EMOTiC
European Multidisciplinary Organization for Training and international Consulting

ORGANISATIONAL SUPPORT

Quality and Evaluation Framework

How we plan learning outcomes, collect feedback and measure the quality of our trainings, exchanges and local activities.

Version 1.0	Owner	Review
October 2026	Board	Every two years, or earlier if evaluation results show a need for change

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At a glance

- We plan every activity around clear learning objectives linked to the Youthpass key competences.
- We evaluate at four levels: satisfaction, learning, transfer to local work, and impact on organisations and communities.
- We collect feedback every day, at the end of each activity and again three months later.
- Every improvement action has an owner and a deadline, and the Board reviews our results every year.
- Questionnaires are anonymous wherever possible.

Document	Quality and Evaluation Framework
Organisation	EMOTiC for Training and Consulting (European Multidisciplinary Organization for Training and international Consulting), ZVR-Zahl 1026550097
Version	Version 1.0, October 2026
Owner	Board
Issued by	EMOTiC Board (Vorstand), October 2026
Review	Every two years, or earlier if evaluation results show a need for change

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1. Purpose and scope

This framework explains how EMOTiC plans learning outcomes, collects feedback and measures the quality of what we do. It applies to Erasmus+ youth exchanges and training courses, cooperation partnerships, CERV projects, local labs and workshops in Vienna, school workshops and career orientation days.

It is used by Project Coordinators, trainers and facilitators, group leaders, volunteers and interns, and partner organisations. It works together with our Project Management Handbook, which sets out when each step happens in a project.

2. Our quality principles

- **Learner-centred non-formal education:** we start from participants' needs and experience, and they shape their own learning through experience and daily reflection.
- **Inclusion:** we actively reach young people with fewer opportunities and remove barriers to taking part.
- **Safety:** every activity has a risk assessment and follows our Safeguarding Policy.
- **Participation:** young people help to plan, run and evaluate activities, not only attend them.
- **Sustainability:** we choose green travel and low-waste venues and materials, and we plan results that last after the activity ends.
- **European dimension:** participants meet peers from other countries and explore shared European values and challenges.
- **Erasmus quality standards:** we align our activities with the Erasmus quality standards, which cover inclusion and diversity, environmentally responsible practice, digital education, participation of young people, good management, quality for participants and sharing results.

3. The quality cycle

We use a simple plan, do, check, act cycle for every activity, from a two-hour school workshop to a two-year partnership.

Stage	What we do	Example: training course for youth workers
Plan	Analyse needs, set learning objectives, choose methods and indicators, plan the evaluation	Partners ask their youth workers about their needs; the team sets four learning objectives and the evaluation plan
Do	Deliver the activity and collect feedback as it happens	Daily reflection groups, mood board, mid-term evaluation
Check	Compare feedback and indicators with the objectives and targets	Final questionnaire, Youthpass self-assessment, follow-up survey after three months

Stage	What we do	Example: training course for youth workers
Act	Agree improvement actions and apply them in the next activity	Shorter input sessions and more practice time in the next edition

4. Setting learning objectives

Learning objectives describe what participants will know, be able to do or value after the activity. We link them to the eight key competences for lifelong learning used in Youthpass:

- literacy competence;
- multilingual competence;
- mathematical competence and competence in science, technology and engineering;
- digital competence;
- personal, social and learning to learn competence;
- citizenship competence;
- entrepreneurship competence;
- cultural awareness and expression competence.

Each objective is SMART: specific, measurable, achievable, relevant and time-bound. Most activities have three to five objectives, and trainers and facilitators share them with participants on the first day.

Example of a SMART objective: by the last day of the training course, each participant will have drafted a plan for one local media literacy workshop for young people, using at least two methods practised during the course, and will have described the competences involved in their Youthpass self-assessment.

5. Evaluation levels

We evaluate at four levels. The first two show the quality of the activity itself. The last two show whether it made a difference afterwards.

Level	Key question	Methods	Timing
1. Reaction and satisfaction	How did participants experience the activity?	Mood boards, reflection groups, mid-term and final evaluation	Daily, at the mid-point and on the last day
2. Learning	What did participants learn?	Youthpass self-assessment, learning diaries, self-rating before and after, trainer observation	During and at the end of the activity
3. Behaviour and transfer to local work	Do participants use what they learned at home?	Follow-up survey, follow-up activity reports, partner interviews	Three months after the activity

Level	Key question	Methods	Timing
4. Impact on organisations and communities	What changed for partner organisations and local communities?	Partner interviews, follow-up activities, new cooperation and projects, dissemination reach	At the end of the project and at the annual review

6. Methods

Method	When	Who leads	What it tells us
Daily reflection groups	End of each day, 20 to 30 minutes	Trainers and facilitators, group leaders	Learning, group climate, early signs of problems
Mood boards	Daily, open all day	Trainers and facilitators	A quick anonymous picture of energy and wellbeing
Mid-term evaluation	Halfway through the activity	Trainers and facilitators	What to adjust in the second half
Final evaluation questionnaire	Last day	Project Coordinator	Satisfaction with content, methods, team, venue and organisation
Youthpass self-assessment	Throughout, completed on the last day	Trainers and facilitators	Learning per key competence, in participants' own words
Follow-up survey	Three months after the activity	Partner contact persons	Transfer to local work and follow-up actions
Interviews with partners	After each activity and at the end of the project	Project Coordinator	Quality of cooperation, preparation and impact on the organisation
Trainer team debriefs	Daily, and a final debrief within two weeks	Trainers and facilitators	What worked and what to change in methods and teamwork

For school workshops, career orientation days and local labs we use shorter versions: a quick visual evaluation at the end and a short feedback form for teachers or youth workers.

7. Key indicators

The values below are internal targets that guide our planning. They are not results we claim to have achieved. Actual values are reported for each activity in its evaluation report.

Indicator	Internal target	Source
Participants rating the activity good or very good overall	Target: at least 85%	Final evaluation questionnaire
Final questionnaires returned	Target: at least 80% of participants	Final evaluation questionnaire
Participants who complete the Youthpass self-assessment and receive a certificate	Target: at least 90%	Youthpass records
Respondents who use their learning in local work after three months	Target: at least 60%	Follow-up survey
Local follow-up activities after each mobility	Target: at least one per partner organisation	Follow-up reports
Gender balance	Target: no single gender above 60% of a group, unless the activity is designed for a specific group	Participant list
Participants with fewer opportunities	Target: at least 30% of participants in our Key Action 1 activities	Partner selection reports
Partner satisfaction with cooperation	Target: average of at least 4 on a 5-point scale	Partner interviews and feedback form
Improvement actions completed by their deadline	Target: at least 80%	Lessons learned log

8. Feedback from partners and the National Agency

Partner organisations see our work from another side. After each activity, the Project Coordinator asks each partner contact person for feedback on communication, preparation, support for participants, finances and follow-up. At the end of each project, we hold an evaluation meeting with all partners.

The National Agency gives feedback through its assessment of applications and final reports, and through monitoring. We record every comment in the lessons learned log, agree an action and apply it in the next application or report. Where we are a partner, we ask the coordinator to share the feedback they receive.

9. Trainer team quality

Competence profile. We select and develop our trainers and facilitators against a competence profile with these areas:

- designing non-formal learning programmes and sessions;
- facilitating intercultural groups and handling conflict;

- inclusion and work with young people with fewer opportunities;
- safeguarding and wellbeing, in line with our Safeguarding Policy;
- supporting reflection, self-assessment and Youthpass;
- evaluation, and giving and receiving feedback;
- green and digital practice in learning;
- knowledge of the topic of the activity.

Co-facilitation. Where possible, sessions are run by at least two trainers or facilitators, combining experienced and newer team members. They prepare together and give each other feedback after each session.

Supervision. The Project Coordinator leads the daily team meeting. Newer trainers are mentored by an experienced trainer. After each activity, every trainer has a development conversation with the Project Coordinator, and we support further training. Anyone working with participants under 18 presents an extended criminal record certificate for work with children and young people (Strafregisterbescheinigung Kinder- und Jugendfürsorge), in line with our Safeguarding Policy.

10. How we use the results

- **Evaluation report:** within six weeks of each activity, the Project Coordinator writes a short evaluation report with results against objectives and targets, key findings, anonymous quotes and recommendations. It is shared with partners and used in the final report.
- **Lessons learned log:** findings that matter beyond one activity go into our lessons learned log, which all Project Coordinators use.
- **Improvement actions:** each action has a deadline and an owner role, as shown below.

Area of the finding	Owner of the improvement action
Programme, methods and learning	Trainers and facilitators, with the Project Coordinator
Venue, travel, logistics and communication	Project Coordinator
Budget and financial procedures	Financial Officer
Safety and wellbeing of participants	Safeguarding Focal Point
Personal data and privacy	Data Protection Contact
Policies, partnerships and strategy	Board

Annual review. Once a year, the Project Coordinators present to the Board a summary of indicators, findings and the status of improvement actions. The Board sets priorities for the coming year, and the results feed into our next needs analyses and applications.

11. Data protection in evaluation

- Questionnaires are anonymous wherever possible. We do not ask for names or email addresses unless we need them for a follow-up.
- Where we need contact details for the follow-up survey, we keep them separate from the answers.
- We collect only the data we need, and we tell participants why we collect it, how long we keep it and that taking part is voluntary.
- We report figures on gender and fewer opportunities only as totals, never for groups so small that a person could be recognised.
- Quotes are used without names. Photos of mood boards and flipcharts are taken without faces.
- For participants under 18, we use age-appropriate language and the consent arrangements set out in our consent forms.
- Evaluation data is stored in the project file with limited access and deleted according to our retention rules, in line with the GDPR and the Austrian Data Protection Act (DSG). Questions go to the Data Protection Contact.

12. Review

The Board reviews this framework every two years, or earlier when evaluation results, the Erasmus quality standards or programme rules call for changes. Project Coordinators can propose changes at any time.

This version was issued by the Board in October 2026.

This document is part of EMOTiC's organisational support materials. Other organisations are welcome to adapt it for their own work with credit to EMOTiC. Questions and feedback: emotic.org@gmail.com