

Training of Facilitators

"Better Facilitators, Better Youth Exchanges"

A comprehensive evaluation of learning outcomes,
participant growth,
and programme effectiveness.

ACTIVITY DATES

27 Nov - 5 Dec
2025

LOCATION

Băile Govora
Romania

DURATION

9 Days
8-Day Programme

PROGRAMME

KA151-YOU
Accreditation Y5

24

Participants
from 7 countries

5.0

Overall satisfaction
score (out of 5)

100%

Felt safe, included
& respected

4.85

Average learning
outcome score



ORGANISED BY

Youth on the Move
Romania

learning for all

CO-FUNDED BY
THE EUROPEAN UNION

ERASMUS+
YOUTH ACCREDITATION
YEAR 5

A Training That Delivered on Every Dimension

The Training of Facilitators (ToF) — part of Youth on the Move Romania's Erasmus+ Youth Accreditation Year 5 — brought together 24 youth workers, facilitators, and volunteers from 7 European countries in the spa town of Băile Govora from 27 November to 5 December 2025. Post-training evaluation confirms a resounding success: every measured quality indicator scored 4.6 or above, with overall satisfaction, structure, safe learning environment, and clear communication all reaching a perfect 5.0 out of 5.

24

Participants from
7 European countries

5.0

Average overall
satisfaction score

100%

Safe, included
& respected

4.85

Avg. learning
outcome score

+2.5

Point growth in EIAG
(largest baseline gap)

ABOUT THE PROGRAMME

This training is grounded in Youth on the Move Romania's philosophy: **meaningful learning happens when people are empowered to create it themselves**. As part of Erasmus+ Youth Accreditation Year 5, it focuses on inclusion, diversity, and democratic participation — not as abstract ideals, but as lived practice.

The programme blends theory with practice, reflection with action, and individual growth with collective learning. Each day built on the previous, moving participants from team formation through to independent facilitation in a scaffolded, participant-centred approach.

Participants left with practical tools, theoretical frameworks anchored in Universal Design for Learning and non-violent communication, and a robust peer network committed to excellence in facilitation across Europe.

PROGRAMME OBJECTIVES

- Understand the role and ethics of a facilitator in youth work and inclusive education
- Distinguish formal, non-formal, and informal learning and explore experiential growth via the EIAG cycle
- Identify learning needs and construct effective, inclusive learning environments
- Apply Universal Design for Learning (UDL) and inclusive facilitation principles
- Develop practical facilitation skills promoting democratic participation
- Reflect on professional development using Youthpass and self-assessment tools

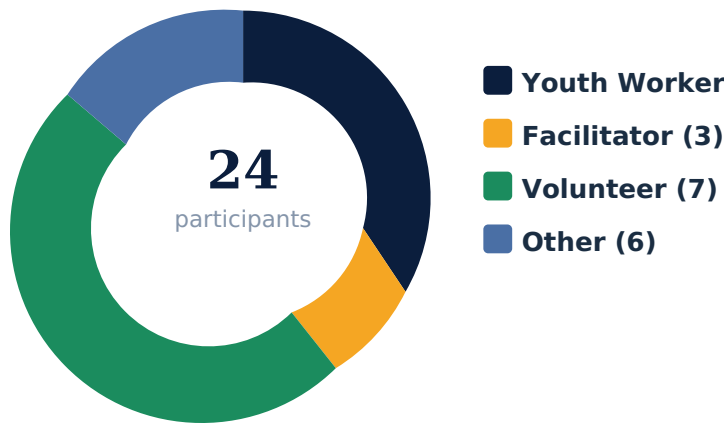
ERASMUS+ ALIGNMENT

Directly supports EU Youth Goals 1, 3 & 10 — connecting EU with Youth, Inclusive Societies, and Quality Youth Work — within the European youth work competence framework.

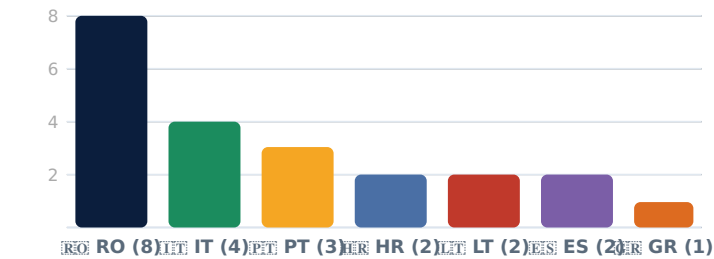
Participant Profile & Cohort Analysis

24 participants from 7 European countries and 12 partner organisations, bringing a rich mix of experience levels and professional backgrounds — creating the intercultural environment central to this programme's methodology.

ROLE DISTRIBUTION (N=24)



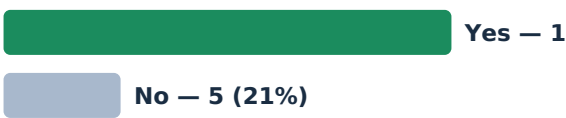
COUNTRY DISTRIBUTION



PARTNER ORGANISATIONS



PRIOR FACILITATION EXPERIENCE



HOW PARTICIPANTS FOUND THE TRAINING



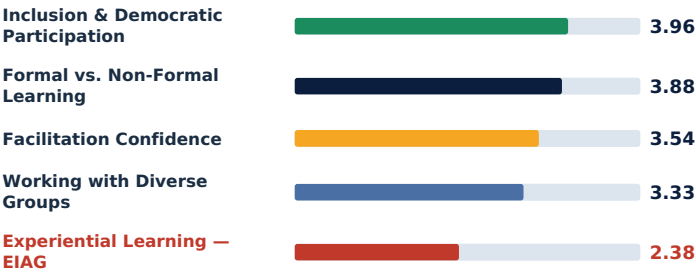
COMPETENCES MOST WANTED TO DEVELOP



Pre-Training Baseline Assessment

All participants self-assessed across five key competence dimensions on a 1-5 scale before the training began. The data reveals not just averages, but the spread of starting points — showing where the programme needed to work hardest.

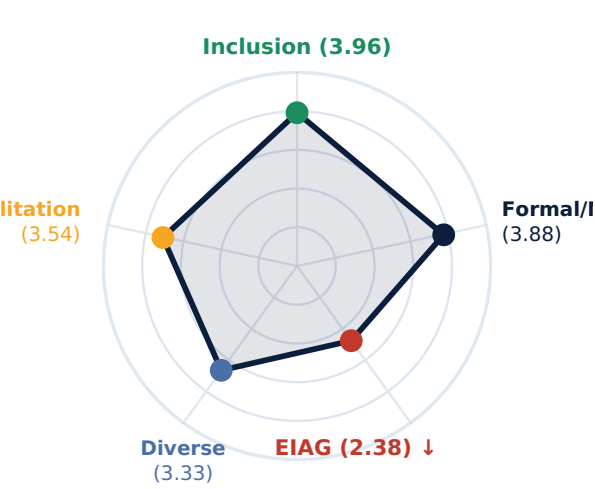
AVERAGE SCORES BY DIMENSION (SCALE 1-5)



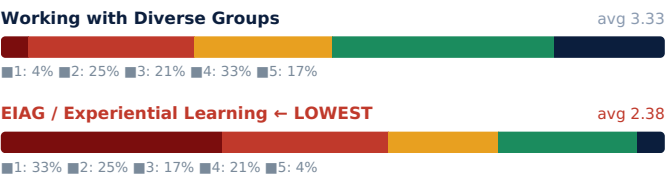
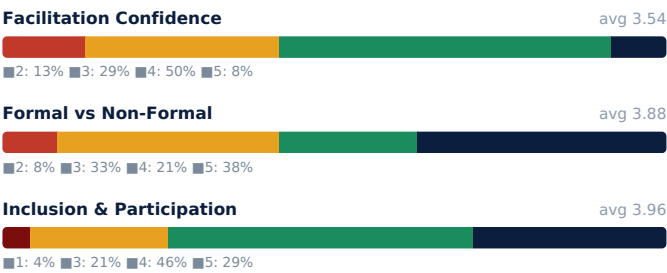
CRITICAL BASELINE FINDING

EIAG scored 2.38/5 — the lowest of any dimension, with a stdev of 1.28. A full 58% of participants scored 1 or 2. This validated Day 4 as the highest-priority content block and the greatest opportunity for measurable growth.

BASELINE COMPETENCE RADAR (SCALE 1-5)



SCORE DISTRIBUTION — % OF PARTICIPANTS PER LEVEL (■ 1 ■ 2 ■ 3 ■ 4 ■ 5)



58% scored 1 or 2 on EIAG — the most significant competence gap entering the training, and the strongest driver of the Day 4 design.

Participant Voices — Entering the Training

What participants hoped to gain, in their own words. These statements reflect the depth of commitment and diversity of motivation that shaped the group's collective learning culture from day one.

"I want to improve my facilitation and communication skills and learn how to design better activities. I hope to grow my confidence and learn new, creative methods that help build trust and active participation."

— TUDOR IOANA ALEXANDRA · YOUTH ON THE MOVE ROMANIA

"I want to learn how to adapt to different issues that can arise during sessions, to develop public speaking skills, and to create a fertile ground for meaningful discussions in diverse groups."

— ARMINDA-ZENaida BULIMAN · YOUTH ON THE MOVE ROMANIA

"I am really interested in the subject and I can also contribute with my own facilitation experience. I expect to gain more confidence, create new connections and broaden my horizons."

— NESS MAHFOUF · ROMANIA

"I would love to understand the complexities of the facilitator's role and gain the skills to eventually become one. I look forward to meeting people with interesting backgrounds and identifying common challenges."

— RÜBEN FILIPE GASPAR GOMES · SARDINE POSTURE, PORTUGAL

"I hope to deepen my understanding of group dynamics and strengthen my ability to create inclusive, safe spaces for diverse participants. I want to expand my competence and build a stronger European network."

— MIHAELA ŠPILJAK · NUM, CROATIA

"I believe volunteer teaching creates a positive impact in society and everyone deserves equal access to education. I want to improve my facilitation skills and learn new methods for working with diverse young people."

— HATICE KUBRA KAYA · YOUTH ACADEMY ITALY

🎯 TOP CHALLENGE

Keeping participants focused, motivated and actively engaged throughout sessions — especially in mixed-ability groups

👥 GROUP DYNAMICS

Managing heterogeneous groups with wide age and experience ranges fairly — balancing participation without pressure

⚡ DIFFICULT SITUATIONS

Handling discrimination, homophobia, or confrontational participants while maintaining a safe, inclusive learning environment

Day 1 **Getting Started: The Power of the Group**

Team building, group dynamics, expectations, learning contract

→ *Established psychological safety and shared group norms from hour one*

Day 2 **Understanding Facilitation & the Facilitator's Role**

What is facilitation? Values, ethics, competences

→ *Key moment: Facilitator vs. Trainer vs. Coach vs. Mentor — described as a career clarity session*

Day 3 **Non-formal, Formal, and Informal Education**

Understanding learning environments and methodologies

→ *Built shared vocabulary and conceptual alignment across the international group*

Day 4 **Learning through Experience**

Experiential learning and the EIAG model

→ *Addressed the highest-priority gap: EIAG averaged only 2.38 pre-training (58% scored 1-2)*

Day 5 **Assessing Needs & Designing Learning Environments**

Needs analysis, learning objectives, inclusive design, self-care & boundaries

→ *Bridged theory into practical session design; self-care session highly valued*

Day 6 **Universal Design for Learning & Inclusion in Practice**

Accessibility, diversity, NVC, bias & stereotypes, inclusive facilitation

→ *NVC tools and Inclusion/Exclusion activity — among the most cited post-training sessions*

Day 7 **Facilitation in Action: Practice & Feedback**

Facilitation skills, participation, structured peer and trainer feedback

→ *Participants led their own workshops — consistently rated the most impactful learning experience*

Day 8 **Evaluation, Recognition, and Follow-Up**

Evaluating learning, Youthpass reflection, European follow-up commitments

→ *Competence recognition and peer-to-peer network commitments for future collaboration*

Training Quality, Delivery & Learning Outcomes

Post-training evaluation captures both programme delivery quality and participant-reported competence growth. Every delivery dimension scored above 4.6. The comparison with pre-training baselines reveals substantial, measurable growth — greatest precisely where the programme invested the most effort.

PROGRAMME DELIVERY SCORES (POST-TRAINING)

Met expectations	★★★★★		5.00
Well-structured & easy to follow	★★★★★		5.00
Safe learning environment	★★★★★		5.00
Clear communication by facilitators	★★★★★		5.00
Learning objectives clear	★★★★★		4.92
Activities engaging & relevant	★★★★★		4.92
Facilitator well-prepared	★★★★★		4.92
Theory-practice balance	★★★★☆		4.62

4.93

Average across all 8 delivery dimensions

★★★★★

BASELINE VS. POST-TRAINING — COMPETENCE GROWTH



GROUP DYNAMICS

4.85/5

Understanding of group phases & facilitation responses

PROF. DEVELOPMENT

4.92/5

Highest-rated outcome — significant professional growth

NVC & CONFLICT

4.69/5

Practical tools for non-violent communication

What Participants Took Away

The truest measure of impact is what participants carry forward. These are their biggest insights, transformed understandings, and commitments to their future work — in their own words.

"Beyond all the sessions, the reflection component was extremely important to me. I now use it to design much more structured and effective activities, adapted to the specific criteria of each working group."

— MILEA ALEXIA CONSTANȚA · AIDE, ROMANIA

"Bias and stereotypes can be used to serve you in everyday work. Well-set boundaries are the secret behind every good facilitation — and all of us have our own unique way of delivering the message."

— MIHAELA ŠPILJAK · NUM, CROATIA

"I'm bringing home a structure and the figure of a facilitator in mind that now has a more clear shape. The most useful thing was being given a slot to facilitate our own session and receive structured feedback."

— TONI TOMASELLO · YOUTH ACADEMY ITALY

"The most memorable session was about managing group dynamics and facilitating dilemmas. My duty of care to everyone — that is what I take home."

— SHOKHIJAKHON SIDDIKOV · YOUTH ACADEMY ITALY

"Most useful I found to see that the trainer embodied what he was talking about — learning by his example. Now I have an overall view of how to facilitate. Now I know how to take a role."

— TANJA MRAVLINČIĆ · NUM, CROATIA

"Be truly inclusive. All sessions contributed to understanding what a facilitator is in their entirety. Every single one."

— RÚBEN GOMES · SARDINE POSTURE, PORTUGAL

🔍 BIGGEST INSIGHT

The distinction between Facilitator, Trainer, Coach, and Mentor — described as a "career clarity moment" by multiple participants across different nationalities

🛠️ TOOLS THEY'LL USE

EIAG cycle, NVC methods, energisers & role play, journaling, learning style adaptation, emotion management tools, structured peer feedback

📌 FUTURE COMMITMENTS

100% expressed intent — Yes or Maybe — to facilitate future Erasmus+ or ESC activities with Youth on the Move or their own partner organisations

MOST VALUED SESSIONS — QUALITATIVE ANALYSIS



Facilitator vs. Trainer vs. Coach vs. Mentor

Professional identity clarity — the single most transformative conceptual session, cited across multiple nationalities as life-changing for career direction.



Managing Group Dynamics

The most consistently cited practical module. Concrete tools for understanding group phases and engaging all members regardless of background or confidence level.



Handling Difficult Participants

Directly addressed the top pre-training challenge. Scenario-based strategies for managing disruption, passivity, or confrontation with care and confidence.



Non-Violent Communication (NVC)

Provided a language framework participants will use both in facilitation and daily communication. "Proper language and acknowledgement of the room" was frequently mentioned.



Self-Care & Boundaries

Uniquely valued by those who hadn't considered the facilitator's internal experience. Understanding different types of boundaries was described as practically and personally significant.



Bias, Stereotypes & Inclusion

Praised for its balance of self-reflection and interactivity. Created lasting awareness of unconscious facilitation patterns. The Inclusion/Exclusion activity was specifically cited.

Inclusion, Safety, Recommendations & Impact Summary

A training on inclusion must embody the values it teaches. Every measured dimension of safety and accessibility received the highest possible rating. We also draw four evidence-based recommendations for future editions.

100%

Felt safe, included and respected throughout all sessions

100%

Confirmed facilitators appropriately supported diverse learning needs

5.0

Average score for "safe learning environment created by facilitators" — a perfect rating

"The whole group was inclusive and really supportive. Discussion during activities was always encouraged — and even though it was sometimes long, it was never stopped or pushed to end sooner than needed."

— MIHAELA ŠPILJAK · CROATIA

"Communication creates safety. Small group activities create inclusion. Respect comes with the respect that you give. This training demonstrated that from day one."

— NICOLAE IOSA · EUROMOVE, ROMANIA

"Everything was better than I expected — and I had high expectations. They really did their best and everything went smoothly."

— ERIKA KANTARAVICIUTE · TAVOEUROPA, LITHUANIA

RECOMMENDATIONS FOR FUTURE EDITIONS



Theory-Practice Balance

Some sessions were perceived as theory-heavy. A higher ratio of practical exercises — especially for NVC — is recommended. This is reflected in the 4.62 balance score (the only sub-5.0 delivery dimension).



More Facilitation Practice

Multiple participants wished for additional time to practise facilitating with structured peer coaching. Building more participant-led sessions would deepen competence transfer.



Differentiated Entry Pathways

Baseline scores ranged 1–5 across all dimensions. Future editions could benefit from differentiated tracks or early diagnostic activities for more experienced participants.



Free-Time Inclusion

One participant noted that age differences made informal mixing harder outside sessions. Structured optional cross-group activities during free time would extend inclusion beyond formal programme hours.

CONCLUSION — MEASURING WHAT MATTERS MOST

The Training of Facilitators delivered clear, measurable impact across every dimension it set out to address. Participants arrived with diverse backgrounds, mixed competence profiles, and a shared commitment to becoming better youth workers. They leave with practical tools, theoretical frameworks, professional clarity about their identity and path, and a European network of peers.

This training did not just teach facilitation. It **embodied** it — and participants noticed.

ERASMUS+ CONTRIBUTION

By equipping 24 youth workers from 7 countries with competencies in inclusive facilitation, experiential learning, and democratic participation, this training multiplies its impact far beyond 9 days in Băile Govora — through every future youth exchange, training, and community project these participants will lead across Europe.

+2.5

Point growth in EIAG — largest baseline gap addressed

4.92

Professional development score — highest-rated outcome

7

European countries connected through shared learning

100%

Intent to facilitate future Erasmus+ or ESC activities

"Working in a group is not an unimportant part — it can be more effective than working individually. I came as a participant. I'm leaving as a facilitator."

— SVETLANA SERZHANTOVA · EUROPEAN HUMANITIES UNIVERSITY, LITHUANIA

