

Workshop Evaluation & Report of Learning Outcomes

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

19-21. October 2020

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1. Evaluation introduction and scope

This evaluation represents an assessment of the initial feedback and success as well as the immediately identified learning outcomes of the workshop ‘Assessment of learning outcomes of TCA participants, evaluation and impact of outcomes of TCAs’ held 19 - 21 October 2020 by SALTO E&T.

It seeks to assess the overall success of the workshop as well as the progress of participants towards the intended workshop learning outcomes immediately following the training.

An executive summary is provided for brevity but the full evaluation provides detailed analysis, justification and recommendations relating to all aspects of the workshop and topics. Recommendations can be found at the end of the report.

The intended learning outcomes identified that by the end of the workshop, participants should be able to:

- Recognise the expectation of more strategic TCA’s in the new programme in order to distinguish the importance of assessment, measuring outcomes and impact of TCA activities and their roles in realising these.
- Complete relevant design, measurement and assessment of learning outcomes for TCA activities in order to facilitate the clarity and contribution of TCA’s to systemic impact.
- Identify the principles of evaluation, outcome and impact measurement techniques in order to incorporate or adopt these approaches in the design and delivery of their TCA activities
- Value 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.

The evaluation also seeks to identify any additional learning outcomes which resulted from the training and make recommendations towards future training needs or changes for SALTO E&T to consider in order to progress further towards the long-term strategic support goal.

It is based on data and information gathered through:

- the pre-workshop baseline survey completed online as part of the workshop registration;
- the post-workshop survey completed by 19 of 27 participants (70% respondents);
- daily reflection sessions and surveys held on day 1 and day 2 of the workshop;
- information captured during workshop and breakout sessions;
- organising team observations and contributions.

It should be noted that the above sources only capture short term indicators relevant at the time of workshop completion and as such, some indicators of change and outcomes may only take place in the longer term.

This evaluation would hence be best situated within the context of further data collection and evaluation of other sources and indicators as outlined within the workshop brief in order to conclude on the longer-term impact of the workshop and achievement of the intended learning outcomes.

● 2. Executive summary of key conclusions

Overall, the workshop can be seen as a success with good progress towards the learning outcomes already shown by the end of the workshop. This is considering the challenges of virtual delivery to a very disparate participant group, with widely differing levels of experience, knowledge and needs in relation to the training topic alongside an extensive range of topics to be addressed with experiential learning during the 10 workshop hours.

Successive sources reflect that the majority of respondents found the workshop useful or very useful and that expectations were exceeded or met. The vast majority of participants were happy with the overall organisation of the training and there was strong satisfaction with the training delivery team.

Most participants cited peer learning opportunities as the most useful element of the training, with a number referencing specific elements and practice inputs. They appreciated the real contexts of these examples and the detail of solutions to problems which they were facing.

A substantial number of respondents made positive comments centering on the breadth and clarity of content shared and the virtual workshop techniques demonstrated whilst many simply stated that the entire workshop had been useful.

Most participants were able to identify transferable practice which they could apply to their own work, with examples drawn from the workshop content. Reflection and completion of the workshop tasks generally showed comprehension of the value of the skills and knowledge in relation to achieving more outcome oriented TCA's. Confidence levels increased in relation to participants' perception of their skills in setting assessable learning outcomes and their knowledge of evaluation methods and criteria.

Whilst there was a good level of knowledge development across all intended learning outcomes, the first and fourth learning outcomes saw better progress and attainment than the second and third overall.

The more successful learning outcomes, relating to recognition and acceptance of the importance of outcome measurement of TCA activities to support more strategic impact and appreciation of existing practice in maximising impact development across the network, were those which focused on knowledge and social competence development and thus were more easily attained in the timescales of the workshop.

The second and third learning outcomes focused more heavily on skills development - both in terms of design, measurement and assessment of learning outcomes as well as use of evaluation, outcome and impact measurement techniques.

These learning outcomes were perhaps too ambitious for the time and resources available, especially in the context of such large topics and the variance in participant knowledge and experience levels.

Constructive feedback related to requests to reduce the length of training sessions, the complexity of breakouts, to provide breakout facilitation and a need for time to reflect in order to confirm their actual learning progress.

This was also demonstrated in the daily quantitative results which included a number of comments on the length of the second day being too long as well as individual breakout sessions lengths perhaps needing further support or adjustment for online formats and concentration. Recommendations for alternative delivery structures and methods include staggering virtual sessions over weeks, not consecutive days; creating a self-paced open online course for knowledge building of key topics prior to any workshop sessions as well as revising session materials. Use of scenarios drawn from the actual participants or specific to their context would improve the success of the learning although this would only be possible were the group more homogenous in their needs, experience or knowledge.

A few participants seemed to expect more detail in relation to the specifics of the new programme, virtual events or national events. This might reflect issues with the pre-course communication or understanding of the pre-course materials and information provided about the learning objectives of the programme.

Whilst participant feedback in relation to the training team was entirely positive and the training team operated smoothly and efficiently, it would perhaps have been beneficial to have had at least two trainers, with one a subject matter expert on evaluation or impact. The main trainer had experience more closely linked to the Erasmus+ and TCA delivery and whilst knowledgeable about evaluation and impact principles, these are extensive topics and future content quality might be improved by additional expertise.

A selection of comments:

"I genuinely think I've learnt a great deal on how to deal with long-term TCA's"

"The discussions in the breakout rooms were most useful, along with the practice examples and Sara's inputs. I really can't say what was least useful."

"The breakout rooms were extremely good. Also, I very much liked the practice examples on Wednesday."

"We really like the padlet, mentimeter and the sketching on the tablet. We will copy the first two, but unfortunately we don't have an artist like Vanda for the sketching. Thank you for showing us the possibilities."

"Most Useful was watching you work an online workshop. Seeing one running and seeing your great moderation skills, I think I learned the most. You showed, how long a Breakout Session can be, etc."

"I very much liked the simple table during the scenario exercise listing LOs related to goals, indicators, tools and timing."

"It was a lot of information presented in creative ways but I need some time to reflect on all of this - thanks to padlet materials I will"

"You did a really great job, congratulations, a great effort, congratulations on that also, but it was too long for an online TCA and it's impossible for participants to stay focused and enthusiastic."

"I needed this training, but the length was a problem for a time. Please shorten it for the next round."

"Amazing team!!"

"Your efforts are very much appreciated. The exchange between Officers about experiences is really important."

3. Workshop background & objectives

Major changes to the planning, funding and scope of TCA activities are intended within the next Erasmus+ programme, with a move to longer term planning cycles, multi-annual TCA's, dedicated budget and a wider remit for associated national activities.

These changes come with the expectation from the Commission for National Agencies, and in particular those working the Education and Training field, to move into the next Erasmus+ programme period delivering more strategic TCA's and to ensure demonstration of the impact of activities, evidencing their contribution or correlation to wider Erasmus+ programme objectives and EU policies.

Supporting Education and Training National Agencies in realising this represents a long-term strategic goal for SALTO E&T.

As part of on-going training and support for E&T TCA officers in realising outcome oriented TCA's, an initial face-to-face workshop took place in October 2019, focusing on the strategic planning of learning outcome based TCA events, after which a guidance publication was produced.

This workshop, taking place 1 year later, was intended as a follow on training to address assessment of learning outcomes of TCA participants, evaluation and impact of outcomes of TCAs.

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

It aimed to provide officers with the opportunity to focus on what they could plan and improve moving towards the new programme; to reflect and learn from the experience within the network and to support a clearer approach for completing their work programme, transferring this into targeted TCAs and measuring the outcomes of these.

It was intended to help officers to confront such questions as how their TCA could have an impact on the whole of the Erasmus+ programme; how to trace this; how to evaluate whether their TCA outcomes were in line with their TCA objectives and how to assess TCA participants' learning outcomes.

With the scope and scale of content, as well as NA staff changes since the initial training and likely need for such training again in future, discussion was made regarding the possibility of alternative delivery such as situating the workshop within a self-paced online course, to ensure common knowledge levels and take most benefit from the face-to-face sessions.

With timescale and capacity constraints, it was decided to progress with the workshop as a pilot, with a publication produced afterwards and future support possibilities explored following the workshop.

The training was coordinated from SALTO E&T by Julianna Lukács with support from SALTO colleagues in technical delivery. The training content was designed by external expert Sara Southam and consolidated with inputs from external experts Vanda Kovacs and Zora Csalagovits who facilitated the workshop delivery.

Initially planned as a 1 day face-to-face training, due to the continued impact of the coronavirus (COVID-19) pandemic, the workshop instead took place online from 19 - 21 October over three sessions consisting of two half days (2.5 hours each) and one full day (5 hours).

The workshop embedded and offered examples of techniques and approaches which might later be adopted by officers, using transparent communication of the tools and a focus on peer-to-peer learning.

The first 2,5 hour session focused on orientation, inputs on the expectations of the Commission, sources of strategic goals such as the work programme and the key role of planning for impact in relation to strategic goals.

The 5 hour session on day 2 was split in half, with the morning focusing on assessable learning outcomes. Initial breakout exercises related to setting learning outcome indicators and possible data sources, followed by an information consolidation presentation. The afternoon session presented information on expanding outcomes and impact beyond individual TCA participants in order to address systemic and programme level change. It was then followed by a group exercise and reflection.

On day 3, the final 2,5 hour session consisted mainly of practice sharing presentations from invited speakers which participants could elect between followed by a discussion on the inputs, final reflection and evaluation.

4. Data sources

Key features of the data sources are outlined below.

The main data analysed as part of this evaluation are the baseline and endline surveys. Other data sources from the workshop are detailed below but these have not been analysed in detail due to the limited scope of this evaluation and major focus on baseline-endline comparison. As such, they are only referenced when needed to support additional clarification of conclusions drawn from the baseline-endline comparison.

The complete and detailed results of each data source is presented in the annex section.

Pre-workshop baseline survey completed online as part of the workshop registration

The baseline survey took place as part of the initial registration of workshop participants, particularly in order to maximise completion and reduce administration.

As a number of practical and logistical questions needed to be included, this did have the impact that the number and format of the baseline questions was limited in order to encourage maximum registrations. As such, most questions were quantitative to reduce the time it would take to complete them but offered multiple opportunities for qualitative comments should the participant have time or wish to expand on responses.

Questions focused on establishing knowledge and attitudes related to the first three learning outcomes. During the initial survey, it was more important to capture practicalities and practice which could be relevant to the workshop content in order to plan towards the fourth learning outcome, related to peer learning, and so no baseline questions specifically measured this although some of the responses to the practical questions have been analysed.

Those evaluation criteria scaled questions were built on a 1 to 10 scale, 1 standing for the minimum satisfaction or agreement and 10 for the maximum. Other multiple choice questions presented a variety of relevant responses as well as the option to select 'Other' or add an alternative open answer.

An initial 31 participants registered for the workshop and completed a baseline survey.

Of these, 6 did not attend for the majority of the training and did not complete the daily nor endline surveys.

An additional 3 participants joined the workshop without previously completing registration and baseline information; of these, there were mixed levels of response to the daily and endline surveys.

This gave a total of 27 workshop participants but only those responses from the 25 participants who completed registration and attended for the duration of the workshop are included within the baseline survey summary to give as fair a comparison as possible against the endline results.

Post-workshop survey completed by 19 of 27 participants (70% respondents)

This followed the same format as the baseline survey as much as possible, with some questions unaltered from the baseline or intended to present direct comparison to the related baseline question.

As only 19 participants completed the endline survey, some of which did not register or complete the baseline, the figures presented focus on percentage totals in order to support best comparison against the endline figures.

Additional questions were added to ascertain overall reactions to the workshop, logistics and practical considerations.

Daily reflection sessions and surveys held on day 1 and day 2 of the workshop

These consisted of two qualitative reflections completed on day 1 and day 2 as well as a quantitative daily reflection survey.

Day 1 qualitative reflection was a pair exercise with partners separating into breakout rooms to reflect on their learning for the day and making note of any reminders on a Google Jamboard.

Day 2 qualitative reflection was a group exercise with groups separating into breakout rooms to select feelings which reflected their emotions about the day.

For both exercises, completion was not compulsory and it can be seen that a small number of participants completed the feedback, around 50% each day.

The daily quantitative survey consisted of 6 questions, relating to general feelings and self-reflection on perceived progress towards the learning outcomes.

Those evaluation criteria scaled questions are built on a 1 to 5 scale, 1 standing for the minimum satisfaction or agreement and 5 for the maximum. Other multiple choice questions presented a variety of relevant responses as well as the option to select 'Other' or add an alternative open answer.

There were 17 responses (63%) received to the Day 1 quantitative reflection and 14 (52%) for the Day 2 quantitative.

Information captured during workshop and breakout sessions

Breakout session feedback methods capture qualitative responses during the workshop in the form of a padlet board, google documents, zoom comments and a Jamboard.

Organising team observations and contributions

Each day the organising team would reflect on the progress of the workshop, informal feedback and observations made during the delivery and any daily surveys available.

Some comments from these sessions have been included within the annexes.

The report includes the author's interpretation of team observations in her analysis of the data, taking on board the group reflections and with reference to the remainder of the training team.

5. Workshop Participants

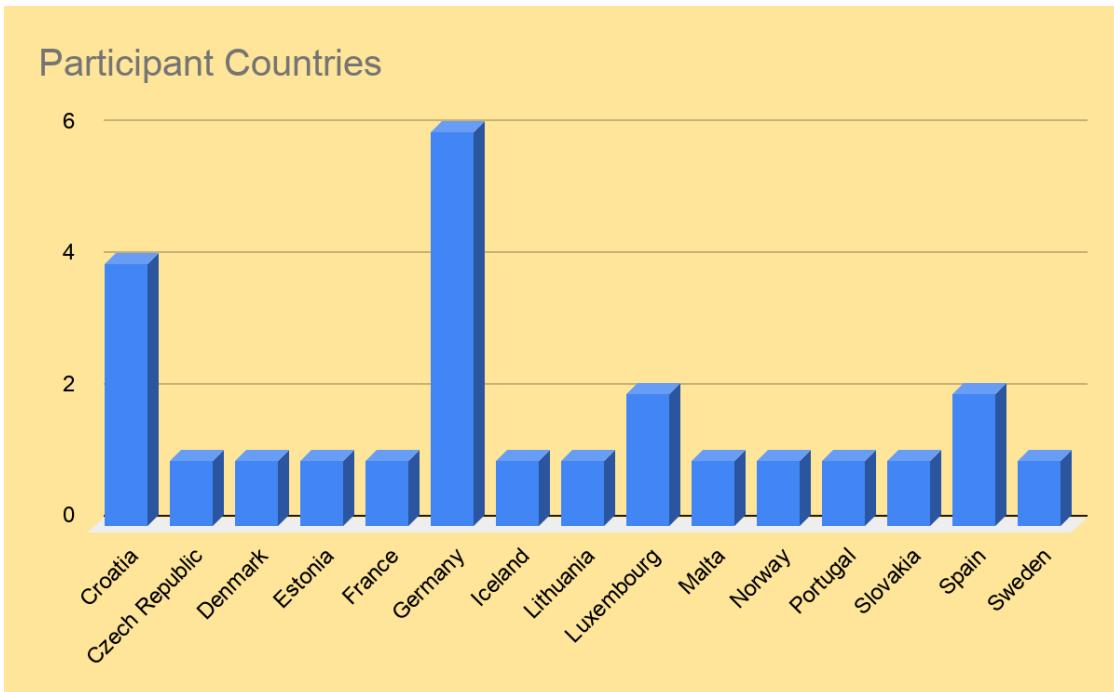
The workshop was envisaged for any officers working in the delivery of TCA's across Education and Training fields, irrespective of previous experience or completion of previous training.

During the session, there was a lower degree of participation than hoped for, with some participants declining to speak or turn on videos or contribute actively during breakout and plenary sessions.

With the online nature of the workshop, there were a number of dropouts or intermittent attendance around other meetings and priorities as well as a lower number of responses on daily and endline surveys than would be expected of a group of peers.

Of those 25 participants who completed registration and attended for the duration of the workshop, 15 countries were represented with a majority of only 1 NA officer from most countries. The exceptions were Germany and Croatia each of which had multiple participants.

Fig.1

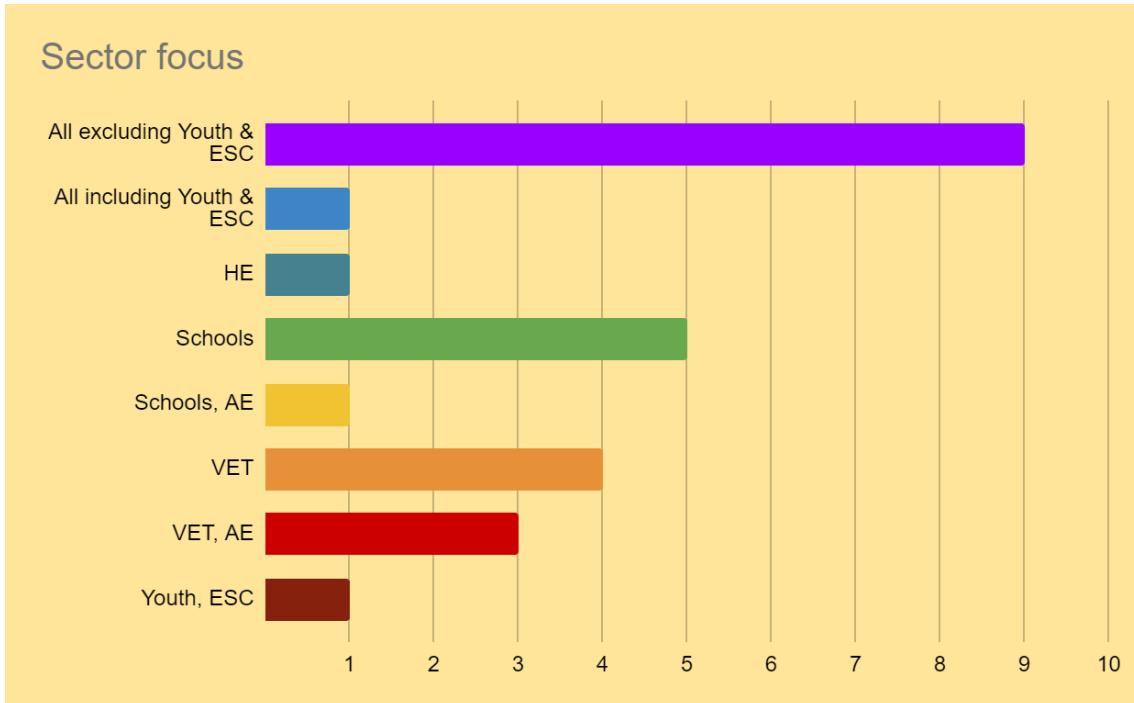


The majority of officers attending worked across all Erasmus+ Education and Training sectors, followed by those working exclusively in schools and vocational sectors.

Across the 6 German participants, all sectors including Youth and ESC were represented as were all German NAs whilst only schools and vocational sectors were represented by the Croatian NA delegates, joining from the same NA.

Two late registrants were accepted who had considerable levels of experience in TCA delivery in the Youth and ESC sectors. These were late additions, included following finalisation of programme content which had aimed to draw on the greater experience in the Youth sector with planning and delivering long-term, strategic and outcome oriented TCA's.

Fig.2

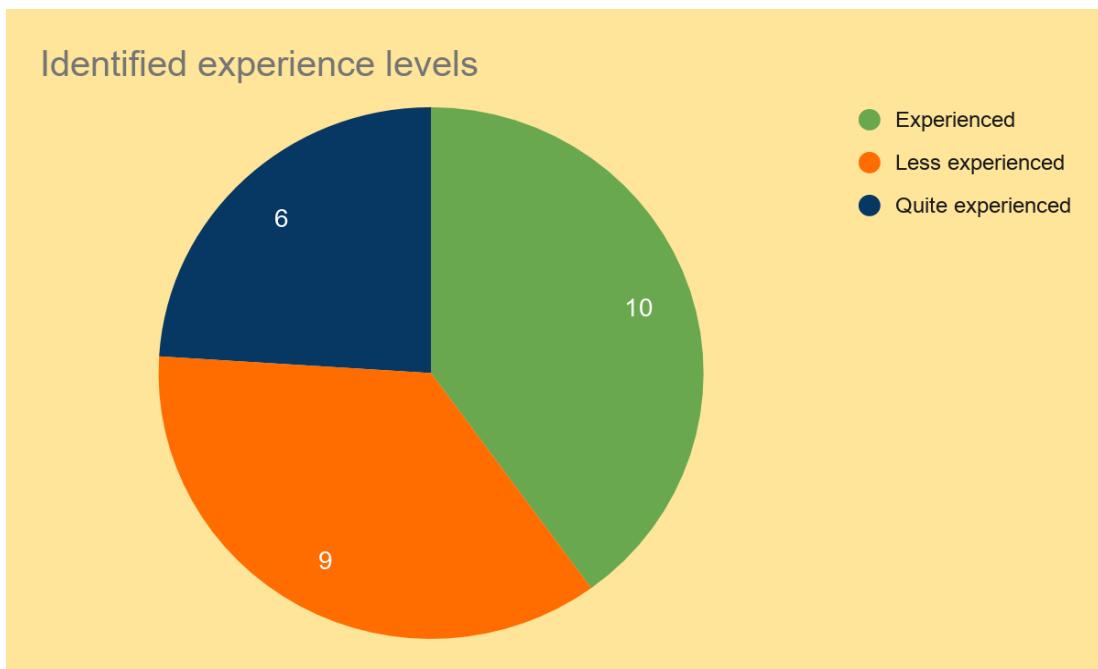


Based on officers' self identification of experience levels alongside a review of their baseline responses, there was a large disparity in experience levels of participants.

Almost half (10) of the participants were experienced officers who had worked on TCA long term, with some members of the E&T working group (an advisory group of experienced officers).

Another 9 participants were very inexperienced, some having never managed any TCA activities or having very little understanding of core concepts relating to the workshop content such as how work programmes and TCA planning were completed nor construction of appropriate learning outcomes.

Fig.3

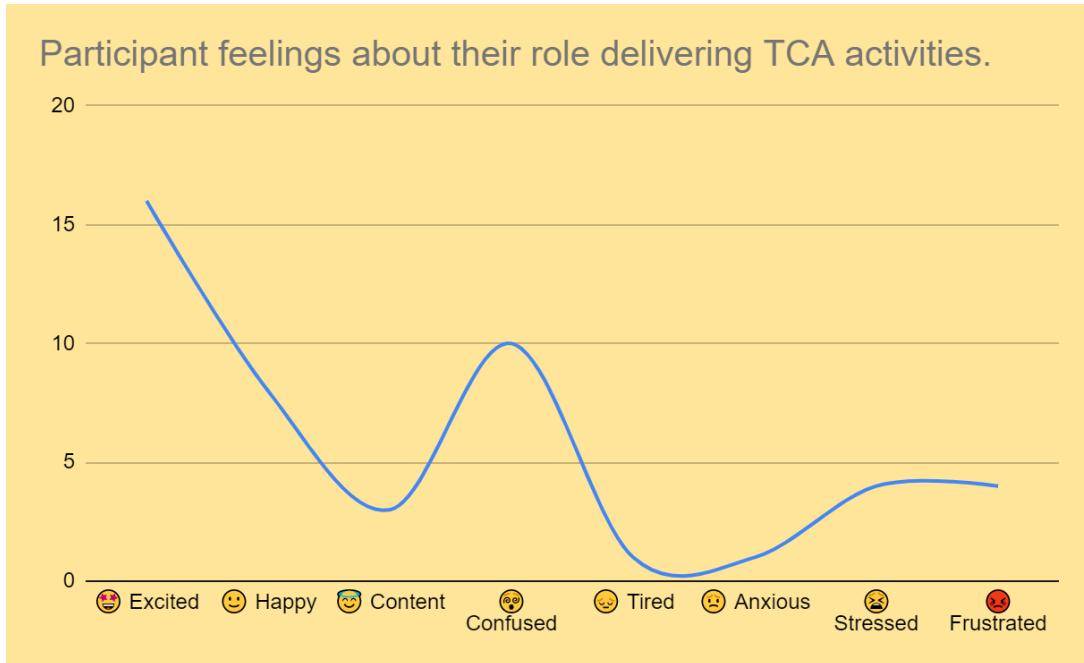


There were discussions about the impact of a mixed knowledge group, especially due to the broad subjects to be covered within limited timings. As such, a strong focus on peer-to-peer learning was incorporated as well some breakout sessions which would divide participants based on identified experience levels in order to balance experience and needs somewhat.

Following registration of this high number of inexperienced officers, an orientation session was suggested but due to timescales, had to be suspended. Information was provided for the officers ahead of time to orient themselves in the form of publications and links to useful documents.

The majority of officers felt positively about their roles delivering TCA activities prior to the training but there existed a notable degree of confusion and some less positive emotions within the group including some levels of anxiety, stress and frustration.

Fig.4



6. Workshop success summary

In the following section, the most significant comments made by participants and the results extracted from the 30 endline questions, as well as any major comments from other data sources, are presented.

Usefulness and expectation fulfilment of training

The overall usefulness of the training, based on the question “*How useful have you found the workshop overall?*” reflects that the majority of respondents found the workshop useful or very useful.

95% of responses rated the usefulness at 6 or above with the majority of responses, 79%, rating the workshop between 7-9.

Of the two outlying responses, only one participant rated the workshop as 4 and one as 10.

The participant giving 4 has overall shown dissatisfaction with the workshop as not meeting their expectations and scored most response areas quite low across the endline survey. This can be seen to be due to the fact that the participant was a late edition and only worked within the Youth and ESC fields, therefore some of the workshop content was not as relevant to their knowledge, expectations or attitudes.

The participant giving 10 has overall shown moderation in responses, evaluating individual sessions with nuance and not showing a majority positive reactions throughout.

Fig. 5 Responses: How useful have you found the workshop overall?

	1. Experienced	2. Quite experienced	3. Less experienced	Grand Total
4	5%			5%
6	5%	5%		11%
7	11%	5%	5%	21%
8	5%	11%	21%	37%
9	5%	5%	11%	21%
10	5%			5%
Grand Total	37%	26%	37%	100%

The usefulness of the training is reflected in more detail in responses to other questions, with 63% of participants only identifying useful learning in response to the question “*What did you find most useful and/ or least useful from the workshop?*” compared with 5% not identifying anything useful.

Most participants cited peer learning opportunities as the most useful element of the training, with a number referencing specific elements and practice experienced from day 2 breakout sessions. A good number simply stated that the entire workshop had been useful.

Comments about less useful elements mainly related to breakout sessions either owing to the composition of groups, lack of facilitation, lack of feedback on breakout work completed or the length of the sessions. One respondent did not find one of the qualitative reflection methods useful.

74% of respondents were able to identify at least one practice which they could apply to their own work in response to “*Please briefly describe at least one approach to setting learning*

outcomes, evaluation methods or other criteria that you could use in your TCA activities to measure their success or outcomes. These might include tools, templates or ideas you've learnt from peers.”

Only 26% of respondents chose not to answer this question which is in stark contrast to the equivalent baseline survey question, which had 52% state they were unable to provide any answer. In addition, confidence levels increased in participants' perception of their skills related to setting assessable learning outcomes and knowledge of evaluation methods and criteria.

In line with this, participants maintained their positive attitudes towards their roles, most expressing excitement about delivering TCA activities. It is notable though that whilst less felt frustrated, anxious or confused compared with the baseline, an increased number felt stressed. This indicated a need for further training and support as well as alterations to the format of the workshop in order to ensure they are supported past this and that future participants did not leave the training with similar feelings.

Responses: How you feel about your role delivering TCA activities.

	Count
<input type="checkbox"/> Excited	13
<input type="checkbox"/> Happy	4
<input type="checkbox"/> Content	2
<input type="checkbox"/> Questioning	1
<input type="checkbox"/> Confused	8
<input type="checkbox"/> Tired	1
<input type="checkbox"/> Anxious	0
<input type="checkbox"/> Stressed	7
<input type="checkbox"/> Frustrated	0

In response to the question “*Please comment on to what extent you got out of the workshop what you had expected.*” responses indicate that most expectations were exceeded or met, with positive comments centering on peer learning and the breadth and clarity of content shared.

Constructive feedback relates to requests to reduce the length of training sessions, the complexity of breakouts, to provide breakout facilitation and a need for time to reflect in order to confirm a response.

This is also reflected in the daily quantitative results which included a number of comments on the length of the second day being too long as well as individual breakout sessions lengths perhaps needing further support or adjustment for online formats and concentration.

Some participants seemed to expect more detail in relation to the specifics of the new programme, virtual events or national events. This reflects some of the participant selection and perhaps lack of understanding of either the pre-course material or information provided about the learning objectives of the programme. In some instances however, it can be seen as a need which could perhaps be developed further or highlighted more clearly in future trainings.

Only two responses seem to indicate dissatisfaction, in the first instance from the Youth sector colleague but in the second instance relating to less satisfaction with the programme content of day 2 and 3. This does not seem a common feeling across the participants, with daily quantitative surveys reflecting the opposite; in overall satisfaction levels for Day 1, 71% rated this 4 and 5 compared to 100% giving either 4 or 5 for Day 2. Further open comment sections identify a strong satisfaction with Day 3 practice sharing. As such, this indicates that the dissatisfied participant had greater need/interest in the learning on Day 1 but this was not a common finding. This is to be expected with the spectrum of needs and variance of knowledge and experience levels represented in this group.

A selection of qualitative comments:

"Trying out tools such as the impact+ tool or the table with Specific intended learning outcomes, indicators and data sources"

"The discussions in the breakout rooms were most useful, along with the practice examples and Sara's inputs. I really can't say what was least useful."

"Experience sharing when there was group that was willing to do so and had some experience. / Having tasks done without feedback on tasks - whether they were made well and what could be improved."

"see other NAs practices - 100%, learn how to plan and implement outcome-oriented TCAs - 90%, learn about the specificities of online TCAs - 30%"

"Scenario based development -Breakout room was quite challenging- especially because i am not in a decision-making-position"

"useful: first day, least useful: follow up talk... weird constellation of groups, meeting time in general, so many other things to do..."

"The outcome for me was actually a little better than expected because the content was surprisingly clear (even if the main topic tends to be "blurry" and difficult to grasp) and "hands-on". I have an idea how I will be able to use it in my work."

"I genuinely think I've learnt a great deal on how to deal with long-term TCA's"

"It was a lot of information presented in creative ways but I need some time to reflect on all of this - thanks to padlet materials I will :)"

"You did a really great jobs, congratulations, a great effort, congratulations on that also, but it was too long for a online TCA and it's impossible for participants to stay focused and enthusiastic."

"I would like from you to provide us with more clarifications related to national activities. :)"

"how will the financial management work within KA3?"

"First day really got, the other two days...don't know"

"I was surprised to see so much Youth practice, so as I expected more new and fresh input I got less out than expected."

Training highlights

In response to the question “*What was the highlight of the training for you?*” most participants identified either the opportunity to discuss and explore peer practice or the content of breakout sessions as highlights of the training. Looking more broadly across the endline and other data sources, the practice sharing presentations on Day 3 and in particular Ildiko’s session on setting up a TCA participant evaluation process were referenced on several occasions and inspired much reflection and positivity among the group. They appreciated the real contexts of these examples and the detail of solutions to problems which they were facing.

A number of participants also commented on the usefulness of working through and discussing items with colleagues during breakout sessions, taking inspiration as well as solace from understanding that they are neither alone in the challenges they face and that a community of practice is open to them. They appreciated working through some of the techniques presented, with more comments referencing the usefulness of the learning outcomes, indicators and data source table than other breakout tools.

There remains uncertainty around a clear path or knowledge of how to translate this practice to their own circumstances following the training. Some participants identified a desire for further training, information and clarity in relation to these areas.

There were also a number of appreciative comments relating to the experience of taking part in a digital workshop and the embedded practice examples. Although not an initial objective of the workshop, it is positive that the training addressed this need and was viewed as a good practice example for this type of activity.

One colleague did not identify a highlight as her expectations had been to see less Youth practice as outlined previously.

“The discussion in the Breakout Rooms during/after a task/topic. Speaking in smaller groups is really giving me insights/epiphanys. Actually the Lunch-Photo was a nice start for the second half of the day!”

“The introduction to a strategic model for learning outcomes and impact (I forgot the real name...) and the best practice presentations on Wednesday morning. And Vanda drawing <3”

“The presentations and being able to talk to colleagues”

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

“How to implement all the inspirational practice, in practice?”

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

“I very much liked the simple table during the scenario exercise listing LOs related to goals, indicators, tools and timing.”

“Most Useful was watching you work an online workshop. Seeing one running and seeing your great moderation skills, I think I learned the most. You showed, how long a Breakout Session can be, etc.”

“We really like the padlet, mentimeter and the sketching on the tablet. We will copy the first two, but unfortunately we don't have an artist like Vanda for the sketching. Thank you for showing us

the possibilities."

"There was not really a highlight for me - it was good to see so many Youth connected colleagues :-)"

Workshop delivery and learning methods

The vast majority of participants were happy with the overall organisation of the training with 89% rating this 'Good' or Very good'.

There was also strong satisfaction with the training team, with 100% of respondents selecting 'Good' or 'Very good' for this question.

The structure of the training received slightly less positive responses, although 84% still rated this area as 4 or 5.

Constructive comments across all data sources reflect that the length and content on Day 2 was too long, with some afternoon breakout sessions too arduous for the participants' energy levels that day. Equally, the length and timing of the entire workshop was frequently commented as too long, especially as delivered virtually.

Another common request was a greater degree of facilitation and support within the breakout groups. This came from across experience levels and despite the training team being available throughout. It is perhaps linked to the clarity of task setting and instructions on how to seek support, the complexity of breakout tasks as well as their completion in a virtual environment, meaning participants felt disassociated from the training team and one-another.

Despite this, responses were largely positive in relation to the learning methods used with majority 'Good' or 'Very Good' selected in relation to tools such as Zoom, Padlet and google Jamboard. This is seen as a strong achievement due to the format having to be adapted from what was intended as a face to face training, overcoming the hurdles of a peer sharing and workshop based activity being delivered through virtual means.

*Fig. 7 Responses: Please let us know how satisfied you are overall with the organisation of the training.
[Clarity of information received before the training]*

	1. Experienced	2. Quite experienced	3. Less experienced	Grand Total
Acceptable			5%	5%
Good	11%	11%	16%	37%
Poor	5%			5%
Very Good	21%	11%	21%	53%
Grand Total	37%	26%	37%	100%

Fig. 8: Please let us know how satisfied you are overall with the organisation of the training. [Training team]

	1. Experienced	2. Quite experienced	3. Less experienced	Grand Total
Good	5%	11%	5%	21%
Very Good	32%	16%	32%	79%
Grand Total	37%	26%	37%	100%

Fig. 9: Please let us know how satisfied you are overall with the organisation of the training. [Structure of training]

	1. Experienced	2. Quite experienced	3. Less experienced	Grand Total
Acceptable	5%		5%	11%
Good	16%	16%	26%	58%
Poor		5%		5%
Very Good	16%	5%	5%	26%
Grand Total	37%	26%	37%	100%

"Thank you very much for everything! :-)"

"I needed this training, but the length was a problem for a time. Please shorten it for the next round. :-)"

"I think it is a too long event for a webinar. Especially the tuesday training was too long. However I still think that it was a great event."

"Duration of training could be shorter as it is very intense time table nowadays in the office. day 2 was quite intense, time for break out rooms was limited - maybe tasks could be simpler."

"Frankly, this was a long day full of info and interaction in a sitting position, which is exhausting. If the programme were split in several half-days, it would be probably more manageable for participants. I could also share the new info with my colleagues in between. Some brief expert feedback on what we produced in the breakout room sessions would be most welcome. But overall, I find today of great help in my work."

"Great breakout room sessions, good teamwork"

"Amazing team!!"

"Your efforts are very much appreciated. The exchange between Officers about experiences is really important."

7. Progress towards intended learning outcomes

The following sections present the most significant changes relevant to the workshop's intended learning outcomes between the baseline and endline results in relation to the participants perceived learning outcomes. Reference to other data sources is made when appropriate.

Learning outcome 1: Participants will recognise the expectation of more strategic TCA's in the new programme in order to distinguish the importance of assessment, measuring outcomes and impact of TCA activities and their roles in realising these.

Baseline responses were already high in relation to participants' recognition of the strategic impact which TCA's might have, with 76% of respondents scoring 8-10 in response to question "*To what extent do you agree with this statement: "TCA's can have an impact not only on participants but also on the programme as a whole.*" This did drop slightly within the endline responses to the equivalent question with 74% of respondents scoring between 8-10 but still the vast majority scored highly in this area.

Positively, there was an overall increase in perceptions of the importance of setting of learning outcomes and the likelihood of setting indicators or identifying data sources between the baseline and endline.

84% of respondents scored "*How important do you think it is to set learning outcomes for your TCA activities?*" 8-10 compared with 80% at baseline and no respondent scored below 3 at endline, whilst the same 1 participant had scored 1 at baseline.

In terms of responses to "*How likely is it that you will set indicators and identify data sources for your future TCA's outcomes?*" significantly, 47% stated they were likely to set these for hosting activities compared to only 36% at baseline and those giving no answer, stating 'I don't know' fell from 28% at baseline to 21% at endline. This supports a growing acceptance of the importance of methods to support measurement of the outcomes of TCAs and the need to demonstrate a strategic approach to those TCAs each NA is responsible for.

Whilst recognition of this learning outcome is relatively high, it is apparent that participants still do not feel very confident in realising this expectation though and that further training is required, especially for newcomers, to continue to develop their knowledge, skills and attitudes.

There was a slight increase in those who thought it achievable for TCA's to have an impact on wider programme or EU initiatives, policies and objectives in the future programme (58% scoring 8-10 at endline compared to 52% at baseline) and the lowest score of 5 at endline compared to 3 at baseline, this is still not a very high percentage.



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How achievable do you believe it is for TCA activities in the future programme to have an impact on wider programme or EU initiatives, policies and objectives?

	1. Experienced	2. Quite experienced	3. Less experienced	Grand Total
5		5%	5%	11%
6	5%	5%		11%
7	5%		16%	21%
8	5%	5%	11%	21%
9	16%	5%	5%	26%
10	5%	5%		11%
Grand Total	37%	26%	37%	100%

Those participants selecting no response for “Who do you believe should be involved in the work programme generation within your NA?” was similar at endline to baseline (26% vs. 28%) showing little progress in learning by those without knowledge in this area prior to the workshop and little impact from the Day 1 sessions.

Whilst the first breakout exercise on day 1 was perhaps the least successful of all breakouts during the week, with participants reporting not fully understanding the tasks and requiring more facilitation, the responses do demonstrate little awareness of the planning and work needed in order to prepare for long-term, strategic TCA’s. Focus remained on the immediate pandemic situation and cancellation of events and little reference was made to work programme planning involving strategic goals, EU policies or needs analysis.

This is also reflected in the lower levels expressed in relation to the endline only question “How likely are you to develop future TCAs which identify policy links or clear objectives linked to systemic impact?” in which only 47% of respondents scored 8-10.

Revision of the Day 1 sessions to be more closely aligned to participants distinct learning needs, provision of more detailed information on anticipated future TCA delivery and specific learning/ pre-workshop knowledge levels for all participants might be set to improve progress towards this learning outcome.

How likely are you to develop future TCAs which identify policy links or clear objectives linked to systemic impact?

	1. Experienced	2. Quite experienced	3. Less experienced	Grand Total
2		5%		5%
5		5%	16%	21%
6	11%	5%	5%	21%
7			5%	5%
8	21%	11%	5%	37%
9			5%	5%
10	5%			5%
Grand Total	37%	26%	37%	100%



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Learning outcome 2: Participants will complete relevant design, measurement and assessment of learning outcomes for TCA activities in order to facilitate the clarity and contribution of TCA's to systemic impact.

As detailed above, there was an overall positive increase in perceptions of the importance of setting of learning outcomes and the commitment to setting indicators or identifying data sources between the baseline and endline in responses to *How important do you think it is to set learning outcomes for your TCA activities?*" and "*How likely is it that you will set indicators and identify data sources for your future TCA's outcomes?*"

How important do you think it is to set learning outcomes for your TCA activities?

	1. Experienced	2. Quite experienced	3. Less experienced	Grand Total
3	5%			5%
6	5%	5%		11%
8	5%	5%	16%	26%
9	5%	5%	16%	26%
10	16%	11%	5%	32%
Grand Total	37%	26%	37%	100%

How likely is it that you will set indicators and identify data sources for your future TCA's outcomes?

	1. Experienced	2. Quite experienced	3. Less experienced	Grand Total
I don't know	5%	5%	11%	21%
It depends on NA and director.		5%		5%
Only for hosting / co-organising activities	21%	16%	11%	47%
Sometimes	5%		11%	16%
Yes, always	5%		5%	11%
Grand Total	37%	26%	37%	100%

This intention was supported by qualitative responses which identified specific practice or insights which participants had taken from the workshop in relation to assessment of learning outcomes or systemic TCA measurement such as the implementation of indicator setting tables. These were particularly evident in the responses to *"Please briefly describe at least one approach to setting learning outcomes, evaluation methods or other criteria that you could use in your TCA activities to measure their success or outcomes. These might include tools, templates or ideas you've learnt from peers."*:

"I very much liked the simple table during the scenario exercise listing LOs related to goals, indicators, tools and timing.

An interesting example of tools is collecting social media posts of participants or No of eTwinning collaborations before and after."

"Look at the objectives of the TCA and translate them in achievable learning outcomes and look for quantitative indicators (before, during, after) the activity"

"Using the template with specific intended learning outcomes, indicators and data sources to set learning outcomes with the relevant colleagues "

There is however a need for some participants to spend longer working through these practicalities, consolidating experience from practice examples and knowledge of quality, assessable learning outcomes in order to progress further towards achieving this learning outcome and translating it into their own practice.

Confidence levels in the endline survey relating to designing assessable learning outcomes were still low overall, although they had increased from the baseline with 74% scoring 6 or above for their confidence at endline compared to 56% scoring this high in the baseline.

Less experienced participants in particular demonstrated no knowledge of the basics of learning outcomes and the quality of understanding of these indicators and data sources was quite low within the responses of Group 1 and 2 (composed of the least experienced participants) to breakout session 2 which dealt specifically with these topics.

How confident do you feel designing assessable learning outcomes for TCA activities?

	1. Experienced	2. Quite experienced	3. Less experienced	Grand Total
2			5%	5% 11%
4			5%	5% 11%
5			5%	5% 5%
6	11%			11% 21%
7	11%			5% 16%
8	11%		5%	5% 21%
9			5.26%	5.26% 11%
10	5.26%			5% 5%
Grand Total	37%	26%	37%	100%

Learning outcome 3: Participants will identify the principles of evaluation, outcome and impact measurement techniques in order to incorporate or adopt these approaches in the design and delivery of their TCA activities

Participants demonstrated increased confidence overall in relation to their knowledge of evaluation methods and criteria with 74% scoring 6 and above compared to 60% at baseline.

As with learning outcome 2, this was also reflected in qualitative responses both to question “Please comment on any of the approaches or techniques shared which you believe could be applied to your own practice, either within TCA or elsewhere.” and “Please briefly describe at least one approach to setting learning outcomes, evaluation methods or other criteria that you could use in your TCA activities to measure their success or outcomes. These might include tools, templates or ideas you've learnt from peers.”.

It is particularly reflective of progress against this learning outcome that participants are able to identify a wider variety of evaluative methods than in the baseline survey, when examples largely consisted of only post-TCA questionnaires.

On a scale of 1 - 10, how would you rate your current knowledge of evaluation methods and criteria?

	1. Experienced	2. Quite experienced	3. Less experienced	Grand Total
2				5% 5%
5		11%		11%
6		5%	11%	16%
7	26%	11%	16%	53%
8	11%			11%
9			5%	5%
Grand Total	37%	26%	37%	100%

“An interesting example of tools is collecting social media posts of participants or No of eTwinning collaborations before and after.”

“Interviews and surveys with the participants of the TCA 4-6 months after to see the impact; social network research”

“From the data that we have, identify needs, sectors that need further support in order to have more impact; going towards some indicators set etc.”

“I like the idea of organizing an alumni of TCA-Participants-meeting”

Responses elicited by the impact practice presentations on day 3 reinforce this progress, with many identifying pertinent learning points from the practices shared.

Selection of 3 word responses:

“Quantify connections made, networking , impact, selection”; “Preparation, collaboration, reflection”; “Story, number, reflection”; “Study visits, impact, analysis”; “Selection, expectation, analysis”.

The work completed on breakout session 4, day 2, working to identify wider impact through the impact+ model, was appreciated by most groups in plenary feedback and generally demonstrated comprehension of wider and more strategic outcomes possible through TCA. Delivery at a different point in the workshop or when energy levels were higher, might have improved the success of this exercise in developing knowledge of impact measurement techniques. More time to work through this exercise in detail separately could also be an option, with real-life project examples or a common practice example might help progress towards this learning outcome in the group by furthering appreciation of the terminology, sources of wider strategic impact and development of impact measurement goals.

With the level and complexity of this learning outcome, relevant experts in evaluation systems should be engaged to support the officers.

Equally, the questions raised by the input sessions do reflect the growing awareness of the complexity of the subject and concerns over the capacity and resources needed to transfer concepts into their own NA or context. Other remaining needs identified in relation to progress in relation to this learning outcome were questions related to how to manage a selection process, the impact or shift created by online TCAs, how to secure responses from TCA participants and how to continue intra-NA practice sharing.

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

“How to transform all this knowledge in to practical wisdom?”

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

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

“How to motivate people to participate after 6 months?”

“Great work with my morning group, there were some good vibes and friendly approach. It was very difficult to do the task in the afternoon and the group was very tired... maybe you should arrange more tasks in the morning, less in the afternoon :-)”

“Until the last break out room session everything was very clear but in the last session it became a bit more difficult. We had newcomers in the group, we were a bit tired maybe, people had other tasks to fulfil at the same time which they could not help of course, I felt a bit confused what was expected from me and us in the group. Need to practise this way of thinking in jamboard a bit more! “

Learning outcome 4: Participants will value 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.

Progress achieving this learning outcome in the immediate sense is most advanced, with the vast majority of positive feedback, most useful learning and identified learning to be implemented post-workshop, related to peer learning or the value of peer discussions.

As detailed in the workshop success summary, responses to the question “*Please comment on any of the approaches or techniques shared which you believe could be applied to your own practice, either within TCA or elsewhere.*” and “*What was the highlight of the training for you?*” widely cited peer learning and practice sharing as the major benefits of the workshop.

“*The discussion in the Breakout Rooms during/after a task/topic. Speaking in smaller groups is really giving me insights/ epiphanys!*”

“*The breakout rooms were extremely good. Also, I very much liked the practice examples on Wednesday.*”

“*I liked impact study analysis presentation and then discussions afterwards*”

“*The presentations and being able to talk to colleagues*”

“*A more systematic approach to participants Ildikó presented today*”

“*I think the Breakout-room regarding "Practice example of integration of TCA participant reporting and evaluation from Hungarian Youth NA" was interesting and I will share the idea with my co-workers*”

“*Your efforts are very much appreciated. The exchange between Officers about experiences is really important.*”

The value taken from the practice presentations and subsequent discussion on Day 3 was reinforced by responses during the workshop. Participants made relevant comments when asked to write 3 words in plenary related to their learning from the presentations and the subsequent exercise capturing their questions post-inputs was the most heavily completed of all groups exercises.

Selection of 3 word responses:

“*Quantify connections made, networking , impact, selection*”; “*Preparation, collaboration, reflection*”; “*Story, number, reflection*”; “*Study visits, impact, analysis*”; “*Selection, expectation, analysis*”.

It is positive that despite 2 of 4 practice presentations on Day 3 coming from Youth sector TCAs, this did not limit the usefulness nor satisfaction with these inputs. The trainer and SALTO colleagues were essential to identifying these inputs and ensured that presenters received detailed information pre-presentation on the expectations of the input as well as the background of the workshop and training.

It is notable that the group overall, irrespective of experience level, were reticent to share or present practice when requested to do so in the baseline evaluation. There was also a noticeable preference not to be in a position of rapporteur or host, as well as preferences to

passively receive information from some participants rather than actively contributing.

No respondents comments referenced feelings of discomfort with the requests asked of them during the workshop although this could reflect information bias across the respondents ie. those least engaged are also those least likely to have completed the endline survey. One respondent did make reference to a lack of willingness by breakout colleagues to enter into discussions within their response to training highlights:

"Experience sharing when there was a group that was willing to do so and had some experience."

Further practice sharing among participants would be very beneficial to the continued development towards this and all other workshop learning outcomes. Having participants of the workshop with the same needs and knowledge levels should help to ensure that practice sharing will be elicited more naturally through breakout activities. Setting expectations or requirements for a specific, common problem, example or tool which all participants must provide prior to attending future training could also support further value and quality of peer learning during training sessions.

In order to support long term identification of good practice and invite inputs from relevant NA colleagues, a variety of methods to capture or request practice might be used. This could be running an annual competition or celebration of practice, trialing a 'refer a colleagues practice' or actively asking experienced members, such as those in the E&T working group to submit practice sharing, even of day-to-day practicalities of TCA. If completed through engaging or easy to access formats such as short video clips, these might be useful for further training content and dissemination of the impact of TCA to internal and external stakeholders.



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8. Other notable outcomes

Virtual training competences

During endline survey analysis, several participants identified strong learning in relation to the experience of taking part in a virtual seminar. They appreciated the training team highly and strongly rated the tools used as well as appreciating the variety of delivery approaches, particularly the live digital graphic recording which helped many to cement their knowledge.

If any follow up or practice examples were required as part of other SALTO E&T training activities, such as the training of TCA's going online, it might be worth providing information on this training as a practice example.

"We really like the padlet, mentimeter and the sketching on the tablet. We will copy the first two, but unfortunately we don't have an artist like Vanda for the sketching. Thank you for showing us the possibilities."

"Vanda's drawing of the work process - it is more easy to remember things in that way (for me); I learned again how to use many of online tools in online meetings and I would definitely use some of them at our events."

9. Recommendations for future work

Below are a series of recommendations for future training and support based on the evaluations.

1. Build knowledge and understanding of the topics of assessment and evaluation, outcome and impact measurement over time through online or self-paced learning.

Conducting evaluations and assessments as well as measuring outcomes and impact of intervention activities are huge subjects which often require specialist study and long-term learning in order to develop knowledge and understanding. Whilst this training sought to focus on main points and techniques, these were still too large subjects to cover in the timescales and with the disparate knowledge, experience and needs of the participants.

Developing this knowledge and experience within TCA officers and NA staff should be seen as a long term, on-going goal, not necessarily achievable through annual trainings on the subject. There are always likely to be new officers needing basic training whilst experienced officers will require reminders of principles and can provide practice examples as time goes on. Training sessions with participants of similar knowledge, experience and needs are more likely to be successful and result in successful learning outcomes for participants.

2. Stagger delivery and timings of any live virtual sessions over weeks not days and consider timing around other key deadlines

With the range of roles and responsibilities of TCA officers across NA's and a variety of NA staff involved in TCA delivery to differing degrees, time to dedicate fully to a training is limited, especially when delivered virtually. Revising and separating the content, running sessions at minimum over two weeks but preferably more regularly, such as part of a longer term training cycle or series of workshops to upskill officers, would likely improve learning outcomes as participants have time to digest information and explore subjects most relevant to them in the depth required to their role, responsibilities and needs.

Equally, other learning activities and common deadlines should be taken into account when deciding on the timing of trainings. Running the training at the same time as other SALTO trainings and TCA work programme discussions might have contributed to the fatigue of participants.

Whilst revising the delivery, some of the exercises used throughout this workshop can form the basis for 2.5 hour individual sessions, if revised and reviewed in context of feedback.

3. Clarify participant profiles in more depth for individual sessions, identifying minimum knowledge levels or delivery experience prior to admission to any practice focused workshops

As noted previously, training sessions with participants of similar knowledge, experience and needs are more likely to be successful and result in successful learning outcomes for individuals. Experienced officers also need skills and knowledge development but this can be hampered by needing to provide basic information for inexperienced participants. Likewise, inexperienced officers can become anxious when presented with topics outside of their scope or understanding and can be less comfortable engaging in peer discussions. Sector focus, needs and profiles should be identified in order to ensure training needs and expectations can be met.

4. Proactively identify and encourage practice identification through a variety methods

The experience of practice sharing was most highly valued by participants, identifying a desire for further examples. In order to support long term identification of good practice and invite inputs from relevant NA colleagues, a variety of methods to capture, request or share practice might be used.

Contributions to existing practice sharing spaces within the E&T newsletter and website might be encouraged or more regular, informal drop-in sessions or learning groups developed.

Running an annual competition or celebration of practice, trialing a ‘refer a colleague’s practice’, creating a practice compilation area on the website, compiling a practice manual or actively asking experienced members, such as those in the E&T working group, to submit practice sharing on day-to-day practicalities of TCA might also help further this area.

If completed through engaging or easy to access formats such as short video clips, these might be useful for further training content and dissemination of the impact of TCA to internal and external stakeholders.

Collecting preferences from the TCA officer community relating to which outputs they would be most likely to contribute to and gain from could clarify the best method to develop.

5. Cap workshop participant numbers to a maximum 30 participants

This workshop had originally aimed at recruiting 50 participants.

This number is too large for a workshop format, requiring much logistical management and unlikely to ensure an alignment of needs and outcomes.

Offering training to the majority of officers through online self-paced formats with staggered, smaller sessions of peer interaction would ensure that a majority of officers received training whilst only those willing and capable of engaging in a participative workshop could then join these sessions.

6. Ensure expectations for participation are clearly communicated to participants

This workshop had been prepared as a workshop with confirmed, registered participants whose needs had been factored in to the learning and exercises. Late additions, drop-outs part way through and lack of commitment to the entire training impacted on the success of the training. This is unavoidable to some degree with virtual trainings and should be mitigated by ensuring commitment to the learning and availability to attend should recommendation 1, 2 and 3 be followed however it may also be useful to ensure these expectations are clearly communicated to participants ahead of any other virtual trainings, otherwise the delivery methods adapted to anticipate lack of commitment.

Equally, ensuring clarity of communication of tasks, expectations for feedback and how to request help from the training team during breakouts would help ensure a supportive environment conducive to learning success.

7. Recruit a subject matter expert trainer or involve a SALTO colleague with expertise in evaluation and/or impact measurement to support future content development

With the training topics and basic structure decided prior to the main trainers involvement in the programme, her experience would perhaps have been best complimented by an impact or evaluation expert to support quality of content.

The workshop trainer’s main expertise relates to knowledge and experience of the role of TCA’s officers, TCA delivery across all sectors, delivering long-term TCA’s and detailed understanding of the Erasmus+ programme.

Whilst she had some knowledge of learning outcomes, evaluation and impact, this was not extensive and the content creation required a lot of additional work.

For future outputs and long-term impact in this area, it would be beneficial to involve an expert in evaluation and/or impact measurement long term to support quality content development.

As a rule, a training of this kind would normally have at least two trainers, covering between them the subject matters, balancing the workload and supporting quality development not only through knowledge but through value of collaboration and second opinion.

8. Develop three-year strategic planning models and guidance within next 6 months to prepare officers for 2022 work programme expectations ahead of submission deadlines

During the workshop, few officers identified any work towards long term TCA planning, especially an awareness of changes for long-term planning which is in contrast to the work already taking place in Youth NA's ahead of the next programme and changes to TCA and work programme planning. Some responses referenced waiting for clearer rules and information from the Commission, stating they do not know the financial structures or rules.

As it is unlikely that these will be more clearly outlined until the new year, both due to Covid-19 delays to most future programme planning as well as the normal delay to Guidance for NA's, it is recommended to proactively develop models related to those aspects which are confirmed now in order to better prepare officers ahead of changes and certainly in order to facilitate any procurement or long term structural decisions which might need to take place.

Consulting Youth NA's and those who have developed long-term or recurrent TCA's in order to clarify approaches to establishing these would inform models. Equally, learning could take place from successful longer term KA2 projects or centralised capacity building projects relating to the creation of long term projects.

A quick win would be to develop already successful tools such as the impact+ tool. This had been briefly adapted for the workshop without the necessary time and information to fully make use of the cycle. Developing this and the related material to align better with the context of TCA's and supporting them in using it as an initial planning tool for long term TCA's might easily provide and planning tool which some participants are already familiar with and has been proven successful.

9. Create expert roles and responsibilities, communicate these to the experts and ensure the entire team meet as early as possible ahead of the training

Roles and responsibilities separation for the training team, involvement of the entire team as early as possible and clarity from the project initiation of the team composition would be useful to consider in future so that the team can work as smoothly as possible, clarify deadlines and questions as early as possible and work around other commitments and contracts. The scope of training and reporting tasks, as well as templates for planning and reporting would facilitate use of external experts and consistency and impact measurement of differing support over time.