



Co-funded by the
Erasmus+ Programme
of the European Union



UP2YOU

Bottom-up sustainable
and inclusive development

Community Leadership Programme Evaluation Report

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Date: 21/07/2025

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UP2YOU Project Code: ES01-KA220-HED-000160874

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1. Introduction

1.1. Objectives of the Evaluation

Evaluation of the ERASMUS UP2YOU Community Leadership Programme is a crucial process for continuously improving the training, demonstrating its value, and ensuring that it remains aligned with the evolving needs and priorities of European higher education and society.

Evaluation involves a comprehensive assessment of various aspects of the project's training performance and impact.

Key objectives of the evaluation are:

- **Assessing Effectiveness:** Determine how effectively UP2YOU training is achieving its stated goals and objectives.
- **Measuring learning process:** assessing how participation in training courses has influenced the participants, as well as the overall quality of education provided by participating institutions.
- **Identifying Best Practices:** Identify and share best practices and successful strategies that have emerged during the implementation of the UP2YOU training courses. This can help improve the overall effectiveness of the training and provide guidance to other projects and initiatives.

1.2. Scope and methodology of the evaluation

The methodology to collect data for evaluating UP2YOU training courses includes:

- **Questionnaires:** Administer surveys or questionnaires to participants to gather their feedback on various aspects of the training.
- **Tests and Assessments:** Using pre- and post-training assessments to measure competence improvement.
- **Final Report by each partner's course coordinator** about the course implemented, delivered, and evaluated.
- **Final meeting with course coordinators** for conducting a SWOT analysis collaboratively

The evaluation scale is based on a 4-point Likert scale within the document. This approach is used to discourage participants from selecting medium levels and to facilitate the easier identification of any difficulties or strengths in the course.

While this report aims to provide comparative insights across courses, it is important to note that the number of responses to the evaluation survey varies significantly across courses. Therefore, all direct comparisons should be interpreted with caution, as results from courses with lower response rates may not fully represent the perspectives of the entire cohort.

2. Results

2.1. Co-Creation Process

The co-creation process consisted of two blended co-design sessions in each of the five partner countries: Italy, Spain, Cyprus, the Republic of North Macedonia, and Türkiye. These sessions included a total of 66 individuals: 24 CSO professionals and volunteers, 26 teachers and academic staff, and 16 higher education students. Participants self-selected in response to an open call distributed through partners' contacts and mailing lists. The selection criteria included availability, willingness to participate in the discussions, and relevant subject-matter expertise.

We recommended adopting a participatory approach for the workshop, using interactive facilitation methods (e.g., problem-solving sessions, challenge-based learning, guided brainstorming) and tools (e.g., flip charts, Post-it notes, markers, as well as digital tools like Miro, Mentimeter, and Padlet).

In the first session, all participants were encouraged to assess current collaboration practices between higher education institutions and civil society organizations, identify needs and gaps in competencies and professional development within CSOs, discuss emerging skills, and analyze potential challenges and opportunities for synergy between HEIs and CSOs.

The initial skills assessment workshop aimed to identify both institutional and individual capacity gaps, guiding a program to strengthen the abilities of CSOs. This improvement would enable them to address sustainable development issues, meet the Sustainable Development Goals (SDGs), and fulfill their responsibilities effectively.

In the second workshop, building on insights from the first phase, co-design efforts for community-focused training programs started at the local level. The results from the initial capacity assessment workshops were analyzed to identify gaps in both institutional and individual capacities, as well as the skills required. These insights formed the basis for a Leadership Programme aimed at enhancing CSOs' abilities to tackle sustainable development challenges and effectively carry out their roles.

The outcomes of the co-design workshops were later discussed at the transnational level, and this co-design process led to the development of five distinct training pathways (25h each course):

- Master your Project: Project Management Micro course
- Finance Forward: Mastering Financial Management and Fundraising
- Unlock your personal and professional potential. Training for life skills and employability
- Bridging Gaps: Digital Skills for Civil Society
- Empower Your Community: Social Entrepreneurship and Innovation

2.2. Course delivery

2.2.1. Launch and end dates

Table 1: Start vs End date of the courses

	Start	Official end
SEGA	16/12/2024	31/03/2025
UVIGO	13/01/2025	31/03/2025
FCAT	11/11/2024	31/03/2025
CSI	01/10/2024	31/03/2025
CEKDEV	04/11/2024	31/03/2025

Source: Report internally released by UP2YOU partners

2.2.2. Enrollment strategies and early communication/initial engagement

The enrollment distribution across the five UP2YOU courses reveals significant institutional variations in program reach and participant engagement. FCAT's Master You Project Course achieved the highest enrollment with 290 participants, representing 26.7% of total program participation, followed by CEKDEV (208 enrollments, 19.1%), UVIGO (207 enrollments, 19.1%), CSI (197 enrollments, 18.1%), and SEGA (184 enrollments, 16.9%). This distribution suggests varying institutional capacity and marketing effectiveness across partner organizations.

The response patterns on the questionnaire show significant variation in participant engagement and completion of evaluations. FCAT had the highest response rate with 57 completed questionnaires (19.7% of enrollments), followed by UVIGO with 28 responses (13.5%), CSI with 17 responses (8.6%), SEGA with 8 responses (4.3%), and CEKDEV with 7 responses (3.4%). These differences in response rates suggest possible variations in participant motivation, course completion, and the effectiveness of administering evaluations across institutions.

The enrollment process was conducted using a standard form and through specific communication channels, which can be accessed here for each institution.

Table 2. Early communication strategies per institution

	Social media posts	Newsletters	Articles	Brochures	Flyers	Emails	Events
SEGA	X	X	X	X	X		
UVIGO	X	X		X	X	X	X
FCAT	X	X	X	X	X		
CSI	X					X	
CEKDEV	X			X			X

Source: Report released by UP2YOU partners

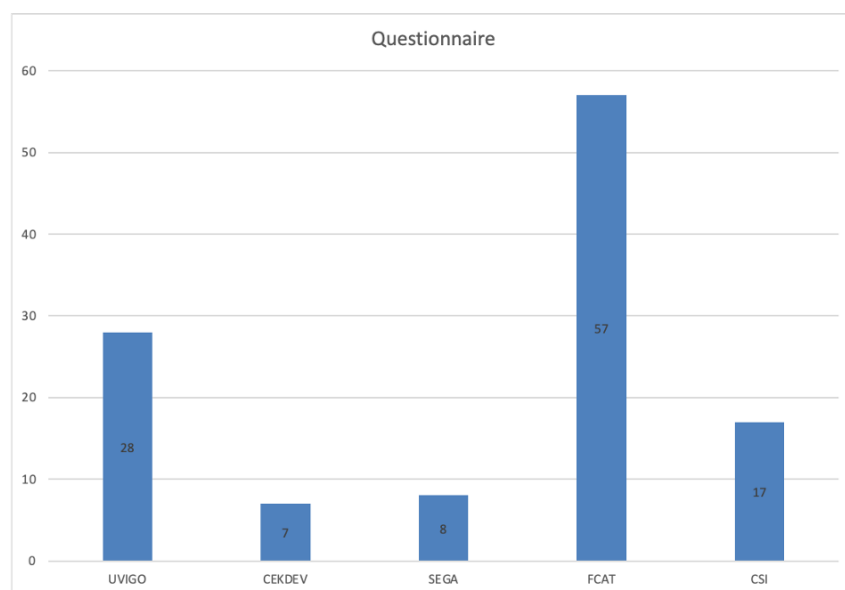
2.2.3. Arrangement and Delivery of the Course¹

The UP2YOU project engaged 411 participants across five partner organizations, implementing a structured delivery model with an average of two synchronous sessions per country (kick-off and wrap-up). However, the initiative faced significant retention challenges, with drop-out rates ranging from 90% (FCAT) to 98% (CEKDEV), reflecting patterns typical of publicly-funded open courses. The evaluation process revealed substantial disparities in feedback collection, with FCAT achieving the highest response rate, at 57 questionnaires. At the same time, CEKDEV and SEGA recorded notably low participation, with only 7 and 8 responses, respectively. UVIGO and CSI achieved intermediate levels, with 28 and 17 questionnaires completed, respectively.

The notable differences in sample sizes introduce some challenges in making direct institutional comparisons. This is because the results from CEKDEV and SEGA may not fully capture their participants' experiences, given the limited number of data points. The overall retention trend aligns with typical public education initiatives, maintaining approximately 5% completion rates, though some courses demonstrated superior retention management strategies (i.e., FCAT 10%).

¹ See annex II for detailed numbers about retention and drop out numbers

Figure 1: Number of Evaluation Questionnaires filled in by participants per institution

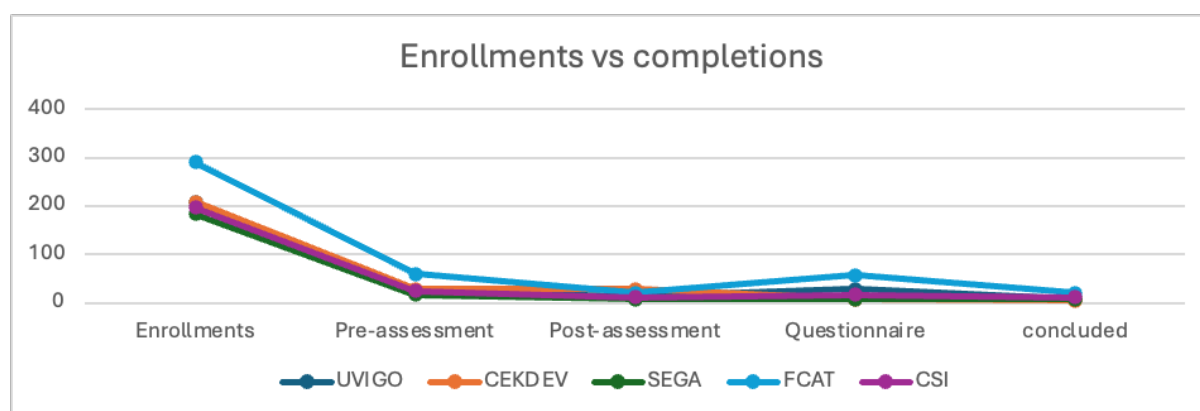


Source: Trainees' questionnaires

General trend of retention vs dropout

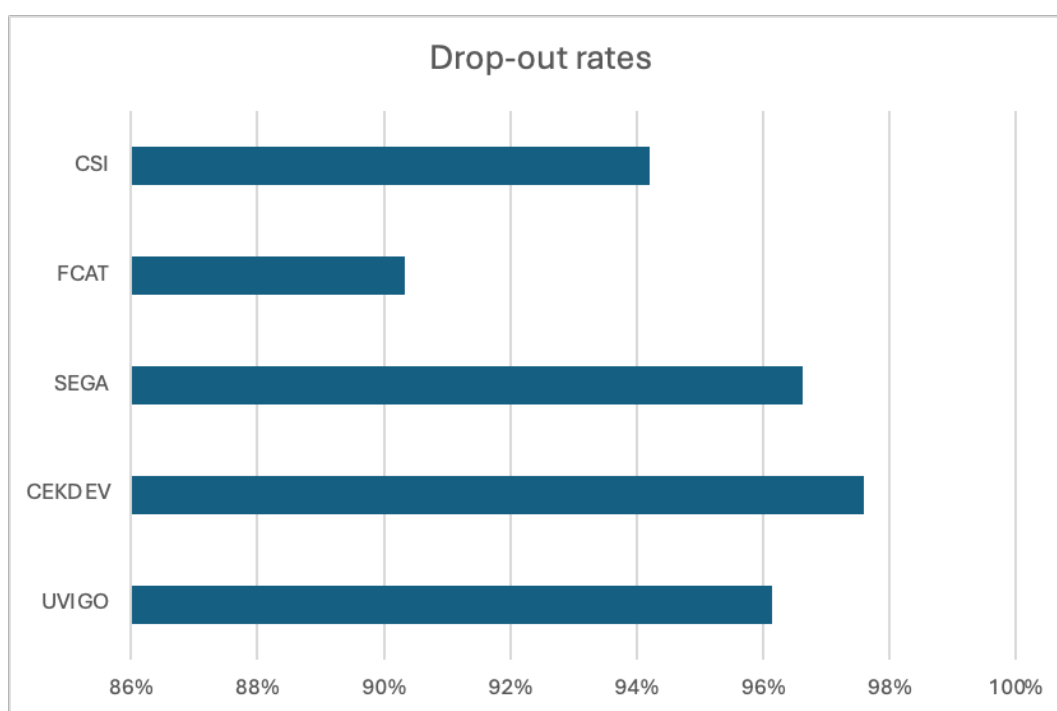
The retention patterns observed align with established benchmarks for publicly funded educational initiatives, which typically exhibit low completion rates and high attrition, with approximately 5% of enrolled participants completing the program in full. Although this trend remained consistent across the UP2YOU project, some courses employed better retention strategies than others, as indicated by the performance data. Notably, FCAT had the highest retention rate at 9.7%, followed by CSI at 5.8%, while CEKDEV, SEGA, and UVIGO recorded rates between 2.4% and 3.9%. These differences suggest that specific teaching methods, engagement tactics, and course design elements can have a significant impact on participant persistence in open-access educational programs.

Figure 2: General Retention Trend throughout the Course



Source: Trainees' questionnaires

Figure 3: Total dropout rates per institution



Source: Trainees' questionnaires

The data collected from the trainees' and trainers' evaluation questionnaires regarding the various survey sections observed (see Annex I and II) are discussed below.

In the report, when we refer to "respondents," we mean those who filled out the evaluation questionnaire.

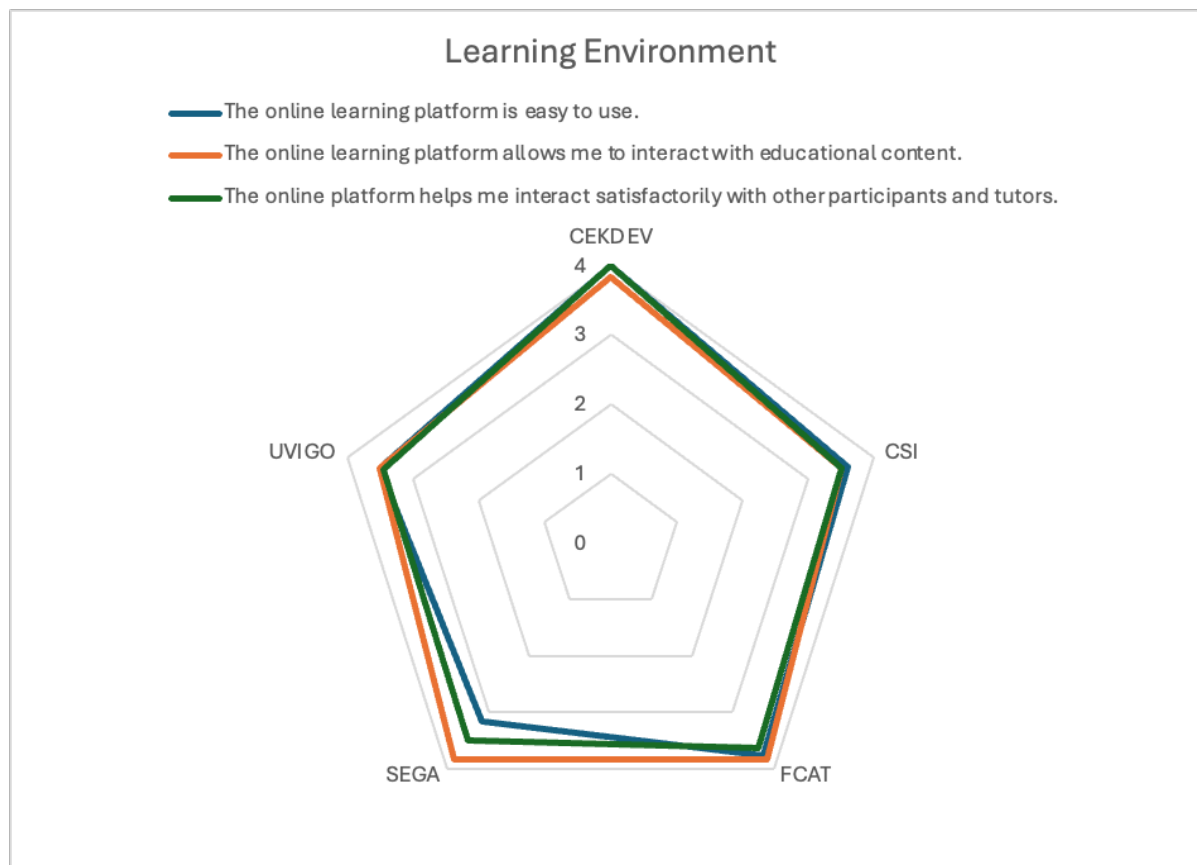
2.2.4. Online Platform

The evaluation of the online learning platform encompassed three critical dimensions of user experience:

- Platform Usability: Assessment of the intuitive nature and accessibility of the learning management system
- Content Interaction Capability: Evaluation of participants' ability to engage meaningfully with educational materials
- Collaborative Communication Effectiveness: Analysis of the platform's facilitation of peer-to-peer and tutor-participant interactions

Regarding the Learning Environment evaluation (Q13), CEKDEV received higher user experience ratings (3.94/4.0), while UVIGO respondents reported the most significant technical obstacles (3.48/4.0). This difference in performance is especially notable since all partners used essentially identical platform infrastructure.

Figure 4: Learning Environment



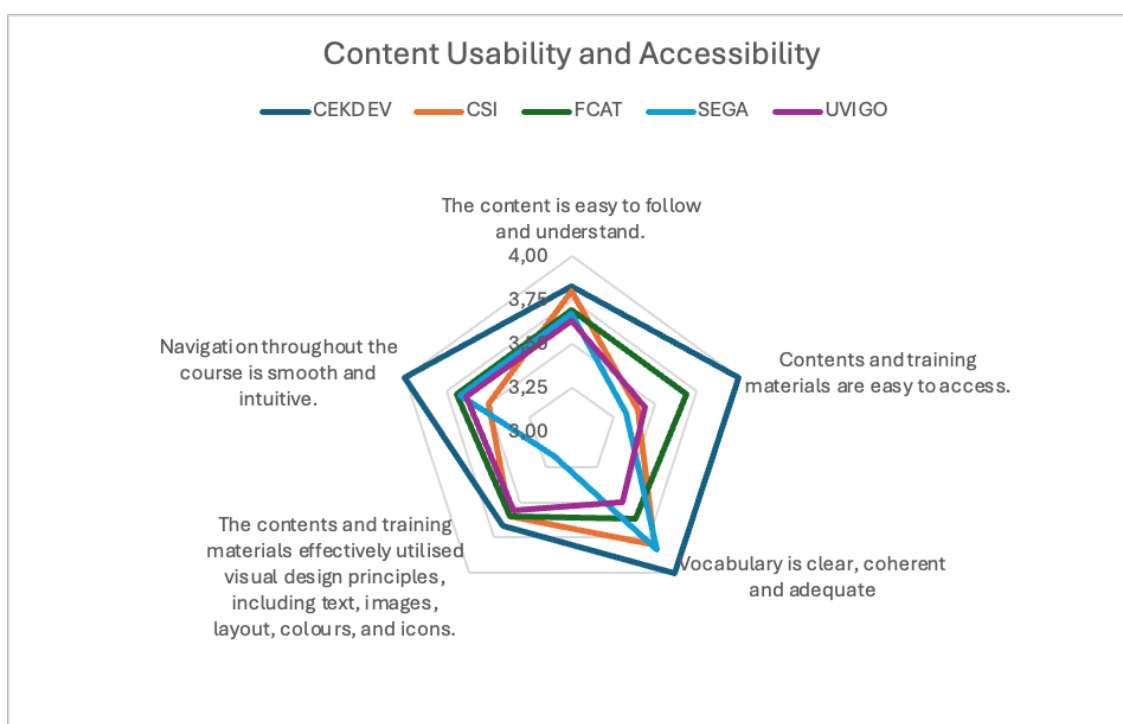
Source: Trainees' questionnaires

The evaluation of content usability (Q12) revealed significant institutional differences, despite all partner organizations having the same platform infrastructure. The overall assessment received a favorable rating of 3.65/4.0, indicating generally positive feedback from respondents regarding course materials and delivery methods. CEKDEV stood out as the top performer with an impressive score of 3.90/4.0, setting a standard for content quality and accessibility. The other institutions showed more varied results: FCAT scored 3.66, CSI achieved 3.62, UVIGO obtained 3.55, and SEGA received 3.53. This pattern suggests that factors specific to each institution greatly influence how respondents perceive usability beyond the platform itself. Although CEKDEV and UVIGO respondents had polarized

views on content usability, the middle-tier institutions (CSI, FCAT, and SEGA) displayed notably consistent evaluation trends.

Importantly, all respondents agreed on the clarity and accessibility of the course content, and the visual design elements received similar ratings across these institutions, indicating a standard quality in visual presentation. The observed differences might stem from various institutional factors, such as respondents' prior experience with digital learning platforms, cohort expectations, and learning preferences in context. The fact that the same platform yielded such varied satisfaction scores highlights the impact of participant backgrounds and institutional culture on perceptions of content usability, regardless of the platform's technical features.

Figure 5: Content Usability and Accessibility



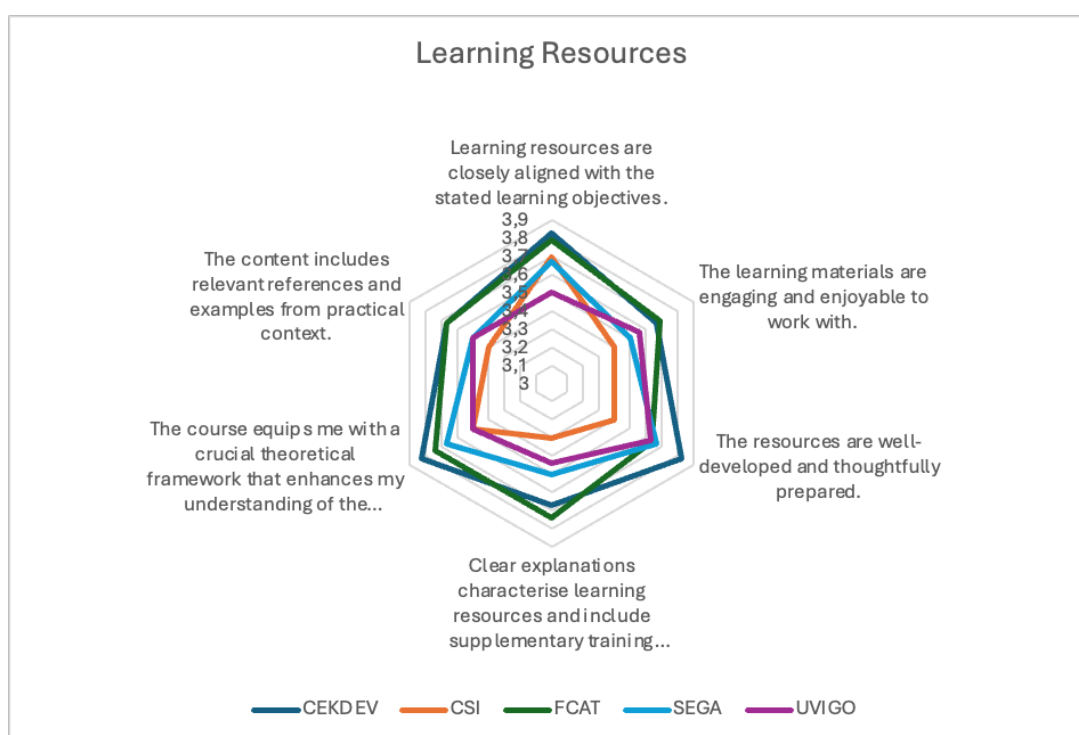
Source: Trainees' questionnaires

2.2.5. Learning Contents and Materials Provided by the UP2YOU Project

The Learning Resources evaluation (Q15) received an overall score of 3.60 out of 4.0, with CEKDEV performing best at 3.75 and CSI scoring the lowest among institutions at 3.45. Respondents largely agreed that the learning resources aligned with the stated objectives, showing consistent satisfaction across all partner institutions. However, the assessment identified a key area for improvement in the explanations of supplementary resources, which scored the lowest at 3.53 out of 4.0. This suggests that future versions should focus on clarifying graphics, images, and appendices.

This finding supports earlier feedback on visual design, where respondents rated the aesthetics of training materials at a moderate level of 3.5 out of 4.0. Notable performance differences appeared in the provision of the theoretical framework, with CEKDEV's score of 3.82 significantly higher than CSI's and UVIGO's score of 3.50. The clarity of supplementary resources showed the greatest variation among institutions, with FCAT scoring 3.74 compared to CSI's 3.30. The evaluation covered six areas: objective alignment, engagement with materials, quality of resource development, explanatory clarity including supplementary elements, provision of the theoretical framework, and practical relevance. Overall, while the core educational content meets participant expectations, there is a strategic opportunity to enhance the visual presentation and integrate supplementary resources more effectively to improve the program.

Figure 6: Learning Resources



Source: Trainees' questionnaires

2.2.6. Topics of the Course

The Pedagogical Approach composite (Q14) achieved an overall rating of 3.61/4.0, indicating robust alignment between course objectives and content delivery across the UP2YOU training programs. Performance patterns revealed significant institutional variations, with CEKDEV demonstrating superior pedagogical perception at 3.79, while UVIGO respondents encountered greater pedagogical challenges at 3.52. Universal consensus emerged regarding the course's provision of essential subject

area elements, achieving a cross-institutional average of 3.71, with SEGA recording the highest satisfaction at 3.83.

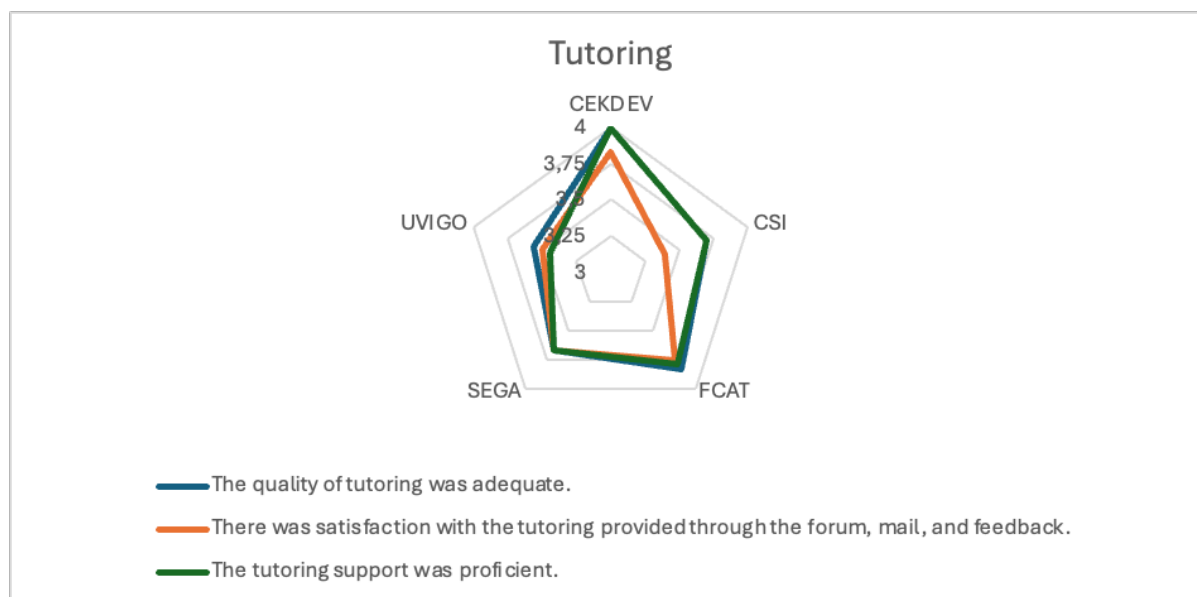
Respondents also demonstrated agreement on motivational learning strategies, rating the effectiveness of attention-retention enhancement techniques at an overall average of 3.54, with FCAT achieving its peak performance at 3.69. However, substantial divergences appeared in the evaluation of the assessment tools, where SEGA reported significantly lower satisfaction at 3.17 compared to CEKDEV's exceptional rating of 3.83 regarding learning progress measurement and self-assessment facilitation. The nine-dimensional assessment framework, spanning objective definition to motivational strategy implementation, revealed that while core pedagogical elements achieved consensus, specific instructional components demonstrated marked institutional performance disparities, suggesting varying degrees of pedagogical coherence across partner organizations despite the use of standardized curriculum frameworks.

2.2.7. Delivery of the Course and tutoring support

The tutoring evaluation (Q17) achieved an overall high performance rating of 3.70/4.0, with FCAT and CEKDEV both peaking at 3.79, while UVIGO recorded the lowest score at 3.50. The assessment encompassed three critical dimensions: tutoring adequacy, satisfaction with support mechanisms, and overall tutoring proficiency, revealing consistently high-performance levels with moderate institutional variations. CEKDEV achieved the highest overall tutoring score of 3.94, followed by FCAT (3.79), SEGA (3.67), CSI (3.60), and UVIGO (3.50).

The most pronounced performance differential was observed in satisfaction with tutoring mechanisms, where CEKDEV achieved a score of 3.83 compared to CSI's 3.40, indicating significant differences in the effectiveness of communication channels and the quality of feedback across partner institutions. FCAT demonstrated strong performance with a score of 3.76, while SEGA and UVIGO achieved scores of 3.67 and 3.50, respectively. Notably, when considering retention rates as an implicit indicator of tutoring quality, FCAT's exceptional feedback becomes particularly significant, given their substantially higher student retention compared to CEKDEV, which suggests superior support system scalability and effectiveness in managing larger cohorts while maintaining high tutoring standards.

Figure 7: Tutoring



Source: Trainees' questionnaires

The Workload adequacy assessment (Q16) demonstrated consistent performance across institutions, ranging from 3.50 to 3.94, indicating generally satisfactory participant perception of course demands and time management requirements. CEKDEV achieved the highest workload satisfaction at 3.94, followed by CSI at 3.60, FCAT at 3.64, SEGA at 3.61, and UVIGO at 3.50.

The evaluation encompassed three critical dimensions: manageable pacing that minimizes time pressure, reasonable study effort requirements for performance achievement, and appropriate activity scheduling for proficient course progression. Despite the relatively narrow performance range, the consistent feedback across all institutions suggests that enhanced pacing clarity and more sophisticated blended scheduling guidelines are needed, indicating that while current workload levels are acceptable, there is significant potential for optimization.

The moderate variance between institutions probably indicates different effective workload distributions across courses, with some programs potentially requiring more structured time management frameworks or adjusted content delivery schedules to maximize learning efficiency. This finding highlights the importance of standardizing workload expectations and implementing clearer temporal guidelines to ensure a consistent participant experience across all partner organizations, while maintaining the flexibility necessary for diverse learning contexts and institutional capabilities.

2.3. Assessment of the training experience from a comparative perspective

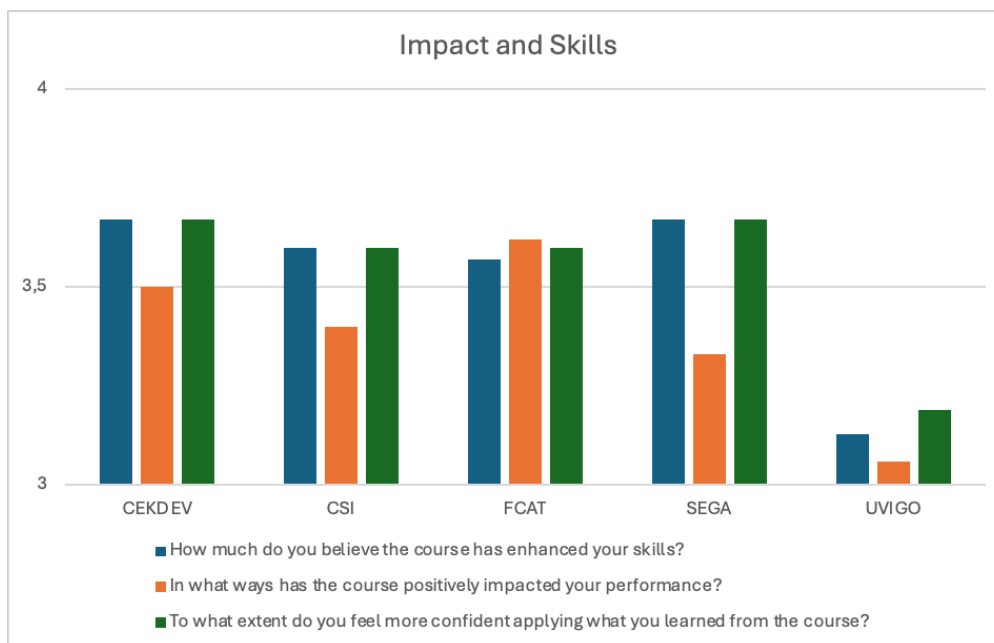
This section analyzes feedback from both trainees and trainers, comparing their perspectives to identify convergent and divergent opinions.

2.3.1. Students' experience

The Skills Enhancement evaluation (Q19) demonstrates significant institutional variance, ranging from UVIGO's concerning 3.13 to CEKDEV's exceptional 3.61, with an overall average of 3.48.

UVIGO respondents expressed pronounced reservations regarding performance impact outcomes, indicating potential challenges in translating learning into practical professional applications.

Figure 8: Impact and Skills



Source: Trainees' questionnaires

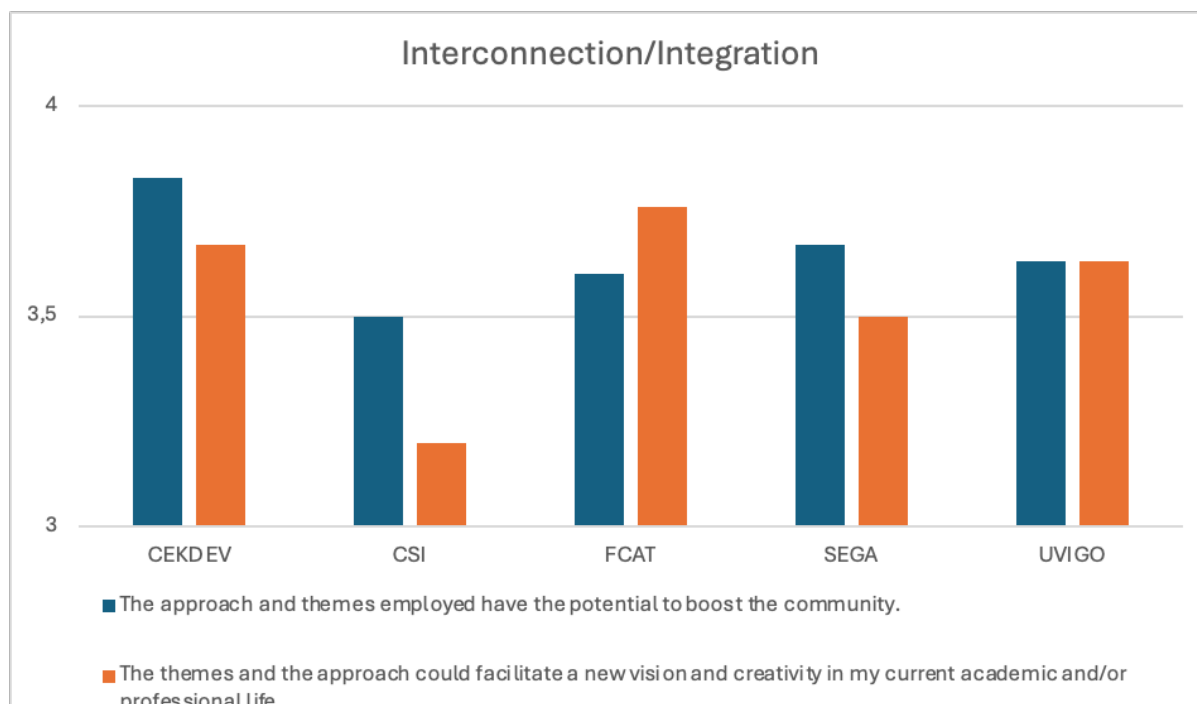
The Interconnection & Integration evaluation (Q18) achieved a solid consortium average of 3.59, demonstrating meaningful potential for professional and community impact across all UP2YOU programs. The assessment encompassed two critical dimensions: community enhancement potential and facilitation of vision and creativity in academic and professional contexts.

CEKDEV achieved the highest overall interconnection score of 3.75, followed by UVIGO (3.63), FCAT (3.68), SEGA (3.59), and CSI (3.35). Community enhancement potential showed strong performance across institutions, with CEKDEV leading at 3.83, followed by SEGA (3.67), UVIGO (3.63), FCAT (3.6), and CSI (3.5).

Vision and creativity facilitation presented more substantial variations, with FCAT demonstrating superior performance at 3.76, followed by CEKDEV (3.67), UVIGO (3.63), SEGA (3.5), and CSI (3.2). The 0.56-point performance gap between FCAT and CSI indicates significant differences in transformative learning design and creative thinking development capabilities across partner institutions.

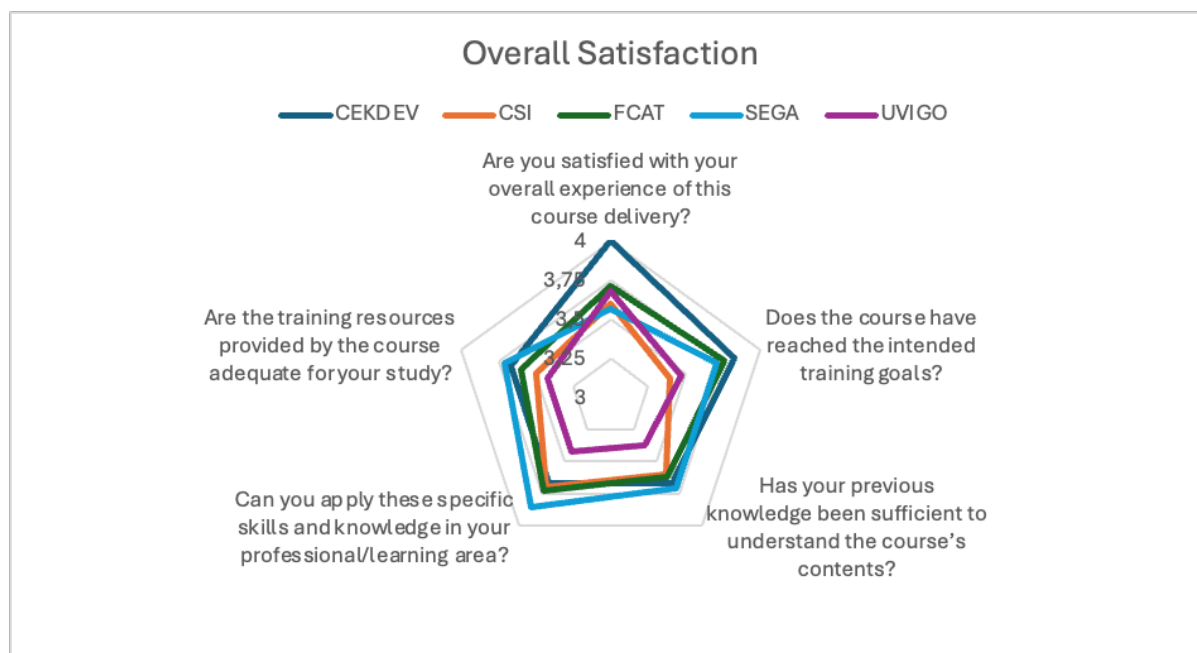
These findings suggest that CEKDEV excels in community enhancement focus while FCAT demonstrates superior capabilities in fostering creative vision and professional transformation. The performance variations indicate distinct institutional strengths in integration approaches, potentially reflecting varying pedagogical philosophies and community engagement strategies, yet all programs maintain meaningful transformative potential.

Figure 9: Interconnection and Integration



Source: Trainees' questionnaires

The UP2YOU program achieved exceptional endorsement from respondents, with a recommendation rate (Q9) of 99.6% "yes", demonstrating strong perceived program value and participant confidence in the training quality. This outstanding endorsement aligns with consistently high overall satisfaction levels (Q7) of 3.63/4.0, indicating that respondents not only completed the courses with positive experiences but also felt sufficiently confident in the program's effectiveness to recommend it to peers and colleagues. The convergence of these two critical satisfaction metrics underscores the program's success in delivering meaningful educational value that translates into both personal satisfaction and professional credibility among the target audience.



Source: Trainees' questionnaires

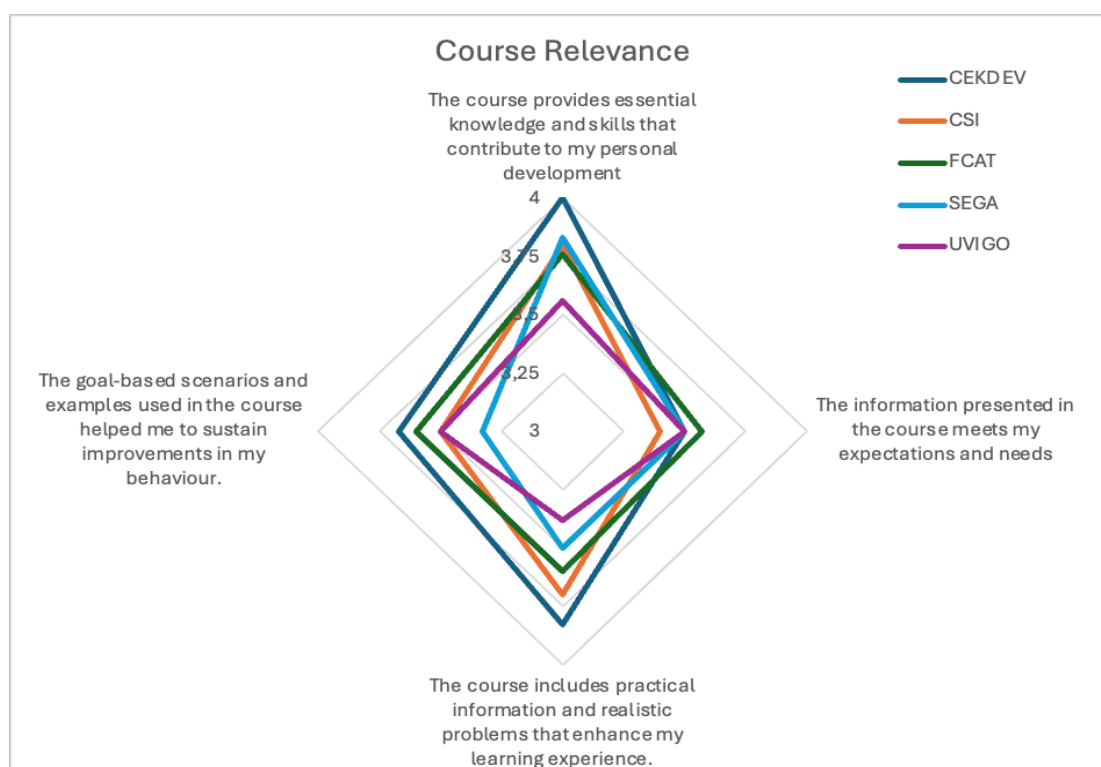
The Course Relevance evaluation (Q11) demonstrated strong institutional consensus, with scores clustering between 3.48 and 3.75, indicating that courses were appropriately structured to address participants' primary concerns and developmental needs. CEKDEV achieved the highest relevance score of 3.75, followed by CSI (3.60), FCAT (3.63), SEGA (3.54), and UVIGO (3.48).

The assessment encompassed four critical dimensions: provision of essential knowledge, fulfillment of expectations, integration of practical information, and effectiveness in goal-based scenarios. Essential knowledge provision showed the strongest performance differential, with CEKDEV achieving 4.00 compared to UVIGO's 3.56, representing a 12.4% performance gap that suggests superior curriculum alignment with participants' developmental requirements.

Expectation fulfillment demonstrated the most uniform performance across institutions, with scores ranging from CSI's 3.40 to FCAT's 3.57, indicating consistent delivery against stated course objectives. However, practical information integration revealed substantial variations, where CEKDEV's 3.83 significantly exceeded UVIGO's 3.38.

Goal-based scenario effectiveness presented the largest performance variance, with CEKDEV achieving 3.67 compared to SEGA's notably lower 3.33, indicating varying levels of pedagogical sophistication in scenario design and behavioral improvement facilitation. SEGA respondents specifically reported moderate satisfaction with goal-based scenarios and examples designed to sustain behavioral improvements, suggesting opportunities for enhanced scenario development and implementation strategies across the consortium.

Figure 10: Course Relevance Radar Map



Source: Trainees' questionnaires

The following table shows the average per item for each course provider related to the trainee questionnaire.

Table 3. Trainees questionnaires results (average)

Q11. Course Relevance	CEKDEV	CSI	FCAT	SEGA	UVIGO
The course provides essential knowledge and skills that contribute to my personal development	4	3,8	3,76	3,83	3,56
The information presented in the course meets my expectations and needs	3,5	3,4	3,57	3,5	3,5

The course includes practical information and realistic problems that enhance my learning experience.	3,83	3,7	3,6	3,5	3,38
The goal-based scenarios and examples used in the course helped me to sustain improvements in my behaviour.	3,67	3,5	3,6	3,33	3,5
Q12. CONTENT USABILITY					
The content is easy to follow and understand.	3,8	3,8	3,7	3,7	3,6
Contents and training materials are easy to access.	4,0	3,4	3,7	3,3	3,4
Vocabulary is clear, coherent and adequate	4,0	3,8	3,6	3,8	3,5
The contents and training materials effectively utilised visual design principles, including text, images, layout, colours, and icons.	3,7	3,6	3,6	3,2	3,6
Navigation throughout the course is smooth and intuitive.	4,0	3,5	3,7	3,7	3,6
Q13. LEARNING ENVIRONMENT					
The online learning platform is easy to use.	4	3,6	3,76	3,17	3,5

The online learning platform allows me to interact with educational content.	3,83	3,5	3,83	3,83	3,5
The online platform helps me interact satisfactorily with other participants and tutors.	4	3,5	3,64	3,5	3,44
Q14. PEDAGOGICAL APPROACH					
The course provides essential elements necessary for my progress in the subject area.	3,67	3,7	3,69	3,83	3,69
The objectives are clearly defined, covering the overall learning outcomes.	4	3,5	3,69	3,33	3,5
The objectives engaged various levels of thinking skills.	3,67	3,7	3,74	3,83	3,56
The curriculum is comprehensive and adequately addresses the course aims.	3,83	3,7	3,6	3,17	3,56
The content thoroughly aligns with the established learning objectives.	3,83	3,8	3,6	3,67	3,56
Non-verbal communication methods, including pictures, infographics, characters, audio, and video complement verbal information.	3,83	3,4	3,55	3,17	3,5

Sufficient assessment tools are available to measure my learning progress and facilitate my self-assessment.	3,83	3,7	3,74	3,67	3,5
The assessment tools are well-aligned with both the objectives and the course content.	3,83	3,4	3,74	3,17	3,5
Various strategies strengthen the learning path by enhancing my motivation, keeping my attention, and improving my retention of information.	3,67	3,3	3,69	3,67	3,38
Q15. LEARNING RESOURCES					
Learning resources are closely aligned with the stated learning objectives.	3,83	3,7	3,79	3,67	3,5
The learning materials are engaging and enjoyable to work with.	3,67	3,4	3,69	3,5	3,56
The resources are well-developed and thoughtfully prepared.	3,83	3,4	3,64	3,67	3,63
Clear explanations characterise learning resources and include supplementary training resources like graphics, images, and appendices.	3,67	3,3	3,74	3,5	3,44
The course equips me with a crucial theoretical framework that enhances my understanding of the content's significance and relevance	3,83	3,5	3,74	3,67	3,5

The content includes relevant references and examples from practical context.	3,67	3,4	3,67	3,5	3,5
Q16. WORKLOAD					
There is a manageable pace for the learning tasks that minimises time pressure.	4	3,7	3,6	3,5	3,56
The level of performance accomplished is achieved with a reasonable amount of study effort.	3,83	3,4	3,64	3,67	3,5
The activities' scheduling and the total workload are appropriate, allowing for proficient course progression.	4	3,7	3,67	3,67	3,44
Q17. TUTORING					
The quality of tutoring was adequate.	4	3,7	3,83	3,67	3,56
There was satisfaction with the tutoring provided through the forum, mail, and feedback.	3,83	3,4	3,76	3,67	3,5
The tutoring support was proficient.	4	3,7	3,79	3,67	3,44
Q18. INTERCONNECTION/INTEGRATION					

The approach and themes employed have the potential to boost the community.	3,83	3,5	3,6	3,67	3,63
The themes and the approach could facilitate a new vision and creativity in my current academic and/or professional life.	3,67	3,2	3,76	3,5	3,63
Q19. SKILLS ENHANCEMENT					
How much do you believe the course has enhanced your skills?	3,67	3,6	3,57	3,67	3,13
In what ways has the course positively impacted your performance?	3,5	3,4	3,62	3,33	3,06
To what extent do you feel more confident applying what you learned from the course?	3,67	3,6	3,6	3,67	3,19

Source: Trainees' questionnaire

2.3.2. Trainers' experience²

The following table compares partners based on their trainers' opinions.

Table 4: Comparisons of the most valuable strengths and challenges for each partner

Partner	Most Valuable Aspects	Key Strengths	Challenges Identified
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² The trainers' feedback comes from reports that each institution releases, based on evaluation questionnaire data.

CEKDEV	Practical tools (budget templates, donor engagement worksheets)	Modular structure, clear progression, accessibility	Need for live sessions, more local case studies
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FCAT	Hands-on tools (templates, Gantt charts)	Learning-by-doing approach, clear structure	Video presentation style needs improvement
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CSI	Structured learning units, authentic assessment	Alignment between objectives and content	Passive content delivery, need for interactivity
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SEGA	Practical exercises, assessment tools	Clear structure, adaptability to contexts	Visual design gaps, limited peer interaction
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UVIGO	Real-world alignment, diverse applicability	Logical content progression, inspirational themes	Lack of visual originality, underused collaboration
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Source: Report released by UP2YOU partners

All partners are compared to identify areas of convergence versus divergence between trainers from different institutions.

Table 5: Convergent and Divergent views for each aspect

Aspect	Convergent Views	Divergent Views
Content Quality	All partners: High satisfaction with practical orientation and real-world applicability	CEKDEV: Universal content vs. Localized examples UVIGO: Trainers critique visual design, participants don't
Learning Structure	Universal agreement: Clear progression, logical structure, well-paced content	FCAT: Trainers satisfied with structure vs. Participants wanting more engaging visuals CSI: Trainers recognize passivity vs. Participants satisfied with current format

Practical Application	Strong consensus: Learning-by-doing approach is highly valued by all stakeholders	SEGA: Trainers focus on content delivery vs. Participants desire more visual appeal
Assessment Methods	Agreement on the effectiveness of practical assessments and skill measurement	UVIGO: Trainers suggest more dynamic content vs. Participants focus on practical application
Platform Usability	General satisfaction with technical aspects and accessibility	UVIGO: Trainers note underused collaboration tools vs. Participants satisfied with navigation

Source: Report released by UP2YOU partners

Table 6. Participant-Trainer Alignment Analysis

Partner	High Alignment Areas	Divergent Perspectives
CEKDEV	Practical tools value, content clarity, and learning outcomes	Trainers prefer a minimalist structure vs. Participants want more interaction and localization
FCAT	Practical skill development, course structure, material quality	Participants critique video presentation style while trainers don't flag this concern
CSI	Content relevance, theoretical foundation, structured delivery	Trainers identify need for interactivity while participants don't express dissatisfaction
SEGA	Practical skill focus, course structure, learning materials	Participants rate visual design lower vs. Trainers focus on content sufficiency
UVIGO	Overall satisfaction, content relevance, material quality	Trainers emphasize educational design vs. Participants focus on personal development benefits

Source: Report released by UP2YOU partners

In the following table, a clear analysis of the convergence and divergence of opinions between trainers and participants emerges.

Table 7: Similar and contrasting opinions

Pattern Type	Similar Opinions (Convergent)	Contrasting Opinions (Divergent)
Content Delivery	All partners value practical, applicable content with a clear structure	Design Focus: Trainers are more critical of visual/interactive elements vs. Participants are more accepting
Learning Outcomes	Universal agreement on skill enhancement and confidence building	Engagement Expectations: Participants desire more interaction vs. Trainers prioritize content clarity
Course Structure	Consensus on logical progression and manageable pacing	Contextual Needs: Some want localization vs. Others prefer universal applicability
Assessment Effectiveness	Agreement on practical assessment value and skill measurement	Technical Sophistication: Trainers see collaboration tool potential vs. Participants satisfied with basic functionality

Source: Report released by UP2YOU partners

2.4. Assessment Evaluation

2.4.1. Pre-post analysis

The pre-post assessment analysis demonstrates consistent skill advancement across all UP2YOU partners, with evaluations conducted on a 10-point scale. The comparative analysis between initial pre-assessment baselines and final post-assessment outcomes reveals varying degrees of performance enhancement across institutional contexts.

CSI and SEGA respondents entered with already optimal baseline competencies (CSI: 9.1, SEGA: 9.72), yet achieved measurable skill improvements in their respective subject areas, albeit with modest incremental gains due to their elevated starting positions. Other courses delivered exceptionally high-performing skill evolution, with CEKDEV demonstrating the most substantial improvement delta of 1.2 points (from 7.9 to 9.1) and FCAT achieving a notable delta of 0.89 points (from 8.16 to 9.05).

The assessment framework identified specific competency areas showing the greatest advancement: CEKDEV respondents excelled in building trust, personalizing communication, and applying donor

lifecycle thinking, while CSI demonstrated the strongest gains in Data for Informed Decision-Making (from 0.85 to 0.96) with minimal improvement in Effective External Communication Strategies (from 0.98 to 0.99). FCAT respondents showed peak enhancement in monitoring & evaluation (+0.079) compared to minimal gains in Communication & Time Management (delta +0.013). This comprehensive skill development pattern confirms the effectiveness of the UP2YOU training methodology across diverse competency levels and institutional contexts.

Table 8. Analysis of the most performing Skills delta increase and of the least performing skills delta increase.

	Pre-assessment	Post-assessment	Most performing Skill DELTA increases	The least performing Skill DELTA increase
CEKDEV	7,9	9,1	Build trust, personalize communication, and apply donor lifecycle thinking	
CSI	9,1	9,8	Data for Informed Decision-Making (from 0,85 to 0,96)	(Effective External Communication Strategies: from 0,98 to 0,99)
SEGA	9,72	9,78	Definition of Life Skills and the Application of Self-Knowledge	
FCAT	8,16	9,05	Monitoring & evaluation (+0.079)	Communication & Time Management (delta + 0.013)
UVIGO	8,4	9,3	Business strategy and financial and legal fundamentals (+0,13)	Creativity, adaptability, and leadership (0,01)

Source: Report released by UP2YOU partners

3. SWOT analysis

Finally, the course coordinators provided their feedback on the experience, focusing on the strengths and challenges of the online course developed in the context of microcredentials.

Coordinators highlighted several key strengths, including the high quality of results and the relevance of topics for today's job market. They appreciated the expertise and experience of the instructors and specialists, as well as the professional standard of the videos and learning materials. The online format was seen as a major benefit, providing accessibility at any time and location, crucial for busy or international learners. Additionally, they noted that the course offers certification upon completion, giving formal recognition to participants' efforts. The well-structured content, clear tutorials, and practical teaching methods also contributed to enhancing the overall learning experience.

However, they also identified several difficulties. A common problem was the limited English skills of many students, making it hard for them to follow and complete the course. Moreover, students often did not see the potential benefits of the course for their educational and professional growth. Usability problems with the platform, combined with courses being available only in English, further limited access and led to higher dropout rates. Learners with poor internet access or limited experience with e-learning faced additional hurdles. The coordinators also noticed that the lack of engaging features—such as gamification, live sessions, newsletters, and interactive Q&A—reduced student engagement and retention.

Looking ahead, several opportunities for improvement and growth have been identified. They recognize the growing importance of microcredentials in the education sector, as they allow students to specialize and create personalized learning pathways that respond to the evolving demands of the labor market. Expanding the course offerings to include multiple languages could help reach a wider and more diverse audience. The coordinators also see value in leveraging external platforms, such as Skillman and YouTube, as well as EU programs, to support joint initiatives and further enhance the quality of the courses. Building new partnerships, including with student parliaments, is considered a promising strategy to promote microcredentials and increase student engagement.

The coordinators also identified some ongoing threats. The abundance of free online courses creates fierce competition, and without effective marketing, attracting and keeping students can be difficult. The limited industry recognition of microcredentials remains a hurdle, though this is likely to improve over time. The presence of low-quality or fraudulent training providers can harm trust, and insufficient funding for online advertising limits outreach to potential learners. Additionally, the popularity of short-term courses among students might decrease interest in more comprehensive, in-depth programs.

Figure 11: SWOT analysis of the courses by Course Coordinators

Co-funded by the Erasmus+ Programme of the European Union UniversitàdèVigo FONDAZIONE COMUNITARIA DI AGRICOLTURA E TRAPIANI alda CEKDEV Center for Social Innovation CEFA LINK	
STRENGTHS	WEAKNESSES
• Good quality results / useful topics for market • Good quality and experience of the teachers/experts. Quality of the videos and materials. • As an online course, it's available anytime/anywhere—convenient for busy or international participants. Also, it provides certification. • Content offered; Tutorials; Clear guidance; Practical pedagogical methods	• English is not a strength for the students. Difficult to follow and finish the courses. Students do not realize the opportunity for their education/curriculum. Find a platform that is interactive. • Usability of the platform; drop out; courses available only in English. • Learners with poor internet access or unfamiliarity with e-learning platforms may struggle. • No gamified elements; More live sessions; Low visualisation; No news letter; Q&A sessions or off line tab
OPPORTUNITIES	THREATS
CODE COLOURS: BLUE UVIGO, ORANGE FCAT; BROWN CSI; GREEN CEKDEV; PURPLE SEGA • Opportunities for the student's curriculum, microcredentials are the future. You can specialize. Each person can design their own curriculum. The market demands more flexibility and versatility. • Free learning opportunity; to meet other students from other countries; • The different languages can reach wider audiences. • Skillman platform; Youtube channel subscription; EU programmes that can support joint actions and improving the courses; Further collaboration of the partners and involvement of new partners (enlarging the consortium); Collaboration with student parliaments aim to promote microcredential opportunity for students	• All the courses that are available for free. All the offer that there is in the market. The labor market does not recognize this type of certification yet (but it will in the future → opportunity). • Recognition of microcredential in labour market. The courses give students helpful and useful skills but the labour market does not recognize this type of certification; • High competition, without strong "marketing" may struggle to reach the audience. • Regular or irregular concurrency (lot of business); Fake trainings on the market of online training courses; Funding for online promotion; Short term training sessions are trends between students
UP2YOU - Upgrading university pathways to promote bottom-up sustainable and inclusive development ES01-KA220-HED-000160874 The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.	

Source: Course coordinators' qualitative feedback during the Final Project Meeting

4. Lessons Learned: Common Challenges Across the Consortium

The strengths identified across partners consistently point to the value of high-quality content, expert instructors, and user-friendly materials. The online modality has been appreciated for its accessibility, allowing participants—especially those with demanding schedules or in different locations—to benefit from training flexibly. Clear tutorials, practical pedagogy, and certification on completion further strengthened the perceived value and utility of the courses for learners' personal and professional development.

Despite these positives, recurring weaknesses must be acknowledged. Language barriers persist: the use of English as the only language of delivery limited effective participation for many students. Engagement issues—including high dropout rates, lack of interactive/gamified elements, and insufficient live or community-based sessions—were exacerbated by platform usability issues and lack of communication channels (such as newsletters or offline Q&A). Moreover, students often failed to recognize the concrete opportunities offered by the course for their academic or career trajectory, which demonstrates a need for more effective initial communication and motivational strategies. Finally, digital divides—such as low internet connectivity or inexperience with e-learning—further reduced accessibility for certain groups.

Students and trainers alike see considerable potential in microcredentials and personalized learning pathways, both as tools for specialization and as responses to new labour market demands. The

possibility of introducing multilingual courses is recognized as a way to widen access and inclusivity. Leveraging external platforms (Skillman, YouTube, EU channels) and forming new partnerships—for example, with student parliaments—could further boost course visibility and engagement, while collaboration among partners promises a dynamic evolution of the educational offer.

Several external threats remain. The widespread availability of alternative free courses in the market intensifies competition, and the lack of widespread labour market recognition for microcredentials means these achievements may not yet translate into direct professional benefit for all learners. The proliferation of short-term training sessions elsewhere, sometimes from providers of dubious quality, further fragments the learning landscape and may negatively impact student trust or course completion. Adequate funding for marketing and continuous quality assurance will be decisive in making these programmes visible, competitive, and trusted in a crowded digital environment.

Across all institutions, these lessons highlight the importance of clear communication from the outset, ongoing support for both learners and trainers, and the creation of inclusive and engaging environments—both technologically and pedagogically. **Increased capacity for outreach, diversification of languages, adoption of interactive tools, and closer ties with professional networks all emerge as effective strategies to mitigate existing challenges and maximize the impact of microcredential-based education in the European context.**

5. Conclusions

The evaluation across eleven dimensions demonstrates exceptionally positive outcomes, with Recommendability emerging as the highest-performing dimension (99.6% YES rate), indicating unanimous participant endorsement. Overall Satisfaction maintained strong performance at 3.63/4.0, while Skills Enhancement showed the most substantial institutional variance (3.13-3.61).

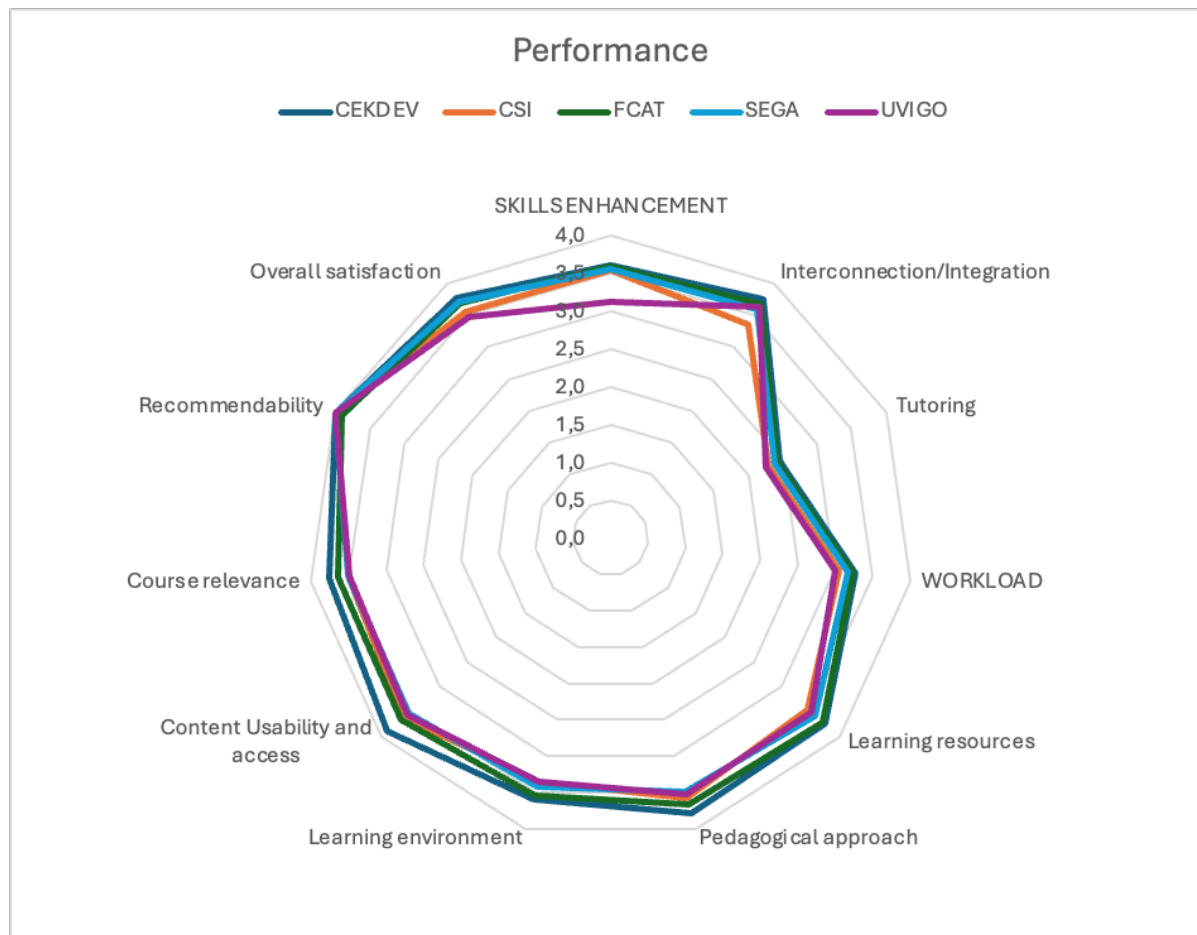
Tutoring represented the lowest-performing dimension across all institutions, indicating systematic challenges in the delivery of support systems and participant engagement mechanisms. Workload evaluation achieved moderate performance levels (3.50-3.94), indicating adequate but improvable pacing and scheduling frameworks.

The evaluation of course architecture across five training programs reveals CEKDEV's consistent superiority with a 3.60 average across design dimensions, followed by FCAT (3.52), SEGA (3.45), UVIGO (3.36), and CSI (3.39). Learning objective clarity demonstrated uniform performance (3.50-4.00), while curriculum comprehensiveness showed significant variation, with CEKDEV's 3.83 substantially exceeding SEGA's 3.17.

These findings confirm that while standardized objective-setting protocols ensure consistency, the depth and breadth of curriculum development vary considerably across partner institutions, which may influence overall learning effectiveness and participant satisfaction outcomes. The common

structural framework successfully maintained quality standards while allowing institutional flexibility in pedagogical implementation approaches.

Figure 12: Overall Performance Radar Chart



Source: Trainees' questionnaire

The comparative evaluation confirms that UP2YOU successfully delivers community-focused social-entrepreneurship competencies across diverse European contexts.

ANNEX I: Trainees' questionnaire

Profile

Role

- Students
- Teachers
- Civic Society Organizations Volunteer
- Civic Society Organizations Professional
- Other

Country

- Italy
- France
- Spain
- Macedonia
- Turkey
- Cyprus
- Other (Specify)

Gender

- F
- M
- I don't want to declare

Age

- 18 - 24
- 25 - 34
- 35 - 44
- 45 - 54
- 55+

Education Level

- Doctoral Degree (PhD)
- Master's Degree
- Graduate or Postgraduate Diploma
- Bachelor's Degree
- Diploma of Higher Education
- None of the above

Overall Satisfaction (Level 1)

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Are you satisfied with your overall experience of this course delivery?

- Not at all
- Somewhat
- Moderately
- Very much

Does the course have reached the intended training goals?

- Not at all
- Somewhat
- Moderately
- Very much

Has your previous knowledge been sufficient to understand the course's contents?

- Not at all
- Somewhat
- Moderately
- Very much

Can you apply these specific skills and knowledge in your professional/learning area?

- Not at all
- Somewhat
- Moderately
- Very much

Are the training resources provided by the course adequate for your study?

- Not at all
- Somewhat
- Moderately
- Very much

Evaluation of Learning Units

For each Learning Unit, please state your overall satisfaction level:

LU1

- Not at all
- Somewhat



- Moderately
- Very much

LU2

- Not at all
- Somewhat
- Moderately
- Very much

LU3

- Not at all
- Somewhat
- Moderately
- Very much

LU4

- Not at all
- Somewhat
- Moderately
- Very much

Would you recommend this course to your colleagues?

- Yes
- No

How secure, gratified, content, relaxed and complacent did you feel about the course on a scale from 1 (= not at all) to 10 (= completely)?

1 2 3 4 5 6 7 8 9 10

Contents, tools & methodologies Evaluation (Level 2)

Assign each item a score on a scale from 1 (= not at all) to 4 (= very much)

	1	2	3	4	
Course Relevance					KPI

The course provides essential knowledge and skills that contribute to my personal development	☐	☐	☐	☐	Development
The information presented in the course meets my expectations and needs	☐	☐	☐	☐	Value against expectations/ needs
The course includes practical information and realistic problems that enhance my learning experience.	☐	☐	☐	☐	Anchored instruction/Sustains authentic learning
The goal-based scenarios and examples used in the course helped me to sustain improvements in my behaviour.	☐	☐	☐	☐	Foreseen impact
Content Usability and Accessibility					KPI
The content is easy to follow and understand.	☐	☐	☐	☐	Content Clarity
Contents and training materials are easy to access.	☐	☐	☐	☐	Content Accessibility
Vocabulary is clear, coherent and adequate	☐	☐	☐	☐	Vocabulary Appropriateness
The contents and training materials effectively utilised visual design principles, including text, images, layout, colours, and icons.	☐	☐	☐	☐	Visual Design Effectiveness
Navigation throughout the course is smooth and intuitive.	☐	☐	☐	☐	Navigation Ease
Learning Environment					KPI
The online learning platform is easy to use.	☐	☐	☐	☐	User experience
The online learning platform allows me to interact with educational content.	☐	☐	☐	☐	Content Engagement Level
The online platform helps me interact satisfactorily with other participants and tutors.	☐	☐	☐	☐	Interaction Quality
Pedagogical approach					KPI
The course provides essential elements necessary for my progress in the subject area.	☐	☐	☐	☐	Purposefulness towards knowledge acquisition and skills development
The objectives are clearly defined, covering the overall learning outcomes.	☐	☐	☐	☐	Coherence, alignment
The objectives engaged various levels of thinking skills.	☐	☐	☐	☐	Authentic/ deep learning

The curriculum is comprehensive and adequately addresses the course aims.	☐	☐	☐	☐	Completeness of themes inventory
The content thoroughly aligns with the established learning objectives.	☐	☐	☐	☐	Alignment
Non-verbal communication methods, including pictures, infographics, characters, audio, and video complement verbal information.	☐	☐	☐	☐	Semantic transposition
Sufficient assessment tools are available to measure my learning progress and facilitate my self-assessment.	☐	☐	☐	☐	Learning validation
The assessment tools are well-aligned with both the objectives and the course content.	☐	☐	☐	☐	Curriculum alignment
Various strategies strengthen the learning path by enhancing my motivation, keeping my attention, and improving my retention of information.	☐	☐	☐	☐	Psychic process
Learning Resources					KPI
Learning resources are closely aligned with the stated learning objectives.	☐	☐	☐	☐	Alignment
The learning materials are engaging and enjoyable to work with.	☐	☐	☐	☐	Engagement
The resources are well-developed and thoughtfully prepared.	☐	☐	☐	☐	Quality of materials
Clear explanations characterise learning resources and include supplementary training resources like graphics, images, and appendices.	☐	☐	☐	☐	Clarity of materials
The course equips me with a crucial theoretical framework that enhances my understanding of the content's significance and relevance	☐	☐	☐	☐	Provision of necessary theoretical background
The content includes relevant references and examples from practical contexts.	☐	☐	☐	☐	Anchoring
Workload					KPI
There is a manageable pace for the learning tasks that minimises time pressure.	☐	☐	☐	☐	Workload
The level of performance accomplished is achieved with a reasonable amount of study effort.	☐	☐	☐	☐	Workload
The activities' scheduling and the total workload are appropriate, allowing for proficient course progression.	☐	☐	☐	☐	Workload

Tutoring					KPI
The quality of tutoring was adequate.	☐	☐	☐	☐	Quality of tutoring
There was satisfaction with the tutoring provided through the forum, mail, and feedback.	☐	☐	☐	☐	Satisfaction with tutoring methods
The tutoring support was proficient.	☐	☐	☐	☐	Proficient tutoring support
Interconnection/Integration					KPI
The approach and themes employed have the potential to boost the community.	☐	☐	☐	☐	Engagement
The themes and the approach could facilitate a new vision and creativity in my current academic and professional life.	☐	☐	☐	☐	Innovation

Impact Evaluation (Level 3)

Please rate on a scale from 1 (not at all) to 4 (completely).

How much do you believe the course has enhanced your skills?

In what ways has the course positively impacted your performance?

To what extent do you feel more confident applying what you learned from the course?

For each of the following skills developed during the course, please indicate your level of mastery using the following scale (1=low; 4=high)

Master your Project: Project Management Micro course.

Project Cycle Management, project planning and design
Problem-solving and decision making
Risk management
Monitoring and evaluation
Effective internal communication
Time management
Documentation (production & management)
Task Management and delegation

Finance Forward: Mastering Financial Management and Fundraising

Financial literacy and its importance in organisational success
Fundamentals of budgeting and financial planning
Interpreting and analysing financial statements
Revenue and expense tracking techniques
Effective fundraising strategies for NGOs and educational institutions
Monitoring and evaluating financial performance
Tools and methods for financial reporting
Sustainable financial practices for long-term organizational growth
Time management and prioritisation in financial tasks
Collaborative financial planning and decision-making skills

Bridging Gaps: Digital Skills for Civil Society

Develop effective external communication strategies
Master the essentials of social media management, content creation, and community development
Leverage data for informed decision-making
Proficiency in data management, analytics, and interpretation.
Enhance digital literacy
Understand digital tools and platforms
Implement cybersecurity best practices.
Identify and mitigate cybersecurity risks to ensure the protection of digital assets and sensitive information in their roles as civic leaders.

Unlock your personal and professional potential. Training for life skills and employability

Personal understanding and exploration
Critical thinking
Communication
Financial literacy
Employability skills Recognize the importance of employability skills
Effective job search strategies
Create professional resumes, CVs, and motivational letters
Entrepreneurship
Networking
Workplace ethics

Empower Your Community: Social Entrepreneurship and Innovationrofessional

Creativity and innovation
Adaptability
Entrepreneurial mindset
Legal and financial knowledge
Design Thinking
Ethical and social awareness
Critical thinking

Please rate the following statements on a scale of 1 (low) to 4 (high):

To what extent does this course align with your professional and learning development goals?

In what ways has this course enhanced your ability to tackle challenges in your role?

Please provide suggestions for improving the course. _____

ANNEX II: Trainers' questionnaire

Profile

Course

- Master your Project: Project Management Micro course
- Finance Forward: Mastering Financial Management and Fundraising
- Unlock your personal and professional potential. Training for life skills and employability
- Bridging Gaps: Digital Skills for Civil Society
- Empower Your Community: Social Entrepreneurship and Innovation of Professional

Country

- Italy
- France
- Spain
- Macedonia
- Turkey
- Cyprus
- Other (Specify)

Gender

- F
- M
- I don't want to declare

Age

- 18 - 24
- 25 - 34
- 35 - 44
- 45 - 54
- 55+

Education Level

- Doctoral Degree (PhD)
- Master's Degree
- Graduate or Postgraduate Diploma
- Bachelor's Degree
- Diploma of Higher Education
- None of the above

1. Overall Satisfaction (Level 1)

Are you satisfied with your overall experience of this course as tutor/trainer?

1. Not at all
2. Somewhat
3. Moderately
4. Very much

Are you happy with the support of the WP2 leader?

5. Not at all
6. Somewhat
7. Moderately
8. Very much

2. Contents, tools & methodologies Evaluation (Level 2)

Assign each item a score on a scale from 1 (= not at all) to 4 (= very much)

	1	2	3	4	
Course Relevance					KPI
The course equips participants with critical knowledge and skills that contribute to their development	☐	☐	☐	☐	Development
The course content resonates well with various roles, including CSO professionals, volunteers, and students	☐	☐	☐	☐	Value against expectations/ needs
The course includes practical information and realistic problems, enhancing participants' experience.	☐	☐	☐	☐	Anchored instruction/Sustains authentic learning
Goal-based scenarios effectively help participants implement behavioural changes, leading to noticeable practice improvements.	☐	☐	☐	☐	Foreseen impact
Content Usability and Accessibility					KPI
The content is easy to follow and understand.	☐	☐	☐	☐	Content Clarity
Contents and training materials are easy to access.					Content Accessibility
The vocabulary is clear, coherent, and adequate for the target audience.	☐	☐	☐	☐	Vocabulary Appropriateness
Visual design principles are effectively used – text, images, layout, colours, icons.	☐	☐	☐	☐	Visual Design Effectiveness
Navigation throughout the course is smooth and intuitive.	☐	☐	☐	☐	Navigation Ease
Learning Environment					KPI
The online learning platform is easy to use.	☐	☐	☐	☐	User experience
The online platform supports meaningful collaboration between participants and trainers.	☐	☐	☐	☐	Interaction Quality
I am satisfied with the technical support available for the platform.	☐	☐	☐	☐	Technical support
The online platform allows me to manage my training sessions effectively.	☐	☐	☐	☐	User experience
The online platform helps me interact satisfactorily with participants..	☐	☐	☐	☐	Interaction Quality
Pedagogical approach					KPI
The course provides essential elements necessary for progress in the subject area.	☐	☐	☐	☐	Purposefulness towards knowledge acquisition and skills development

The objectives are clearly defined, encompassing the overall learning outcomes.	☐	☐	☐	☐	Coherence, alignment
These objectives are designed to engage various levels of thinking skills.	☐	☐	☐	☐	Authentic/ deep learning
The curriculum is comprehensive and adequately addresses the course aims.	☐	☐	☐	☐	Completeness of themes inventory
The content thoroughly aligns with the established learning objectives.	☐	☐	☐	☐	Alignment
Non-verbal communication methods, including pictures, infographics, characters, audio, and video complement verbal information.	☐	☐	☐	☐	Semantic transposition
Sufficient assessment tools are available to measure learning progress and facilitate self-assessment.	☐	☐	☐	☐	Learning validation
The assessments are aligned with both the objectives and the course content.	☐	☐	☐	☐	Curriculum alignment
The learning path is reinforced by multiple strategies to enhance motivation, maintain attention, and improve information retention.	☐	☐	☐	☐	Psychic process
Learning Resources					KPI
Learning resources are closely aligned with the stated learning objectives.	☐	☐	☐	☐	Alignment
The learning materials are engaging and enjoyable to work with.	☐	☐	☐	☐	Engagement
The resources are well-developed and thoughtfully prepared.	☐	☐	☐	☐	Quality of materials
Clear explanations characterise learning resources and include supplementary training resources like graphics, images, and appendices.	☐	☐	☐	☐	Clarity of materials
The course equips participants with a crucial theoretical framework that enhances their understanding of the content's significance and relevance.	☐	☐	☐	☐	Provision of necessary theoretical background
The content includes relevant references and examples from participants' practical context.	☐	☐	☐	☐	Anchoring
Workload					KPI
There is a manageable pace for the learning tasks that minimises participants' time pressure.	☐	☐	☐	☐	Workload

The level of performance accomplished is achieved with a reasonable amount of study effort.	☐	☐	☐	☐	Workload
The activities' scheduling and the total workload are appropriate, allowing for proficient course progression.	☐	☐	☐	☐	Workload
Interconnection/Integration					KPI
The approach and themes employed have the potential to boost the community.	☐	☐	☐	☐	Engagement
The themes and the approach could facilitate a new vision and creativity in participants' current academic and professional lives.	☐	☐	☐	☐	Innovation

3. Impact Evaluation (Level 3)

What aspects of the training did you find most beneficial for participants?

What improvements would you suggest for future training sessions?

ANNEX III: Specific numbers about retention/dropouts

Table 9: Retention percentages throughout the course

PARTNERS	Pre-assessment	Post-assessment	Questionnaire	Retention rates	Drop-out rates
UVIGO	12%	7%	14%	4%	96%
CEKDEV	14%	14%	3%	2%	98%
SEGA	8%	3%	4%	3%	97%
FCAT	29%	10%	28%	10%	90%
CSI	12%	6%	8%	6%	94%
MEDIA	15%	8%	11%	5%	95%

Source: Author's analysis

Table 10: Retention numbers throughout the course

PARTNERS	Enrollments	Pre-assessment	Post-assessment	Questionnaire	Concluded	Drop out
UVIGO	207	24	14	28	8	199

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CEKDEV	208	28	28	7	5	203
SEGA	184	17	7	8	7	177
FCAT	290	59	20	57	20	270
CSI	197	24	12	17	12	185
TOT	1086	152	81	117	52	1034
MEDIA	217,2	30,4	16,2	23,4	10,4	206,8

Source: Author's analysis