meaningful involvement in decision-making received the lowest current score among practitioners: **2.93 out of 5**. Clear and transparent communication was assessed somewhat more positively, at **3.28 out of 5**, but its implementation gap remained considerable: **1.52 points**.

TG2 leaders and managers rated all four capacities more positively. Their highest current score concerns communication: **4.18 out of 5**. Collaboration and teamwork also received a favourable score of **4.11**.

However, TG2 respondents still identified relevant room for improvement. Their largest implementation gap concerns meaningful practitioner involvement in decision-making:

0.82 points. This suggests that leaders and managers also recognise that communication does not always result in sufficiently participatory organisational processes.

Additional data on external-support needs reinforce the relevance of this dimension. Support for participatory structures, networks and communities of practice received a high mean score among both target groups: **4.45 out of 5** among TG1 practitioners and **4.64 out of 5** among TG2 leaders and managers.

In the priority-ranking exercise, TG1 respondents assigned participatory structures a mean rank of **3.21**, with two respondents placing this area first. TG2 respondents assigned it a higher relative priority, with a mean rank of **2.36** and ten respondents ranking it first.

These findings show that the need to strengthen communication and participation is recognised not only by practitioners but also by leaders and managers.

Qualitative insights

The qualitative evidence confirms that communication and participation are central to organisational wellbeing. Participants did not describe communication solely as the circulation of information. They linked it to trust, recognition, transparency, collaboration and the possibility of contributing to decisions.

At **COCEMFE Sevilla**, the focus group identified internal communication and organisational transparency as significant areas for improvement. Participants reported that uncertainty surrounding decisions affecting staff can contribute to tension and dissatisfaction. They proposed clearer and more systematic communication on short- and medium-term organisational decisions, especially those related to work organisation, project continuity and funding mechanisms.

The focus group also highlighted the need for formal spaces for participation and dialogue. Participants valued structured environments in which staff can express concerns, share professional experiences and contribute to the development of organisational solutions. Anonymous mechanisms, such as suggestion boxes or

equivalent systems, were considered particularly useful for people who may find it difficult to express opinions in group settings.

Horizontal communication between departments was also identified as an area requiring attention. Participants noted that insufficient circulation of information between teams can reduce co-ordination, limit mutual recognition and make it more difficult for staff to understand the work carried out by other departments.

At **ASPACE Sevilla**, the interview described several comparatively structured communication and participation mechanisms. These include periodic meetings, consultation with trade-union representatives, an annual anonymous survey, publication of improvement commitments, dialogue forums, reporting channels and service-evaluation processes. The organisation's team-based approach provides opportunities for consultation and collective reflection.

At **PAXIS Inclusión**, communication is described as accessible and responsive but still highly informal. WhatsApp groups, telephone calls, video calls and project-specific meetings allow staff to respond quickly to operational needs. However, the rapid growth of the organisation increases the need to establish more regular co-ordination spaces that are not limited to individual programmes or activities.

The interview with PAXIS Inclusión also highlighted the importance of decentralising communication and mentoring responsibilities. As organisations grow, direct access to a small number of leaders may no longer be sufficient to ensure that all staff members receive consistent support and information.

The focus group further explored the relationship between participation and organisational belonging. Leaders tended to view affiliation as an important element of cohesion and support for organisational decisions. Practitioners and middle managers placed greater emphasis on the conditions required to build that sense of belonging, particularly transparency, participation, recognition and fair treatment.

The group also discussed the possibility of introducing external conflict-mediation support. This proposal generated different views. Some participants considered that external mediation could increase perceived impartiality, while management

representatives preferred to rely on existing internal procedures. This difference illustrates that participation mechanisms must be designed carefully and take account of trust, organisational culture and the perceived legitimacy of internal processes.

The open-ended responses provided by TG2 leaders and managers reinforce these findings. Recurrent suggestions include improving internal communication, creating spaces for dialogue, consulting staff more regularly, strengthening participation in decisions and establishing structured feedback and reflection mechanisms.

Short integrated interpretation

Indicator 4 reveals a relevant gap between the importance assigned to communication, participation and interpersonal support and their level of implementation within daily organisational life.

Participating organisations appear to have important relational strengths. Accessible communication, teamwork, peer solidarity and informal support are present in different forms. However, the evidence suggests that these strengths are not always supported by sufficiently stable organisational systems.

The distinction between communication and participation is particularly important. Providing information does not necessarily mean involving staff meaningfully in decisions. Similarly, positive relationships between colleagues do not automatically create strong interpersonal-support systems or sustained team cohesion.

The difference between TG1 and TG2 requires attention. Leaders and managers assess current implementation considerably more positively than practitioners across all four capacities. This may reflect differences between the existence of formal or informal channels and the way in which staff experience their accessibility, regularity and effectiveness.

The qualitative findings also show that communication problems are closely connected with perceptions of organisational justice. Uncertainty, insufficient information, limited interdepartmental co-ordination and unclear opportunities for participation can affect trust and belonging even when there is a genuine organisational commitment to staff

wellbeing.

Priority measures include:

- regular spaces for dialogue and collective reflection;
- transparent communication on decisions affecting staff;
- clear procedures for involving practitioners in relevant decision-making processes;
- confidential and anonymous feedback channels;
- improved horizontal communication between departments;
- mechanisms for presenting programmes, teams and professional roles internally;
- structured peer-support and team-cohesion practices;
- feedback-to-action processes that show how staff contributions influence organisational decisions;
- assessment of the possible role of internal or external mediation in conflict-management processes.

Communication, participation and interpersonal support should therefore be treated as organisational systems rather than exclusively as interpersonal qualities. Positive working relationships are an important foundation, but they become sustainable only when organisations provide clear, regular and trusted mechanisms for dialogue, collaboration and participation.

Indicator 5. Organisational Resources, Systems and Adaptability

Indicator 5 examines the structural and systemic capacity of organisations to support practitioners effectively and sustain positive working environments over time. The analysis is based on three paired items included in Q13 and Q14:

1. allocation of the necessary resources, including time, tools and working spaces;
2. continuous assessment, reflection and adaptation of organisational practices based on staff feedback;
3. recognition and celebration of practitioners' contributions and achievements.

Respondents assessed both the importance of each organisational capacity and its current level of implementation on a scale from 1 to 5.

The implementation gap was calculated as follows:

Implementation gap = perceived importance – current implementation

A higher gap indicates a greater distance between the importance assigned to a particular organisational capacity and the extent to which respondents perceive that it is currently implemented in practice.

Quantitative results

Across the full sample of 57 respondents, organisational resources, systems and adaptability received a very high overall importance score of 4.77 out of 5. The mean current implementation score was lower, at 3.60 out of 5, resulting in an overall implementation gap of 1.17 points.

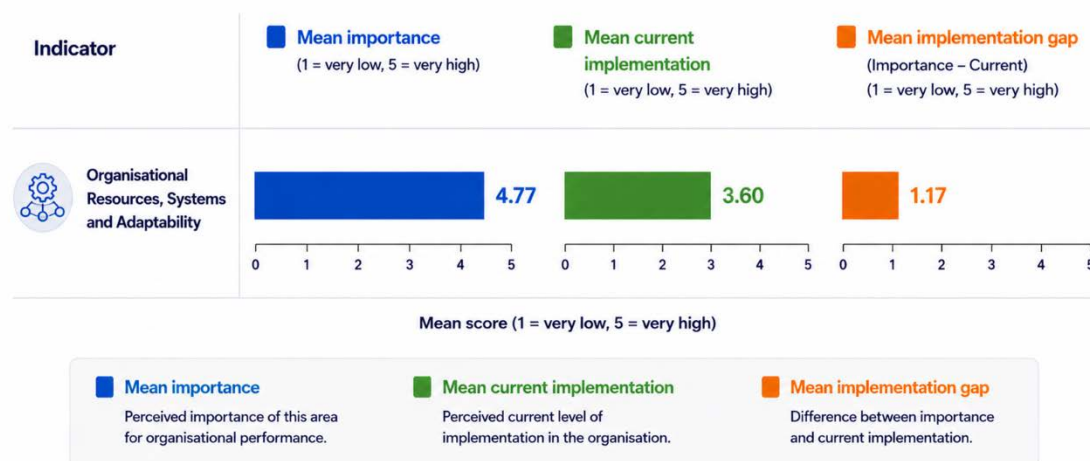
Table VII.17. Indicator 5: overall importance, current implementation and gap

Indicator	Mean importance	Mean current implementation	Mean implementation gap
Organisational Resources, Systems and Adaptability	4.77	3.60	1.17

Figure VII.17. Indicator 5: overall importance, current implementation and gap

Indicator 5: Organisational Resources, Systems and Adaptability

Importance, Current Implementation and Implementation Gap



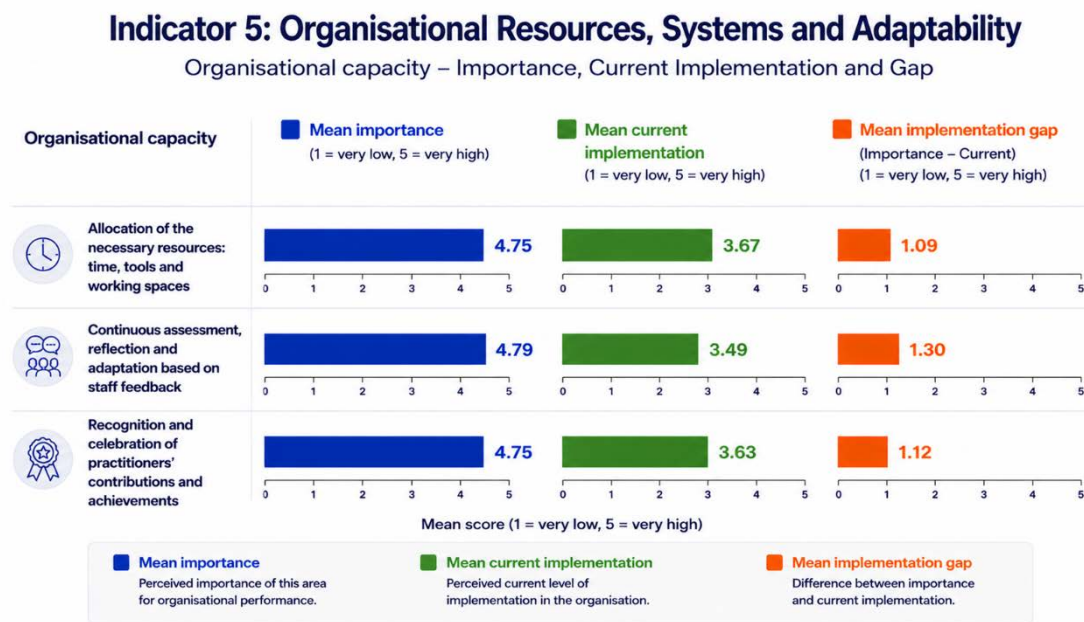
The results confirm that structural capacity is considered essential for the development of positive and supportive organisations. Goodwill, informal support and accessible leadership are valuable, but they cannot fully compensate for insufficient time, limited staffing, inadequate spaces or the absence of stable evaluation and improvement systems.

The detailed analysis shows that the largest gap concerns continuous assessment, reflection and adaptation based on staff feedback. This capacity received an importance score of 4.79, a current implementation score of 3.49 and a gap of 1.30 points.

Table VII.18. Indicator 5: results by organisational capacity, all respondents

Organisational capacity	Mean importance	Mean current implementation	Gap
Allocation of the necessary resources: time, tools and working spaces	4.75	3.67	1.09
Continuous assessment, reflection and adaptation based on staff feedback	4.79	3.49	1.30
Recognition and celebration of practitioners' contributions and achievements	4.75	3.63	1.12

Figure VII.18. Indicator 5: results by organisational capacity, all respondents



The allocation of time, tools and spaces received the highest current implementation score within this indicator: 3.67 out of 5. Recognition of professional contributions followed closely, with 3.63 out of 5.

Continuous assessment and adaptation based on staff feedback obtained the lowest current score: 3.49 out of 5. This finding is particularly relevant because listening to staff is not sufficient on its own. A supportive organisation also needs mechanisms that transform feedback into visible decisions, practical adjustments and sustained organisational learning.

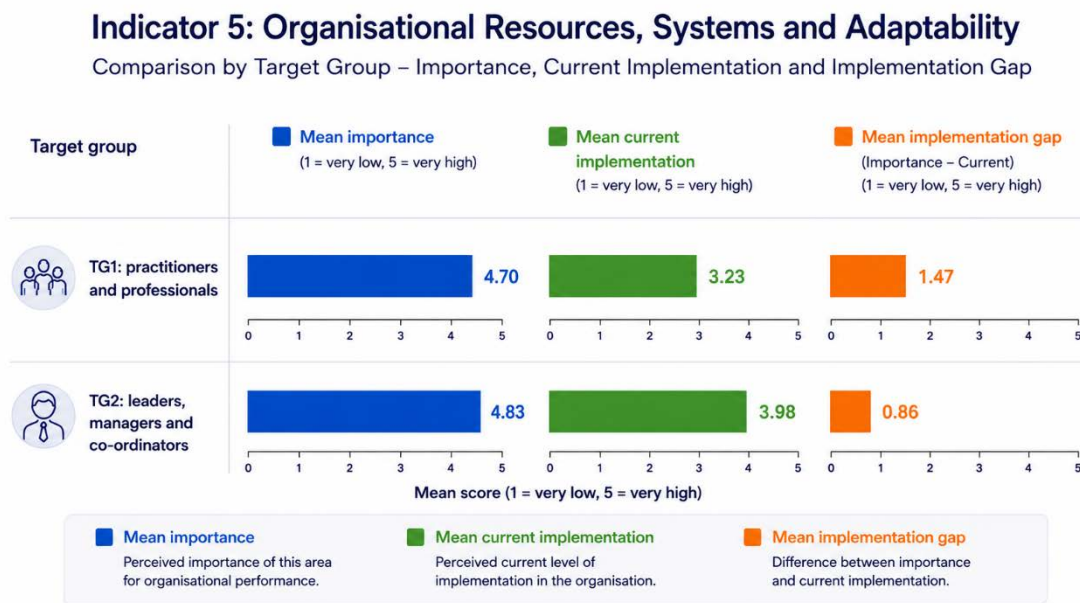
Comparison between target groups

The comparison between TG1 practitioners and TG2 leaders and managers reveals another significant difference in perception.

Table VII.19. Indicator 5: overall results by target group

Target group	Mean importance	Mean current implementation	Mean implementation gap
TG1: practitioners and professionals	4.70	3.23	1.47
TG2: leaders, managers and co-ordinators	4.83	3.98	0.86

Figure VII.19. Indicator 5: overall results by target group



Both target groups attributed high importance to organisational resources, systems and adaptability. However, TG1 practitioners assessed current implementation at 3.23 out of 5, while TG2 leaders and managers assigned a higher score of 3.98 out of 5.

The difference between the two groups in their assessment of current implementation amounts to 0.75 points.

The detailed comparison shows that the greatest divergence concerns continuous assessment, reflection and adaptation based on staff feedback. TG1 practitioners rated its current implementation at 3.00, compared with 4.00 among TG2 leaders and managers. The difference reaches 1.00 point.

Table VII.20. Indicator 5: detailed comparison between TG1 and TG2

Organisationa	TG1	TG1	TG1	TG2	TG2	TG2	Differenc
I capacity	importanc	curren	gap	importanc	curren	gap	e in
	e	t level		e	t level		current
							level: TG2
							– TG1
Allocation of	4.72	3.41	1.3	4.79	3.93	0.8	+0.52
the necessary			1			6	
resources:							
time, tools							

and working spaces							
Continuous assessment, reflection and adaptation based on staff feedback	4.69	3.00	1.69	4.89	4.00	0.89	+1.00
Recognition and celebration of practitioners' contributions and achievements	4.69	3.28	1.41	4.82	4.00	0.82	+0.72

Figure VII.20. Indicator 5: detailed comparison between TG1 and TG2

Indicator 5: Organisational Resources, Systems and Adaptability

Detailed comparison by organisational capacity and target group



The TG1 results indicate that practitioners perceive the largest gap in the organisation's capacity to assess, reflect and adapt its practices based on staff feedback: 1.69 points.

Recognition of professional contributions also remains an important area for improvement, with a gap of 1.41 points.

The results suggest that practitioners do not only require additional material resources. They also expect organisations to demonstrate that listening processes lead to visible change and that their contributions are recognised in a regular and meaningful manner. TG2 leaders and managers assessed all three capacities more positively. However, they also identified room for improvement. Their largest gap likewise concerns feedback-based assessment and adaptation: 0.89 points.

The convergence between both groups on the relative weakness of this capacity is important. Although the scale of the perceived problem differs, practitioners and leaders agree that evaluation, reflection and adaptation require further development. Additional data on external-support needs reinforce the relevance of this dimension. Organisational-development and sustainability support received a mean score of 4.59 out of 5 among TG1 practitioners and 4.64 out of 5 among TG2 leaders and managers. In the priority-ranking exercise, TG1 respondents assigned organisational development and sustainability a mean rank of 2.83, with seven respondents selecting this area as their first priority. TG2 leaders and managers placed it at the top of their priority ranking, with a mean rank of 1.79 and nineteen respondents ranking it first.

This result is especially relevant. Leaders and managers recognise that the sustainability of positive and supportive practices depends on the organisation's capacity to secure resources, develop stable systems and adapt its internal processes over time.

Qualitative insights

The qualitative evidence confirms that organisational resources should not be understood exclusively as financial resources. Participants referred to staffing capacity, specialist roles, working time, suitable spaces, internal systems, communication channels and the ability to transform staff feedback into practical improvements.

At COCEMFE Sevilla, the interview acknowledged that the organisation has improved its resources but still requires additional capacity to reduce pressure and enable staff to work more comfortably. Existing channels include direct access to leadership, human-resources communication and departmental co-ordination meetings. However, the interview also identified the need for a more systematic feedback mechanism, such as

an anonymous suggestion box, allowing staff to communicate concerns, proposals and positive feedback without feeling exposed.

The interview also highlighted the difficulty of introducing organisational change. Practices that have become established over time can be difficult to modify. Sustainable improvement therefore requires time, trust and clear communication.

At ASPACE Sevilla, the interview described an organisation with comparatively strong access to public and private funding opportunities and a recognised position within its field. Nevertheless, resources were still considered insufficient in relation to the organisation's needs.

A central issue identified in the interview was the need for greater specialisation. The organisation would benefit from additional staff with specialised expertise in human resources, administration, management and communication. At present, some functions are distributed among professionals who also perform other tasks. This flexible model may be necessary under current funding constraints, but it can limit the organisation's capacity to develop more specialised support systems and improve internal and external communication.

ASPACE Sevilla also provides examples of feedback-based adaptation through annual anonymous surveys, dialogue forums, reporting channels and the publication of improvement commitments. These mechanisms illustrate how consultation can become more effective when organisations communicate how feedback is used.

At PAXIS Inclusión, the interview identified a different structural challenge: rapid organisational growth. The expansion of programmes and the increase in demand have created pressure on available spaces, staffing levels and co-ordination capacity. The organisation is seeking larger facilities and continues to recruit new staff.

The interview also highlighted the need for regular meetings not linked exclusively to individual projects. Such meetings could help the organisation monitor emerging needs, discuss staff wellbeing, identify operational difficulties and prevent the accumulation of unresolved issues.

The focus group reinforced the importance of resources, systems and recognition. Participants identified the recruitment of additional staff as a priority for reducing overload during periods of increased activity. However, they also recognised that this solution is conditioned by the organisation's dependence on competitively awarded

public grants.

Working spaces were also discussed. Participants requested quieter environments for tasks requiring concentration and spaces that facilitate co-ordination and professional interaction. These concerns show that the physical organisation of work can affect both efficiency and wellbeing.

Recognition was another recurrent theme. Participants valued explicit appreciation of their work, but many also identified economic reward as an important form of recognition. Some concerns were expressed regarding perceived salary inequalities. These statements should be interpreted cautiously as reported perceptions rather than as verified organisational facts.

The group also highlighted the need for spaces where teams can present their programmes, roles and achievements internally. Such mechanisms could improve mutual recognition, strengthen interdepartmental understanding and make the contributions of different professionals more visible.

The open-ended responses provided by TG2 leaders and managers reinforce these findings. Recurrent proposals include internal assessment, strategic planning, psychosocial-risk evaluation, feedback mechanisms, external advice, adequate financial and human resources and spaces for reflection and supervision.

Short integrated interpretation

Indicator 5 reveals a significant difference between the importance assigned to organisational capacity and its current implementation.

The results show that positive and supportive environments cannot be sustained through goodwill alone. Organisations require adequate staffing, time, tools, spaces, specialist functions and systems capable of converting reflection into improvement.

The most important weakness concerns feedback-based adaptation. Practitioners perceive a clear gap between the need for continuous assessment and the extent to which staff feedback currently leads to visible organisational change. Leaders and managers assess this capacity more positively, but they also identify it as the least developed area within the indicator.

This finding is closely connected with communication and participation. A feedback channel has limited value if staff cannot see how their contributions influence decisions,

procedures or working conditions. Organisational learning requires a complete cycle: collecting feedback, analysing it, deciding on actions, communicating those decisions and reviewing their effects.

The qualitative evidence also demonstrates that structural constraints affect organisations differently. Mature organisations may need greater specialisation and more stable internal systems. Growing organisations may need to align expansion with staffing levels, spaces and co-ordination capacity. In both cases, project-based funding and limited resources can make it difficult to move from flexible responses to sustainable organisational structures.

Recognition should also be treated as part of organisational infrastructure rather than as an occasional symbolic gesture. Staff contributions need to be visible, valued and acknowledged through fair, transparent and regular mechanisms.

Priority measures include:

- periodic assessment of staff needs and working conditions;
- clear feedback-to-action procedures;
- communication of the organisational changes introduced in response to staff feedback;
- strategic workforce planning and realistic staffing levels;
- investment in specialist functions such as human resources, administration and communication;
- suitable working spaces for concentration, co-ordination and reflection;
- regular recognition practices for individual and collective contributions;
- review of perceived inequalities affecting professional recognition;
- internal spaces for presenting teams, programmes and achievements;
- organisational-development plans that align service growth with available resources;
- stronger sustainability strategies that include staff wellbeing as an operational priority.

Organisational resources, systems and adaptability should therefore be understood as the structural foundation of positive and supportive organisations. Values and informal support remain important, but they can only be sustained over time when they are supported by adequate resources, stable processes and a genuine capacity for

organisational learning.

Section VIII. General conclusions and recommendations

This section presents the general conclusions and recommendations arising from the integrated interpretation of the quantitative and qualitative findings. It draws on the two questionnaire datasets, the semi-structured interviews and the focus-group discussion.

The findings should be understood as an exploratory and contextually grounded assessment of organisational readiness among the participating organisations. They do not provide a statistically representative picture of the entire Spanish third sector. However, they identify consistent patterns, relevant differences between practitioners and leaders and practical priorities for organisational improvement.

Integrated overview of organisational readiness

The following table summarises the overall results for the five analytical indicators.

Table VIII.1. Cross-indicator synthesis: overall importance, current implementation and implementation gap

Indicator	Mean importanc e	Mean current implem entatio n	Mean implem entatio n gap	Main interpretation
1. Leadership, Supervision and Professional Development	4.58	3.45	1.14	Training opportunities are more visible than stable mentoring, supervision and feedback

				systems
2. Organisational Culture, Inclusion and Psychological Safety	4.76	3.88	0.88	Relative strength, although psychological safety and organisational stability require further consolidation
3. Wellbeing, Mental Health and Burnout Prevention	4.74	3.30	1.43	Main area of vulnerability, especially regarding mental-health resources and workload management
4. Communication, Participation and Interpersonal Support	4.73	3.56	1.17	Communication is more developed than meaningful participation and structured interpersonal support
5.	4.77	3.60	1.17	Stronger

Organisational Resources, Systems and Adaptability				feedback-to-action systems, adequate resources and sustainable internal structures are needed
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The importance scores are consistently high across all five indicators. Both practitioners and leaders therefore show a strong understanding of the organisational capacities required to create positive and supportive environments.

However, the current implementation scores are lower in every dimension. The organisations represented in the study have valuable relational strengths and supportive values, but these are not always translated into stable, preventive and accessible organisational systems.

Overall, the participating organisations show:

- **high conceptual readiness**, because both target groups strongly value all five dimensions;
- **valuable but uneven relational readiness**, particularly in relation to inclusion, respectful working environments and accessible interpersonal support;
- **less consolidated structural and preventive readiness**, especially regarding mental-health support, workload management, regular supervision, meaningful participation and feedback-to-action mechanisms.

The main challenge is therefore not to increase awareness alone. It is to transform existing commitment into systematic organisational practice.

Differences between practitioners and leaders

One of the most relevant findings is the consistent difference between the perceptions

of TG1 practitioners and TG2 leaders and managers.

Table VIII.2. Current implementation by target group

Indicator	TG1 practitioners	TG2 leaders and managers	Difference: TG2 – TG1
Leadership, Supervision and Professional Development	2.97	3.95	+0.98
Organisational Culture, Inclusion and Psychological Safety	3.52	4.25	+0.73
Wellbeing, Mental Health and Burnout Prevention	2.69	3.94	+1.25
Communication, Participation and Interpersonal Support	3.07	4.07	+1.00
Organisational Resources, Systems and Adaptability	3.23	3.98	+0.75

Across all five indicators, leaders and managers assessed current implementation more positively than practitioners. The widest difference concerns wellbeing, mental health and burnout prevention.

These divergences should not be interpreted as evidence that one group is correct and the other is mistaken. Leaders may be more aware of the measures that have been introduced, while practitioners assess whether those measures are visible, regular, accessible and useful in daily practice.

The differences are analytically valuable because they identify areas where

organisational intention and staff experience may not yet be fully aligned.

Priority implementation gaps from the practitioner perspective

The TG1 results are particularly important because they reflect the day-to-day experience of paid staff involved in youth work and programmes supporting young people.

Table VIII.3. Ten largest implementation gaps identified by TG1 practitioners

Priority	Organisational capacity	Indicator	TG1 gap	Main practical risk
1	Access to mental-health resources and wellbeing-support services	I3	2.31	Insufficient preventive and specialist support
2	Fair workload distribution to prevent burnout	I3	2.00	Overload, exhaustion and retention risk
3	Emotional and practical support in high-pressure situations	I3	1.86	Excessive dependence on reactive responses
4	Supportive supervision and constructive feedback	I1	1.79	Insufficient professional guidance
5	Collaboration, teamwork and peer support	I4	1.76	Fragile team cohesion
6	Strong interpersonal support systems and team cohesion	I4	1.76	Excessive reliance on informal solidarity

7	Regular mentoring, guidance and professional support	I1	1.72	Limited professional follow-up
8	Continuous assessment, reflection and adaptation based on staff feedback	I5	1.69	Limited organisational learning
9	Meaningful practitioner involvement in decision-making	I4	1.55	Lower trust, engagement and sense of belonging
10	Clear, consistent and transparent communication	I4	1.52	Uncertainty and perceived lack of transparency

The results show that the most urgent staff-side priorities are not isolated. They form an interconnected pattern.

Mental-health support, workload distribution and emotional support are closely related to supervision, communication, team cohesion and the organisation's ability to respond to staff feedback. This confirms that wellbeing should not be treated as a separate or exclusively individual issue.

Main perception divergences between TG1 and TG2

The following table identifies the most important differences between practitioners and leaders in their assessments of current implementation.

Table VIII.4. Main divergences in current implementation between TG1 and TG2

Priority	Organisational capacity	TG1 current	TG2 current	Difference: TG2 – TG1
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		level	level	
1	Access to mental-health resources and wellbeing-support services	2.52	3.89	+1.38
2	Supportive supervision and constructive feedback	2.76	4.04	+1.28
3	Emotional and practical support in high-pressure situations	2.76	3.96	+1.21
4	Fair workload distribution to prevent burnout	2.79	3.96	+1.17
5	Regular mentoring, guidance and professional support	2.76	3.86	+1.10
6	Collaboration, teamwork and peer support	3.07	4.11	+1.04
7	Strong interpersonal support systems and team cohesion	3.00	4.04	+1.04
8	Meaningful practitioner involvement in decision-making	2.93	3.96	+1.03
9	Continuous assessment and adaptation based on staff feedback	3.00	4.00	+1.00

10	Innovation, creative thinking and exchange of ideas	3.00	3.96	+0.96
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The largest differences affect precisely the capacities most closely connected with daily support: access to mental-health resources, supervision, emotional support, workload management and mentoring.

This pattern indicates that the existence of measures is not sufficient. Organisations also need to assess whether staff experience those measures as accessible, regular and effective.

Conclusions: what we learned

Conclusion 1. Organisational commitment is high, but implementation remains uneven

The organisations represented in the study broadly recognise that practitioner wellbeing, mental health and professional sustainability are organisational responsibilities.

Both target groups assigned high importance scores to all five indicators. The core issue is therefore not a lack of awareness. The main difficulty lies in translating shared values into stable organisational systems.

Supportive practices often exist, but they may remain informal, occasional or dependent on individual leadership styles and interpersonal relationships.

Conclusion 2. Wellbeing, mental health and burnout prevention constitute the main area of vulnerability

Indicator 3 presents the largest overall implementation gap: **1.43 points**.

The practitioner results are particularly significant. TG1 identified major gaps in access to mental-health resources, fair workload distribution and emotional support during periods of pressure.

The qualitative evidence supports this conclusion. Organisations frequently provide listening, flexibility and practical support when difficulties arise. However, preventive systems remain less developed.

Informal care is valuable, but it cannot replace psychosocial-risk assessment, workload monitoring, regular wellbeing reviews, supervision or access to specialist support.

Conclusion 3. The practitioner–leadership perception gap requires structured internal dialogue

Leaders and managers assessed current implementation more positively than practitioners across all five indicators.

The difference is especially pronounced in the areas of wellbeing, supervision, mentoring and interpersonal support.

This suggests that some organisational measures may exist but are not always sufficiently visible, accessible or adapted to practitioners' needs. It also indicates that organisations require internal monitoring mechanisms capable of comparing leadership intentions with staff experience.

Conclusion 4. Inclusion and respectful working environments are relative strengths, but psychological safety is not fully consolidated

Indicator 2 received the strongest overall current implementation score: **3.88 out of 5**.

The participating organisations generally promote respect, inclusion and equal opportunities. However, an inclusive organisational identity does not automatically guarantee psychological safety.

Staff members may not always feel equally comfortable expressing concerns, disagreement, perceived inequalities or sensitive personal needs through direct channels.

Psychological safety therefore requires structured mechanisms in addition to positive interpersonal relationships.

Conclusion 5. Training and communication are more visible than supervision and participation

The findings show that training opportunities and day-to-day communication are comparatively visible within the participating organisations.

However, regular mentoring, supportive supervision, constructive feedback and meaningful staff involvement in decision-making are less consistently developed.

This distinction is important. Providing information is not the same as enabling participation. Similarly, offering training is not the same as ensuring regular professional guidance and reflective practice.

Conclusion 6. Informal solidarity is a major protective strength, but it should not compensate for missing systems

The interviews and focus group consistently highlighted the value of listening, empathy, flexibility, peer support and personal relationships.

These relational strengths help teams respond to difficult situations and sustain cohesion under pressure.

However, informal solidarity can become fragile when it replaces structured organisational systems. It may also generate unequal access to support, depending on personal relationships, confidence or communication styles.

Positive organisations should preserve interpersonal care while reducing excessive dependence on individual goodwill.

Conclusion 7. Feedback only becomes valuable when it leads to visible organisational change

Indicator 5 identifies a clear need to strengthen evaluation, reflection and adaptation based on staff feedback.

Some organisations already use meetings, surveys, suggestion boxes, dialogue forums and reporting channels. However, collecting opinions is not sufficient.

Effective organisational learning requires a complete cycle:

1. collecting feedback;
2. analysing concerns and proposals;
3. deciding on actions;
4. assigning responsibilities;
5. communicating the decisions taken;
6. implementing improvements;
7. reviewing their effects.

Without this cycle, consultation may be perceived as symbolic rather than meaningful.

Conclusion 8. Organisational readiness is shaped by structural conditions and cannot be inferred from maturity alone

The qualitative evidence shows that project-based funding, dependency on public grants, limited staffing, administrative pressure, employment uncertainty, seasonal workload peaks and insufficient specialist functions affect organisational capacity.

Mature organisations may have more developed structures but can also face inherited practices and difficulties in introducing change.

Growing organisations may benefit from close relationships and accessible leadership, while still needing to align expansion with staffing levels, co-ordination capacity and suitable working spaces.

Organisational readiness therefore depends on the alignment between leadership, culture, wellbeing systems, participation mechanisms and structural resources.

Overall conclusion

The participating organisations show high conceptual readiness, valuable relational strengths and uneven structural readiness.

Their main challenge is to move from informal and reactive care towards structured, preventive and sustainable organisational systems.

This requires regular supervision, workload management, psychosocial-risk prevention, meaningful participation, feedback-to-action processes, adequate resources and long-term sustainability planning.

Organisational support priorities

The questionnaires also assessed the types of external support required to strengthen organisational capacity.

Table VIII.5. Organisational support priorities identified through Q15 and Q16

Support area	Combined need intensity	TG1 mean priority rank	TG2 mean priority rank	Main interpretation
Leadership and management development	4.60	2.28	2.71	Particularly relevant to practitioners
Organisational culture and inclusion	4.55	2.83	2.18	Stronger relative priority for leaders
Wellbeing and mental-health systems	4.60	2.86	2.32	High need in both groups
Participatory structures and communities of practice	4.54	3.21	2.36	Greater relative priority for leaders

Organisational development and sustainability	4.61	2.83	1.79	Highest priority for leaders
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Note: need intensity is rated on a scale from 1 to 5. For the priority-ranking exercise, a lower mean rank indicates a higher priority. Combined need-intensity scores are weighted averages of the TG1 and TG2 results.

The external-support results show broad demand across all five areas. No dimension can be treated as marginal.

However, the two groups emphasise different entry points. Practitioners prioritise leadership and management development, while leaders place particular emphasis on organisational development and sustainability. This difference is complementary rather than contradictory.

Leadership development is needed to improve the daily experience of staff. Organisational-development support is needed to ensure that positive practices can be sustained over time.

Recommendations: what should be done

The recommendations are organised into three levels:

1. immediate organisational priorities;
2. organisational-consolidation measures;
3. sectoral and funding-related conditions.

A. Immediate organisational priorities

Recommendation 1. Adopt preventive wellbeing and mental-health plans

Organisations should move beyond exclusively reactive responses and adopt internal

wellbeing plans.

These plans should include:

- regular psychosocial-risk assessment;
- early identification of overload;
- wellbeing check-ins;
- burnout-prevention measures;
- protocols for emotionally demanding situations;
- referral pathways for psychological support;
- access to external specialist advice where internal provision is not feasible.

Mental health should be treated as an organisational responsibility rather than an exclusively individual matter.

Recommendation 2. Monitor workloads and anticipate periods of pressure

Organisations should introduce simple workload-monitoring systems and review them periodically.

Particular attention should be paid to:

- seasonal peaks;
- grant-application periods;
- project deadlines;
- administrative and reporting requirements;
- emotionally demanding services;
- accumulation of responsibilities within the same staff roles.

When overload is detected, organisations should consider task redistribution,

temporary reinforcement, prioritisation of essential activities and recovery periods following particularly intensive phases.

Recommendation 3. Institutionalise supervision and reflective practice

Organisations should provide regular supervision and reflective-practice sessions, particularly for teams exposed to emotionally demanding situations.

These sessions should create protected time to discuss professional challenges, emotional pressure, workload, ethical dilemmas, learning needs and possible adjustments to working practices.

The frequency should be adapted to the organisational context and the level of professional exposure. As a practical reference, organisations may consider monthly sessions for teams working regularly in high-pressure environments.

Recommendation 4. Strengthen psychological safety through confidential channels

Organisations should provide safe mechanisms for communicating concerns, proposals and sensitive experiences.

These mechanisms may include:

- anonymous suggestion boxes;
- confidential digital forms;
- designated contact persons;
- periodic anonymous surveys;
- reporting channels;
- clear anti-harassment and anti-discrimination procedures.

Direct communication should remain available, but staff should not be required to raise every sensitive matter face to face.

Recommendation 5. Create meaningful participation and feedback-to-action mechanisms

Staff participation should go beyond receiving information.

Organisations should establish regular opportunities for practitioners to contribute to decisions affecting their working conditions, workload, training priorities, internal procedures, organisational change and wellbeing measures.

Every feedback mechanism should be connected to a visible improvement process. Organisations should collect feedback, identify priority issues, assign responsibilities, communicate decisions, monitor implementation and report back to staff.

Depending on the size and capacity of the organisation, this cycle could be reviewed quarterly or every six months.

B. Organisational-consolidation measures

Recommendation 6. Develop structured onboarding, mentoring and professional-development systems

New staff members, volunteers and trainees should receive clear onboarding, guidance and follow-up.

Organisations should define:

- who is responsible for mentoring;
- the expected frequency of follow-up;
- the information provided during onboarding;
- the procedure for raising concerns;
- the transition from initial support to longer-term professional development.

Training opportunities should be complemented by individual and team-based identification of learning needs, constructive feedback and professional-development pathways.

Recommendation 7. Improve horizontal communication and mutual recognition

Organisations should create spaces in which departments, programmes and professional profiles can present their work internally.

These spaces can help to:

- improve co-ordination;
- reduce misunderstandings;
- strengthen recognition;
- make less visible work more visible;
- promote collaboration between teams;
- reinforce organisational belonging.

Recognition should be regular, transparent and connected with fairness. It should acknowledge individual and collective achievements, emotional and relational work, innovation and professional growth.

Recommendation 8. Align organisational growth with internal capacity

Before expanding services or programmes, organisations should assess whether staffing levels, working spaces, co-ordination systems and specialist functions are sufficient.

Growth plans should consider:

- workload;
- staffing capacity;
- onboarding requirements;
- administrative support;
- human-resources capacity;

- communication systems;
- suitable spaces;
- sustainability risks.

Organisational expansion should not take place at the expense of staff wellbeing.

Recommendation 9. Use periodic self-analysis to monitor readiness

Organisations should assess their progress periodically across the five dimensions examined in the POSITIVE project.

Self-analysis should compare:

- perceived importance;
- current implementation;
- differences between leadership and staff perspectives;
- the evolution of priority gaps;
- the effects of the measures introduced.

The POSITIVE organisational self-analysis tool can support this process and help organisations define realistic improvement plans.

C. Sectoral and funding-related conditions

Recommendation 10. Recognise wellbeing as a necessary and eligible organisational cost

Public authorities and funders should recognise that supervision, psychosocial-risk prevention, wellbeing systems and professional development are not optional extras.

Funding mechanisms should allow organisations to include costs related to:

- supervision;

- psychological support;
- mentoring;
- staff wellbeing;
- leadership development;
- organisational evaluation;
- human-resources support;
- internal communication;
- conflict prevention and mediation.

Recommendation 11. Promote stable funding and realistic staffing assumptions

Project-based funding models should avoid creating unrealistic expectations regarding staffing and workload.

Public calls and funded programmes should consider:

- adequate personnel costs;
- administrative and reporting requirements;
- continuity between funding periods;
- the need for specialist support roles;
- periods of increased workload;
- recovery time following intensive phases.

Stable funding conditions contribute directly to organisational wellbeing and programme quality.

Recommendation 12. Provide external organisational-development support and communities of practice

Third-sector organisations should have access to practical external support on:

- psychosocial-risk assessment;
- wellbeing planning;
- supportive leadership;
- workload management;
- conflict mediation;
- organisational change;
- staff consultation;
- feedback systems;
- sustainability planning.

Sector networks should also promote communities of practice where organisations can exchange tools, protocols and lessons learned.

Shared learning can reduce duplication and support the progressive professionalisation of organisational wellbeing systems.

Suggested organisational action roadmap

Table VIII.6. Suggested action roadmap

Priority level	Key action	Main responsibility	Suggested sequencing	Related indicators
Immediate	Adopt a preventive wellbeing plan and assess psychosocial risks	Leadership and human-resources functions	First stage	I3, I5

Immediate	Review workloads and identify seasonal pressure points	Leadership and team co-ordinators	First stage	I3
Immediate	Establish supervision and reflective-practice sessions	Team leaders and professional-support staff	First stage	I1, I3
Immediate	Introduce confidential and anonymous feedback channels	Leadership and human-resources functions	First stage	I2, I4
Consolidation	Create a feedback-to-action cycle and communicate results	Leadership and teams	Second stage	I4, I5
Consolidation	Strengthen onboarding, mentoring and professional development	Leadership and team co-ordinators	Second stage	I1
Consolidation	Improve horizontal communication and recognition practices	Leadership and departments	Second stage	I4, I5

Consolidation	Align organisational growth with staffing, spaces and specialist functions	Leadership and governance bodies	Second stage	I3, I5
Ongoing	Use periodic organisational self-analysis	Leadership and staff representatives	Continuous	I1–I5
Structural	Integrate wellbeing costs into funding and sustainability strategies	Public authorities, funders and sector networks	Medium and long term	I3, I5

The sequencing should be adapted to the size, maturity and resources of each organisation. Smaller or growing entities may require simpler tools and external accompaniment, while larger organisations may need more formalised procedures and specialist support functions.

Final recommendation

The central recommendation arising from the Spanish national study is to move from **goodwill-based support** towards **system-based support**.

The participating organisations already demonstrate commitment, experience and valuable relational strengths. The next step is to ensure that these strengths are supported by regular supervision, preventive wellbeing measures, meaningful participation, adequate resources and visible organisational-learning processes.

Positive and supportive organisations are not created through isolated activities. They require sustained alignment between values, leadership practices, internal systems and structural capacity.

MAIN SOURCES OF NATIONAL REPORT:

a. Project Documents of the POSITIVE Project – Activity 2.3:

POSITIVE – Wellbeing & Resilience in Youth Work for Social Change. Study No. 2 Methodology.

POSITIVE – Wellbeing & Resilience in Youth Work for Social Change. Questionnaire 1 – Youth Workers and Practitioners.

POSITIVE – Wellbeing & Resilience in Youth Work for Social Change. Questionnaire 2 – Leaders and Managers.

POSITIVE – Wellbeing & Resilience in Youth Work for Social Change. Interview Guide.

POSITIVE – Wellbeing & Resilience in Youth Work for Social Change. Focus Group Guide.

POSITIVE – Wellbeing & Resilience in Youth Work for Social Change. National Report Template.

b. Legislative and Public Policy Sources analysed in Section IV:

- Constitución Española, 1978, particularly Articles 14, 40.2, 43, 48 and 49.
[https://www.boe.es/eli/es/c/1978/12/27/\(1\)/con](https://www.boe.es/eli/es/c/1978/12/27/(1)/con)
- Ley 31/1995, de 8 de noviembre, de Prevención de Riesgos Laborales.
<https://www.boe.es/eli/es/l/1995/11/08/31/con>
- Real Decreto 39/1997, de 17 de enero, por el que se aprueba el Reglamento de los Servicios de Prevención. <https://www.boe.es/eli/es/rd/1997/01/17/39/con>
- Real Decreto Legislativo 2/2015, de 23 de octubre, por el que se aprueba el texto refundido de la Ley del Estatuto de los Trabajadores.
<https://www.boe.es/eli/es/rdlg/2015/10/23/2/con>
- Ley Orgánica 3/2018, de 5 de diciembre, de Protección de Datos Personales y garantía de los derechos digitales.
<https://www.boe.es/eli/es/lo/2018/12/05/3/con>
- Ley 10/2021, de 9 de julio, de trabajo a distancia.
<https://www.boe.es/eli/es/l/2021/07/09/10/con>
- Ley Orgánica 3/2007, de 22 de marzo, para la igualdad efectiva de mujeres y hombres. <https://www.boe.es/eli/es/lo/2007/03/22/3/con>

- Real Decreto 901/2020, de 13 de octubre, por el que se regulan los planes de igualdad y su registro. <https://www.boe.es/eli/es/rd/2020/10/13/901>
- Real Decreto 902/2020, de 13 de octubre, de igualdad retributiva entre mujeres y hombres. <https://www.boe.es/eli/es/rd/2020/10/13/902/con>
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d. Empirical data sources for the National Report – Spain:

Questionnaire 1 responses (N = 29 youth workers and practitioners).

Questionnaire 2 responses (N = 28 leaders and managers).

Semi-structured interviews conducted with representatives of participating organisations.

National focus group organised on 6 May 2026.

Quantitative and qualitative analysis conducted within Study No. 2.

Use of Artificial Intelligence (AI) Tools

As part of the data processing and reporting phase, Artificial Intelligence (AI)-assisted tools, including ChatGPT were used as supportive analytical instruments to facilitate the organisation, visualisation, synthesis and interpretation of quantitative and qualitative data collected through questionnaires, semi-structured interviews and focus group.

The AI tools were employed exclusively to support data analysis, generate draft visualisations, identify patterns and assist in the preparation of narrative interpretations. All datasets originated from primary research conducted within the project, and all analytical outputs generated through AI-assisted processes were reviewed, validated and refined by the research team.

The use of AI tools did not replace human judgement, expert analysis or the researchers' responsibility for the interpretation of findings. Final conclusions, recommendations and analytical interpretations remain the responsibility of the project partners and the national research team.

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