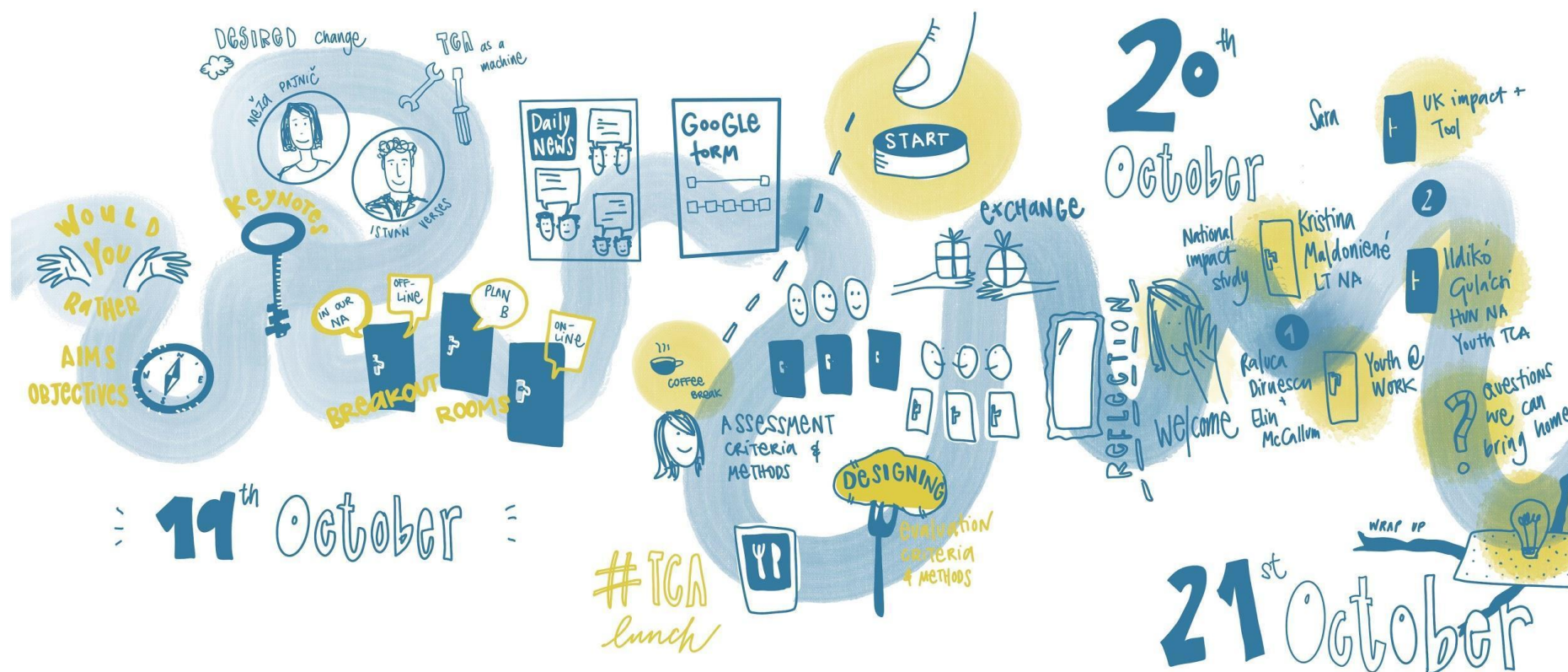# Assessment of learning outcomes of TCA participants, evaluation and impact of outcomes of TCAs

Online training · 19-21 October 2020

Specific objectives, outcomes, indicators and data sources

The key objective of this workshop was to support officers in entering the planning and new programme period with knowledge, strategies and tools to implement and measure outcome oriented TCAs.

SPECIFIC OBJECTIVES AND OUTCOMES	POSSIBLE INDICATORS	POSSIBLE DATA SOURCES
To familiarise participants with the expectation of more strategic TCA's in the new programme in order to understand/ appreciate the importance of assessment and measuring outcomes/ impact of TCA activities and their roles in realising this.	- increased understanding of the expectations of the Commission for the delivery of TCA's in the future programme which more clearly demonstrate impact towards policy or programme objectives - increased interest or intention in developing future TCAs which identify policy links or clear objectives linked to systemic impact - increased communication within NA's about the design and delivery of TCA's, across departments or involving senior staff members in the design and delivery of TCAs due to encourage more systemic impact - increased understanding of the opportunities to impact the Erasmus+ programme as a whole which are offered within TCA - incorporation of some shared concepts or approaches within future TCA design, work programmes or delivery	- pre and post workshop survey - feedback during workshop sessions - informal comments 6 month survey - NA work programmes - NA annual reports - No. of staff involved in TCA's

To explore the design, measurement and impact of assessable learning outcomes for TCA activities in order to improve the clarity and contribution of TCA's to systemic impact	• increased confidence in the use and identification of learning objectives for TCA activities • improved understanding of learning objectives which are SMART vs those which are not • commitment and interest in the use of SMART learning objectives for TCA activities • improved knowledge of the difference between assessment of participants gained knowledge/ skills/ competences • improved knowledge of measurement techniques which might be adopted and approaches across the network • increased measurement of learning objectives and reporting on their contribution to impact	• pre and post workshop survey • feedback during workshop sessions • informal comments • 6 month survey • NA annual reports
To increase participants' knowledge of assessment, impact and outcome measurement techniques in order to incorporate or adopt these approaches in the design and delivery of their TCA activities	• increased confidence in planning strategic TCA's following the course • active contribution to discussions and tools development during and after the workshop • improved understanding of the benefits of evaluation of TCAs outcomes • broaden their knowledge of evaluation methods, criterias of TCAs • identify the main principles of evaluation of the outcomes of a TCA • learn the basic techniques of using evaluation indicators • be better able to introduce impact analysis in future • explore example tools relating to evaluation methods, criteria and checklists for evaluation of TCA outcomes and measuring impact of TCAs	• pre and post workshop survey • feedback during workshop sessions • informal comments • 6 month survey • NA annual reports

To support peer-to-peer learning, practice sharing and reflection of techniques, successes and challenges in the delivery of outcome oriented TCAs in order to maximise the knowledge and development across the network, identify future training or support needs.	- have the possibility to share their experiences in evaluation of TCA event and outcomes - have the possibility to learn from each others' practice	- pre and post workshop survey - sharing of experiences peer to peer during breakout sessions - feedback during workshop sessions - informal comments

PROGRAM

DAY 1 - 19.10.2020

13.00 - Welcome, warm up
Introduction of the team, the structure and basic tools of the training course.
Overview of the programme on the PADLET: https://padlet.com/tca_resourcecentre/vd9isdw21u9tuevg
and introduction to the TCA officers' Jukebox - 2020:
https://open.spotify.com/playlist/3sAcxECS9zOrmCzIIB48hX?si=I-ePpyscQtCXLmk9Afv7uw

Icebreaker activity - Would you rather… ?
Three tricky, challenging questions to get to know each other a bit. The participants were asked to mark their opinion on the Jamboard (also to introduce this tool to be used during the training event) and the facilitators interviewed a few people about their choice.

1. Would you rather have **roller skates for hands** or **permanent clown make-up**? (example of how this activity works)

2. Would you rather organise and host 5 days long online training on Zoom with participants not having proper internet connection and camera or host a 10 day international face-to-face meeting in the middle of COVID travel complications to manage?
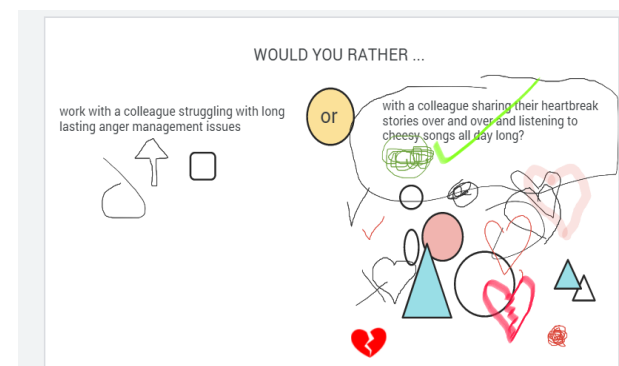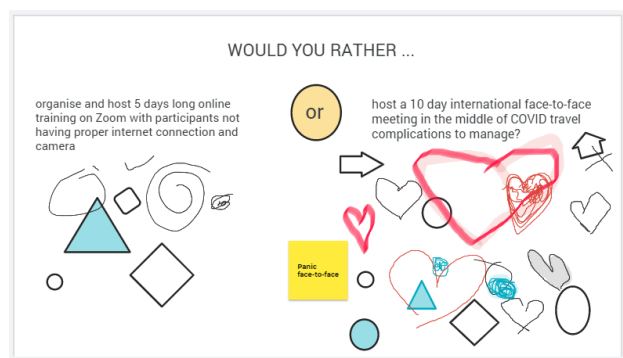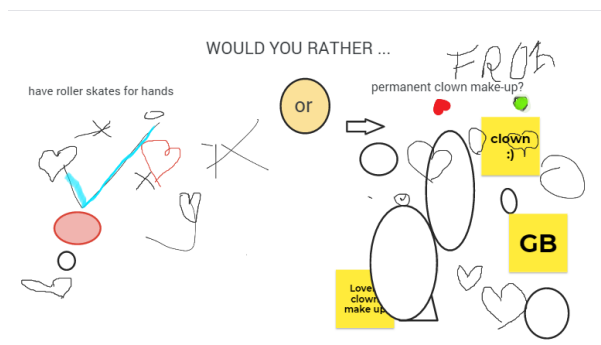
3. Would you rather work with a colleague struggling with long lasting anger management issues or with a colleague sharing their heartbreak stories over and over and listening to cheesy songs all day long?

Official welcome from the SALTO E&T Resource Centre - *Krisztina Molnár, Head of SALTO E&T Resource Centre*

Running through the agenda of the training course - *Sara Southam*

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13.30 - Context of TCAs: International dimension *- keynote speeches*

- *István Verses, Head of department Erasmus+ HU01 NA*

https://padlet.com/tca_resourcecentre/vd9isdw21u9tuevg/wish/881994561

"On the systemic level (TCA events) are really low threshold activities. What the future brings is something different.
The challenge we are heading towards is really big. It's not only the tree that has grown, it's the program that has grown.
And as we all know there are bigger expectations on the National Agencies, because TCAs as a tool has become more strategic, there is good sign of that in long term TCAs. It's showing that it's not only the attention of the European Commision, and the European public on the new Erasmus that has grown, but there is a bigger attention and responsibility on the National Agencies how they execute, how they organize, how they plan, how they prepare their TCA activities. At the same time, National Agencies would still keep the individual events as this playground approach, but on the other hand they would be more independent and more responsible to organize larger events like these long term TCA."

- *Neza Pajnic, Head of Erasmus+ NA - Slovenia*

https://padlet.com/tca_resourcecentre/vd9isdw21u9tuevg/wish/936000696

"What an impact is: (...) this is the marked effect of our influence.
(...) It's actually all about the change. What do we want to be different? (...)
The impact that we want to achieve is a desired change somewhere in the future (...)
and it's not under our direct influence. The outcome is under our direct influence (...)
*but for the impact we can not be very sure because it's based also on the*
indirect influences of some other circumstances that we can not control."

"The most important for the changes is the MOTIVATION. (...) Where can we find the motivation to
change? (...) The whole answer lays in the needs analysis. (...) WHAT is not working for us? WHAT
do we want to see in the future being changed? (...) The answer is WHY. (...)
(...) The answer WHY, has to be really well defined, because it helps us to define exactly what to expect to change. (...)
And from there you get the answers: HOW will I prove the change? HOW will i measure it? - so we get to the indicators.
Only when we look at WHAT we want, WHY we want it is possible to speak about HOW we get there - the activities."
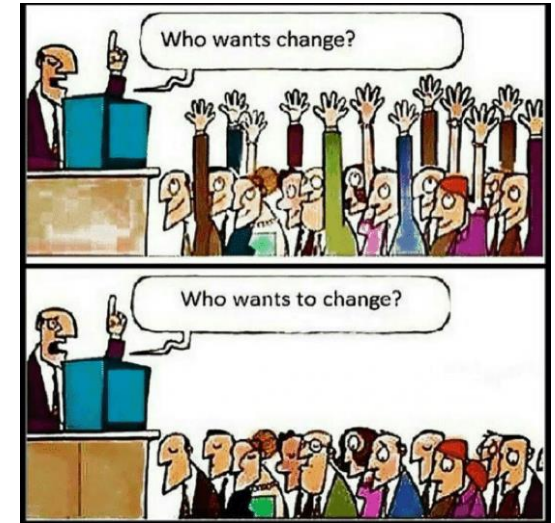
13.50 - Identification of the participants' needs concerning the workshop
Expected learning outcomes *- presentation*

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14.05 - The role of the work programme in strategic planning of TCA's - *group work*

Participants in six breakout-rooms discussed their current work programme generation process, considered how impact focused it is and started to think about what they may have to do differently in future.

Supporting questions for the discussions:

- Please share how the TCA work programme planning is currently managed within your NA.
  - for example, who is involved in the decision making process; how are TCA's linked to other national, NA and/or EU priorities; how are TCA's linked to other activities delivered in the work programme and delivery/capacity/staff training planning
- Do you have any major questions or concerns regarding the changes to TCA planning (1 year and 3 year work programmes, national and transnational activities, wider impact expectations etc.)
- Considering that the work programme planning will change to planning of 1 year cycle and 3 year cycle and that more national activities will be eligible under TCA, are there any changes which you believe your NA could make in order to increase the impact of TCA's at programme/ policy level and when would you implement these?
  - this might include needs analysis, stakeholder involvement, evaluation and reflection on previous activities, consultation with other NA's

15.00 - Key principles and approaches - *presentation*

An input to follow on from the discussions to confirm key principles and approaches:

- Target hierarchy of strategic goals, development objectives and project objectives
- Needs analysis, stakeholder input, ranking priorities and developing strategic goals
- National and transnational event approaches
- Capacity management, prioritization and seeking additional resources
- Reference to strategic planning techniques such as theory of change, impact+ workshop etc.

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15.15 - Wrap-up of the day

Collecting articles to the Daily NEWS heading: Good Reminders.
JAMBOARD: https://jamboard.google.com/d/1Gvt6pVxG8E0DM8Ar-00mBhOB529DjCO-_QQAN9pQF9I/viewer?f=3

DAY 2 - 20.10.2020

10.00 - Welcome to Day 2

Day two was directed at exchanging experiences and sharing practices through collaborative thinking over scenarios. The work was based on real-life examples and presented the group with various levels of challenge in order to facilitate peer learning.

Warm-up exercise connected to learning styles, again with the facilitators interviewing a few people about their choice. The tool used for the questions was Zoom polls this time.

1. Would you rather reflect on your learning points

   a) **on your own** or b) **with someone**

2. Would you rather reflect a) **in written** or b) **by talking about it**?

3. Would you rather reflect a) **right after the activity** or b) **after you had time to digest what happened?**

Becoming aware of one's own learning preferences makes one realize how different we are in processing learning points. This can be especially important when designing the evaluation process of the TCA activities and underlines the importance of choosing a mix of different evaluation methods to allow the participants to best process and express their learning.

11.20 - Exchanging experience on assessable learning outcomes and practice - *group work*

Group work in six breakout-room develop specific learning outcomes for their TCA based on case studies. The scenarios were reflective of different types and scales of TCA in order to separate new TCA officers from more experienced but to explore different types of TCA. The participants were asked to discuss and develop the following aspects:

- identify how they assess LO's of TCA participants (method)
- identify what they assess and when (assessment criteria, data collection, timeline)

Breakout room 1: Contact making seminar
 https://docs.google.com/document/d/1LWxtqtrRlZhoOlOBahRAMquqUIQ5Q6Z2h8CzpqHLCHw/edit?usp=sharing

Breakout room2: Contact making seminar
https://docs.google.com/document/d/1AZKz526sONFMF1lmVnRP8ykH1SPvzAfsklXBdiISO08/edit?usp=sharing

Breakout room3: Thematic seminar
https://docs.google.com/document/d/1o5mgAHsaVxdXPXnwH9LH__McqjYKt0-nerieNG2G5uM/edit?usp=sharing

Breakout room4 : Thematic seminar
https://docs.google.com/document/d/1nrSkbPCh_gS50aGnsYw7QD2ZvGlvtBheFuFWwONjOHI/edit?usp=sharing

Breakout room 5: Peer network
https://docs.google.com/document/d/1tXz1hJ4ptr9NcEBd4k6VDriRgLyVYFQoTxE7HZHbWQc/edit?usp=sharing

Breakout room6: Long term TCA
https://docs.google.com/document/d/12u815FmFq8bLKv6P6ImP5IitEaKLV75C3tR8oNHxIX8/edit?usp=sharing

11.30 - Summary of the breakout rooms *- reflection*

Exchanging assessment criteria for the learning outcomes of TCA participants according to the scenarios

TCA's often only include participants once unless designing a tailored series of trainings, such as online trainings or events, for pax to attend. Therefore, unlike in some classroom setting were knowledge of the learning impact can be measured over time, LO's must be quite clear and specific as well as measured during the period that the pax are there. It is much less likely to have a good level of response rates afterwards, unless agree between NA partners on this as a rule.

12.00 - Raising awareness on the importance of LO 2 - *presentation*

https://padlet-
uploads.storage.googleapis.com/127073012/0ecf66cc1f2a3d96f178dde449c90625/Day_2_Workshop_on_Assessment_of_Learning_Outc
omes_of_TCA_participants__Evaluation_and_Impact_of_Outcomes_of_TCAs_SSo_Slides.pdf

Aim of assessment of LO's

- what is the change in attitudes, skills, knowledge or behavior that you hope to see as a result of your input and what data do you imagine would demonstrate this change
- emphasis on impact
- think about the expectations we would have of a KA2 project towards impact and justifying the use of funds
- ensure what you set out to achieve was achieved
- capture whether anything unexpected was achieved
- cycle of continuous improvement
- build evidence base
- no matter the scale of TCA activity

Possible methods

- baseline, during, endline
- endline only
- capturing sessions, responses
- tests
- standardised vs specific
- test, teach, test
- application, application success

- before, during and after
- Using SALTO E&T survey options
- Longer term - when becomes an outcome/ impact

13.30 - #TCALUNCHALLENGE

An invitation for participants to share a piece of their off-screen life by sharing a picture of their actual lunch as Instagram food-stylists would do. This created a nice atmosphere when coming back to session, having a little chat about the intercultural aspect of the different meals.
https://padlet.com/tca_resourcecentre/vd9isdw21u9tuevg

13.40 - **Raising awareness on the importance of LO 3 -** *presentation*

Presentation on : What is the difference between assessment of participants' learning outcomes and evaluation of TCA outcomes? Why do we need them both?
https://padlet-uploads.storage.googleapis.com/127073012/0ecf66cc1f2a3d96f178dde449c90625/Day_2_Workshop_on_Assessment_of_Learning_Outcomes_of_TCA_participants__Evaluation_and_Impact_of_Outcomes_of_TCAs_SSo_Slides.pdf

Explanation and description of:

- development of learning outcomes for this workshop
- use of table format to identify possible indicators and data sources
- benefits and principles of approach
- other key considerations for a tool/ reference so that can check meeting objectives
    - getting input from relevant stakeholders of the training

- in order to measure you need to be clear on what you're hoping to measure against, whether it's reasonable to expect those changes in that time and other factors which might impact on the outcomes
- design of questions
- design of surveys
- consistency of questions formats
- mix of qualitative to quantitative
- consistent scales (low to high, images, stars, feelings as well as thoughts)
- context, correlations and complexity of the learning outcomes
- level to be achieved (depth, scope, level of independence and responsibility)
- measurable, assessable
- reminder regarding using SALTO E&T survey

14.00 - Practice in developing evaluation criteria of TCAs *- group work*

Another group work around the case studies of the previous breakout rooms, this time the participants were asked to outline the evaluation criteria for the learning events in a structured manner. TCA officers practiced using the assessment criteria table method within the previous scenarios to:

- Revised/ refined their specific objectives and outcomes of the activity
- Outlined possible indicators for the LO's
- Outlined possible data sources for the LO's
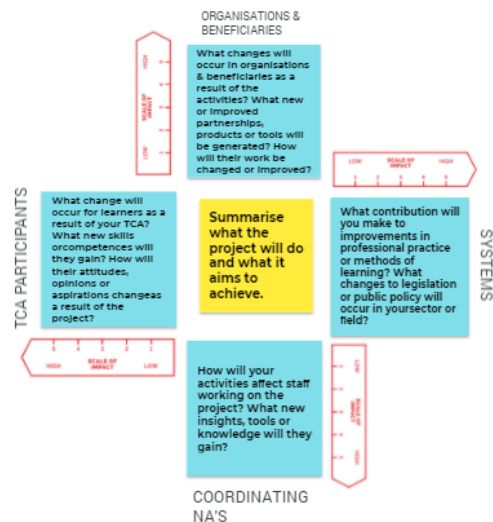- Outlined time-line for collection/ follow-up

TYPE YOUR SCENARIO NUMBER HERE

Central box – 'What are you trying to achieve?'

Four side boxes representing four different areas of potential impact for projects

An impact scale on each side box. The different rankings help you identify where your projects main impact will be.

The information in the blue sticky notes is to help prompt thoughts and ideas and can be deleted or covered by sticky note ideas.

ORGANISATIONS & BENEFICIARIES

What changes will occur in organisations & beneficiaries as a result of the activities? What new or improved partnerships, products or tools will be generated? How will their work be changed or improved?

TCA PARTICIPANTS

What change will occur for learners as a result of your TCA? What new skills orcompetences will they gain? How will their attitudes, opinions or aspirations changeas a result of the project?

Summarise what the project will do and what it aims to achieve.

What contribution will you make to improvements in professional practice or methods of learning? What changes to legislation or public policy will occur in yoursector or field?

SYSTEMS

SCALE OF IMPACT

How will your activities affect staff working on the project? What new insights, tools or knowledge will they gain?

COORDINATING NA'S

STEP 1: CHOOSE A PROJECT SCENARIO

STEP 2: SUMMARISE THE PROJECT AIMS IN TO THE YELLOW SQUARE

STEP 3: COPY THE LEARNING OUTCOMES IN TO THE TCA PARTICIPANT AERA

STEP 4: EACH MEMBER ADDS STICKY NOTES FOR POSSIBLE CHANGES (OUTCOMES AND IMPACTS) TO OTHER AREAS NEXT TO THEIR AREA OF IMPACT

Try not to over think things during the exercise. The aim is to get you thinking about impact. Focus on getting your ideas down on paper first – you can review and revisethem later.

STEP 5: CONSIDER THE SCALE OF IMPACT
Rate how important the notes in each side box are to the achievement of the overall intended aim in the centre box.

Discard or consolidate ideas.

Outputs of the session here: https://drive.google.com/drive/folders/1IFp1sJe1aDVrfWJqRsIbXkBQeVopmqy9

14.45 - Summary of Breakout rooms - *reflection*

Exchanging evaluation criteria scenario responses, the groups shared about their process and the details of their work.

15.15 - Wrap up of the day - reflection, evaluation

Sharing in trios about the emotions and feelings of the day, the end-of-the-day reflection provided the team with feedback while allowed the participants to share about the quality of their participation in the training event.

What are the emotions/ feelings bests describing your day?

Choose the 3-4 most adequate, mark it on the wheel and share about your choice with your trio.

Are any of those emotions directly connected to your learning experience? How?

Please do not forget to fill the reflection form at some point until tomorrow's session! (link in padlet at todays's programme)

DAY 3 - 21.10.2020

10.15 - **Practice sharing examples on various studies and impact measurement initiatives.**

Round 1.
- ***Does Erasmus+ TCA Networking work? Lithuaninan impact study.***
  Practice example relating to national TCA impact study from Lithuanian NA / *Kristina Maldonienė*

  Background: The Lithunian NA is actively sending - not actively organising - participants to TCAs, and the protocol used to get information back from them was the report they asked one month after the activity. The tool hasn't given insight to the actual impacts of the event, therefore this year as an end of the program cycle they decided to make an impact study.

  Methodology:
  They implemented a small scale analysis, based on an online survey (95 responses) and phone interviews (9) during the lockdown April-May.

  Findings:
  Participants highly rated the quality of the TCA projects, especially study visits, and also were aware of the expectations towards them, but only one-third of them initiated their own projects after their TCA activity. Those who haven't initiated still felt empowered and inspired but for them TCA might be a first step of a longer journey.
  Participants' expectations best met when long-term personal relationships are established. This finding highlights the challenges of the actual situation, when on-line meetings might not ensure the same level of connection for participants and this could also limit the possible numbers of further projects as well.
  Factors that affect the effectiveness of TCAs: language skills, initiative and networking skills, expectations and experience, support form the sending organisation, sector.

  From the discussion:
  - Communication between NAs could also focus on sharing these kind impact studies, as organizing NAs rarely could get relevant feedback after the events about the impact of their activity. Would be useful and welcomed to share these.

- *Thematic TCAs could be/act as contact making seminars as well, and this could be a support for newcomers to find partners and initiate new projects.*
- *The tangible impacts - possible projects - need time, generally 2 years, this can not be measured in short term reports and questionnaires.*
- *The selection of participants is a crucial factor of the effectiveness of a TCA event.*

- **Practice example of monitoring and evaluation approach within a long term (multi-annual) strategic TCA cooperation in the Youth@Work partnership** / Raluca Diroescu and Elin McCallum

Raluca Diroescu and Elin McCallum come from the Youth sector of the E+ programme. Raluca is coordinator of the Youth@work partnership on Youth Employability and Entrepreneurship of Erasmus+ National Agencies. Elin is the expert working on this project's monitoring and evaluation approach.
16 members, 11 National Agencies and 5 SALTO resource centres are part of the partnership that has existed for almost 3 years now. The M&E approach was developed from the beginning, but it was challenging to come to an agreement.

The objectives identified by the partners are the basis of the M&E process, and they work along 9 priorities (described in the ppt). Elin talks about the impact assessment that has been carried out so far, they present the journey of design and implementation of the impact assessment of the project.
The consultation process at the beginning was key, understanding the needs and what was the project really about. They translated all this into a logic model with the intention to show an evidence based impact assessment.
Evaluation methodology to link the logic model to what happens in reality, they were keen on keeping the storytelling aspect as well as it is an important component of youth work.
An activity planning checklist was outlined for TCA events in order to create coherence.
They also created a reporting template that they use as a data source for the evaluation for the organizers, and additionally pre, post and follow-up surveys.

Besides the quantitative data focus groups are held for gathering qualitative information, it is about understanding the story of the people participating in the TCA events and what stays with them.
A trainer toolkit has also been developed that brings together all of these tools into one place. Simple guidance, template survey are there about increasing the quality of events and to create a coherent approach.
Raluca and Elin are happy to share with you more information if you are interested (please also refer to their ppt uploaded on our Padlet).

The presentation of Raluca and Elin is available here: https://padlet.com/tca_resourcecentre/vd9isdw21u9tuevg/wish/881994617

Round 2.

- **Assessment of Learning Outcomes of TCA participants - Evaluation and impact of outcomes of TCAs**
  Practice example of embedding impact, evaluation and continuous improvement within a TCA project in the UK Impact+ tool / *Sara Southam*

  The Impact+ project
  (The tool - we used the previous day at 14.00 in the Practice in developing evaluation criteria of TCA group work - development project.)

  Background: After the first year of Erasmus+ (2014) the internal impact analysis coordinator made a research and found out that impact was the lowest scoring point of most of the applications - especially at KA2. (Cross-sectoral overview.)

  Project:
  Needs: clear simplified information about impact measurement and a tool that would lead organisers through the process of planning impacts in any project cycle.
  Within the project, the developers focused on to don't stop at the stage of the creation - testing and refinement - of the tool, but also made an introduction video and a workshop guide for the possible usage of the tool, and organized workshops as well.
  Link to the video: https://www.youtube.com/watch?v=lxelGRa9gRU

Impact+ Project Research (2018) - 20 telephone interview
Focused on how individual participants had used Impact+ within their Erasmus+ partnership since the training.
One of the most important outcomes was that participants of the workshops became advocate of it within their organisation.

Summary of the project:
- *research based initiative based on the national needs*
- *the tool developed by impact experts*
- *pilot delivered by NA experts*
- *1 commited project owner from 2015-2018*
- *the research was outsourced*
- *the project was 100% financed by TCA*

From the discussion:
- *Follow-up it's important in these huge TCAs.*
- *The Slovenian NA started to develop the tool for the youth sector as well, made some needed changes in the vocabulary and started TOT on the topic.*

- Practice example of integration of TCA participant reporting and evaluation from Hungarian Youth NA / Ildikó Gulácsi: *The* ***Hungarian NA spent a considerable amount of efforts in developing their reporting and evaluation tools in order to be able to make a good use of the outputs. The result is a nearly 100% data set that can be used by a contracted researcher to evaluate the outcomes of the TCA events.***
  The idea of this practice came 6 years ago and was inspired by a youth research project (RAY). The methodology was designed involving a youth researcher and the cooperation with them is still ongoing. The practice is quite unique among the Youth NAs and it has already inspired a couple of colleagues. The process consists of pre and post event activities and starts with a preparation meeting for the participants of the TCA activities. This is a face to face or online meeting with the participants maximum 2 weeks prior to the activity and the following stages of the impact assessment process are already explained here. The follow-up phase

consists of 3 steps: 1.) the On the spot questionnaire, to be filled maximum 48 hours after the activity, 2.) the Project evaluation report to be submitted maximum 2 weeks after the activity and 3.) the Follow-up questionnaire, due maximum 6 months after the activity. The data of the TCA impact process is then analysed by the youth researcher and used as well as a tool for dissemination of results.

The Hungarian Youth NA holds yearly meetings for former TCA participants as well to ask for their feedback, inform them about the outcomes of the research, about upcoming learning opportunities and to provide the TCA participants with the space and opportunity to network among themselves. This yearly meeting is optional and free of charge. The novelty of this years' meeting is the creation of a sustainable network of former TCA participants where the Youth NA plays the role of catalyst, the participants themselves are creating the network.

Regarding finances: the preparatory meeting is self-financed, the 2 questionnaires assessment and the study by the youth researcher are financed from operational budget as well as the optional annual meeting.

The practice example of TCA participant reporting and evaluation form presented by Ildikó is available here:
https://padlet.com/tca_resourcecentre/vd9isdw21u9tuevg/wish/881994626

11.20 - Reflection on the practice presentation and discussion of common approaches to establish in order to integrate impact analysis of TCA's more easily.

What were the questions which these presentations elicited in you?
https://jamboard.google.com/d/1Gvt6pVxG8E0DM8Ar-00mBhOB529DjCO-_QQAN9pQF9I/viewer?f=10

What were the questions which these presentations elicited in you?

1

How do you get participants to adopt learning outcomes and focus on learning impact

NAs need to reflect what they ask of beneficiaries and do the same in terms of impact/ dissemination etc

Online approach will support learning outcomes

Share good practice in terms of TCAs impact

To which extend the results will change if it is an online event

How to figure out why participants go to TCA:s at all?

Clear criteria for participants

What type of questions are made to participants in the preparation interview?

Will online application forms/ online tools support impact of TCAs? For example tickbox in application form to see whether they met partnership through TCAs

more surveys on needs!!

Importance for NAs to make a proper selection of the participants of the TCA seminar

How can we keep the participants to answer back our questionnaire? What system can we use to keep track of participants after six months how to remember it is a continued flow

How many people from NA team work on the preparation of the activity?

Need to have clear processes throughout the lifecycle to ensure impact at the final stage

is the annual meeting of former TCA participants a whole day event or only a workshop for 2 or 3 hours?

What were the questions which these presentations elicited in you?

3

How to implement a sturdy recruitment/follow-up for newcomers?

How can we prioritise ressources to the same?

Will I be able to start a change?

When will i finally know everything in the Erasmus+ world.?

Is my NA ready for this?

How can we create structures between NA's to facilitate this kid of work?

Will I be able to explain what I learnt to my colleagues properly?

Why can't I do the same?

Do the answers do these questions exist in the real world?

What were the questions which these presentations elicited in you?

4

How NAs can share their best impact study practices with other NAs? How they can apply knowledge in their daily work

How to adopt the input in our daily work and how can we implement it on a national level

Compare impact studies of NAs to find out about common European needs and results

How to implement all the inspirational practice in practice?

How can a small NA manage a resource consuming reporting and evaluation process?

To which extend the results will change if it is an online event?

How can you motivate participants to share their story/ experience in writing?

How to find the evaluation methods/ indicators to quantify the impacts?

Will we as an NA be able to manage this on our own or do we need external expertise?

Whether NA have to make impact studies for "sent" participants as well as "host" participants?

11.50 - Wrap up and closing

The participants were asked to think along competences (knowledge, skills and attitudes) about their takeaways from the online training event.

An open round for comments closed the training event with the participants expressing their feelings regarding the past 3 days' work.