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Ref. Ares(2026)4454387 - 30/04/2026



## D2.3 – TOT #2 (GEORGIA)

# PHYSICAL EVENT – PUBLIC REPORT

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# WHAT IS EYONEDIP

EYONEDIP (**Empowering Youth Organizations in Neighborhood East for Digital Inclusion and Peacebuilding**) is a 24-month Erasmus+ Capacity Building project in the field of Youth (ERASMUSYOUTH2025CB, Grant Agreement No.101245244).

The project equips youth organisations in Armenia and Georgia to close digital gaps and foster peacebuilding. We combine Training of Trainers, Youth labs, and Crossborder prototyping with policy dialogue and strong institutional backing.

By strengthening youth organisations and empowering young people the project is aimed at ensuring high employability, enhanced cross-border collaboration, and tangible policy engagement by the end of the project.



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## PROJECT PARTNERS



## 1. Deliverable scope and reporting status

This report documents the second Training of Trainers cycle implemented in Georgia under WP2 of the EYONEDIP project. The activity was carried out in Kobuleti, Georgia, with arrival on 22 April 2026, five full training days from 23 to 27 April 2026, and departure on 28 April 2026. The event was hosted by the Student-Youth Council (SYC) at Hotel “Megobroba”, which served both as the training venue and as the accommodation and meal-provision site for participants.

For SYGMA reporting purposes, this document is submitted as Deliverable D2.3. It covers the core evidence foreseen for the advanced ToT in Georgia: invitation and agenda, signed presence list, five training days of implementation, daily reflection and feedback tools, final assessment, and Youthpass certification. Because the dissemination level of the deliverable is public, personal-data documents are referenced but not annexed.

### Deliverable compliance overview

Requirement from deliverable description	Implementation status	Treatment in this public version
Invitation & agenda	Prepared and circulated before the activity; agenda implemented in Kobuleti	Agenda summarised in Sections 4 and 6
Signed presence list	Collected on site for the full participant cohort	Not annexed due to personal data
Target of 20 participants	20 participants attended: 5 Student-Youth Council, 3 Copernicus Berlin, 4 Copernicus Yerevan, 4 ASUE and 4 Asociacion Projuven; continuity with D2.1 was prioritised but not fully identical	Explained in Section 3
Duration	5 training days + arrival/departure days completed as planned	Fully described
Daily reflection and feedback	90 completed daily forms archived (18 forms per day across 5 days)	Aggregated synthesis only
Final assessment	20 valid responses recorded on the final day	Aggregated table and chart included
Youthpass	Released for participants after the activity	Mentioned in Section 10

## 2. Alignment with the approved project design

In the approved Part B, the Georgia ToT is described as the advanced consolidation phase of WP2. It follows the initial ToT cycle in Armenia and the March micro-pilots, and it prepares partner teams for the next local delivery phase under the project.

The event therefore had a double function: first, to deepen the methodological content introduced in Armenia; and second, to translate feedback from local testing into improved trainer practice, more robust evidence-collection habits, and clearer preparation for the upcoming youth-oriented activities.

The Kobuleti training remained fully coherent with the project’s intervention logic: learn → test locally → refine → replicate. In practical terms, this meant that the programme combined advanced content on digital inclusion, conflict-sensitive facilitation, non-formal education, monitoring and evaluation, and trainer action-planning.

Specifically, the activity aimed to enable participants to:

- deliver advanced digital inclusion modules using collaborative tools and low-connectivity options;
- facilitate conflict-sensitive dialogue sessions, safe learning spaces, and basic mediation exercises;
- apply non-formal education and micro-teaching methods with structured peer feedback;
- use simple but robust monitoring, evaluation, and evidence-collection tools;
- finalise trainer packs and follow-up responsibilities for the next implementation stage.

### 3. Implementation context, participants and continuity

The training was implemented in Kobuleti, a Black Sea resort town, in a residential format. According to the practical information pack, participants were accommodated at Hotel “Megobroba”, meals were provided on site, and transport guidance was shared in advance for arrivals via Tbilisi, Kutaisi and Batumi. The working language was English, and organisers also provided pre-arrival support on insurance, dietary restrictions, emergency contacts and local rules.

The final participant composition was as follows: 5 representatives from the Student-Youth Council (host organisation), 3 from Copernicus Berlin, 4 from Copernicus Yerevan, 4 from the Armenian State University of Economics (ASUE), and 4 from Asociacion Projuven. In line with the original design, continuity with the first ToT cycle in Armenia (D2.1) was prioritised so that the same people could deepen the methodology and later replicate it locally. However, full one-to-one continuity could not be guaranteed because some originally trained staff were unavailable during the Kobuleti period due to work obligations, holiday periods, and overlapping commitments. Where substitutions were necessary, partners nominated alternative staff from the same organisations in order to preserve institutional continuity and ensure that ToT #1 materials, micro-pilot lessons, and organisational memory were carried forward.

This adaptation did not change the strategic role of the event. Rather, it required a stronger emphasis on internal handover within partner teams, clear trainer packs, and explicit confirmation of follow-up responsibilities on the final day.

Implementation item	Verified information
Host organization	Student-Youth Council (SYC), Georgia
Venue and accommodation	Hotel “Megobroba”, Kobuleti, Georgia
Dates	22–28 April 2026
Formal training duration	23–27 April 2026 (5 full training days)
Travel days	22 April (arrival) and 28 April (departure)
Working language	English
Participant composition	20 participants in total: 5 Student-Youth Council, 3 Copernicus Berlin, 4 Copernicus Yerevan, 4 ASUE, 4

	Asociacion Projuven
Feedback tools used	Daily feedback form (Days 1–5) and final assessment questionnaire (Day 5)
Additional learning-recognition tool	Youthpass

#### 4. Preparatory phase and practical arrangements

Preparation for the residential training started before participant travel. The organisers circulated a programme and an information pack that covered the overall project context, the detailed schedule, accommodation arrangements, meals, transport guidance, insurance requirements, emergency contacts, and basic behavioural/safety rules applicable in Georgia.

These materials performed an important quality-assurance function: they reduced uncertainty before arrival, clarified practical expectations, and helped participants arrive better prepared for the residential learning format.

A WhatsApp group was created from the arrival day onward. This group functioned as a real-time coordination channel throughout the activity and afterwards remained useful for sharing resources, reminders, follow-up tasks and peer support.

The pre-event package and the opening session also reinforced Erasmus+ compliance through:

- project introduction and framing of the activity within EYONEDIP;
- visibility reminders on EU co-funding and communication requirements;
- clarification of participant expectations and learning agreements;
- practical guidance on documentation and evidence that would be needed after the training.

#### 5. Training design and methodology

The Kobuleti ToT was not conceived as a stand-alone seminar, but as a practical refinement stage situated between ToT #1 and the upcoming local delivery phase. Its design was therefore intentionally iterative and competence-oriented.

Methodologically, the training combined short expert inputs, structured discussion, micro-teaching, role-play, peer review, action planning and daily reflection. This is fully in line with the project's non-formal education logic and with the quality criteria described in the application.

Particular emphasis was placed on linking content areas rather than treating them in isolation. Digital collaboration was discussed together with accessibility and low-connectivity realities; dialogue and peacebuilding were addressed together with online behaviour, hate speech and misinformation; and monitoring tools were presented together with practical Erasmus+ evidence requirements.

The methodology tested and consolidated in Kobuleti rested on the following pillars:

- continuity from ToT #1 and systematic use of lessons emerging from the March micro-pilots;
- learning by doing, especially through two rounds of micro-teaching and guided peer feedback;
- daily reflection spaces allowing mid-course pedagogical adjustments;
- practical orientation toward future local delivery, not only theoretical discussion;
- clear translation of learning into trainer packs, action plans and follow-up responsibilities.

## 6. Programme overview and day-by-day agenda logic

The programme followed the residential format foreseen in the project work plan. The agenda progressed from consolidation of prior learning, to advanced thematic deepening, to application and final implementation planning. Table 1 summarises the day-by-day logic.

Day	Core themes	Main methods	Expected output
Day 0 – Arrival	Orientation, logistics, informal networking	Arrival support, informal coordination	Participants settled, communication channels activated
Day 1	Opening, recap of ToT #1, review of micro-pilot feedback, advanced facilitation, safeguarding	Plenary input, facilitated review, discussion, reflection	Shared understanding of lessons learned and advanced facilitation needs
Day 2	Advanced e-collaboration, low-connectivity delivery, digital safety, micro-teaching round 1	Tool demonstrations, practice, peer feedback	First applied practice cycle on digital-delivery methods
Day 3	Conflict analysis, active listening, mediation basics, dialogue facilitation, digital peacebuilding, micro-teaching round 2	Role-play, scenario work, practice, reflection	Improved confidence in conflict-sensitive and dialogue-based facilitation
Day 4	Learning measurement, evidence package rules, session-plan refinement, Youthpass	Practical input, document-based work, guided reflection	Improved monitoring/evidence skills and stronger readiness to document results
Day 5	Trainer packs, team action plans, post-test/evaluation, follow-up responsibilities, closing	Planning workshop, evaluation, plenary confirmation	Operational readiness for next local delivery steps

In substantive terms, the agenda addressed the following themes across the five training days:

- Consolidation and advanced facilitation: recap of prior learning, micro-pilot review, inclusion by design, safeguarding and safe learning spaces.
- Advanced digital collaboration: shared digital tools, structured teamwork, low-connectivity delivery options, and basic data protection.
- Conflict transformation and dialogue: conflict analysis, active listening, mediation basics, dialogue in mixed/sensitive groups, online behaviour and hate speech.
- Monitoring and evidence: simple learning-outcome tools, daily reflection logic, Erasmus+ evidence package requirements, and Youthpass validation.
- Replication planning: trainer packs, action plans, post-test, alumni/support-network logic, and confirmation of follow-up responsibilities.

## 7. Detailed implementation narrative

### 7.1 Day 0 – Arrival and orientation

Participants arrived in Kobuleti on 22 April 2026. The arrival day was used for check-in, lunch, informal networking and practical orientation. Although no formal thematic session took place, this first day mattered for the overall learning process: it allowed participants to meet each other, confirm practical arrangements, and enter the residential format in a calmer way before the intensive five-day programme began.

### 7.2 Day 1 – Foundation, visibility, recap and advanced facilitation

The formal programme opened with registration, welcome remarks, and project framing. The opening reinforced Erasmus+ visibility and funding rules and clarified participant expectations. The first substantive session revisited the key learning points of ToT #1 and reviewed the results of the March micro-pilots, focusing on what had worked and what required refinement. This created a direct bridge between prior learning and the advanced phase.

The afternoon addressed advanced facilitation skills, group dynamics, inclusion, accessibility by design, and safeguarding basics. These topics were essential because the project now moved from initial trainer preparation toward higher-stakes local replication. Day 1 therefore laid the pedagogical foundation for the rest of the week: it aligned expectations, positioned the micro-pilots as a source of evidence, and re-centred the training on quality of facilitation rather than content transmission alone.

### 7.3 Day 2 – Advanced digital collaboration and first micro-teaching cycle

Day 2 deepened the digital-inclusion component of the methodology. Participants worked on advanced e-collaboration, including shared documents, collaborative boards and structured online teamwork. Just as importantly, the programme addressed low-connectivity and offline delivery options, which are particularly relevant in contexts where digital access is uneven.

A dedicated session on digital safety and responsible communication introduced basic data-protection considerations and reinforced the importance of safe online participation. In the afternoon, the first round of micro-teaching allowed participants to practise short delivery segments. This moved the training from knowledge acquisition to performance-based learning: participants tested their facilitation, received direct feedback, and could identify where their delivery methods still needed refinement.

### 7.4 Day 3 – Conflict analysis, dialogue and peacebuilding practice

The third day concentrated on conflict transformation and peacebuilding facilitation. Participants revisited conflict analysis through the lenses of stakeholders, triggers, escalation and de-escalation, then practised active listening and mediation basics through role-play. The next session focused on dialogue methods for mixed or sensitive groups and explicitly linked digital spaces to peacebuilding questions such as misinformation, online behaviour and hate speech.

The second micro-teaching round required participants to integrate dialogue-oriented methods into digital or community-learning settings. This was a decisive pedagogical step, because it tested whether participants could combine the project's two main thematic pillars—digital inclusion and peacebuilding—within a coherent facilitation approach.

### 7.5 Day 4 – Monitoring, evidence and learning validation

Day 4 translated methodology into implementation quality and reporting discipline. Participants explored how to measure learning outcomes with simple tools, how to document progress, and what evidence must be collected and stored for Erasmus+ purposes. The purpose of this session was not bureaucratic only; it was also pedagogical, because it positioned evidence collection as part of good training design.

The next session focused on improving session plans based on pilot feedback, thereby reinforcing the iterative learning cycle embedded in the project design. The afternoon Youthpass session guided participants through the logic of learning recognition and how to formulate learning outcomes more clearly and effectively. In this way, Day 4 ensured that the trainer cohort was not only able to deliver sessions, but also able to evaluate and validate the learning that took place.

### 7.6 Day 5 – Final trainer packs, action plans, evaluation and closing

The final working day was dedicated to operational readiness. Participants finalised “trainer packs” and clarified team action plans for the next local delivery phase: who would deliver which sessions, in what setting, and with which evidence. This strengthened internal accountability and made the transition toward the next project stage concrete.

The final programme block included post-test and evaluation, followed by discussion of next steps, alumni/support-network logic, and preparation for WP3. The closing session confirmed follow-up responsibilities and helped ensure that the learning generated in Kobuleti would not remain isolated at the level of the event itself. The day therefore combined reflection, operational planning and formal closure.

### 7.7 Departure day

On 28 April 2026, participants departed after breakfast. By that point, the residential week had produced not only completed sessions, but also stronger inter-partner coordination, shared documentation habits, and clearer next-step commitments.

## 8. Daily reflection, participant feedback and formative adjustment

Quality monitoring was built into the activity from the outset. Each training day ended with a structured reflection moment and a short participant feedback form focused on five questions: clarity of sessions, usefulness for the trainer/youth-worker role, active involvement, effectiveness of the methods used, and overall satisfaction with the day.

A total of 90 completed daily forms were archived across the week. Based on the files received, this corresponds to 18 completed forms per training day. These were complemented by facilitator observations and daily debrief points.

The review of the daily material points to the following recurring patterns:

- Across the week, participants generally considered the sessions clear and easy to follow, indicating that the overall pedagogical architecture was understandable even when the content became more advanced.
- The most positively perceived elements were the practical and participatory components—especially micro-teaching, peer exchange, application exercises and the direct link to future local delivery.
- Active involvement remained positive overall, but was somewhat more variable during denser concept-heavy blocks, especially where monitoring/evidence requirements or role clarification demanded more concentration than interaction.
- The daily reflection mechanism appears to have supported adaptive facilitation: organisers were able to clarify instructions, rebalance the pace of certain blocks, and maintain enough space for feedback and group processing.

A qualitative day-by-day synthesis of the feedback suggests:

- Day 1 generated the widest variation of responses, which is typical in an advanced training when participants are repositioning themselves after a previous training cycle and adapting to a new venue and cohort composition.
- Day 2 was appreciated for its concrete focus on digital collaboration, low-connectivity realities and the first practice opportunities.
- Day 3 benefitted from the strong practical orientation of the conflict-analysis and dialogue sessions, especially the role-play and facilitation practice components.
- Day 4 was valued for its usefulness but was also one of the more demanding days intellectually, because it combined monitoring, evidence package rules, session-plan refinement and Youthpass logic.
- Day 5 closed the week positively by transforming learning into practical trainer packs, team action plans and clearly assigned next steps.

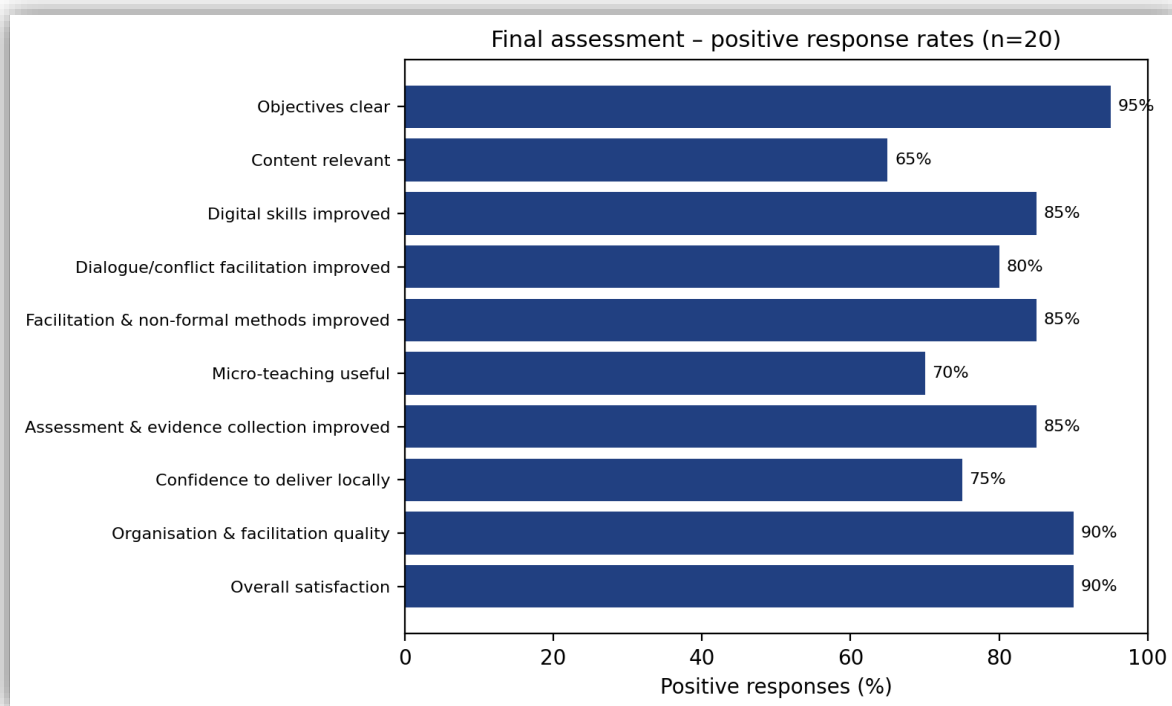
## 9. Final assessment results

A structured final assessment questionnaire was completed on the last training day. Twenty valid responses were recorded. The questionnaire focused on clarity, relevance, thematic learning gains, facilitation methods, evidence collection, confidence for local delivery, organisational quality and overall satisfaction.

Overall, the results indicate a strong level of participant satisfaction and a solid perceived consolidation of the competencies targeted by the advanced ToT. Average positive response rate across the ten questions was 82%. The highest result concerned clarity of objectives (95%), while the more mixed area concerned relevance to participants' own work roles (65%), which is understandable in a multi-partner cohort with different institutional functions.

Question	Distribution of responses	Positive responses	Comment
Objectives clear	Strongly agree: 9; Agree: 10; Strongly disagree: 1	95%	Very strong clarity and shared understanding of purpose.
Content relevant	Strongly agree: 3; Agree: 10; Neutral: 6; Disagree: 1	65%	Generally positive, but more varied because participant roles differed across organisations.
Digital skills improved	Strongly agree: 4; Agree: 13; Neutral: 1; Disagree: 1; Strongly disagree: 1	85%	Strong perceived improvement in digital facilitation capacity.
Dialogue/conflict facilitation improved	Strongly agree: 3; Agree: 13; Neutral: 3; Disagree: 1	80%	Solid perceived gains in dialogue and conflict-sensitive facilitation.
Facilitation & non-formal methods improved	Strongly agree: 6; Agree: 11; Neutral: 2; Disagree: 1	85%	Strong confirmation that non-formal methods were consolidated.
Micro-teaching useful	Strongly agree: 4; Agree: 10; Neutral: 5; Disagree: 1	70%	Positive overall, though some participants would have benefited from even more practice time.

Assessment & evidence collection improved	Strongly agree: 5; Agree: 12; Neutral: 2; Disagree: 1	85%	Strong result for one of the core goals of the advanced ToT.
Confidence to deliver locally	Strongly agree: 5; Agree: 10; Neutral: 5	75%	Good confidence level for future local delivery.
Organisation & facilitation quality	Strongly agree: 6; Agree: 12; Disagree: 2	90%	Very strong rating for organisation and facilitation quality.
Overall satisfaction	Strongly agree: 8; Agree: 10; Neutral: 1; Strongly disagree: 1	90%	Overall experience assessed positively.



The final assessment allows three broad conclusions:

- The advanced ToT succeeded in maintaining organisational coherence, clear framing and strong facilitation quality throughout the residential week.
- Participants perceived clear learning gains in digital skills, facilitation methods, evidence collection and confidence for local delivery—the areas most central to the advanced phase of WP2.
- More neutral responses on content relevance and on the micro-teaching block suggest room for further role-tailoring and for additional time dedicated to guided practice in future iterations.

## 10. Youthpass and learning recognition

Learning recognition was explicitly embedded in the programme rather than treated as an administrative afterthought. The Youthpass approach was introduced in a dedicated session and then revisited during the final stage of the activity, when participants reflected on competences developed through the week.

This helped participants connect the training with the broader European competence framework and articulate learning outcomes related to digital facilitation, constructive dialogue, non-formal education, evaluation and teamwork. Youthpass certificates were subsequently released for participants, in line with the deliverable requirements.

## 11. Follow-up responsibilities and contribution to the next project phase

The closing stage of the training did not simply end the event; it converted learning into operational commitments. Participants finalised trainer packs, discussed session ownership, and clarified which partner teams would be responsible for the next implementation steps and associated evidence.

This was especially important given the partial change in participant composition compared with ToT #1. The closing process therefore acted as an internal transfer mechanism, ensuring that methodological continuity would be preserved at organisational level even where individual continuity had been affected by availability constraints.

The Kobuleti ToT generated direct value for the next phase of the project by:

- strengthening the trainer cohort’s ability to replicate the methodology in local youth settings;
- consolidating action plans for future local delivery and the preparation of Innovation Labs;
- translating micro-pilot lessons into refinements on facilitation, inclusion, pacing and evidence collection;
- maintaining a post-event support channel through the participant WhatsApp group and partner coordination.

## 12. Evidence package and public-version limitations

The full evidence package was collected and archived by the organising and partner teams. Because this deliverable is public, only narrative summary, aggregated results and public-safe annexes are included here.

Evidence item	Status	Treatment in public report
Invitation and agenda	Prepared and implemented	Agenda summarised in Sections 6 and Appendix A
Signed presence list	Collected on site	Not annexed due to personal data
Daily feedback forms	Collected for all 5 training days	Only aggregated synthesis included
Final assessment questionnaire	Completed on final day	Aggregated table and chart included
Youthpass certificates	Released after the activity	Mentioned narratively
Participant photos	Collected internally	Not annexed in public version
Practical information pack	Prepared and circulated	Public-safe summary included in Sections 3–4

## 13. Conclusion

The Kobuleti activity successfully fulfilled the function foreseen for the advanced ToT phase of WP2. It consolidated the methodology introduced in Armenia, integrated the lessons emerging from the March micro-pilots, and equipped the partner teams with stronger capacity for the next implementation stage.



The event also strengthened the project's quality-management logic. It linked daily reflection, evidence collection, learning recognition and action planning within a single residential process rather than treating them as separate obligations.

Overall, the activity confirms that the EYONEDIP ToT methodology is not only replicable but improvable through iterative practice. The Georgia training therefore represents a key bridge between trainer preparation and higher-quality local delivery in the fields of digital inclusion, peacebuilding and youth participation.

## Appendix A. Public agenda summary

The agenda below provides a public-safe summary of the programme implemented in Kobuleti. Personal data and internal coordination details are excluded.

Day	Sessions covered	Public summary of intended output
Day 0 – 22 April	Arrival, lunch, orientation, dinner	Participant arrival, venue orientation, coordination setup
Day 1 – 23 April	Opening and welcome; project introduction; visibility rules; recap of ToT #1; review of micro-pilot feedback; advanced facilitation; safeguarding; daily reflection	Shared baseline for the advanced phase and improved understanding of facilitation quality requirements
Day 2 – 24 April	Advanced e-collaboration; low-connectivity delivery options; digital safety and responsible communication; micro-teaching round 1; daily reflection	Practical strengthening of digital delivery competences
Day 3 – 25 April	Conflict analysis; active listening and mediation practice; dialogue facilitation in mixed/sensitive groups; digital spaces and peacebuilding; micro-teaching round 2; daily reflection	Applied conflict-sensitive facilitation practice
Day 4 – 26 April	Learning-outcome measurement; evidence package rules; final improvements to session plans; Youthpass learning outcomes; daily reflection	Improved monitoring, evidence and learning-recognition capacities
Day 5 – 27 April	Final trainer packs; team action plans; post-test and evaluation; next steps and alumni/support-network logic; closing and confirmation of follow-up responsibilities	Operational readiness for the next project stage
Day 6 – 28 April	Departure	Participant departure

## Appendix B. Monitoring tools used (public templates)

### Daily feedback form used at the end of each training day (Days 1–5):

- Today's sessions were clear and easy to follow.
- Today's content was useful for my role as a trainer/youth worker.
- I felt actively involved in today's activities.
- The methods and exercises used today were effective.
- Overall, I am satisfied with today's training day.



**Final assessment questionnaire used on Day 5:**

- Objectives clear
- Content relevant
- Digital skills improved
- Dialogue/conflict facilitation improved
- Facilitation & non-formal methods improved
- Micro-teaching useful
- Assessment & evidence collection improved
- Confidence to deliver locally
- Organisation & facilitation quality
- Overall satisfaction