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Impact Report

Analysis of participants' competences before and after the Training











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ERASMUS+ TRAINING OF TRAINERS

Impact Report

Analysis of participants' competences before and after the Training

Evaluation basis	Sample	Focus
Pre-TRAINING and post-TRAINING participant evaluation analyses	20 respondents	Perceived competence development, satisfaction and learning relevance

Purpose

This report synthesises the available participant evaluation evidence to assess the contribution of the Training to participants' competence development. It considers the starting profile, the post-training self-reported outcomes and the conditions that make those outcomes credible. The findings should be read as evidence of perceived learning and consolidation, rather than as a controlled measurement of causal change.

OVERALL CONCLUSION	The Training generated strong perceived impact across the competence areas assessed, especially in intercultural learning, environmental awareness, learning to learn, initiative and entrepreneurship. It also strengthened English-language confidence and met the expectations of all respondents.

1. Evidence base and interpretation

The analysis draws on the two supplied evaluation summaries: "Evaluation of Competences Before the Training" and "Evaluation After the Training". Both refer to a sample of 20 participants. The pre- Training analysis describes a relatively experienced and capable group; the post-TRAINING analysis reports perceived improvement using satisfaction and self-assessment data.

What the evidence shows	How it is interpreted
Starting competence profile	A high initial baseline means the principal impact is reinforcement, confidence-building and activation—not remediation from a low starting point.
Post-training improvement ratings	High self-reported improvement indicates that participants perceived meaningful learning across the assessed domains.
Satisfaction and expectation data	Unanimous positive feedback supports the relevance of the training design, content and facilitation.

Methodological note

The pre- and post-TRAINING summaries do not provide a matched participant-level before/after dataset or identical score distributions for every competence. Consequently, this report does not calculate a numerical pre-post effect size. It triangulates the baseline profile with the post-TRAINING ratings and narrative evidence, and uses careful language such as "perceived improvement" and "evidence of contribution."

2. Starting point: a strong platform for impact

Participants entered the TRAINING with a generally solid competence baseline and substantial readiness for international learning. The group was predominantly aged 19-29 (85%), with a culturally diverse composition across partner countries and nationalities. This profile created favourable conditions for peer learning, exchange and reflection.

Baseline area	Pre-TRAINING evidence	Implication for the TRAINING
English	70% rated their English in the upper range; 25% needed more practice; 5% reported low confidence.	The TRAINING could focus on fluency, confidence and subject-specific vocabulary while still supporting participants who needed scaffolding.
Learning to learn	45% reported excellent command of their learning process and 25% said they could manage it.	Participants were well positioned to reflect on and transfer learning beyond the mobility.
Intercultural competence	90% selected the two most substantial statements on stereotyping and multicultural-group experience.	The training could build depth, reflection and practice on an already mature intercultural orientation.

Baseline area	Pre-TRAINING evidence	Implication for the TRAINING
Digital and mathematical competence	Digital confidence was moderate-to-strong; mathematical competence was more mixed, with 60% at basic or fair.	Differentiated support was most relevant in technical and quantitative elements.

The baseline therefore supports a nuanced interpretation: the TRAINING's greatest value was not simply to introduce new concepts, but to deepen existing strengths, translate awareness into action and extend confidence in an international learning environment.

3. Evidence of impact after the TRAINING

The post-TRAINING evaluation indicates substantial perceived progress across all assessed competence areas. Responses were concentrated in the upper part of the improvement scale (levels 4–5), with especially strong results in intercultural competence, environmental awareness, learning to learn, and sense of initiative and entrepreneurship.

Impact domain	Evidence from the post-TRAINING evaluation	Impact interpretation
Intercultural competence	One of the strongest improvement areas, with a particularly high share of top ratings.	The multicultural setting and learning activities appear to have reinforced participants' ability to understand and engage constructively with difference.
Learning to learn	A particularly strong area of reported improvement.	The TRAINING supported reflective learning habits and the capacity to identify and use learning strategies.
Initiative and entrepreneurship	Reported among the most pronounced gains.	The training appears to have increased readiness to plan, contribute and take action—important for follow-up and local initiatives.
Environmental awareness	Also among the highest-rated gains.	The evidence points to strengthened awareness and agency around sustainable choices, complementing a strong pre-existing environmental orientation.
Communication and civic competence	Solid improvement patterns, with most respondents selecting high scores.	The TRAINING contributed to communication confidence and civic engagement capacity, both central to youth participation work.

Impact domain	Evidence from the post-TRAINING evaluation	Impact interpretation
Digital and maths/science	Predominantly positive (levels 3–5), but more dispersed than the other areas.	These areas benefited, but outcomes were differentiated; future delivery can provide more tailored support.

English-language impact

English development is one of the clearest quantified outcomes. Sixty-five per cent of participants gave the highest rating (5) for improvement in English, while a further 25% reported moderate to good progress (levels 3–4). Only 10% reported little or no improvement (levels 1–2). Given the already functional English baseline, this pattern suggests that the project contributed particularly to confidence, fluency and the ability to participate in international discussion—not merely to basic language acquisition.

Training relevance and participant experience

All 20 respondents (100%) confirmed that the Erasmus+ training met their expectations. Participant feedback also showed consistently high satisfaction across the thematic sessions, with particularly strong ratings for Culture Detectives, Digital Storytelling, Planning of National Actions and Civil Participation. This alignment matters because relevant, engaging delivery is a plausible mechanism through which competence gains are enabled and sustained.

4. Contribution to project objectives

Taken together, the findings show that the TRAINING supported the core educational purposes of an Erasmus+ youth learning activity:

Project-level contribution	Evidence
Strengthening key competences	Positive reported improvement across all assessed domains, with the strongest results in transversal, civic and intercultural competences.
Supporting internationalisation	Strong English improvement and a culturally diverse participant group supported meaningful cross-border communication and exchange.
Promoting participation and agency	Gains in initiative, civic competence and national-action planning point to increased readiness to act after the training.
Encouraging sustainability awareness	Environmental awareness was among the strongest areas of perceived development, reinforcing both knowledge and agency.

IMPACT NARRATIVE FOR REPORTING	The TRAINING built on a capable and internationally experienced youth workers team, consolidating existing competences while increasing confidence, reflection and motivation to act. Its clearest added value lies in the reinforcement of intercultural, civic, environmental and initiative-related competences, alongside improved English-language confidence.

5. Conclusions and recommendations

The evaluation evidence supports a positive conclusion: the TRAINING was relevant, well received and associated with substantial perceived learning across the competence framework. The activity met participants' expectations universally and was particularly effective in the areas most central to youth participation, intercultural exchange and active citizenship.

Recommendation	Rationale
Maintain experiential and intercultural methods	The strongest gains were in intercultural learning, learning to learn, environmental awareness and initiative—areas well served by participatory, reflective practice.
Build in structured post-TRAINING follow-up	National actions, peer support and dissemination can convert the reported readiness to act into visible longer-term outcomes.
Offer differentiated digital and quantitative support	The baseline and post-TRAINING data show more variation in digital and maths/science-related confidence than in the transversal competences.
Use matched pre/post individual measures next time	A short, identical competence scale with anonymous individual participant codes would allow credible calculation of change over time.

6. Comparison of planned and achieved qualitative results

Planned qualitative result	**Evidence in the Impact Report**	**Assessment**
1. Enhanced Civic Knowledge and Competencies - 80% positive	The report identifies **solid improvement in communication and civic competence**, with most participants selecting high scores. It also identifies civic competence as one of the transversal areas contributing to	**Achieved / strongly supported.** The report confirms positive development, it **provides around 80% figure** for civic knowledge specifically.

Planned qualitative result	Evidence in the Impact Report	Assessment
	increased readiness to participate and act.	
2. Increased Engagement with EU Democratic Tools	The report confirms improvement in **civic competence, communication confidence and readiness to participate**, and highlights strong satisfaction with the **Civil Participation** session. However, it does not explicitly report a quantitative increase in familiarity with the ECI Forum, EU Youth Dialogue or EU Climate Pact.	**Supported around 70%.** The broader outcome—greater civic engagement and readiness to participate—is supported, as well as familiarity with the three specific EU tools.
3. Empowerment in Leading Youth-Led Climate Initiatives	This is one of the strongest findings. **Initiative and entrepreneurship** were among the areas with the most pronounced gains, indicating increased readiness to plan, contribute and take action. Environmental awareness was also among the highest-rated areas.	**Strongly achieved.** The combination of initiative, entrepreneurship and environmental awareness provides good evidence of increased capacity and motivation for follow-up local action.
4. Improved Digital and Campaigning Skills	Digital competence showed **predominantly positive results (levels 3-5)**, but the results were more dispersed than in the strongest competence areas. The **Digital Storytelling** session received particularly strong satisfaction ratings.	**Achieved, with some variation.**Participants perceived improvement, but digital competence was not among the strongest areas.
5. Fostering Inclusivity and Diversity	The participant group was culturally diverse, and **intercultural competence was one of the strongest improvement areas**, with particularly high top ratings. The report also stresses the value of the multicultural setting and peer learning.	**Strongly achieved.** The evidence supports the development of intercultural understanding, respect for difference and learning in a diverse environment. However, inclusivity itself was not measured through a separate

Planned qualitative result	Evidence in the Impact Report	Assessment
		dedicated questionnaire indicator.

Overall assessment

The comparison indicates that the planned qualitative results were achieved, with particularly strong evidence in three areas: environmental awareness, civic/initiative-related competences, and intercultural learning. The Impact Report describes the strongest perceived gains in intercultural competence, learning to learn, initiative and entrepreneurship, and environmental awareness.

A particularly important finding for the project's objectives is the combination of environmental awareness and increased readiness to act. The report does not merely indicate that participants acquired knowledge; it suggests that the training strengthened their sense of agency and preparedness to contribute to follow-up and local initiatives.

The preliminary planned 70–80% approval figure was achieved but the report also shows distributions across competence ratings and narrative evidence. The strongest defensible formulation is that the results show predominantly high levels of participant-reported improvement, with the most pronounced results in the areas central to the project.

There is also an important methodological strength: 100% of the 20 respondents stated that the training met their expectations, while the strongest thematic satisfaction ratings were recorded for Culture Detectives, Digital Storytelling, Planning of National Actions and Civil Participation.

The qualitative evaluation demonstrates that the project substantially achieved its planned participant-level outcomes. Participants reported meaningful improvement across all assessed competence areas, with particularly strong results in environmental awareness, civic and initiative-related competences, intercultural learning and learning to learn. The findings also indicate increased confidence and readiness to participate in and initiate follow-up actions. Digital competence showed positive but more

differentiated results, while the available evidence on engagement with specific EU democratic tools and inclusivity is mainly indirect.

Overall, the findings confirm that the training made a significant contribution to the project's objectives of strengthening active citizenship, environmental responsibility, intercultural understanding and young people's capacity to take action.

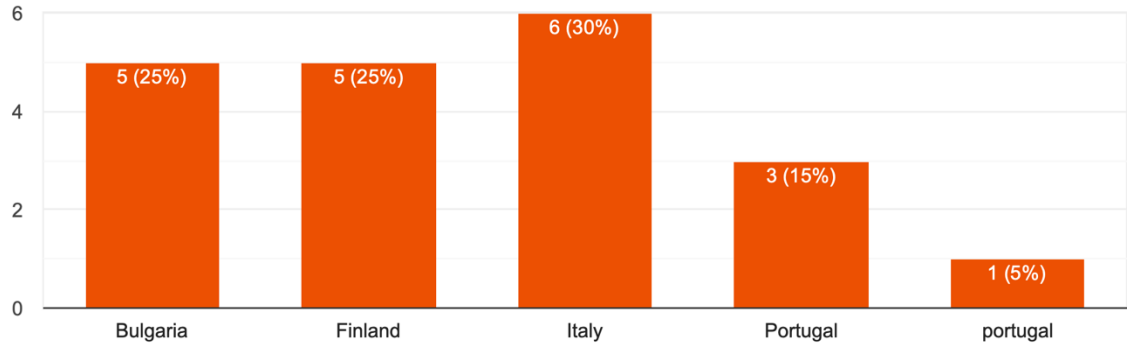
Source documents

- Evaluation of Competences Before the TRAINING (participant evaluation analysis, n=20)
- Evaluation of Competences After the TRAINING (participant evaluation analysis, n=20)

Evaluation of Competences Before the TRAINING (participant evaluation analysis, n=20)

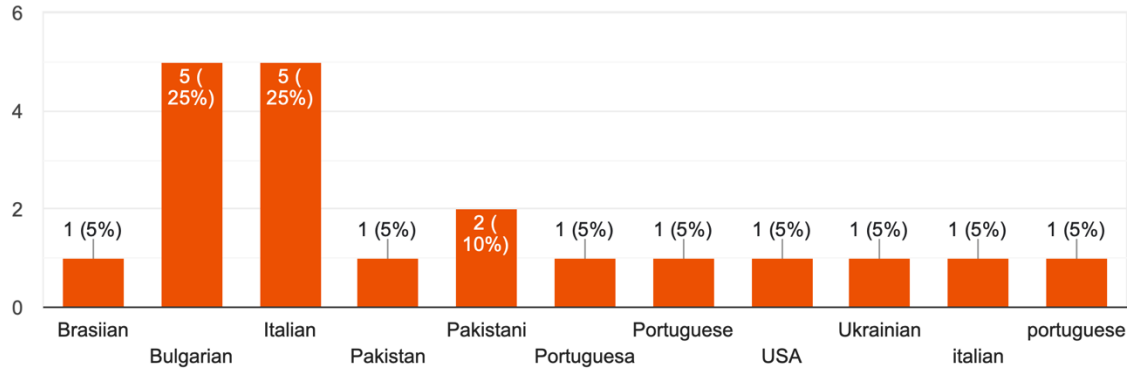
1. Your country?

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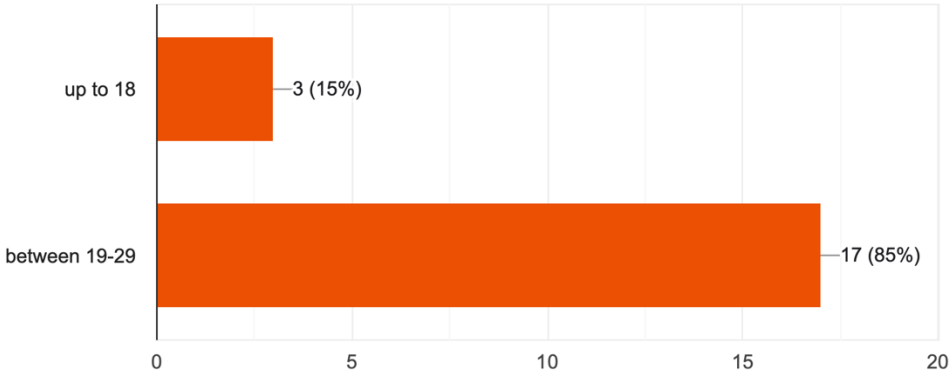
2. Your nationality?:

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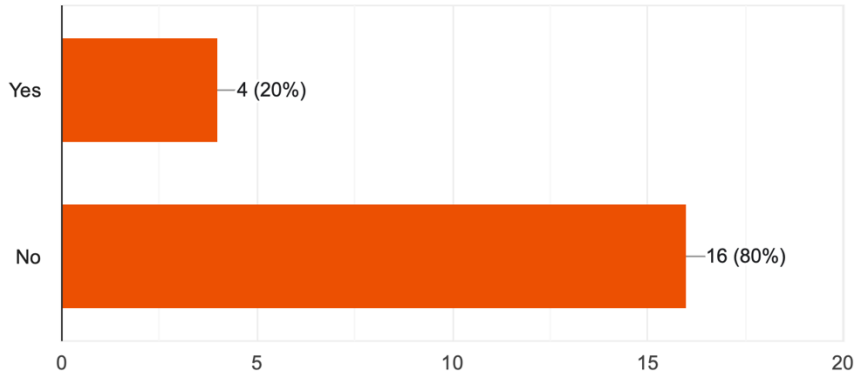
3. Age group:

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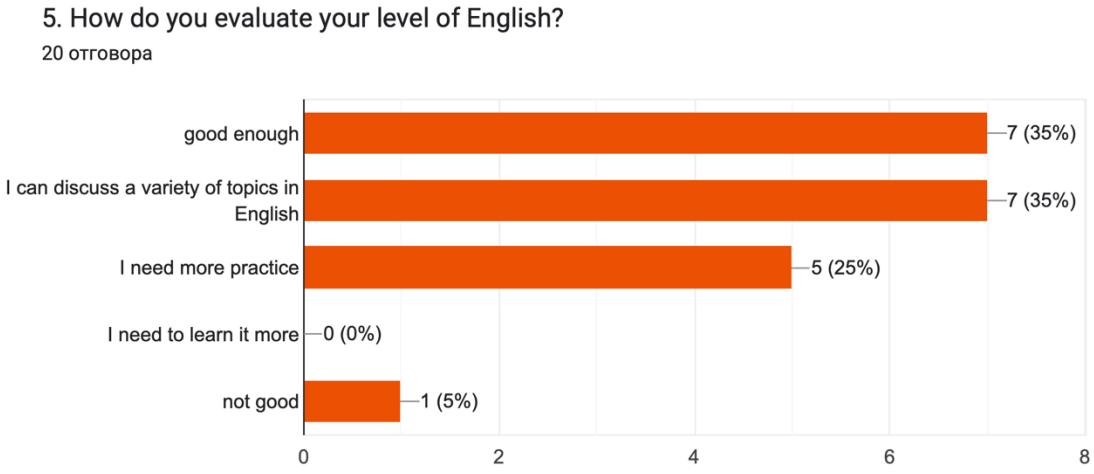


4. Is this your first participation in the Erasmus+ project?

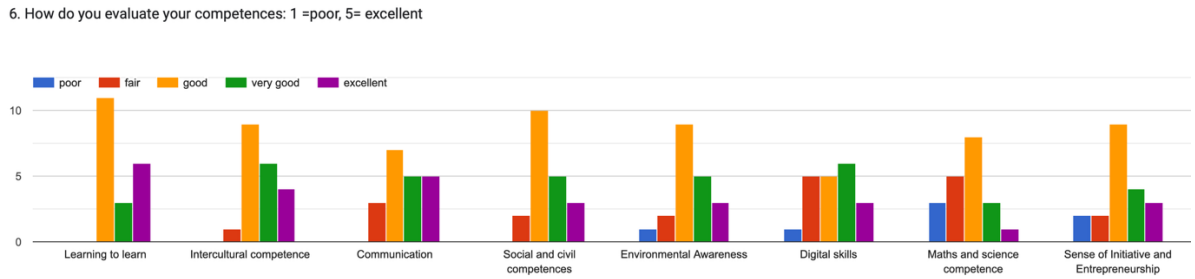
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Across the sample (n = 20), the group profile suggests a cohort that is already relatively experienced in international youth learning contexts and starts from a fairly solid competence baseline, which helps explain the very positive self-assessments and the limited share of low ratings.



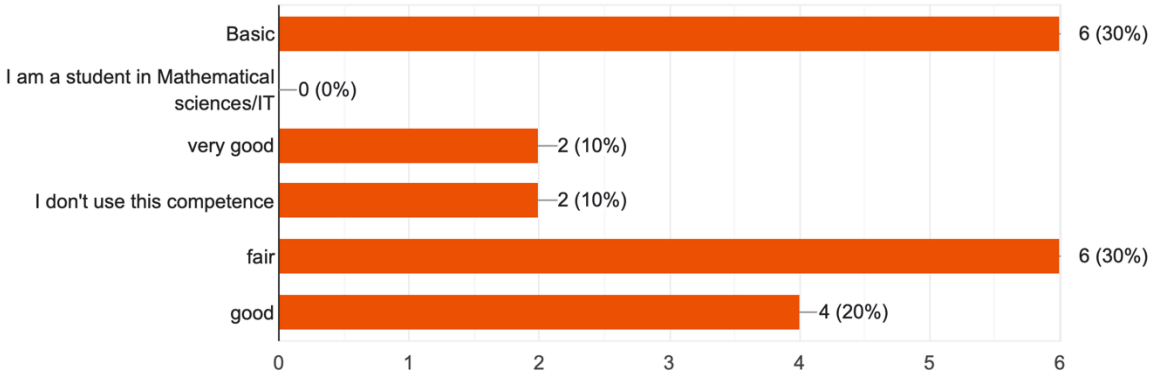
Self-evaluated English level before/around the activity is largely functional. Seventy percent of participants place themselves in the upper range ("good enough" or able to discuss a variety of topics), 25% say they need more practice, and only 5% report "not good." This distribution is consistent with a working language environment where most participants can participate actively, while a smaller subgroup may need additional scaffolding (more structured speaking turns, vocabulary support, mixed-level pairing). Importantly, this baseline aligns well with the later result you shared about perceived English improvement being very high for most participants: strong initial capacity does not prevent improvement, but it often shifts improvement from "basic language gains" to gains in fluency, confidence, and topic-specific vocabulary.



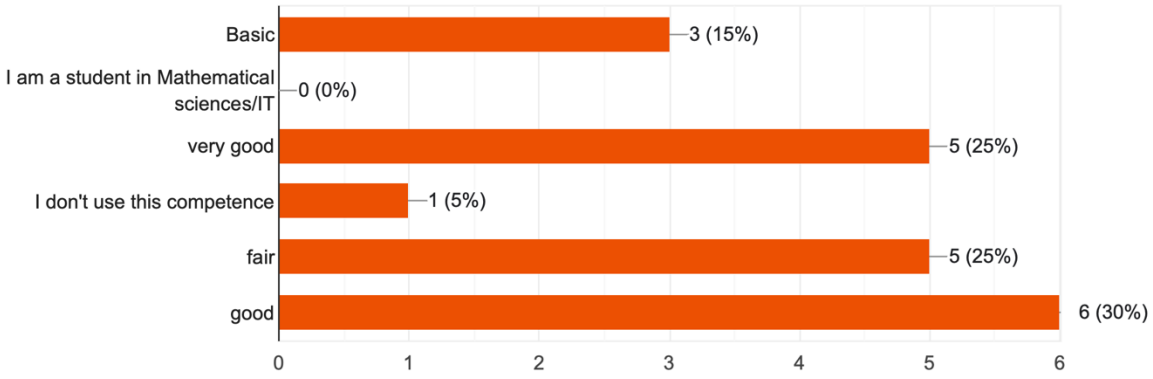
General competence self-evaluation (1 = poor to 5 = excellent) indicates a strong concentration in the "good-very good-excellent" bands across most competence areas. "Learning to learn," intercultural competence, communication, social/civic competences, environmental awareness, and initiative/entrepreneurship show the most positive patterns overall. Digital skills and especially maths/science appear more

mixed, with visibly more responses at the lower end compared to the other areas. This is a meaningful signal: the training seems strongest on transversal, civic, and intercultural learning outcomes, while more technical competence areas are less uniformly strong within the group.

6. What is the level of your MATHEMATICAL COMPETENCE according to the definition: 'This is the ability to develop and apply mathematical thinking in ...the responsibility of each individual as a citizen.'
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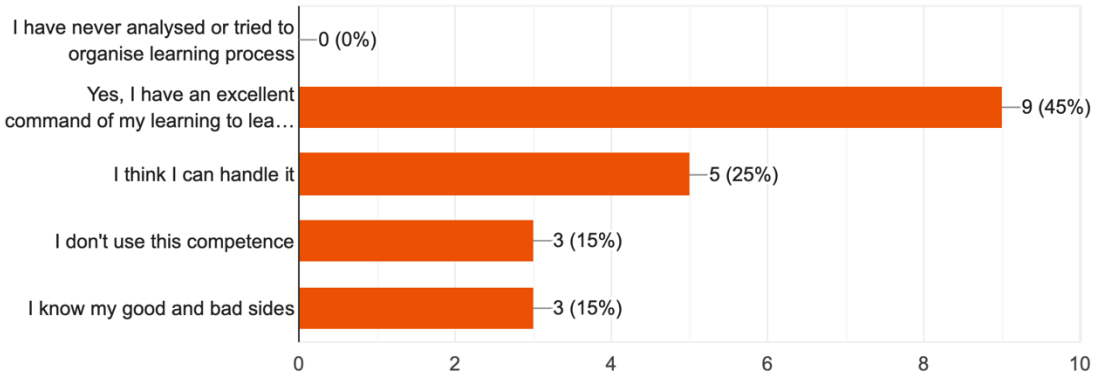


7. What is the level of your DIGITAL COMPETENCE according to the definition: 'It involves the confident and critical use of information society t... information and communication technology (ICT);.'
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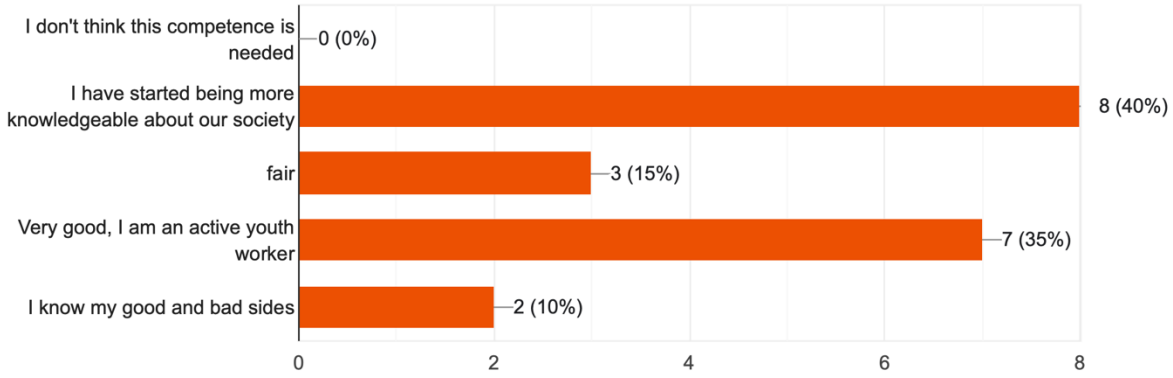
8. Are you aware of your LEARNING TO LEARN competence? Have you analysed how you learn new things or study according to the definition: ' This... needs, and awareness of methods and opportunities'

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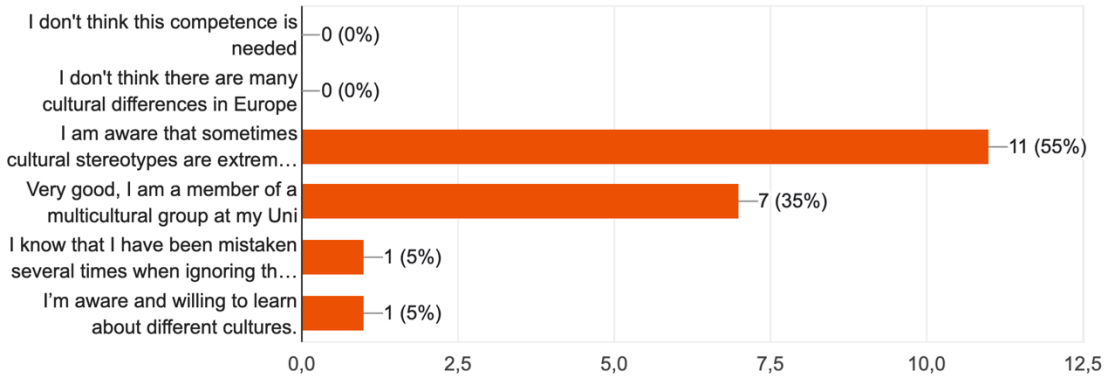
9. How do you evaluate your SOCIAL AND CIVIL COMPETENCES according to the definition: ' Civic competence, and particularly knowledge of social and p..., justice, equality, citizenship and civil rights), '

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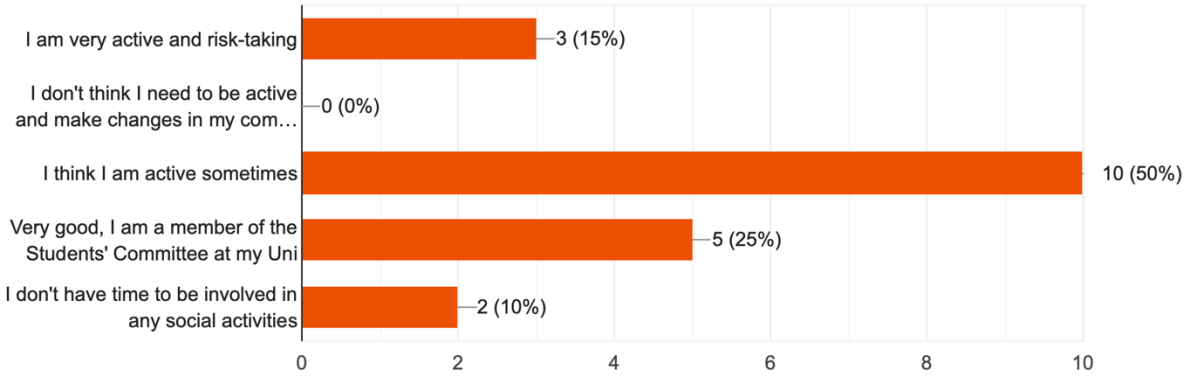
10. How do you evaluate your INTERCULTURAL COMPETENCE according to the definition: 'It involves appreciation of the importance of the cre...ic, performing arts, literature and the visual arts. '

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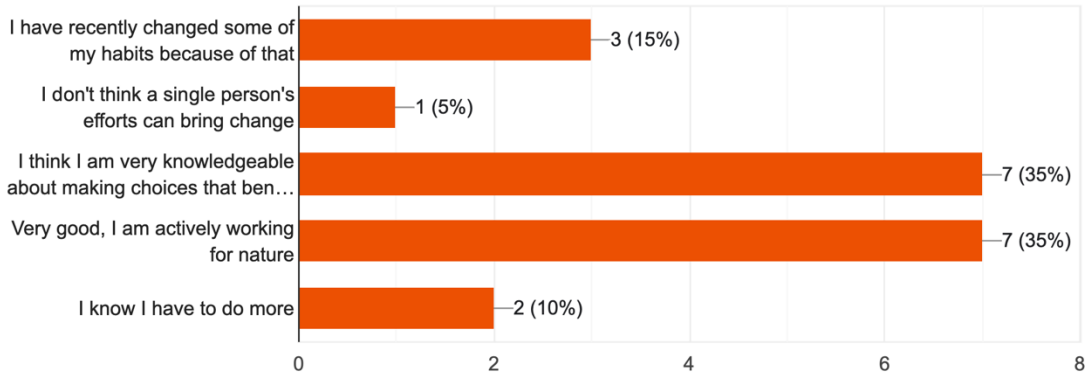


11. How do you evaluate your SENSE OF INITIATIVES according to the definition: 'This the ability to turn ideas into action. It involves creativity, innov... and manage projects in order to achieve objectives '

20 отговора



12. How do you evaluate your ATTITUDE TOWARDS NATURE according to the definition:
'Environmental awareness means being aware of the ...nergy and water, recycling, activism, and others '
20 отговора



When the questionnaire moves from general ratings to definition-based competence items, the responses become more nuanced and, in several cases, very informative for project reporting.

Mathematical competence is the clearest “mixed baseline” area: 60% place themselves at basic or fair, 20% at good, 10% at very good, and 10% say they do not use this competence; none identify as mathematics/IT students. This suggests the group is not technically specialised and may feel less confident in formal mathematical thinking—useful for contextualising any STEM-related elements in the project. Digital competence is noticeably stronger than mathematical competence: 80% rate themselves from fair to very good (with “good” the most frequent at 30%), 15% basic, and only 5% not using it. In practice, this looks like a group capable of engaging with digital tools for communication, content creation, and collaboration, even if not uniformly advanced.

“Learning to learn” awareness stands out as a strong asset: 45% report excellent command of their learning process and 25% say they can handle it; no one reports never having analysed how they learn. The remaining 30% split between not using the competence and knowing their strengths/weaknesses. For a project narrative, this is valuable: it implies participants are not only receiving content but are able to reflect on learning strategies, which supports sustained impact beyond the mobility.

Social and civic competences show a particularly strong civic-learning orientation: 40% report becoming more knowledgeable about society, 35% describe themselves as very good/active youth workers, and only 25% fall into the “fair” or “self-awareness without

strong civic action" categories. The absence of "not needed" answers is also telling: civic competence is perceived as relevant by the entire

group. This matches well with training content focused on participation, campaigns, and national actions.

Intercultural competence results are very consistent with a multicultural training environment. Ninety percent choose the two most substantial statements: 55% emphasise awareness that stereotypes can be extreme, and 35% identify as members of multicultural groups. Only 10% select the more "personal learning" statements (recognising past mistakes or being willing to learn), and none select "not needed" or "there are not many differences in Europe." The key takeaway is that participants demonstrate a mature, reality-based understanding of cultural difference and stereotyping—highly aligned with Erasmus+ objectives and a strong indicator of reflective intercultural learning.

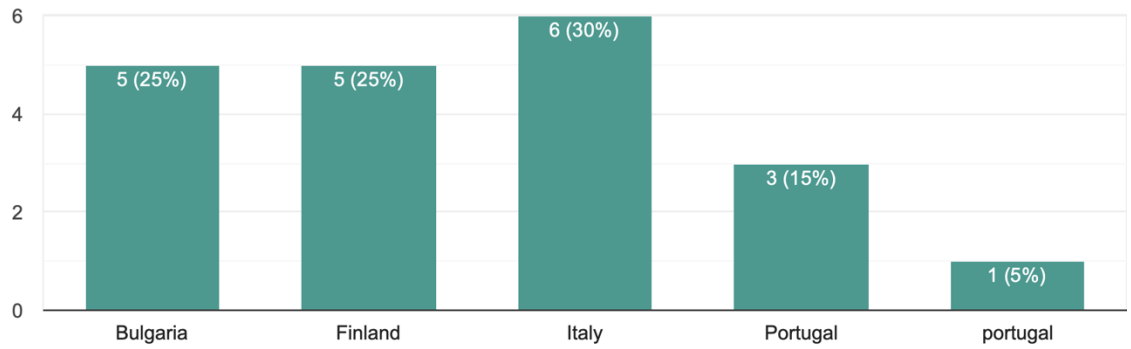
Sense of initiative shows a healthy distribution of engagement: half say they are active sometimes, 25% indicate structured involvement (students' committee), and 15% identify as very active/risk-taking, while 10% report limited time for social involvement. No one rejects the idea of being active in the community. This is a strong impact narrative for follow-up actions: there is a clear "activation potential," but time constraints for a minority may affect volunteering and dissemination intensity.

Environmental attitudes also come through strongly: 70% position themselves at the higher end (knowledgeable about sustainable choices or actively working for nature), 15% report recent habit change, 10% say they need to do more, and only 5% express low perceived efficacy ("one person's efforts can't bring change"). This is a good indicator of both awareness and readiness to act.

Evaluation of Competences After the TRAINING (participant evaluation analysis, n=20)

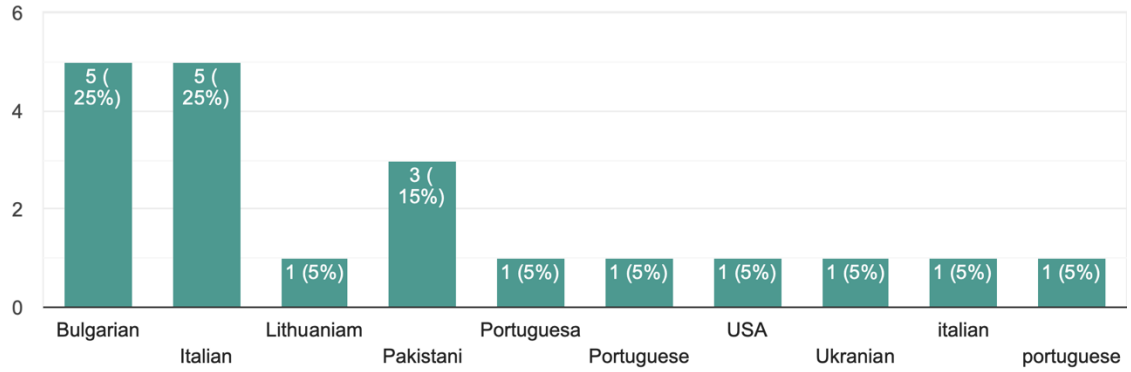
1. Your country?

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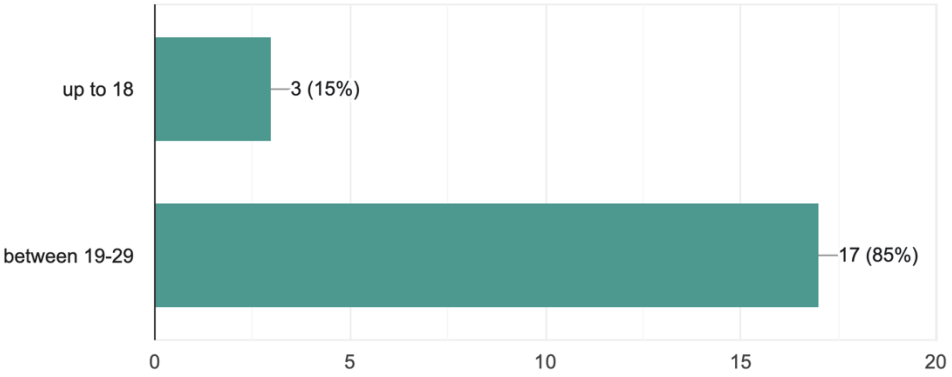
2. Your nationality?:

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3. Age group:

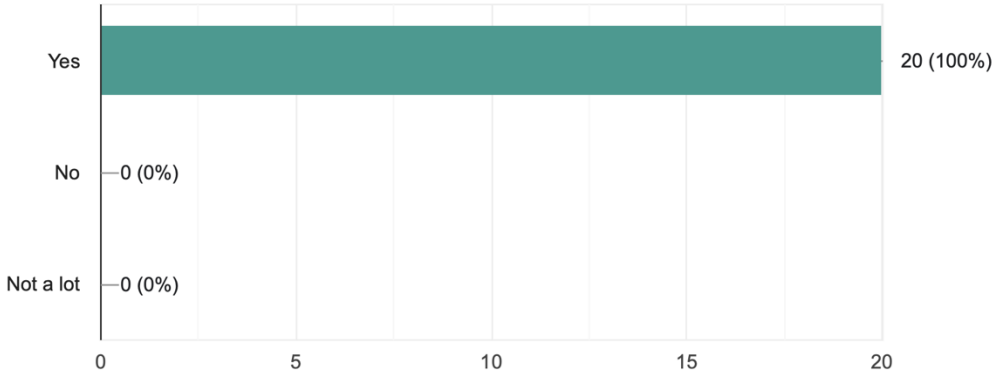
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The participant group demonstrates a clear youth-oriented profile and a diverse international composition. The large majority of respondents (85%) fall within the 19-29 age group, while 15% are under the age of 18, confirming that the activity primarily reached young people in the core Erasmus+ youth target range. In terms of country of residence, participants mainly come from Italy (30%), Bulgaria (25%), and Finland (25%), complemented by a smaller group from Portugal (20% in Trainingal, including both spelling variants), reflecting a balanced cross-national partnership. The nationality data further illustrates strong multicultural diversity, with Bulgarian and Italian participants each representing 25% of the group, followed by Pakistani participants (15%) and smaller representations (5% each) from Lithuania, Portugal, the USA, and Ukraine. Overall, the demographic profile confirms that the training successfully engaged a predominantly young and culturally diverse group, creating a solid foundation for intercultural learning and exchange.

4. Has the Erasmus+ training met your expectations?

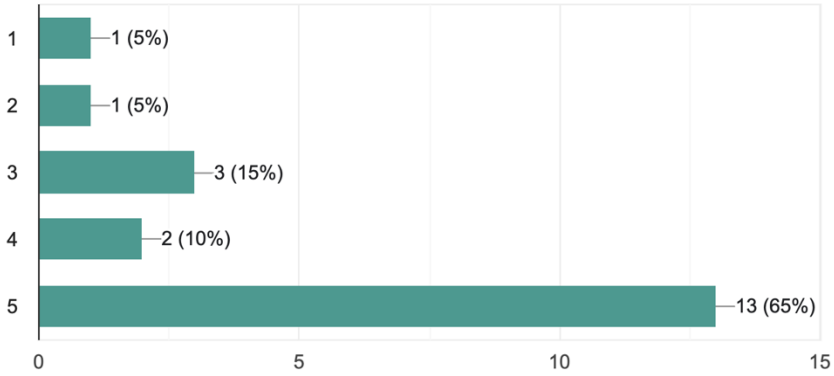
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All respondents (100%) confirmed that the Erasmus+ training met their expectations, with no participants selecting negative or neutral options. This unanimous positive feedback provides strong evidence of the relevance, quality, and appropriateness of the training design, content, and delivery. The result indicates a very high level of alignment between participants' needs and the objectives of the programme, as well as the effectiveness of the methodologies and facilitation approach. Overall, this finding demonstrates that the training successfully fulfilled its intended purpose and achieved a high degree of participant satisfaction.

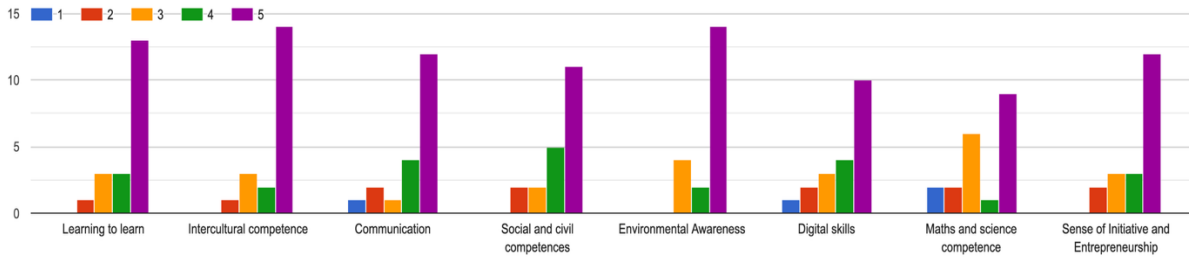
5. How much have you improved your level of English? 1=not at all; 5=a lot

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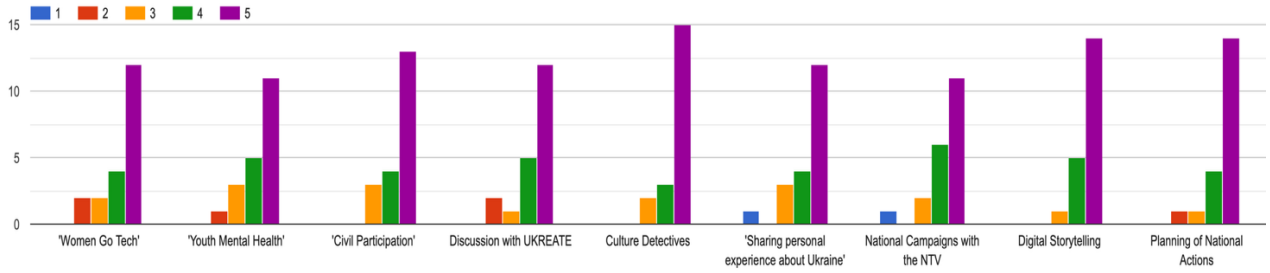
Participants reported a very strong perceived improvement in their level of English as a result of the project activities. Almost two thirds of respondents (65%) selected the highest score (5), indicating a substantial increase in confidence and competence in using English. An additional 25% of participants rated their improvement at levels 3–4, reflecting moderate to good progress, while only a small minority (10%) reported little or no improvement (levels 1–2). This distribution demonstrates that the learning environment, methodologies, and use of English throughout the activities were highly effective in supporting language development. Overall, the findings confirm that the project made a significant contribution to strengthening participants' English-language competences, which is essential for their future educational, professional, and intercultural engagement.

6. How much have you improved the following competences: 1=not at all, 5= a lot



Participants reported substantial perceived improvement across all assessed competence areas, with responses again strongly concentrated at the highest levels of the scale (4–5). The most pronounced gains are observed in Intercultural competence, Environmental Awareness, Learning to learn, and Sense of Initiative and Entrepreneurship, each showing a particularly high share of ratings at level 5, which indicates that the project activities effectively strengthened transversal and civic-oriented competences. Communication and Social and civic competences also demonstrate solid improvement patterns, with the majority of participants selecting high scores. While Digital skills and Maths and science competencedisplay slightly more dispersion, they still remain predominantly within the positive range (3–5), suggesting meaningful though somewhat more differentiated learning outcomes. Overall, the results confirm that the project made a significant contribution to participants' competence development in both personal and key European competence domains, in line with the project's educational objectives.

7. How do you evaluate the training sessions: 1= not at all, 5= a lot



Participants' feedback indicates a consistently high level of satisfaction with the training programme across all thematic sessions. The majority of respondents rated the activities at the highest level (5), with additional strong clustering at level 4, demonstrating that the trainings were perceived as highly relevant, engaging, and useful for their personal and professional development. Sessions such as Culture Detectives, Digital Storytelling, Planning of National Actions, and Civil Participation stand out with particularly high concentrations of top ratings, suggesting a strong alignment between the training content and participants' expectations and needs.