EUROPEAN UNION

Impact Assessment Toolkit for Erasmus+ Beneficiaries

Erasmus+
Enriching lives, opening minds.

2025

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Why and How to Think About Impact?

Over the past three decades, Erasmus+ has become a flourishing cornerstone of European cooperation in the sphere of education and training. In the thousands of Erasmus+ projects run every year, the program creates long-lasting, positive impact through offering opportunities for cross-border learning, collaboration and new initiatives for learners, teachers and trainers from all over Europe. The diversity of Erasmus+ projects is the program's strength, and its impact also comes in many forms. Consequently, navigating the world of impact in the everyday project work – what it is and how can it be monitored – can sometimes feel daunting.

To support Erasmus+ beneficiaries in planning for and monitoring the various impacts their project's create, representatives of over 300 beneficiary organisations and National Agencies joined forces in a participatory process supported by think tank Demos Helsinki to co-create a toolkit for better impact management – a set of practical, easy-to-use tools, tested in real life by the beneficiaries, to support project teams in achieving biggest possible impact through their projects.

Why and how to think about impact in Erasmus+? Defining Impact in the Erasmus+ Context

The impact of Erasmus+ projects can take many forms. For individuals, this might mean enhanced intercultural competencies, improved language skills, or increased employability. Organizationally, impact could involve adopting innovative teaching methods, improving institutional capacity, or strengthening international networks. At a societal level, these projects may lead to educational reform, foster a shared sense of European identity, or advance social inclusion.

In the context of Erasmus+, impact goes beyond numbers or outputs – often the impact can be more "seen and felt" than measured. Sustainable impact may take time and become visible only after a while – even a lot after a project has ended. Navigating the vocabulary around impact can feel confusing. Sometimes beneficiaries feel there simply is not enough time or resources to think about impact amidst project responsibilities.

Despite these challenges, investing some time in explicitly thinking and learning about impact is worthwhile. Often merely

taking the time to systematically talk about desired impact and routes to there in the project planning and implementation phases increases the chances for achieving impact. "Proving" the impact of an Erasmus+ project in a watertight way is hard, but it is nonetheless possible to find "proxies" or early signs of impact that demonstrate the value of the work being done. And as the experiments done in the project show, working with impact tools helps to align projects with long-term impact goals through intentional project planning and better project management. Finally, creating spaces and structures for consistently talking about impact in an organisation builds "a culture of impact", where teams start to approach and develop their work through the lense of impact – which is often deeply meaningful and motivating for everyone involved and most likely strengthens the impact the organisation has.

Aim of the toolkit

This toolkit has been developed to support Erasmus+ beneficiaries in enhancing their projects' impact. Its aim is to provide easy-to-use tools that can be applied at various stages of a project's life cycle and in diverse contexts. We hope the toolkit helps to bridge the gap between ambitious, high-level programme and project impact goals with practical realities faced by project implementers, particularly those from smaller organizations with limited resources for impact monitoring. Part 2 outlines the structure and instructions for using the toolkit in more detail.

We hope beneficiaries can draw inspiration and support from the toolkit, to achieve biggest possible impact through the hard work done in projects, to ultimately contribute to the ambitious goals of the Erasmus+ programme.

Background and Method

This toolkit was created as a part of a long-term Training and Cooperation Activities (TCA) in which National Agencies (NA) from ten participating countries have joined forces to enhance the impact of Erasmus+. This toolkit is the outcome of the second of three projects, which together aim to provide concrete support for NAs and Erasmus+ beneficiaries for developing their impact monitoring capabilities and tools.

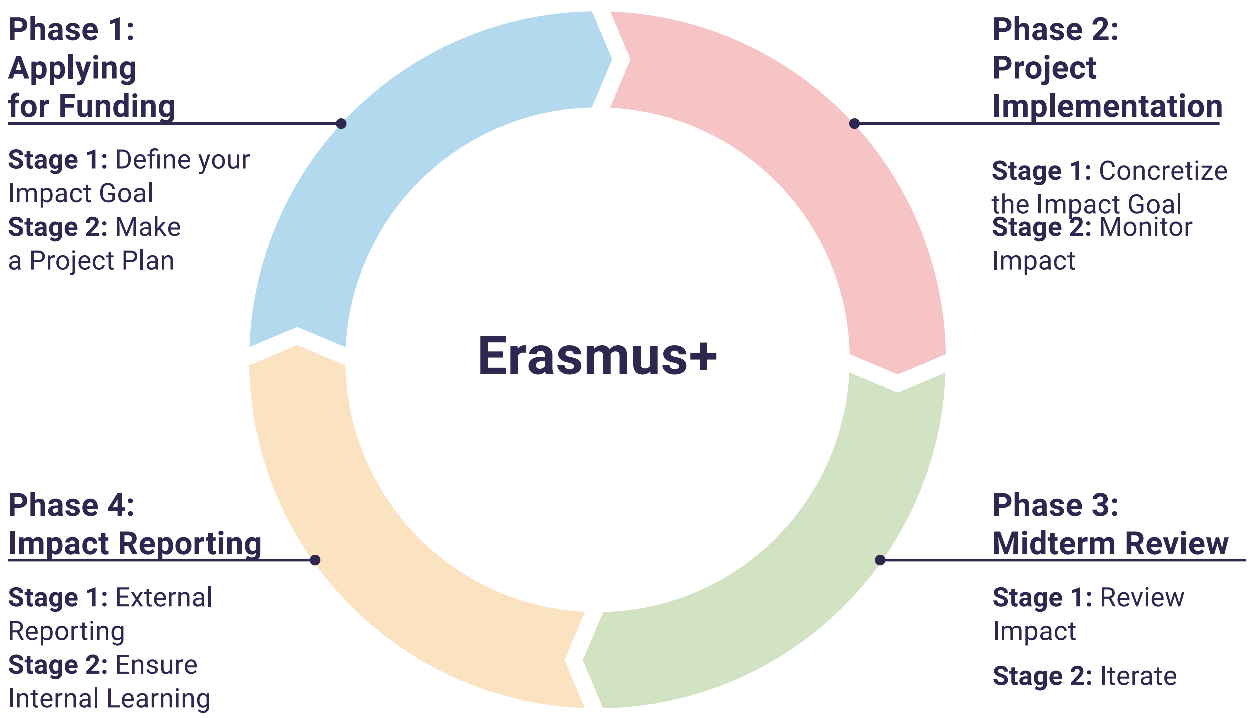
The toolkit was developed in a collaborative process with representatives of over 300 beneficiary organisations and 10 National Agencies. The process consisted of a literature review to identify various tools for steering and monitoring impact from different contexts to inspire the Erasmus+ toolkit, a survey to understand the way beneficiaries currently think about and monitor impact, five experimentation workshops with beneficiaries to develop the tools, 11 experiments by beneficiaries to test the tools in their projects, and, finally, capacity-building workshops to support beneficiaries and NAs in making use and disseminating the tools. Think tank Demos Helsinki was in charge of designing and facilitating the co-creative process, and in documenting the results in this toolkit.

We would like to warmly thank especially all the representatives of Erasmus+ beneficiary organisations and National Agencies for their commitment and eagerness to take part in developing the impact tools throughout the process.

Toolkit Structure

This toolkit is structured around a project cycle consisting of four phases, each essential for the success of any Erasmus+ project. This cycle provides an overview for project coordinators, even those new to the process. However, it is important to keep in mind that the cycle is a bit of a simplification: in real-world projects, the phases will sometimes overlap, and some steps may come before others. Below each step, you can find concrete impact tools that you can use during your project.

This toolkit contains nine impact tools. Each tool is described in detail to outline the purpose of the tool, and simple step-by-step instructions for using the tool in practice. The toolkit contains examples of what the final output of a tool may look like. At the end of the document you find all the templates for the tools that can be printed out and filled by hand. However, do not let the design of the tools limit your creativity – the tools are designed to give flexibility to beneficiaries. You can take the core idea of the tool but make your own digital version of it, or take a tool from one phase but apply it in another. The toolkit is a compass and not a map – what matters is that it helps you think about impact in your daily work.



Let’s break down each phase and its associated stages:

By following this structured approach, even those new to project coordination can effectively manage their Erasmus+ projects, ensuring they not only meet administrative requirements but also create meaningful, lasting impact. The toolkit provides concrete methods and approaches for each step of the project.

Phase 1: Applying for Funding
This initial phase sets the foundation for your project.

Stage 1: Define your Impact Goal
Here, you will articulate what change you want to see as a result of your project. This could be, for example, improving language skills, enhancing cultural understanding, or developing professional competencies.

Stage 2: Make a Project Plan
Outline how you will advance your impact goal. This includes detailing activities, timelines, and resources needed.

Phase 2: Project Implementation
This phase is where your plans come to life.

Stage 1: Concretize the Impact Goal
Transform your broad impact goal into specific, measurable or observable, objectives. For example, “improve language skills” might become “70% of participants will advance one CEFR level in their target language.”

Stage 2: Monitor Impact
Regularly check if you are on track to meet your objectives. This might involve surveys or detailed note-taking during your project.

Phase 3: Midterm Review
Halfway through, it is crucial to assess your progress and make necessary adjustments.

Stage 1: Review Impact
Evaluate how well you’re on the road towards the impact goals. For example, are participants showing the expected improvements?

Stage 2: Iterate
Based on your review, make any needed changes to better align the project with its goals. This could mean adjusting activities or reallocating resources.

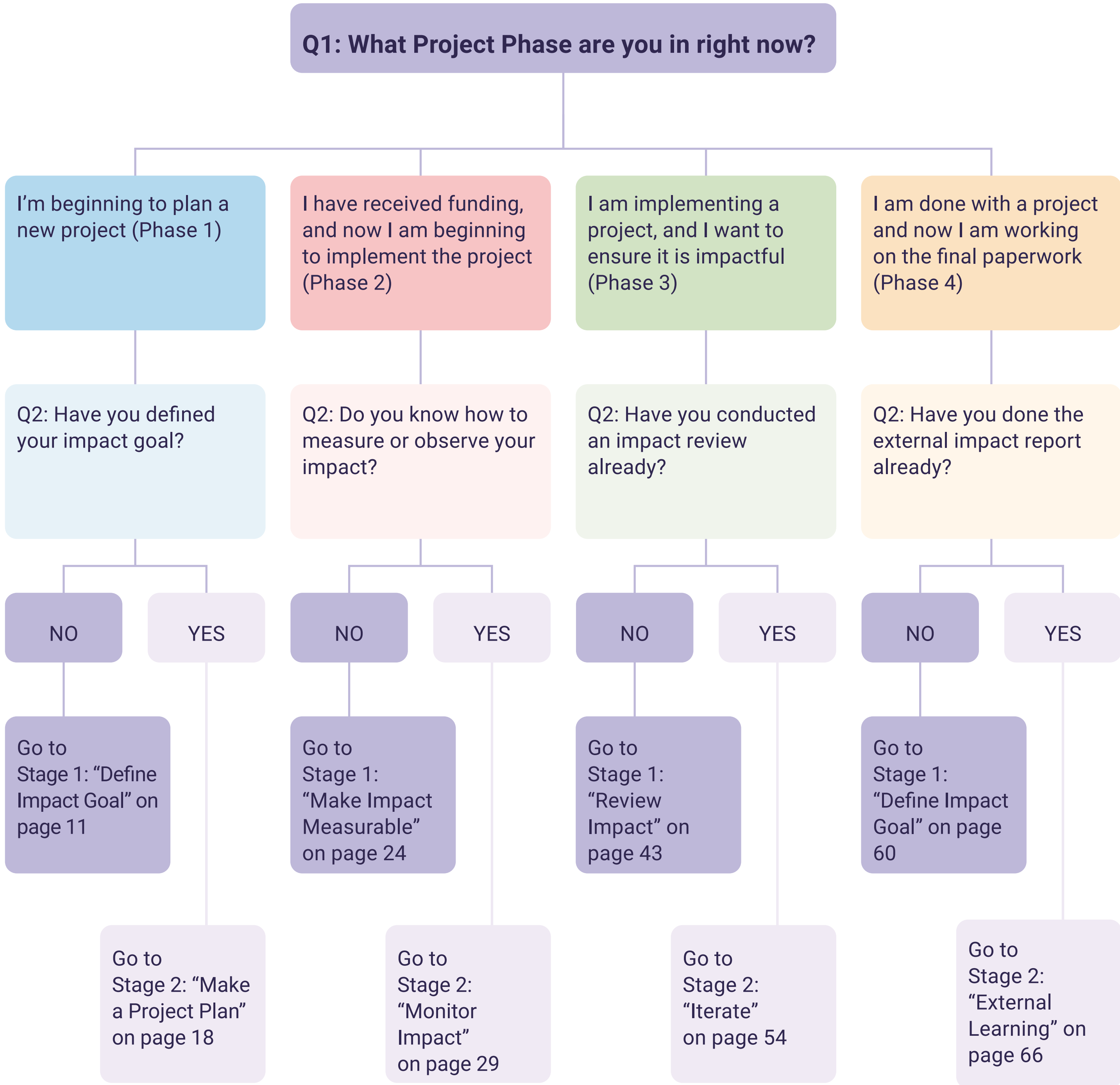
Phase 4: Impact Reporting
As your project concludes, it is time to report your results and learn from the experience.

Stage 1: External Reporting
Prepare a comprehensive report for your funders, detailing your achievements, challenges, and signs of impact.

Stage 2: Ensure Internal Learning
Reflect on the project within your team. What worked well? What could be improved? Use these insights to enhance future projects.

User Instructions

Are you unsure of which tool that you are in need of right now? Use the decision-tree below to get a sense of which part of the toolkit that could be of most use to you!



Impact Tools

PHASE 1
Applying for Funding

STAGE 1
Define your Impact Goal

Tool: Problem Tree

What is it?

Problem Tree Analysis is a participatory tool for making a reflected choice of an overarching impact goal for any project. The tool enables mapping a central problem that needs to be solved, its root causes, and its consequences in a tree-like diagram. The “trunk” represents the core problem, the “roots” symbolize its causes, and the “branches” depict its effects.

When to use?

Problem Tree Analysis is best used as one of the first steps of project planning, preferably already when applying for funding. It is used to clarify the overarching impact goal by identifying root causes and effects of the central problem your project aims to address. The tool also helps you to clarify the causal logic of your project.

Why use it?

This tool provides a visual and structured way to understand the core issues affecting your project’s context and to use these to define an impact goal. It helps ensure the project addresses the right problems and aligns the team on priorities, fostering a shared understanding and focus.

Step-by-Step Guide

Step 1 **Identify the core problem:** Agree on the main challenge your project aims to solve, phrased as a clear and specific issue. Write it in the center of the canvas.

Step 2 **Brainstorm causes:** Discuss and list all possible factors contributing to the problem. Group similar causes, and draw them as "roots" connecting to the trunk.

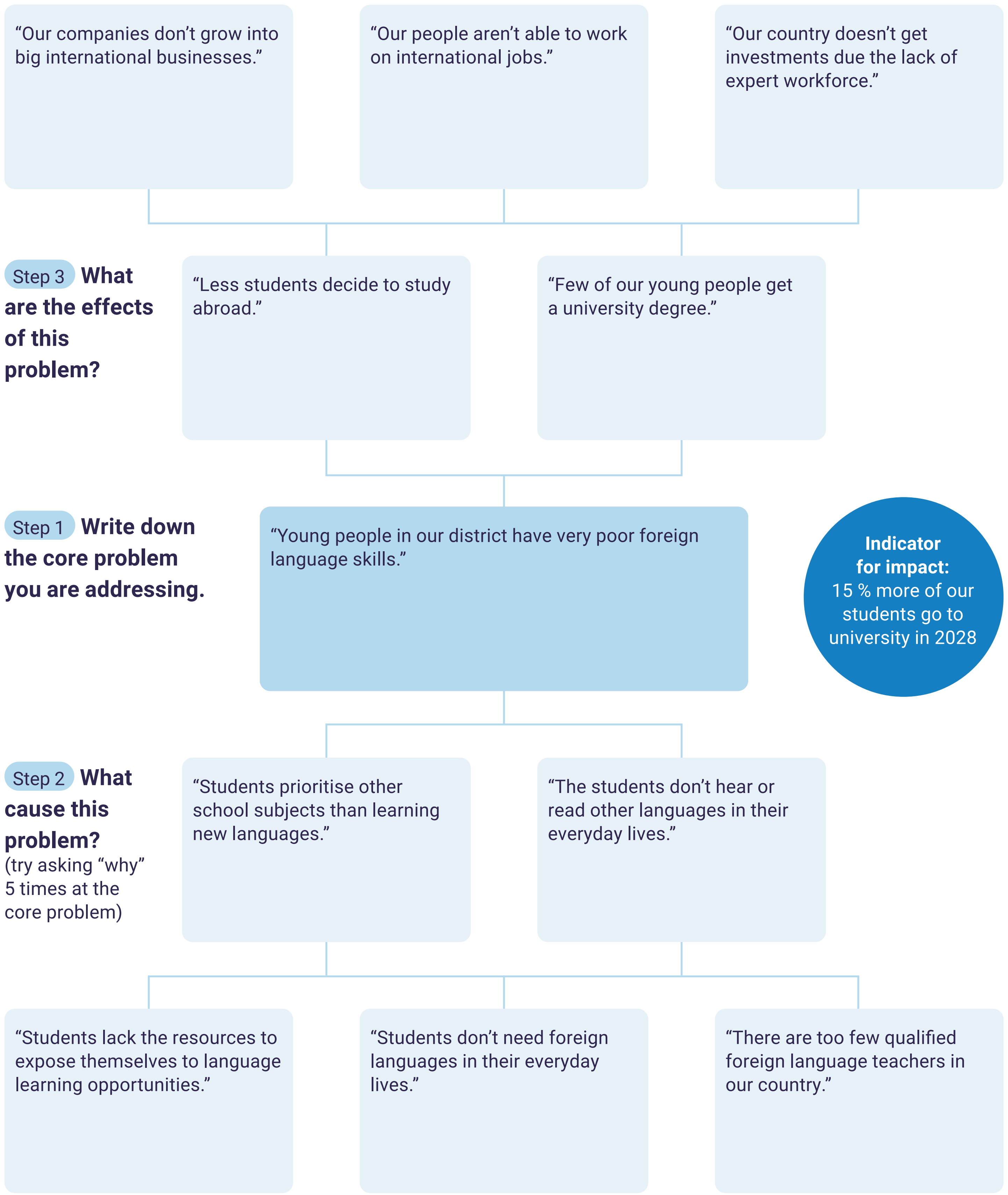
Step 3 **Identify consequences:** Map the effects or consequences that you think may result from the central problem. Draw these as "branches" extending from the trunk. This step helps you to see how your project may contribute to solving different societal issues.

Step 4 **Review and revise:** Examine the relationships between causes and effects. Which branches (effects) have the most significant consequences? Which roots (causes) are the most critical to address? Are you working with the correct core problem, or have you identified a more central problem through the exercise?

Step 5 **Define the final impact goal:** Formulate the impact goal of your project by writing a statement that describes the desired end state when to core problem has been solved. You can try this by flipping your problem statement into a positive statement and iterating the sentence then further (see next page for an example).

Step 6 **Narrow down your project's scope:** As a final step, analyze your completed problem tree and highlight the specific causal chain of problems that your project most focuses on. This helps you to ideate concrete project activities and indicators for measuring whether your project is having the planned positive effects.

Tool: Problem Tree [Example]



Tool: Problem Tree [Example]

Step 4 **Review and revise**

...

Step 5 **Define the final impact goal**

Students improve foreign language skills test by one grade level.

Step 6 **Narrow down your project's scope**

...

Tool: Problem Tree

PRINT OUT

USE ONLINE

Step 1: Write down the core problem you are adressing.
Step 2: What causes this problem? (try asking why 5 times at the core problem)
Step 3: What are the effects of this problem?

Step 3 **What are the effects of this problem?**

Step 1 **Write down the core problem you are addressing.**

Step 2 **What cause this problem?** (try asking "why" 5 times at the core problem)

Tool: Problem Tree

PRINT OUT

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Step 4: Review and revise.

Step 5: Define the final impact goal.

Step 6: Narrow down your project's scope.

Step 4 **Review and revise**

Step 5 **Define the final impact goal**

Step 6 **Narrow down your project's scope**

Define your Impact Goal Additional Tools

Erasmus+ Impact Tool: Developed by the Dutch National Agency, this tool helps applicants think about intended changes, design projects effectively, and monitor progress.

Explore the Erasmus+ Impact Tool

SMART Framework: A structured approach to goal-setting ensuring goals are Specific, Measurable, Achievable, Relevant, and Time-bound.

Read about SMART Goals

Theory of Change: A comprehensive framework that outlines how and why a desired change is expected to occur in a specific context.

Explore Theory of Change

STAGE 2
Make a Project Plan

Tool: Project Plan Canvas

What is it? The project plan canvas outlines a simple step-by-step procedure for making a project plan for an Erasmus+ project. The content from the canvas can be used directly for a funding application.

When to use it? When writing a project plan and applying for Erasmus+ funding.

Why use it? The tools helps to move from broad impact goals to a concrete project plan by connecting desired impact with concrete actions in a project plan.

Step-by-Step Guide

Step 1 **Impact goal:** What is the change you wish your project to bring about in the lives of your beneficiaries or the wider society? Write down your impact goal as the heading of the canvas. Feel free to use the tool “Problem Tree Analysis” to come up with a well thought-through impact goal.

Step 2 **Milestones:** What are the goals that need to be achieved to move towards the wider impact goal? Break down your impact goal into concrete milestones that are reachable during your project. Write these in the slots reserved for milestones.

Step 3 **Activities:** For each milestone, think about the different activities that are needed to reach that milestone. These activities are the concrete deliverables of your project. Identify the activities and write them down.

Step 4 **Resources:** Look at the activities and think on a concrete level, what is needed to carry out each activity. Identify the relevant organizations and people you need to reach out to and work with (stakeholders) and the resources you need, be it time, workforce, facilities, money or material resources.

Step 5 **Timeline:** Create a timeline for your project.
- Look at each milestone with its activities and resources and estimate, how much time you need for each milestone to happen.
- After you have decided on the time needed, calculate the duration of your project: how many weeks/months/years?
- Then make a chronological plan: At what stage of the project cycle will the each milestone’s activities be implemented? Decide on the timing of each milestone, this can be e.g. “month 1–4” or “week 8–5”.
- Write the timing of each milestone on the canvas.

Tool: Project Plan Canvas [Example]

Step 1 **Impact goal**

Our students' quality of education has improved.

Step 2 Milestones	Step 3 Activities	Step 4 Resources	Step 5 Timeline
Participants understand basic digital tools.	3 digital literacy workshops.	Schools, local experts, budget for materials.	Month 1–3
Participants apply the skills in a project.	Organize hands-on project-based learning sessions.	Teachers, Erasmus+ mentors, access to digital tools.	Month 4–6
Participants lead digital activities.	Facilitate student-led initiatives in local communities.	Local NGOs, mentoring support, promotional materials.	Month 7–9

GOAL **Measured impact goal at the end of the project (indicator):**

We meet our impact goal indicator: Our schools students' quality of education has increased as baccalaureate scores have improved by 10 % by 2028.

Tool: Project Plan Canvas

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Step 1: Impact goal
Step 2: Milestones
Step 3: Activities
Step 4: Resources
Step 5: Timeline

Step 1 **Impact goal**

Step 2 Milestones	Step 3 Activities	Step 4 Resources	Step 5 Timeline

GOAL **Measured impact goal at the end of the project (indicator):**

Make a Project Plan Additional Tools

Logical Framework Matrix: A structured tool for project planning that helps outline objectives, activities, and expected results.

European Commission's Guide – Logical Framework Approach

Gantt Chart: A visual representation of project tasks and timelines, showing the order of activities, their duration, and dependencies. It helps project managers track progress and manage resources effectively.

Learn more about Gantt Charts

Work Breakdown Structure (WBS): A hierarchical decomposition of project deliverables into smaller, more manageable components. It helps in organizing and defining the total scope of the project.

Learn about Work Breakdown Structure

Project Charter: A document that formally authorizes a project and outlines its objectives, scope, and stakeholders. It serves as a reference point throughout the project lifecycle and helps align expectations.

Understand Project Charters

Risk Register: A tool for identifying, assessing, and managing project risks throughout its lifecycle. It helps in proactive risk management and decision-making.

Learn about Risk Registers

Resource Allocation Plan: A tool for assigning and managing project resources effectively across various tasks and timelines. It helps in optimizing resource utilization and preventing overallocation or underutilization.

Understand Resource Allocation

Impact Mapping: A visual planning technique that helps align project processes with the broader impact goal of a project.

Learn more about Impact Mapping

PHASE 2
Project Implementation

STAGE 1
Make Impact Measurable

Tool: Impact Mind Mapping

What is it? Impact Mind Mapping is a diagram-based tool where a specific activity is placed at the center. Around it, participants map milestones, desired immediate impacts, and hypothetical intermediate and long-term impacts. The tool asks participants to identify indicators for the impact, i.e., qualitative or quantitative changes that can be used to track or measure impact.

When to use it? Use the Impact Mind Mapping tool when designing or evaluating specific activities within an Erasmus+ project. It is particularly effective for understanding the ripple effects of an activity from immediate to long-term impact. You can also use this tool to find concrete indicators for measuring the impact of your project's activities.

Why use it? This tool helps visualize how a single activity contributes to broader project goals by mapping its direct and indirect impacts over time. It promotes strategic thinking and ensures activities are meaningfully aligned with desired long-term outcomes.

Step-by-Step Guide

Tip!
You can also find many different platforms for easy mind mapping online, here are some well-functioning examples:

Miro

MindMup

Canva

When using another platform, use different colours for different levels of effects to make it easier for you to understand and analyse your mindmap.

Step 1 **Activity:** Clearly define the activity to be analysed. Place it in the (pink) circle in the bottom. Look at tool 2 for a clear definition of activities.

Step 2 **Milestones:** Write down of the milestones, i.e., the immediate effects of the chosen activity on the circles connected to your activity circle. Feel free to draw as many milestone circles as you see fit for your project.

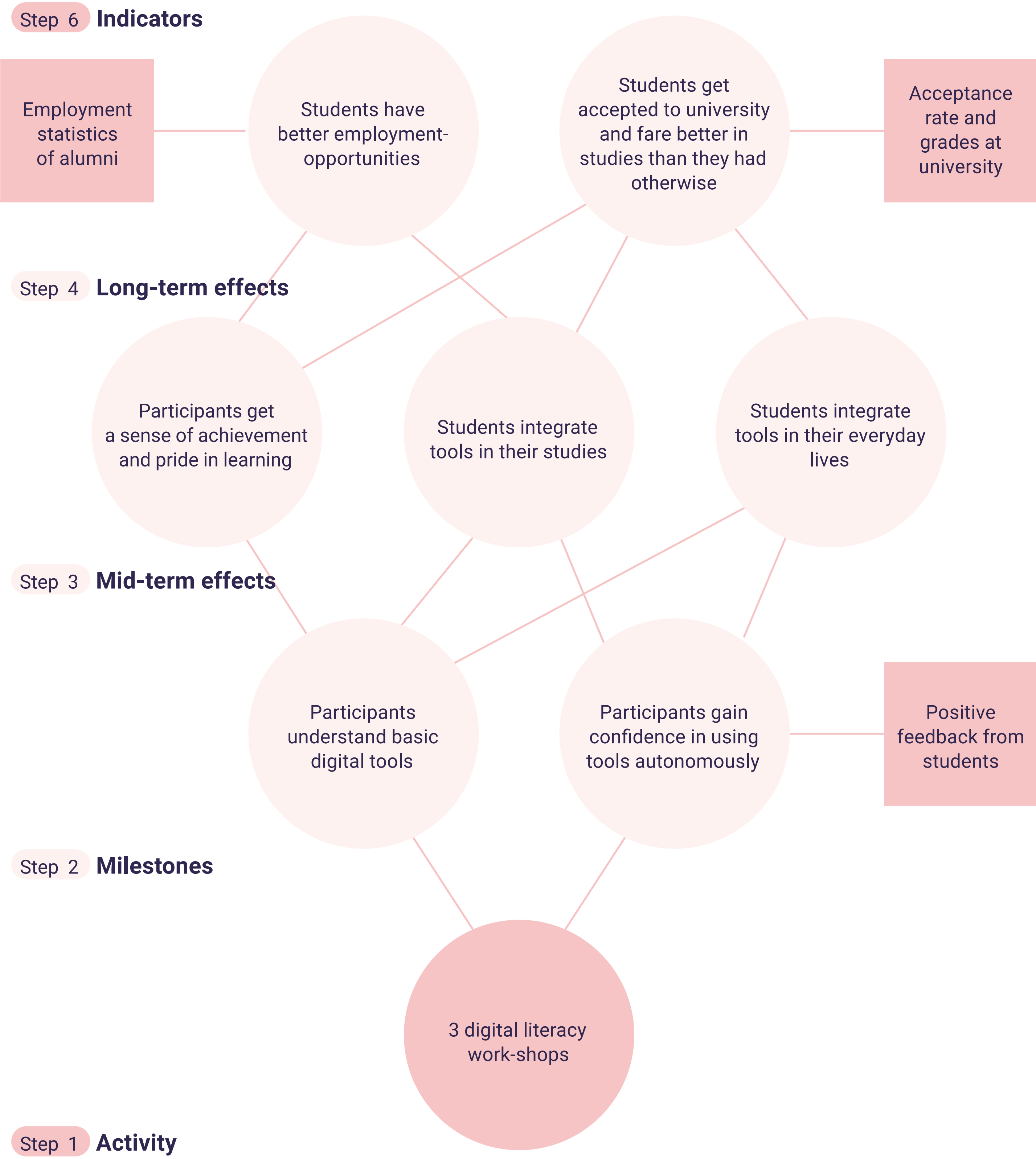
Step 3 **Mid-term effects:** Look at each milestone individually and think, what kinds of effects that milestone may have. The possible effects may be either positive or negative. Try to come up with also some possible unintended consequences. All these intended and unintended consequences are the possible mid-term effects of your activity. You can again draw as many new circles as you wish.

Step 4 **Long-term effects:** Look at each mid-term effect individually and map different effects that they may have. Again these effects may be positive or negative, intended or unintended. These are your activity's possible **long-term impacts.** Draw as many circles as you need.

Step 5 **Hidden effects:** Look at the different long-term effects – are there some themes that are strongly present in different branches of your mind map? These strong themes are examples of the impact your project. Compare the different long-term effects – are there some surprising themes that you wouldn't have expected? These may be possible hidden effects of your project.

Step 6 **Indicators:** Choose the most hoped-for long-term effects and think of quantitative or qualitative indicators that could measure these effects (squares). You can also choose indicators for some of the possible negative long-term effects for risk monitoring and mitigation.

Tool: Impact Mind Mapping [Example]



Tool: Impact Mind Mapping

PRINT OUT

Step 1: Activity
Step 2: Milestones
Step 3: Mid-term effects
Step 4: Long-term effects
Step 5: Hidden effects
Step 6: Indicators

Step 6 **Indicators**

Step 4 **Long-term effects**

Step 3 **Mid-term effects**

Step 2 **Milestones**

Step 1 **Activity**

Make Impact Measurable Additional Tools

Outcome Metrics: Outcome metrics is a simple approach to measuring whether your project is achieving its desired outcomes.

Learn about Outcome Metrics

Logic Models: Logic models provide a visual representation of the relationship between resources, activities, outputs, and outcomes in a project. They help organizations track progress and evaluate effectiveness by identifying key components and corresponding indicators.

Understand Logic Models

Impact Framework Builder: This tool allows organizations to define dimensions of impact, set specific objectives, and add Key Impact Indicators (KIIs) that will be used to measure success. It facilitates the development of a structured approach to impact measurement.

Try the Impact Framework Builder

Measurement plan: This template helps organizations generate ideas for measurable aspects of their impact goals and categorize them effectively. It serves as a practical guide for developing specific indicators that can be tracked over time.

Explore Measurement Plan

STAGE 2.1
Monitor Impact

Tool: Micro Follow-Up Surveys

What is it? Micro follow-up surveys are short questionnaires, typically of no more than 5 questions, designed to capture feedback on specific activities, outcomes, or experiences. Delivered via email, messaging apps, or online forms, they emphasize simplicity and convenience for participants.

When to use it? Micro follow-up surveys are ideal for gathering real-time feedback from Erasmus+ project participants throughout the project. Use them weekly, daily, or at key milestones to track progress, understand experiences, and identify areas for adjustment.

Why use it? These surveys are quick, easy, and low-threshold, encouraging higher response rates and honest feedback. They provide timely insights that help ensure the project stays responsive to participant needs and expectations. Further, the data can be analyzed at the end of project evaluation to capture development over time.

Step-by-Step Guide

Step 1 **Decide the focus:** Decide on the specific topic for each survey (e.g., satisfaction with a recent activity or insights into a particular challenge). Keep it focused to maintain brevity.

Step 2 **Design:** Design your surveys using the template provided on the next page.

Step 3 **Choose the platform:** Select an accessible and familiar platform for participants, such as Google Forms, Typeform, or embedded surveys in emails or messaging apps. See the next page for proposed platforms.

Step 4 **Send regularly:** Schedule surveys at consistent intervals, such as after weekly activities or significant project events. Clearly communicate their purpose and estimated completion time (e.g., "This will take 2 minutes"). You can ask participants to fill the survey at in-person events to increase the response rate.

Step 5 **Analyze the responses:** Review the data promptly to identify patterns, trends, or areas needing improvement. Summarize feedback in a clear and actionable format for your team.

Step 6 **Follow up:** Share results and any planned changes with participants to show their feedback is valued. This fosters trust and encourages continued engagement.

Micro Follow-Up Survey

Tips!

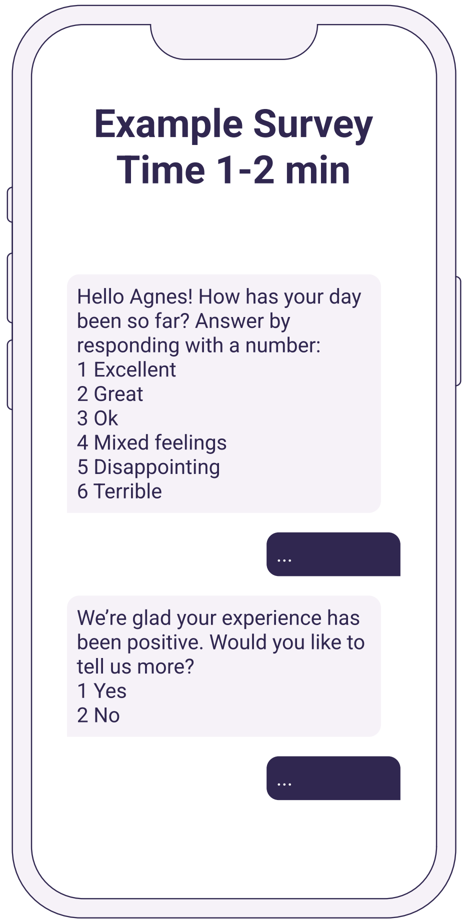
How to reach participants?

- Text message, Whatsapp/Telegram
- QR-code at the end of an event
- Email
- Project's social media

Which survey platform to use?

- Whatsapp/Telegram poll
- **Google Forms**
- **Mentimeter**
- **Surveymonkey**

See our sample survey on Google Forms **here.**



When to use? During project to track gradual change or follow participant's well-being or satisfaction.

When not? When you need in-depth qualitative information from the participants.

How often? Depending on the project: once a day, once a week, after each event.

How to ask good questions?
Make them SMART!

Specific:	relates to concrete activities
Measurable:	gathers quantitative data that is comparable
Action-oriented:	asks about concrete actions
Relevant:	related to recent experience
Time-bound:	related to e.g. Today's activities

Multiple-choice questions: E.g. scale from 1–5, verbal options, pick an emoji 😡 😥 🙁 🙂 🤩

Open questions: Asks participant to write an answer

How many questions? Depending on how often the survey is done, preferably 1–6 questions. People get bored of surveys very quickly, less is more! Tip! You can also make some of the questions obligatory and leave some optional to increase the number of responses.

See the following pages for examples.

Tool: Micro Follow-Up Surveys – Shorter Version [Example WhatsApp]

Step 1 **Choose a platform.**

← Create Poll

Question

Ask question

Options

+Add

+Add

Allow multiple answers

Step 2 **Make a short survey and share it on your chosen platform.**

Good evening everyone, hope you enjoyed today's dinner! Please answer our flash survey today:

How did you feel about today's activities?

- 😍 0
- 😊 0
- 🤔 0
- 😤 0
- 😢 0

SMART questions: specific, measurable, action oriented, relevant and time-bound
1–3 multiple choice questions

Step 3 **Analyze the results and take action!**

Hi Johannes, I saw that you responded "🤒" — are you feeling ill? Can I help you in some way?

Tool: Micro Follow-Up Surveys – Shorter Version [Example Google Forms]

Step 1 **Choose a platform.**

Step 2 **Make a survey.** (1–6 questions)

Erasmus Exchange Check-In Survey

Thank you for taking a moment to share your thoughts! This quick survey will help us understand your experience each day.

I felt engaged in today's activities. *

Not at all 1 2 3 4 5 Very much

I felt supported by the program staff and host institution today. *

Strongly disagree 1 2 3 4 5 Strongly agree

I learned something new today. *

- Academically
- Culturally
- Personally
- Nothing
- Other:

What was the highlight of your day?

Your answer

What did you find negative, challenging or difficult today?

Your answer

Do you have any suggestions to improve tomorrow's activities?

Your answer

Submit

SMART questions: specific, measurable, action oriented, relevant and time-bound
1–3 multiple choice questions

Step 3 **Share the survey frequently.**

Good evening everyone and thank you for this day! 🪷 Please take 1–2 min again to respond to this short survey, it's important for us to know how you are feeling and how the experience is going so far! https://docs.google.com/forms/erasmusexperience

Step 4 **Analyze the results and take action!**

Good morning everyone! Thank you for being active answering our short surveys. Based on your feedback many of you are feeling tired, so today we've decided to have a small change of plan and take you out to the city center in the afternoon! Let's have a productive morning and then a fun afternoon exploring the old town together! 🏰

STAGE 2.2
Monitor Impact
Tool: Impact Diary

What is it? An Impact Diary is a reflective journaling tool where those responsible for the project make daily or weekly entries. These notes focus on observations, stories, and subtle behavioral changes that illustrate the project's impact.

When to use it? Use the Impact Diary tool throughout the Erasmus+ project to document subtle, qualitative changes that may not be easily captured with traditional quantitative tools. It is particularly useful for tracking behavioral shifts, cultural exchange outcomes, or personal growth among participants.

Why use it? The Impact Diary encourages project staff to engage in reflective practice, fostering an awareness of nuanced project outcomes. It helps capture rich, anecdotal evidence and provides a deeper understanding of the project's impact on individuals and communities over time.

Step-by-Step Guide

Step 1 **Design the diary:** Create a Diary file where the reflections can be documented. This can be e.g. a Word document or an Excel file. Use the template on the next page for inspiration on how to structure the diary prompts.
- You can reformulate the questions on the template to match your project activities.
- You can choose to have a shared diary with your colleagues but this is optional!

Step 2 **Schedule regular entries:** Choose whether you want to make impact reflections on a daily and/or weekly basis. Dedicate time daily or weekly to document observations. Consistency ensures no subtle changes are overlooked.

Step 3 **Observe and reflect:** Pay close attention to participants' interactions, attitudes, or skills. Document specific examples, quotes, or situations that illustrate impact. Include details about the context, such as the activity or setting, to provide a complete picture of the observed change.

Step 4 **Analyze periodically:** Review diary entries weekly or monthly to identify recurring themes or trends. Look for patterns that reveal deeper project outcomes.

Step 5 **Share insights:** Summarize key observations for team discussions or reports. Use these insights to complement quantitative data in Erasmus+ evaluations, showcasing the project's qualitative depth.

Tool: Impact Diary [Example]

DATE	MOOD	NOTES	DAILY REFLECTION
Mon 1		I met the group for the first time, we had an introduction round and I explained the practicalities of the course. They were very reserved, didn't really talk. Some listened and some very quite restless and lost in their thoughts.	
Tue 2		We had our first training session. The group was very quiet again. Some of the students seemed interested.	
Wed 3		Second session. One boy asked a genuine question, which I was very happy about. Otherwise the group was silent. During the last 30 min one boy was very restless and the whole group lost their focus.	
Thu 4		No activities today	
Fri 5		We played a game, which got the whole group engaged for the first half. The group was somehow more focused also in the latter half.	
Mon 8		Training session. The group seemed rested, they were surprisingly active overall compared to last week.	
Tue 9		Session. For the first time there was a substance related conversation in which multiple students took part in, very encouraging for me.	
Wed 10		No activities.	
Thu 11		Session. The group was quite chatty, they were responsive to me but also got distracted quite many times. They seem to be more comfortable with each other.	
Fri 12		Session, you could tell that it's Friday. Quite similar to yesterday, very chatty. The students were planning activities for the weekend together, a very good sign.	

Tool: Impact Diary [Example]

WEEK	MOOD	NOTES	WEEKLY REFLECTION
Week 1		Some of the students are perhaps opening up a bit, they've started to speak more. Static sessions seem to cause restlessness. Playing a game was good, they seemed to interact more with each other after it. It's difficult because many of the things are such that it's difficult to gamify them.	
PATTERNS			
CHALLENGES			

Tool: Impact Diary [Example]

MONTH	MOOD	NOTES	MONTHLY REFLECTION
July		Overall, things are moving in a positive direction. At the beginning students were nervous to make grammar mistakes when talking, but now I hear them laughing about their own mistakes. They've learned to know and like each other, which has brought about a major shift: it seems as though for most of them, language has turned into a means to connect with each other, not the goal itself, so they're using it as much as they can, no matter the mistakes. A few small takeaways from this month: Games help a lot: Playful activities really boost energy and get the group interacting. Mix it up: Static sessions can make them restless, so a bit of variety goes a long way. Pay attention to individuals: Not everyone opens up at the same pace – some need a bit of extra encouragement. We shouldn't plan activities with only the active students in mind.	
PATTERNS			
LESSONS LEARNED			
Games help a lot Mix it up Pay attention to individuals			

Tool: Impact Diary

PRINT OUT

USE ONLINE

Step 1: Design the diary
Step 2: Schedule regular entries
Step 3: Observe and reflect
Step 4: Analyze periodically
Step 5: Share insights

DATE	MOOD	NOTES	DAILY REFLECTION

Tool: Impact Diary

USE ONLINE

PRINT OUT

Step 1: Design the diary
Step 2: Schedule regular entries
Step 3: Observe and reflect
Step 4: Analyze periodically
Step 5: Share insights

WEEK	MOOD	NOTES	WEEKLY REFLECTION
	☺ 😐 😕 ☹		
PATTERNS			
CHALLENGES			

Tool: Impact Diary

PRINT OUT

USE ONLINE

Step 1: Design the diary
Step 2: Schedule regular entries
Step 3: Observe and reflect
Step 4: Analyze periodically
Step 5: Share insights

MONTH	MOOD	NOTES	MONTHLY REFLECTION
	☺ 😐 😕 ☹		
PATTERNS			
LESSONS LEARNED			

PHASE 3
Midterm Review

STAGE 1
Review Impact

Tool: Most Significant Change (MSC)

When to use it? During (midterm review) or after (reporting) Erasmus+ projects to evaluate impact through participant stories. The tool ideal for uncovering unanticipated outcomes and fostering reflective discussions on what mattered most.

Why use it? Erasmus+ is a social change program whose key purpose is behavioral change. MSC provides qualitative insights into how projects affect individuals or communities. It highlights personal experiences, showcasing the human element behind the impact. This method also helps identify success stories and areas for improvement.

What is it? MSC is a storytelling-based evaluation approach. Participants share narratives about the most significant change they experienced due to a project. These stories are then reviewed and analyzed to identify common themes, key outcomes, and impactful practices.

Step-by-Step Guide

Step 1 **Define the focus area:** Use your impact goal to decide on the domain of change to explore (e.g., personal growth, social inclusion). Frame a guiding question, like: “What was the most significant change you experienced as a result of this project?”

Step 2 **Collect stories:** Ask participants to share their experiences in response to the guiding question. Record or write down detailed accounts, ensuring a diverse range of perspectives. The collection can take place through interviews, short videos, diaries or informal conversations. It is s important to have several interviews for analysis to have enough data, but usually max 12 interviews is enough to get a comprehensive view on project impact. Be sure make the material representative and include different kinds of respondents, so that your analysis won’t be biased.

Step 3 **Select stories:** Assemble a review group (e.g., project staff, partners, or stakeholders) to read the collected stories. Discuss and choose the ones they find most significant, justify-ing their choices.

Step 4 **Analyze themes:** Review the selected stories to identify recurring themes or key outcomes. Highlight connections between these changes and the project’s goals.
- Which themes are recurring in the material? Are there some surprising themes, or are some expected themes missing? How do the themes correspond to the project’s goals?
- Are the respondents in agreement or are there disagreements between participants regarding a certain theme? What are the disagreements like? Can you find the reasons behind these disa-greements?
- Which themes seem to often appear together in the same interview? Which ones not? Can you tell reasons behind these correlations?

Step 5 **Share and reflect:** Share the selected stories with the wider team or community. Reflect on the findings, and discuss lessons learned or ways to enhance future activities.

Tool: Impact Diary Most Significant Change [Example Step 1]

GUIDING QUESTION	DEFINE THE FOCUS AREA Step 1
What was the most significant change you experienced as a result of this project?	...

Tool: Impact Diary Most Significant Change [Example Step 2]

THEMES

People | Language | Confidence | Local city & culture | Accommodation

STUDENT NAME	IMPACT STORIES (Step 2)
Student A	"I had the best week of my life. Especially the new friends I got, they were the best thing and a very positive and unexpected thing. It was funny that I found people who are just like me even though we are from different countries. I'm meeting them next spring, Emma invited us to her place."
Student B	"It was a good week. It was interesting to see a new city and how it looks and sounds different from my hometown. The food was so good, I want to learn cook the best dishes at home. It was nice meeting new people, though I'm happy to get home to my family. I do feel more confident now with speaking and travelling to new places. But maybe the new favourite food is still the biggest change."
Student C	"I found a girlfriend, that's the most significant thing. I was nervous to speak on the first day, but something clicked in my head and after that it was easy to speak though my language is still not super good."
Student D	"I don't know. The food was ok. The place I stayed at was ok. The town was interesting. I learned some new words but otherwise I didn't feel that the experience was too useful for me, no major change really. I felt that my language was already better than almost everyone else's."

Tool: Impact Diary Most Significant Change [Example Step 3]

THEMES

People | Language | Confidence | Local city & culture | Accommodation

THEME	NOTES (Step 3)
People	Most respondents found the social relations to be the most impactful aspect of their experience. Some formed very deep new connections with the other participants.
Language	Majority of participants also mentioned improved language skills as an important outcome of the project.
Confidence	Some respondents emphasised strengthened confidence as an important change. The kinds of confidence differed (speaking in a new language, travelling, social confidence).
Local city & culture	Experiencing the local culture was influential to some of the respondents. Cultural aspects were emphasized especially by those participants for whom the social interactions weren't as meaningful.
Accommodation	Only one respondent mentioned accommodation facilities, and even then not as a very influential aspect of the experience.

Tool: Impact Diary Most Significant Change [Example Step 4]

THEMES

People | Language | Confidence | Local city & culture | Accommodation

DRAW CONCLUSIONS & RECOMMENDATIONS Step 4

The most common and impactful changes in participants' lives were related to forming new social relations and improving language skills. Improved language skills is central to the projects impact goal, so this can be considered a success. The force of the social aspect is somewhat surprising, perhaps this influentiality can be taken into better account in marketing and recruiting new participants. Some respondents felt more confident after the experience in different respects. However, these positive impacts were not shared by all, so in the future it is important to consider, how we can support the participants who are perhaps shy or otherwise don't form social connections as easily, and how we can make the experience beneficial even to those who already have very strong language skills. Helping the participants to see the local city, culture and food strengthens the positive experience and is important for the less social participants. Accommodation seems to play a minor role in the total impact, but it's important to make the circumstances comfortable to everyone, as it can help to make the experience more pleasant.

Tool: Impact Diary Most Significant Change

PRINT OUT

GUIDING QUESTION	DEFINE THE FOCUS AREA (Step 1)
What was the most significant change you experienced as a result of this project?	

Tool: Impact Diary
Most Significant Change

Step 1: Define the focus area
Step 2. Collect stories
Step 3. Select stories
Step 4. Analyze themes
Step 5. Share and reflect

PRINT OUT

THEMES

☐ ☐ ☐ ☐ ☐

STUDENT NAME	IMPACT STORIES Step 2

Tool: Impact Diary
Most Significant Change

Step 1: Define the focus area
Step 2. Collect stories
Step 3. Select stories
Step 4. Analyze themes
Step 5. Share and reflect

PRINT OUT

THEMES

☐ ☐ ☐ ☐ ☐

THEME	NOTES Step 3

Tool: Impact Diary Most Significant Change

Step 1: Define the focus area
Step 2. Collect stories
Step 3. Select stories
Step 4. Analyze themes
Step 5. Share and reflect

PRINT OUT

THEMES

☐ ☐ ☐ ☐ ☐

DRAW CONCLUSIONS & RECOMMENDATIONS Step 4

Review Impact Additional Tools

Project Performance Review: A systematic evaluation of a project's progress and performance against established goals and metrics. It helps stakeholders understand how well the project is meeting its objectives and allows for timely adjustments.

Learn more about Project Performance Reviews

Gate Review: Also known as phase gate review or stage gate review, this structured evaluation occurs at specific points in a project's lifecycle to assess whether it should proceed to the next phase based on predetermined criteria. This can be used, for example, if you are trying out new approaches for your project but you are unsure of whether it works and should be continued in the following phases of the project.

Explore Gate Reviews

Stakeholder Feedback: Gathering input from project team members, participants, external stakeholders, and other relevant parties through interviews, surveys, or workshops. This provides diverse perspectives on different aspects of the project and is a good approach for continuously ensuring that all involved parties are satisfied and heard in the project.

Explore Stakeholder Feedback

STAGE 2
Iterate
Tool: After Action Review (AAR)

What is it? An AAR meeting is a structured, team-based discussion focused on reviewing a specific activity or phase of a project based on the data gathered in previous stages. The goal is to reflect on what worked, what didn't, and how to improve moving forward. These meetings are short, focused, and action-oriented.

When to use it? Conduct AAR meetings regularly during the Erasmus+ project to reflect on recent activities and outcomes. These meetings are particularly valuable after major events, milestones, or challenges to capture lessons learned and refine the project in real-time.

Why use it? AAR meetings foster collaborative reflection, enabling the team to identify successes, challenges, and areas for improvement to ensure maximum impact. They ensure that valuable insights are immediately applied, making the project more adaptive and effective throughout its implementation.

Step-by-Step Guide

Step 1 **Set a clear focus:** Define the scope of the meeting (e.g., reviewing a workshop, mobility experience, or outreach campaign). Communicate this focus to all participants in advance.

Step 2 **Communicate:** Communicate the focus and practicalities of the meeting in advance to all participants.
- Make sure the team has time reserved for the meeting after the activity. The meeting takes approximately 15–30 minutes. The meeting can be conducted in person or online.

Step 3 **Ask a limited set of key questions:** Structure the meeting around questions like the one's outlined in the template on the next page.
- Remember that you can edit the template to include questions that are relevant for your project! For example, you may want to ask into the wellbeing of participants and stakeholders.

Step 4 **Encourage open dialogue:** Create a safe environment where all team members can share their perspectives honestly. Ensure everyone's voice is heard.

Step 5 **Document key insights:** Assign a note-taker to capture key points, lessons learned, and actionable recommendations. Use simple templates to organize the data.

Step 6 **Apply insights immediately:** Turn the identified improvements into specific action steps. Assign responsibilities and timelines to ensure follow-through before the next review.

Tool: After Action Review (AAR) [Example]

FOCUS

Key Question What were we expecting to happen?

A) What was our goal?	**B) What was our plan?**
To successfully deliver the first digital skills workshop and assess its effectiveness in engaging students and meeting learning objectives.	Provide an introductory session on digital literacy, followed by hands-on activities using digital tools to solve real-world problems.
C) How did we assume people to act?	**D) Did we have some other assumptions?**
We assumed students would be enthusiastic, actively participate, and engage with the tools provided.	We assumed students would have a baseline familiarity with basic digital tools and that the session length would be adequate.

Key Question What actually happened?

A) Was it different from what we expected? How?	**B) What worked well? Why?**
Yes, some students were hesitant to participate, likely due to varying levels of prior experience, and the session ran longer than expected.	The hands-on activities were well-received by students who had prior experience, as they allowed for practical learning and problem-solving.
C) What could have gone better? Why?	**D) Which of our assumptions were wrong/right?**
The introduction segment was too advanced for some students, which led to confusion and disengagement early on.	It was right to assume that practical activities would be effective, but we overestimated the students' baseline digital skills and underestimated the need for a more tailored introduction.

Tool: After Action Review (AAR)

PRINT OUT

USE ONLINE

Step 1: Set a clear focus
Step 2: Communicate
Step 3: Ask a limited set of key questions
Step 4: Encourage open dialogue
Step 5: Document key insights
Step 6: Apply insights immediately

FOCUS

Key Question

A)	**B)**
C)	**D)**

Key Question

A)	**B)**
C)	**D)**

Iterate
Additional Tools

Sprint Retrospective: A structured meeting held at the end of each short sprint in a project to reflect on the team's processes and identify areas for improvement. It allows teams to continuously adapt and enhance their workflow.

Learn more about Sprint Retrospectives in this database

Kaizen Events: Short-term improvement events, or meetings, that focus on quickly identifying and implementing changes to enhance processes. These events promote continuous improvement through rapid iteration cycles.

Understand Kaizen Events

A/B Testing: A method of comparing two versions of a project's subtask or feature to determine which performs better. It allows for data-driven decisions and iterative improvements based on user feedback. While the tool stems from product development, the logic can be applied to Erasmus+ projects by comparing two alternative approaches of implementing a specific stage.

Learn about A/B Testing

The Erasmus+ impact handbook: The handbook provides Erasmus+ actors with an in-depth understanding of what impact means in the context of education and training, along with concrete step-by-step advice on how to work with impact. This toolkit has been developed to align with the handbook, but reading the handbook is a good idea for everyone engaged in Erasmus+ projects.

Read the Erasmus+ handbook

PHASE 4
Report Impact

STAGE 1
External Reporting
Tool: Focus Group Interviews

What is it? A focus group interview is a facilitated discussion with a small group of participants, typically 3–8 people. It is guided by a set of structured questions to explore specific topics, such as the project's achievements, challenges, and impact.

When to use it? Focus group interviews are ideal for gathering qualitative insights and diverse perspectives on Erasmus+ project outcomes. Use them during the reporting phase to provide a nuanced and comprehensive view of the project's impact.

Why use it? This method encourages in-depth discussions that reveal diverse experiences and outcomes. It allows for rich, detailed data that complements quantitative metrics, making your final report more compelling and aligned with funder expectations.

Step-by-Step Guide

Step 1 **Define objectives:** Identify the key outcomes or aspects of the project you want to explore. Align these with your formal project plan and Erasmus+ reporting requirements to focus the discussion.

Step 2 **Plan and schedule the session:** Select a diverse group of participants who represent different perspectives. Schedule a 1–2 hour session in a comfortable setting. Make sure to schedule the session in advance, preferably while the project is still ongoing to ensure participation.

- Think carefully about the timing of the interview. For example, you might want to do it at the last stages of the project to ensure participation, right after the project when memories are fresh, or some time after a project once participants have been able to reflect on their learnings. Note, however, that the longer you wait, the harder it might be to get people to participate.

Step 3 **Develop guiding questions:** Prepare open-ended questions that encourage detailed responses. Example: "What do you think was the most significant impact of this project?"

- You can use the template in the next pages, or develop questions that work for you. Remember to also ask into potential negative experiences and aspects that participants think could be developed.

Step 4 **Facilitate the discussion:** Start with an introduction, explaining the purpose of the session. Use guiding questions to steer the conversation, ensuring all voices are heard.

Step 5 **Record and document:** Take detailed notes or record the session with consent. Focus on capturing direct quotes and key points for later analysis.

- Note that it is good to document the notes into a separate document so that all data is gathered in one place.

Step 6 **Analyze and Report:** Review the notes or transcripts to identify themes and key outcomes. Use this qualitative data to enrich your Erasmus+ report, providing concrete examples and participant testimonials. To analyze your data, you can use, for example, the Most Significant Change (MSC) tool presented earlier.

Focus Group Interview

Time: 30–90 min

Roles:

1–2 interviewers (1 note-taker), 4–10 interviewees

What you need:

- A space or online platform for the interview
  - Zoom
  - Teams
  - Google Meet
- Pre-planned interview structure
- Recorder (optional, but handy)
- Note-taking equipment

When to use? When you want to have a deep discussion of the participants' experiences and thoughts.

When not? When you want to have data from tens or dozens of people or you need statistical information.

Tips for Facilitating

Show that you are interested to listen: Nod and maintain eye-contact.

Stay neutral: Keep your responses encouraging, don't assert your own opinions.

Encourage balanced participation: Make sure everyone gets a chance to speak, you can use phrases like "Let's hear from someone who hasn't shared yet" or "Lena, what do you think?".

Ask open questions and use follow-up prompts: Avoid "yes/no"-questions, prefer "what/how/why?". If participants provide brief answers, try follow-up questions like "Can you tell me more about that?", "Why do you think that is?" or "How did that make you feel?".

Watch the time: Gently guide the discussion to stay on track and ensure all topics are covered.

Focus Group Interview

Process Phases

Decide objectives for the interview
- What do you want to learn?

Reserve space for the interview(s)

Choose representatives of the focus group and invite interviewees
- Number interviewees per group can vary between 4–10.
- The more sensitive the subject and the deeper the discussion, the smaller the group.
- 3–4 groups may already be enough to have "saturation", meaning that new interviews won't bring new insights to the interview data.

Create a specific interview structure
- List the questions you wish to ask and arrange them in an order that seems most natural to you for creating a conversational flow. See example interview structure on the next page.
- You can revise the interview structure for later interviews if needed. Try the keep the bulk of the interview still similar to maintain commensurability between different interviews.

Hold the interview(s)
- Make notes and/or record the interview.
- Revise the interview structure between interviews if needed.

Analyze the interview data
- What are the recurring experiences and themes in the data? How do they respond to your expectations? What is surprising in the data? Are there some important or worrying singular instances? Great quotes?

Draw conclusions – What did you learn?
- E.g. What has the project changed in the focus group's lives?

Focus Group Interview Structure [Example]

Objective

To gather qualitative insights from Erasmus students about their experiences during the one-week exchange program, focusing on both learnings and personal development.

Opening (5–10 minutes)

Welcome and introduction: Briefly introduce yourself and explain the purpose of the focus group: "Today, we want to hear about your experiences during the exchange to help improve future Erasmus programs."

Set expectations: Explain the session will last about 60–90 minutes and will include open discussion. Emphasize confidentiality to create a safe space for sharing.

Consent and recording: Ask for consent to record the session if applicable and clarify that their feedback will be kept anonymous.

Icebreaker (5 minutes)

To ease participants into the discussion, start with a light, introductory question:
"Could each of you share one word or phrase that describes your experience during the exchange?"

Main Discussion Topics (45–60 minutes)

Topic 1: Orientation and initial impressions
"How was your first day in the host country? Was there anything unexpected or challenging?"
"Did you feel supported by the Erasmus staff and host institution? What was most helpful?"

Topic 2: Academic and cultural experience
"What were some highlights of the academic experience? Did you learn anything new or surprising?"
"How did interacting with students or faculty from the host country impact you?"
"Did you encounter any cultural differences? How did you handle them?"

Topic 3: Personal growth and impact
"How has this experience influenced you personally or academically?"
"Would you say the exchange affected your confidence in any way, perhaps in communicating across cultures or adapting to new environments?"
"What skills or insights have you gained that you think will be useful in the future?"

Topic 4: Challenges and areas for improvement
"Did you face any challenges during the exchange? How did you handle them?"
"What aspects of the exchange program could be improved for future participants?"
"If you could change one thing about your experience, what would it be?"

Closing (5–10 minutes)

Final thoughts: "Is there anything else you'd like to share about your experience that we haven't covered?"
Gratitude and next steps: Thank participants for their time and valuable feedback. Share how their input will help shape future Erasmus programs.

External Reporting Additional Tools

Mixed-Methods Approach: Combines qualitative and quantitative methods to provide a comprehensive understanding of project impact. This approach helps capture both statistical data and contextual insights.

Understand Mixed-Methods Evaluation

Most Significant Change (MSC): This tool, outlined in detail earlier in the toolkit, is a methodology for collecting, analyzing, and evaluating stories that provides deep insights into project impact. It focuses on identifying the most significant changes from participants' perspectives.

See step 5 in this toolkit

Descriptive Survey Analysis: A method that summarizes and describes the main characteristics of collected survey data through frequencies, percentages, averages, and other measures. It helps identify patterns, trends, and relationships within the data, providing valuable insights into survey findings.

Learn about Descriptive Survey Analysis

STAGE 2
Internal Learning

Tool: Living Learnings Document

What is it? A Living Learnings Document is a dynamic, shared cloud-based file where project teams document their reflections, challenges, and best practices. It acts as a "living" resource that can be updated over time and referenced by future teams.

When to use it? Use a Living Learnings Document at the end of an Erasmus+ project to compile key insights and lessons learned. This shared resource is essential for transferring knowledge to future teams or projects, ensuring continuity and growth.

Why use it? The Living Learnings Document captures the collective experience of the team, preserving valuable knowledge for future use. It prevents the loss of institutional memory, supports iterative improvement, and provides a strong foundation for new projects.

Step-by-Step Guide

Step 1 **Create the document:** Set up a shared, easily accessible cloud-based file (e.g., Google Docs or Microsoft OneNote). Structure it with clear sections, such as Challenges Faced, What Worked Well, and Recommendations for Future Teams.
- If there are a lot of learnings under the main sections, you can organize these learnings further under thematic subcategories of your choosing. These subcategories may include titles such as "Team Work", "Communications", "Participants" or other themes that help you best structure your learnings.

Step 2 **Encourage collaborative input:** Invite all team members to contribute. Prompt them with questions like: "What key learning should the next team know?" or "What would you do differently next time?"

Step 3 **Document lessons in real-time:** While designed for end-of-project use, encourage team members to add reflections throughout the project to ensure no insights are forgotten.

Step 4 **Highlight actionable insights:** Emphasize lessons that are specific and practical, such as strategies, tools, or methods that proved effective – or pitfalls to avoid.

Step 5 **Make it accessible:** Share the document with relevant stakeholders and future project teams – cloud based files are best for this, but any editable file that is accessible to all can work. Ensure its structure is easy to navigate, and include a summary of the most critical learnings.

Step 6 **Update and revisit:** Treat the document as a "living" resource. Allow future teams to add their own reflections, making it a growing repository of knowledge.

Living Learnings Document [Example]

CATEGORY	Problems during project
Subcategory	Communications

Problem	Recommendation
Some partners misunderstood deadlines due to unclear email instructions.	Use a shared project management tool like Trello or Asana to centralize communication and track progress in real time.

Subcategory	Team work

Problem	Recommendation
Some team members felt overwhelmed because responsibilities were unevenly distributed.	Clearly define roles and responsibilities at the beginning of the project, and regularly check in to adjust workload if needed.

CATEGORY	Successes
Subcategory	Team work

Success	Recommendation
The team organized a brainstorming session that resulted in a creative and engaging curriculum for students.	Schedule regular brainstorming sessions and foster an open environment to encourage innovative ideas.

Subcategory	Participants

Success	Recommendation
Students showed a high level of engagement during hands-on activities, especially when paired with peers of similar skill levels.	Continue pairing participants based on skill level for collaborative tasks to ensure balanced learning and confidence-building.

Living Learnings Document [Example]

USE ONLINE

PRINT OUT

Step 1: Create the document
Step 2: Encourage collaborative input
Step 3: Document lessons in real-time
Step 4: Highlight actionable insights
Step 5: Make it accessible
Step 6: Update and revisit

CATEGORY	
Subcategory	
Subcategory	

CATEGORY	
Subcategory	
Subcategory	

Internal Learning Additional Tools

Lessons Learned Sessions: Facilitated workshops where team members reflect on project experiences and identify key takeaways. These sessions help capture both positive and negative experiences to improve future project performance.

Explore Lessons Learned Sessions

Communities of Practice: Groups of people who share a concern or passion for something they do and learn how to do it better through regular interaction. These communities foster knowledge sharing and collaborative problem-solving across organizational boundaries.

Explore Communities of Practice

Job Shadowing: Allowing team members to observe and learn from more experienced colleagues in action. This method provides hands-on experience and tacit knowledge transfer that might be difficult to capture through other means.

Mentorship Programs: Pairing experienced team members with less experienced ones to facilitate knowledge transfer through one-on-one guidance. Mentorship programs help preserve institutional knowledge and accelerate the learning curve for newer team members.

Appendix: Glossary

Appendix: Glossary

This appendix provides a list of key terminology used in the toolkit. Further, we have included terminology that is prevalent in impact-literature, which can be useful when you acquaint yourself with the additional tools and resources that the toolkit refers to.

A **Action Research:** Iterative cycles of planning, action, and evaluation.

After Action Review (AAR): Post-activity discussion to evaluate performance and iterate next steps.

B **Beneficiary:** The organisation receiving Erasmus+ funding to implement a project.

C **Capacity Building Seminars:** Sessions to enhance skills and knowledge.

Community Feedback Mechanisms: Tools for gathering real-time input from stakeholders.

Cross-Country Learning Sessions: Knowledge exchange among similar organizations.

D **Decision-Making Tree:** Framework guiding tool selection for project phases.

Desired Outcome: Intended result or goal of a process.

E **Effectiveness:** Success in achieving objectives.

Efficiency: Optimal use of resources to achieve goals.

Evaluation: Judging the quality or impact of a project.

F **Feedback Loops:** Continuous stakeholder input for iterative improvements.

Focus Group Interviews: Guided discussions for qualitative insights.

G **Goals:** Short-term project intentions.

I **Impact:** Effects brought about as a consequence of a project.

Impact (Long-term): Sustained effects of a project over time.

Impact (Negative): Unintended and undesirable effects brought as a consequence of a project.

Impact Mapping: Diagramming connections between activities and impacts.

Impact Pathway: Steps linking activities to desired goals and goals to impact.

Indicator: A measure (quantitative or qualitative) used to track progress or outcomes.

Input: Resources or information invested in a project.

K **Key Performance Indicator (KPI):** Quantitative metric indicating goal achievement.

L **Learning Outcome:** Knowledge or skills gained by participants.

Living Learnings Document: Ongoing file capturing reflections and best practices.

M **Micro Follow-Up Surveys:** Brief questionnaires for immediate feedback.

Milestones: Significant achievements marking progress.

Monitoring: Systematic tracking of project activities and outcomes.

Most Significant Change (MSC): Collecting stories to highlight critical project outcomes.

N **Narrative Methods:** Qualitative approaches focused on personal stories.

Needs Assessment: Identifying gaps between current and desired conditions.

Negative Impact Monitoring: Identifying and documenting unintended and undesired effects of a project.

O **Objectives:** Specific and concrete steps toward achieving goals.

Online Impact Tools: Digital resources for project planning and evaluation.

Outcome: Changes brought about by the project, mostly behavioral change by the beneficiaries.

Outcome Harvesting: Identifying outcomes and tracing them back to activities.

Outcome Mapping: Monitoring changes in behaviors or relationships.

Output: Direct tangible results of the activities from the project, mostly developed (but yet unused) skills, experiences, or materials.

P **Participatory Monitoring:** Stakeholder-inclusive tracking processes.

Participatory Rural Appraisal (PRA): Community-driven data collection method.

Problem Tree Analysis: Visual tool to identify root causes and effects.

Project Plan Canvas: Framework outlining activities, goals, and resources.

Purpose: Reason or intention behind a project.

Q **Qualitative Data:** Descriptive, non-numerical insights.

Qualitative Indicators: Non-numerical performance metrics.

Qualitative Methods: Techniques for analyzing non-numerical data.

Quantitative Data: Numerical information for analysis.

Quantitative Indicators: Numeric performance metrics, like percentages.

Quantitative Methods: Approaches analyzing numerical data.

R **Realist Matrix:** Tool clarifying causal mechanisms in different contexts.

Results-Based Management: Approach prioritizing measurable outcomes.

Results Chain: Sequential link of inputs, activities, outputs, and outcomes.

Risk Register: Identifying, evaluating, and mitigating risks.

S **SMART Framework:** Goal-setting method ensuring Specificity, Measurability, Achievability, Relevance, and Time-boundedness.

Status Quo: Current state or baseline situation.

Storytelling: Using narratives to illustrate project impact.

Survey Tools: Instruments for collecting quantitative data from participants.

T **Target Group:** Intended primary audience or participants of a project.

Theory of Change (ToC): Framework linking actions to desired changes.

Triangulation: Using multiple methods to validate findings.

V **Value:** Importance or worth of project outcomes.

Visual Reporting Tools: Diagrams and visuals for impact representation.

Volunteer Tracking Tools: Monitoring volunteer involvement and impact.

W **Workshops:** Interactive sessions for capacity building and reflection.

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