



# VIP PROJECT

## IMPACT ASSESSMENT

Erasmus+ KA2 project on adult English learning and cultural heritage preservation in rural areas.

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## INTRODUCTION

The following document presents the global impact assessments of the project, resulting from the local impact assessment conducted by each partner associations. Four indicators were established for measurement: **English Proficiency (I)**, **Autonomy and Access to Digital Platforms (II)**, **Preservation & Promotion of Local Cultural Heritage (III)**, and Dissemination and outreach (IV).

In this regard, the first section presents an analysis of participant outcomes, including both qualitative and quantitative information. First, a statistical and descriptive analysis of the questionnaires and tests administered to explore Indicators I, II, and III is provided. Second, quantitative information on project participation is presented.

The second section contains the overall SWOT analysis of the project, developed from the local SWOT analyses conducted by each partner organization.

Finally, the third section presents quantitative information on the project's dissemination efforts.



## VIP PROJECT- IMPACT ASSESMENT

### I. PARTICIPANTS ANALYSIS

#### a. ANALYSIS PER INDICATOR

##### 1.1. English Proficiency:

To evaluate this indicator, the test “Test Your Level of English” from the EUROPA School of English was used. The test consists of 60 questions and determines the participant’s English level according to the CEFR scale (A2 to C2). This test was administered at the beginning of the course and then again at the end by the teacher. Both data points (number of correct answers and English level obtained) were recorded in an Excel spreadsheet and later compared to determine the percentage increase in results per participant.

In this way, the overall performance of the participants shows a significant upward trend in English proficiency. Across all participants, the average improvement in test scores was approximately **21.84%**.

The results were relatively balanced across the three participating countries, though Portugal showed a slight lead in average percentage growth.

- **Portugal:** Achieved an average improvement of 22.59%. The group was characterized by a high number of beginners (A1) who successfully moved to A2 and B1 levels.
- **Greece:** Achieved an average improvement of 21.57%. This group produced the two highest individual improvements (96% and 80%), although it also had several participants with slight negative progression (-16% to -4%).
- **Italy:** Achieved an average improvement of 21.25%. While the average is consistent with other countries, this group showed high volatility, with some participants jumping to higher levels and others showing some drop.

Also, there is a visible difference in the average improvement when categorized by gender:

- Male Participants: Showed an average improvement of 28.72%.
- Female Participants: Showed an average improvement of 18.30%.

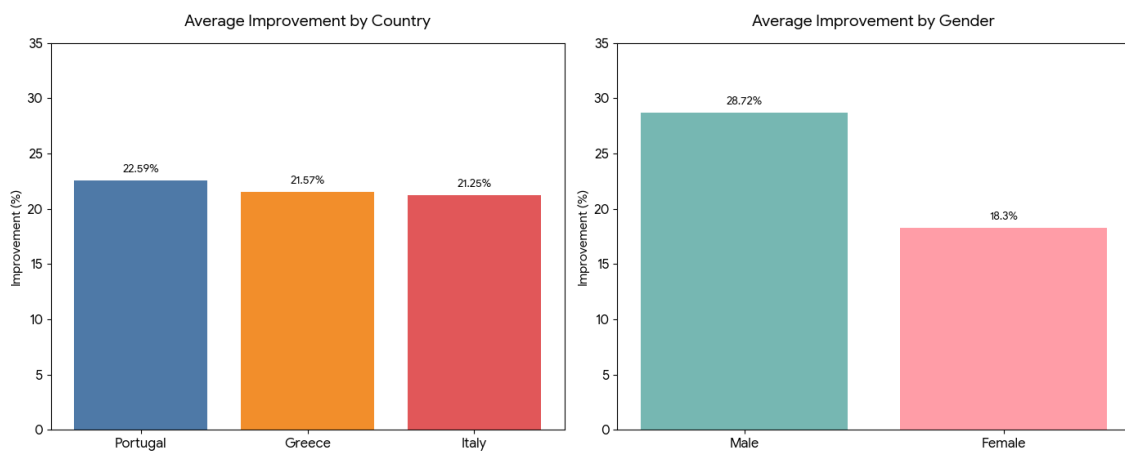
In this specific project cohort, male participants demonstrated a higher average percentage of improvement compared to female participants. However, it is important to note that the female sample size was nearly double that of the male sample, which can influence average distributions

Finally, the data suggests a strong correlation between the initial level of the participant and the capacity for percentage-based growth.



- A1 and A1-A2 (Beginners): This group showed the highest potential for growth, with many jumping multiple levels (e.g., A1 to B1 or B2). The average improvement for those starting at A1 was significantly higher than those at higher levels.
- A2 (Intermediate-Beginner): This group showed more stability but also more frequent negative progression. While many reached B1 or B2, the percentage of growth was generally more moderate compared to the A1 group.
- B1 and C1 (Advanced): Only 3 participants started at these levels. Their improvement scores were low (1.67%) or negative (-33.33% and 13.33%). This indicates a "ceiling effect," where participants with high initial scores have less room for statistical improvement on the same test, or perhaps found the exit test more challenging in higher-tier questions

English Proficiency: Growth Overview



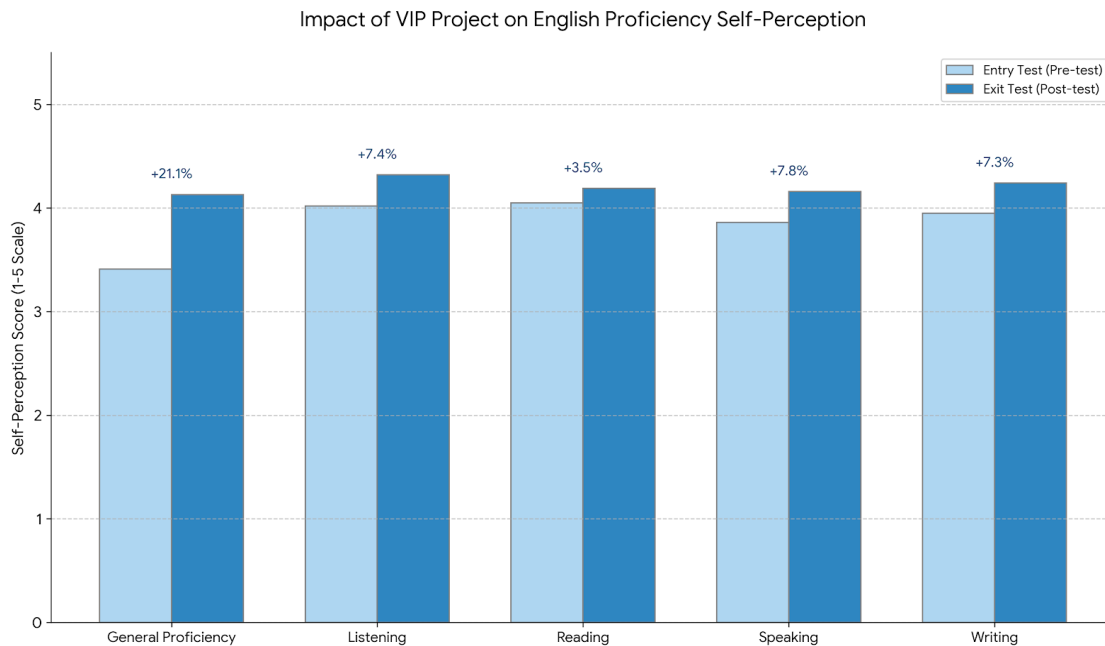
## 1.2. Autonomy and Access to Digital Platforms:

To evaluate this indicator, two instruments were used. To measure autonomy, the Self-Perceptions towards English Proficiency test (Kaewwichian, 2018) was applied, while digital competences were assessed using the DigComp Test, in line with the European Digital Competence Framework. Both assessments were carried out at the beginning and at the end of the project in order to evaluate the increase in participants' perceptions and competences upon completion of the project.

First of all, the analysis of the "Self-perception towards English Proficiency" survey, conducted at the beginning and end of the project, demonstrates a significant positive shift in the participants' confidence and linguistic autonomy.

To measure the impact on participants' English self-perception, a quantitative conversion was applied to the qualitative responses collected via the Likert-scale surveys. Each self-assessment category (ranging from "Strongly Disagree" to "Strongly Agree") was assigned a numerical value from 1 to 5. The scores for each competency (General Proficiency, Listening, Reading, Speaking, and Writing) were averaged for both the entry and exit tests. The percentage of improvement was then calculated by determining the relative growth between the initial baseline and the final mean scores of the participants who completed both phases of the project.

- **General Confidence** The most remarkable result is found in General Proficiency, which saw a 21.1% increase. At the start of the project, many participants felt hesitant about basic interactions (e.g., introducing themselves or answering personal questions). By the end of the project, the average score moved from "Neutral" to "Agree/Strongly Agree," indicating that participants now perceive themselves as capable of handling most communicative situations encountered during travel or heritage promotion.
- **Oral Communication** Reflecting the project's focus on cultural exchange and mobility, Speaking and Listening skills showed solid improvements of 7.8% and 7.4% respectively. Participants reported a higher ability to recognize familiar words in slow speech and a greater ease in interacting simply with interlocutors, even if repetitions are needed. This validates the success of the LTTA's in providing a safe environment for oral practice.
- **Reading and Writing** While the project prioritized oral skills, participants also reported gains in their ability to process written information (+3.5%) and produce simple texts (+7.3%). These improvements were particularly noted in the context of reading signs, menus, and brochures, essential skills for the promotion of local cultural sites.



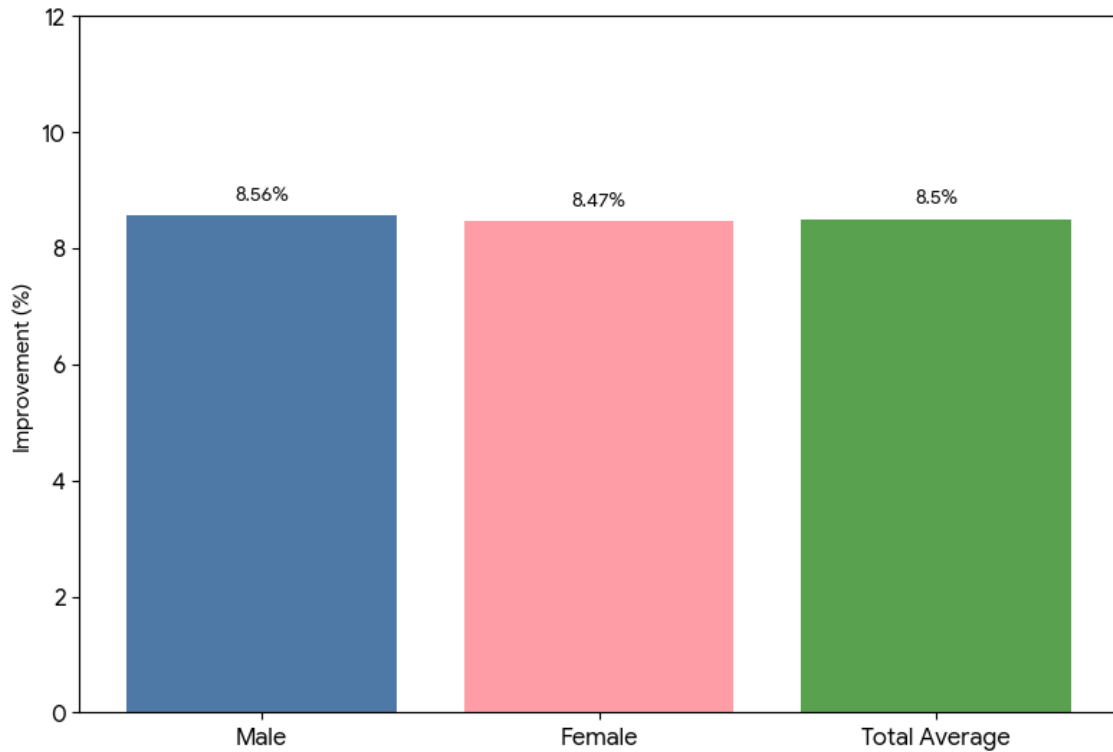
Secondly, regarding the results obtained in the DigiComp Test, an average improvement of 8.5% is observed, with the average entrance score being 56.68%, rising to an average exit score of 65.21%.

The data shows almost no disparity in digital skill acquisition between genders:

- Male Participants Showed an average improvement of 8.56%.
- Female Participants: Showed an average improvement of 8.47%.

Taking this into account, we can conclude that gender was not a determining factor in digital learning outcomes for this cohort, as both groups improved at nearly identical rates.

Digital Skills (DigiComp) Improvement



Note: Initial score 56.68% → Exit score 65.21%

### 1.3. Preservation & Promotion of Local Cultural Heritage:

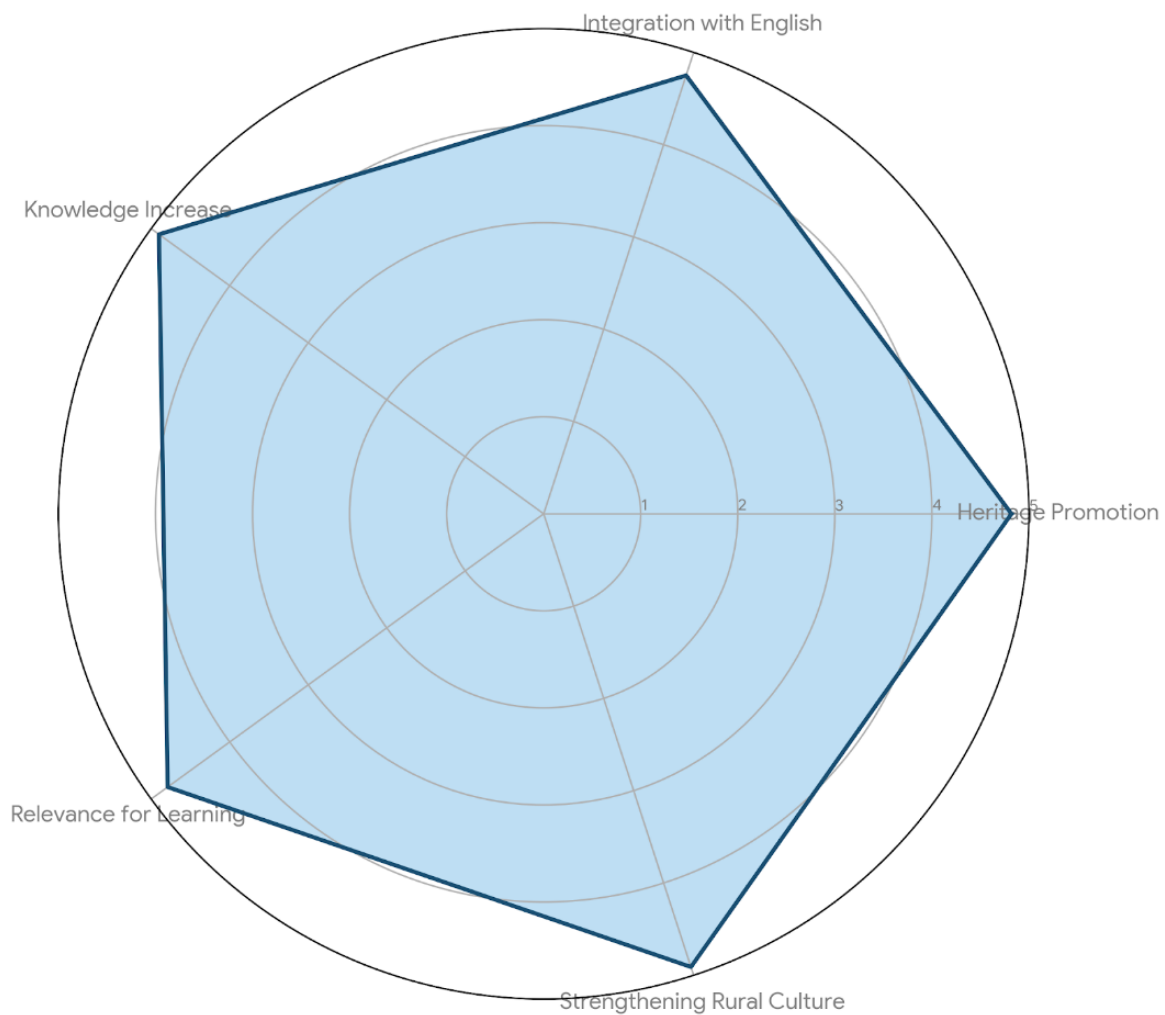
The assessment of the project's impact on cultural heritage (Indicator III) was conducted using a dedicated evaluation instrument designed to measure both perception and behavioral changes. Qualitative responses regarding the integration of local history and language learning were converted into a 5-point numerical scale to determine the mean level of satisfaction and perceived relevance. Additionally, frequency-based data was extracted to quantify the participants' transition from passive learners to active cultural advocates. This methodology ensures that the reported results on heritage valorization are supported by a structured correlation between educational activities and the participants' increased commitment to their local traditions. Taking this into account, the results are the following:

- **Contribution to Heritage Valorization:** The data reveals an overwhelming consensus regarding the project's impact on local culture. On a 1-to-5 scale, participants rated the project's contribution to the preservation and promotion of cultural heritage at an average of 4.82. This indicates that the "VIP - Villages Inclusion through Preservation" project succeeded in its core mission: making local traditions visible and relevant through an international educational framework.
- **Pedagogical Synergy:** English & Culture: A key area of analysis was the integration of local heritage into language teaching. Participants rated this synergy with an average score of 4.75 ("Excellent"). Respondents noted that learning English using their own village's history as the primary subject matter increased their motivation and made

the learning process more meaningful. This confirms that local heritage acts as a powerful catalyst for adult education in rural areas.

- **Knowledge Acquisition and Personal Growth:** The project served as a significant tool for "internal discovery." 92% of respondents stated that their knowledge of their own local heritage increased "A lot" (the highest possible rating). This suggests that the research and preparation required for the English activities led participants to rediscover forgotten aspects of their local history, strengthening their sense of identity and cultural pride.
- **Proactivity and Behavioral Change:** Beyond theoretical knowledge, the project triggered tangible actions. 85% of the participants reported engaging in new heritage-related activities (such as visiting historical sites, attending local cultural events, or conducting independent research) as a direct result of the project. Notably, more than half of these participants now do so on a "frequent" or "continuous" basis, ensuring the project's sustainability beyond its official timeframe.

### Indicator III: Preservation & Promotion of Cultural Heritage (Performance Scale)





#### 1.4. Learning, Teaching, and Training Activities Evaluation:

The evaluation of the activities was conducted through a satisfaction and learning questionnaire administered to all participants at the conclusion of each mobility. The assessment utilized a 5-point Likert scale, where 1 represented "Totally disagree / Not so good" and 5 represented "Totally agree / Very good". The questionnaire was structured into three primary categories: Learning Outcomes (covering English proficiency, cultural heritage knowledge, digital skills, and personal autonomy), Personal Satisfaction (assessing comfort, respect, rest, social interaction, and enjoyment), and Organization, Accommodation & Team (evaluating prior information, the training team, housing, and catering).

This analysis consolidates the data from both LTTA1 (Italy) and LTTA2 (Greece) to provide a comprehensive overview of the project's impact.

- **Demographic Correlation: Gender and Country of Origin**

Across both activities, a total of 24 participants were surveyed, with a consistent 12 respondents per event.

- Portugal (PT): This delegation showed perfect gender parity, with 6 Males and 6 Females across the two sessions.
- Greece (GR) & Italy (IT): These delegations showed an identical gender split, favoring women. Each country sent 2 Males and 4 Females.

Total Correlation: The overall group was composed of 10 Males (41.7%) and 14 Females (58.3%). While the Portuguese group remained balanced, the Greek and Italian delegations were predominantly female.

- **Combined Learning Outcomes**

The educational objectives were met with high success across the board, with cultural and personal growth being the most prominent results.

- Cultural Heritage & Autonomy: Both areas achieved a high global average of 4.67/5. Participants strongly agreed that the activities improved their understanding of European heritage and their individual independence.
- English Language Skills: The global average was 4.42/5. Most participants felt a significant improvement, though this area saw slightly more varied scoring (ranging from 3 to 5) compared to cultural knowledge.
- Digital Skills: This was the most moderately rated learning outcome, with an average of 4.29/5, yet it still indicates a high level of perceived progress.

- **3. Personal Satisfaction and Group Dynamics**

The social climate was one of the strongest aspects of the program.

- Respect and Social Connection: The highest scores in the entire survey were for "Feeling Respected" and "Making New Friends," both averaging 4.79/5. This suggests a highly inclusive and welcoming environment.
- Comfort and Fun: Participants reported high levels of comfort (4.71/5) and enjoyment (4.75/5).
- Time to Rest: Consistent with the individual analyses, this was the lowest-rated satisfaction metric globally, with an average of 4.33/5. Specific feedback indicated



that schedules were sometimes "too hectic," particularly for the over-40 demographic.

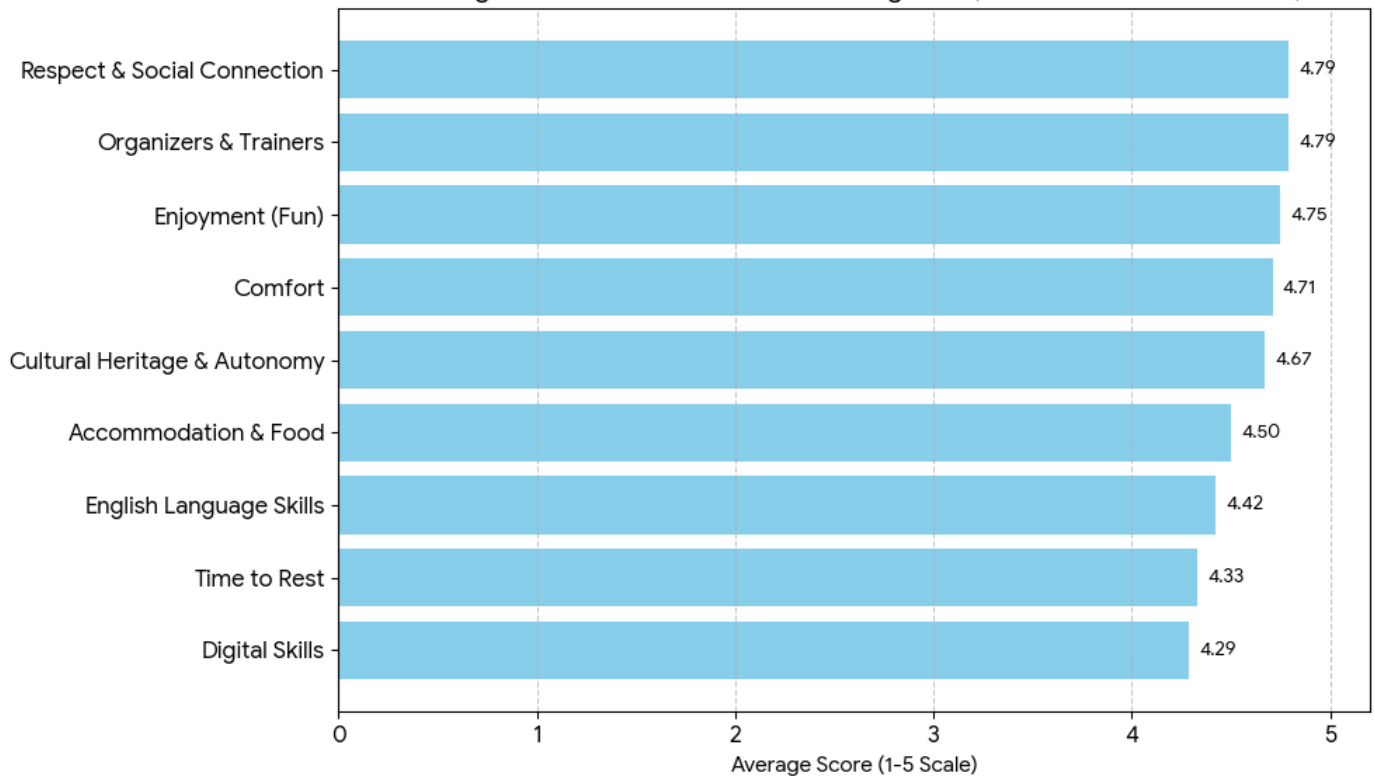
- **Organization and Logistics**

- The Team: The organizers and trainers were the highest-rated organizational element, achieving a 4.79/5, with participants frequently praising their helpfulness and professionalism in the comments.
- Accommodation and Food: Both logistics categories were rated highly, with a global average of 4.50/5. While most feedback was positive, the Greek delegation in LTTA1 provided more critical scores for food compared to the Portuguese and Italian delegations.

- **Future Intentions**

The vast majority of participants (75%) indicated they are "Very Likely" to participate in such events again. While 3 participants selected "Very Unlikely," their qualitative feedback and other high scores suggest this may have been a misunderstanding of the scale, as their comments were overwhelmingly positive (e.g., "Everything was fantastic," "Congratulations on the organization").

Average Evaluation Scores across Categories (LTTA1 & LTTA2 Combined)





## b. QUANTITATIVE IMPACT

	<b>N° Activities</b>	<b>Participants</b>
<b>English Classes</b>	2 Modules per Country 180 Hours of Classes Total	80+
<b>LTTA's</b>	2	36 (24 participants on travel)

*Table 1. Quantitative impact on participants*

## II. GLOBAL SWOT ANALYSIS OF THE PROJECT

Upon the completion of the project, each of the partners conducted a SWOT analysis regarding how the project unfolded in their respective territories. Subsequently, the three analyses were consolidated, and efforts were made to identify common points among them in order to develop a comprehensive SWOT analysis of the project as a whole. Below are the results of the analysis conducted.

## STRENGTHS:

- Innovation in pedagogical tools
- Relatively small group of participants, which allowed for stronger connections among participants and accelerated learning
- Travel opportunity as a motivation for participation
- Similar level of knowledge at the start of the project allowed easier planification and implementation of classes
- Increased knowledge of participants' own cultural heritage and that of the partner countries

## WEAKNESS:

- Several participants dropped out or had irregular participation
- Lack of independent study by learners outside class sessions
- In the portuguese case, the wide territorial spread made access to face-to-face classes difficult for some participants

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## OPPORTUNITIES:

- Creation of networks among participants
- Laying the foundations for participants to continue learning autonomously
- Pedagogical materials enable the implementation of similar projects in other communities or the continuation of the project in the medium to long term
- Participants' interest in taking part in future activities of this kind

## THREATS:

- Risk of limited long-term impact if skills are not reinforced through additional and continuous learning
- Limited training opportunities available in rural areas
- Lack of digital skills in older participants makes access to online learning opportunities more difficult

### III. DISSEMINATION IMPACT

#### a. SOCIAL MEDIA GROWTH

TOTAL AMOUNT OF FOLLOWERS	Partner	Social media	Variation		
			START	END	%
FOLLOWERS ON SOCIAL MEDIA	CdA	Facebook	145	585	303%↑
		Instagram	2507	3039	21%↑
	Absentia	Facebook	269	367	36%↑
		Instagram	565	1184	110%↑
	HLCC	Facebook	4509	4879	8%↑
		Instagram	698	750	7%↑

Table 2. Total amount of followers in social media.

#### b. EXTERNAL MEDIA DISSEMINATION

EXTERNAL MEDIA		
TYPE	LINK	DATA
Dissemination	<a href="https://atlantea.news/oloklirothike_to_vip_project/">https://atlantea.news/oloklirothike_to_vip_project/</a>	12/2/2026
Dissemination	<a href="https://atlantea.news/dorean_diadiktyaka_mathimata_agglikon_se_katoikous_tis_santorinis/">https://atlantea.news/dorean_diadiktyaka_mathimata_agglikon_se_katoikous_tis_santorinis/</a>	25/2/2025
Dissemination	<a href="https://www.neasantorinis.gr/topikes_eidiseis/31682/oloklirothikan-ta-dorean-diadiktuaka-mathimata-agglikon-gia-enilikes-katoikous-tis-santorinis/">https://www.neasantorinis.gr/topikes_eidiseis/31682/oloklirothikan-ta-dorean-diadiktuaka-mathimata-agglikon-gia-enilikes-katoikous-tis-santorinis/</a>	12/2/2026
Dissemination	<a href="https://www.neasantorinis.gr/topikes_eidiseis/31682/oloklirothikan-ta-dorean-diadiktuaka-mathimata-agglikon-gia-enilikes-katoikous-tis-santorinis/">https://www.neasantorinis.gr/topikes_eidiseis/31682/oloklirothikan-ta-dorean-diadiktuaka-mathimata-agglikon-gia-enilikes-katoikous-tis-santorinis/</a>	12/2/2026
Dissemination	<a href="https://averdade.com/6326462731/cinfaes-associacao-casa-dabobora-lanca-novo-projeto-de-aprendizagem-de-ingles-gratuito/">https://averdade.com/6326462731/cinfaes-associacao-casa-dabobora-lanca-novo-projeto-de-aprendizagem-de-ingles-gratuito/</a>	07/03/2025
Dissemination	<a href="https://www.facebook.com/story.php?story_fbid=1050214327131949&amp;id=100064301755628">https://www.facebook.com/story.php?story_fbid=1050214327131949&amp;id=100064301755628</a>	06/03/2025
Dissemination	<a href="https://averdade.com/2177599650/projeto-vip-avanca-para-2o-modulo-de-aulas-gratuitas-de-ingles-em-cinfaes/">https://averdade.com/2177599650/projeto-vip-avanca-para-2o-modulo-de-aulas-gratuitas-de-ingles-em-cinfaes/</a>	27/09/2025
Dissemination	<a href="https://paivense.pt/cinfaes/projeto-vip-inicia-2-o-modulo-de-aulas-gratuitas-de-ingles/">https://paivense.pt/cinfaes/projeto-vip-inicia-2-o-modulo-de-aulas-gratuitas-de-ingles/</a>	24/09/2025
Dissemination	<a href="https://www.facebook.com/cmcinfaes/posts/pfbid02oGFS7x8fsn7QDWmDxr3BcncBWw6J2GEmLkcgHJkB5Tq1otQBWHEWMboqtWryigYl">https://www.facebook.com/cmcinfaes/posts/pfbid02oGFS7x8fsn7QDWmDxr3BcncBWw6J2GEmLkcgHJkB5Tq1otQBWHEWMboqtWryigYl</a>	25/09/2025
Dissemination	<a href="https://www.instagram.com/p/DPBhROlitUu/">https://www.instagram.com/p/DPBhROlitUu/</a>	25/09/2025

Table 3. External Media.



c. INTERNAL MEDIA DISSEMINATION

INTERNAL MEDIA (does not include stories)			
PLATFORM	LINK	DATA	LIKES
Webpage Blog	<a href="https://hcc.edu.gr/villages-for-preservation-vip-project/?lang=el">https://hcc.edu.gr/villages-for-preservation-vip-project/?lang=el</a>	12/01/2025	X
Webpage Blog	<a href="https://hcc.edu.gr/villages-for-preservation-vip-project/">https://hcc.edu.gr/villages-for-preservation-vip-project/</a>	13/1/2025	X
Instagram	<a href="https://www.instagram.com/p/DGTeJhFuRhH/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DGTeJhFuRhH/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	20/02/2025	23
Instagram	<a href="https://www.instagram.com/p/DGdriSQR07/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DGdriSQR07/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	24/02/2025	15
Instagram	<a href="https://www.instagram.com/p/DGq8i3aoW_h/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DGq8i3aoW_h/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	01/03/2025	27
Instagram	<a href="https://www.instagram.com/p/Dljifm5MQVI/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/Dljifm5MQVI/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	17/04/2025	25
Instagram	<a href="https://www.instagram.com/p/DKSQqPrBb3F/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DKSQqPrBb3F/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	30/05/2025	25
Instagram	<a href="https://www.instagram.com/p/DKxKNbMA0j2/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DKxKNbMA0j2/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	11/06/2025	26
Instagram	<a href="https://www.instagram.com/p/DMidMEzs-VP/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DMidMEzs-VP/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	25/07/2025	18
Instagram	<a href="https://www.instagram.com/p/DOeDVPdD7Pd/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DOeDVPdD7Pd/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	11/09/2025	15
Instagram	<a href="https://www.instagram.com/p/DQKMTpjCqhn/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DQKMTpjCqhn/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	23/10/2025	14
Instagram	<a href="https://www.instagram.com/p/DRctLoNjEmd/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DRctLoNjEmd/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	24/11/2025	53
Instagram	<a href="https://www.instagram.com/p/DSX7S4vj2sk/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DSX7S4vj2sk/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	17/12/2025	87
Instagram	<a href="https://www.instagram.com/p/DU3ra8XjPIN/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DU3ra8XjPIN/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	17/02/2026	42
Instagram	<a href="https://www.instagram.com/p/DVHIMruCEmE/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DVHIMruCEmE/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	24/02/2026	45
Facebook	<a href="https://www.facebook.com/casadabobora.aj/posts/pfbid022hTGamaRCAah5cxVTKGsJhgfxwPr8bvvmBhueyn7vaEWHzvzan5soxSJT4VQ6yul">https://www.facebook.com/casadabobora.aj/posts/pfbid022hTGamaRCAah5cxVTKGsJhgfxwPr8bvvmBhueyn7vaEWHzvzan5soxSJT4VQ6yul</a>	20/02/2025	3
Facebook	<a href="https://www.facebook.com/casadabobora.aj/posts/pfbid0G5HPVv7XmJ3itVrAdwGHHdGm2MdHCVUpU4iGsyZWVVyAYGb3SqNT1WfeNWPfwoACI">https://www.facebook.com/casadabobora.aj/posts/pfbid0G5HPVv7XmJ3itVrAdwGHHdGm2MdHCVUpU4iGsyZWVVyAYGb3SqNT1WfeNWPfwoACI</a>	24/02/2025	4
Facebook	<a href="https://www.facebook.com/casadabobora.aj/posts/pfbid0YJ24yXQAJp39833jLtWdAhY5ChREff1QBPwckEo9txiMHhDanuyENudFsbX58nK7I">https://www.facebook.com/casadabobora.aj/posts/pfbid0YJ24yXQAJp39833jLtWdAhY5ChREff1QBPwckEo9txiMHhDanuyENudFsbX58nK7I</a>	28/02/2025	8



Facebook	<a href="https://www.facebook.com/casadabobora.aj/posts/pfbid0bniKTgBsntFpZcmV4sRHUNW3n3TjQp m6TdWUWQrz5Y3dKBhxfjEr9v7wLa6MnePl">https://www.facebook.com/casadabobora.aj/posts/pfbid0bniKTgBsntFpZcmV4sRHUNW3n3TjQp m6TdWUWQrz5Y3dKBhxfjEr9v7wLa6MnePl</a>	17/04/2025	3
Facebook	<a href="https://www.facebook.com/casadabobora.aj/posts/pfbid0WVwbcn3qhSTZ7GpKotk7w5Ds6qw 2bJcue2q6xvhcALC87mbYyEjRAn8BFp3U4Fl">https://www.facebook.com/casadabobora.aj/posts/pfbid0WVwbcn3qhSTZ7GpKotk7w5Ds6qw 2bJcue2q6xvhcALC87mbYyEjRAn8BFp3U4Fl</a>	30/05/2025	8
Facebook	<a href="https://www.facebook.com/casadabobora.aj/posts/pfbid02hztQURQS82zgDqXk3giDfcCaCP1oLh9 g58f2zAGeuYxuXB65nnjnWjtp981h5UH8l">https://www.facebook.com/casadabobora.aj/posts/pfbid02hztQURQS82zgDqXk3giDfcCaCP1oLh9 g58f2zAGeuYxuXB65nnjnWjtp981h5UH8l</a>	11/06/2025	7
Facebook	<a href="https://www.facebook.com/casadabobora.aj/posts/pfbid0Yj1MtW7HZJxjwTL1jAJFzihNF1D5kJyo 7DBMCm7k3s4WkaUdVncfoornhtcQkcXl">https://www.facebook.com/casadabobora.aj/posts/pfbid0Yj1MtW7HZJxjwTL1jAJFzihNF1D5kJyo 7DBMCm7k3s4WkaUdVncfoornhtcQkcXl</a>	11/07/2025	6
Facebook	<a href="https://www.facebook.com/casadabobora.aj/posts/pfbid0gfSHnx57Zhs5QNJdwwBMozHSbAo9M 2x39djnteD7s67ez4nEW48mMjXucHiNKeKQl">https://www.facebook.com/casadabobora.aj/posts/pfbid0gfSHnx57Zhs5QNJdwwBMozHSbAo9M 2x39djnteD7s67ez4nEW48mMjXucHiNKeKQl</a>	25/07/2025	6
Facebook	<a href="https://www.facebook.com/casadabobora.aj/posts/pfbid0ytGkvYsrS7bz5rFPSQ2FYQZ5ZXMbKhQ b7RxWHy953cKjLxZQdijcs9SHoMbTWPxkl">https://www.facebook.com/casadabobora.aj/posts/pfbid0ytGkvYsrS7bz5rFPSQ2FYQZ5ZXMbKhQ b7RxWHy953cKjLxZQdijcs9SHoMbTWPxkl</a>	11/09/2025	5
Facebook	<a href="https://www.facebook.com/casadabobora.aj/posts/pfbid0ymq3LbM9fFe7SsHWTcMfeCcyLyz99h 3ai7FL71rWg9w2uchfM6UUCTiUfs7FF5vJl">https://www.facebook.com/casadabobora.aj/posts/pfbid0ymq3LbM9fFe7SsHWTcMfeCcyLyz99h 3ai7FL71rWg9w2uchfM6UUCTiUfs7FF5vJl</a>	23/10/2025	3
Facebook	<a href="https://www.facebook.com/casadabobora.aj/posts/pfbid02BhZn2HqdxDGF5DSnoGisPaKe17Lr9v 62DfdBHvaKstaXRkeQvcFqE6g7BksmzMoVl">https://www.facebook.com/casadabobora.aj/posts/pfbid02BhZn2HqdxDGF5DSnoGisPaKe17Lr9v 62DfdBHvaKstaXRkeQvcFqE6g7BksmzMoVl</a>	24/11/2025	13
Facebook	<a href="https://www.facebook.com/casadabobora.aj/posts/pfbid02kSbc5fuXf9RGwRm3gVuoiGm2by2hs VkhHB59XVSwS4iri794X8bXrTmxSKhSNMdCl">https://www.facebook.com/casadabobora.aj/posts/pfbid02kSbc5fuXf9RGwRm3gVuoiGm2by2hs VkhHB59XVSwS4iri794X8bXrTmxSKhSNMdCl</a>	17/12/2025	17
Facebook	<a href="https://www.facebook.com/casadabobora.aj/posts/pfbid0Lr2m6oYQvg3roMc6a77122qk6AEF7Y UyKMLhYKy74SRF2J9sKPXSBMitiH3thn1sl">https://www.facebook.com/casadabobora.aj/posts/pfbid0Lr2m6oYQvg3roMc6a77122qk6AEF7Y UyKMLhYKy74SRF2J9sKPXSBMitiH3thn1sl</a>	17/02/2026	8
Facebook	<a href="https://www.facebook.com/casadabobora.aj/posts/pfbid0L2XWkpRxHMCDUZC7avxZry9q2tcijcy WgAjpfzWBREzEBG2bVx3VYQuUk3SnVorYl">https://www.facebook.com/casadabobora.aj/posts/pfbid0L2XWkpRxHMCDUZC7avxZry9q2tcijcy WgAjpfzWBREzEBG2bVx3VYQuUk3SnVorYl</a>	24/02/2026	8
Webpage Blog	<a href="https://exploreabsentia.eu/vip-english-course/">https://exploreabsentia.eu/vip-english-course/</a>		X
Instagram	<a href="https://www.instagram.com/p/DG6WEwoKeQQ/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DG6WEwoKeQQ/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	07/03/2025	21
Instagram	<a href="https://www.instagram.com/p/DH_V7ESK2Qy/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DH_V7ESK2Qy/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	03/04/2025	19
Facebook	<a href="https://www.facebook.com/exploreabsentia/posts/pfbid02eKW3oH9C7vVX4Qrt3Rw3PheU6dtCz 2UwsxEPVNm8Td77uhKYwPVJ9fkWSU3Zttokl">https://www.facebook.com/exploreabsentia/posts/pfbid02eKW3oH9C7vVX4Qrt3Rw3PheU6dtCz 2UwsxEPVNm8Td77uhKYwPVJ9fkWSU3Zttokl</a>	07/03/2025	6
Facebook	<a href="https://www.facebook.com/exploreabsentia/posts/pfbid02uW4cndD7QLBwffJTW6vbcBh9kP6F6F SaX4hHWvowVmpo8wdcSYDnQ8zU7CHHed9Dl">https://www.facebook.com/exploreabsentia/posts/pfbid02uW4cndD7QLBwffJTW6vbcBh9kP6F6F SaX4hHWvowVmpo8wdcSYDnQ8zU7CHHed9Dl</a>	03/04/2025	4
Facebook	<a href="https://www.facebook.com/story.php?story_fbid=pfbid031etobuG4RHTfeEe5m6RLBkXUj8pbfX5P QPum1kc11YRPthLwE5SYZHeX4Ya41db9l&amp;id=100063580854357&amp;_rdr">https://www.facebook.com/story.php?story_fbid=pfbid031etobuG4RHTfeEe5m6RLBkXUj8pbfX5P QPum1kc11YRPthLwE5SYZHeX4Ya41db9l&amp;id=100063580854357&amp;_rdr</a>	24/03/2025	3



Facebook	<a href="https://www.facebook.com/story.php?story_fbid=pfbid02DQUYbD6meMWwARi28f1hv5U43qwwRCPeG37FzqrpTBTTBvrsUZ3Bz34nhzvBAQRrl&amp;id=100063580854357&amp;_rdr">https://www.facebook.com/story.php?story_fbid=pfbid02DQUYbD6meMWwARi28f1hv5U43qwwRCPeG37FzqrpTBTTBvrsUZ3Bz34nhzvBAQRrl&amp;id=100063580854357&amp;_rdr</a>	07/04/2025	4
Facebook	<a href="https://www.facebook.com/hellenic.centre.5/posts/pfbid02jQv2HVhZMsFkyEwHTwvc5Aj9PksiUa3y9kgEjTAKLxiBaYyZTVrZFUQ7h1avrvTnl">https://www.facebook.com/hellenic.centre.5/posts/pfbid02jQv2HVhZMsFkyEwHTwvc5Aj9PksiUa3y9kgEjTAKLxiBaYyZTVrZFUQ7h1avrvTnl</a>	29/12/2025	21
Newsletter	<a href="https://preview.mailerlite.io/preview/187727/emails/159803188431554301">https://preview.mailerlite.io/preview/187727/emails/159803188431554301</a>	13/07/2025	103 (open newsletter)
Newsletter	<a href="https://preview.mailerlite.io/preview/187727/emails/177386793659794938">https://preview.mailerlite.io/preview/187727/emails/177386793659794938</a>	23/01/2026	100 (open newsletter)
Instagram	<a href="https://www.instagram.com/p/DVRPVxiColt/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DVRPVxiColt/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	27/02/2026	6
Instagram	<a href="https://www.instagram.com/p/DVRRHjTiqcm/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DVRRHjTiqcm/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	27/02/2026	11
Facebook	<a href="https://www.facebook.com/exploreabsentia/posts/pfbid0SuoNbUfHvDsD1cqFi3PAjC7CcpXTNBZJhNqDscRh8w7JRdre1eTbTFHcD6doSMwcl">https://www.facebook.com/exploreabsentia/posts/pfbid0SuoNbUfHvDsD1cqFi3PAjC7CcpXTNBZJhNqDscRh8w7JRdre1eTbTFHcD6doSMwcl</a>	27/02/2026	5
Facebook	<a href="https://www.facebook.com/exploreabsentia/posts/pfbid0z8WCvwoi8Mk2fqDEL2289E8XEbdQtMSiuusH3UtpjV2WrFAwGgyZb4NoNmmx2uQl">https://www.facebook.com/exploreabsentia/posts/pfbid0z8WCvwoi8Mk2fqDEL2289E8XEbdQtMSiuusH3UtpjV2WrFAwGgyZb4NoNmmx2uQl</a>	27/02/2026	7
Instagram	<a href="https://www.instagram.com/p/DVO2ldCjzLw/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==">https://www.instagram.com/p/DVO2ldCjzLw/?utm_source=ig_web_copy_link&amp;igsh=MzRIODBiNWFIZA==</a>	26/02/2026	38
Facebook	<a href="https://www.facebook.com/casadabobora.aj/posts/pfbid02MRzqAVUxvudayQfPSQcSTPkrXDYBAJQeLHf2QCv3nJvCS5hEUDpG1CSXt6JKzXMJI">https://www.facebook.com/casadabobora.aj/posts/pfbid02MRzqAVUxvudayQfPSQcSTPkrXDYBAJQeLHf2QCv3nJvCS5hEUDpG1CSXt6JKzXMJI</a>	26/02/2026	14
Instagram	<a href="https://www.instagram.com/p/DVThc6dCn33/?utm_source=ig_web_copy_link&amp;igsh=NTc4MTIwNjQ2YQ==">https://www.instagram.com/p/DVThc6dCn33/?utm_source=ig_web_copy_link&amp;igsh=NTc4MTIwNjQ2YQ==</a>	28/02/2026	7
Facebook	<a href="https://www.facebook.com/exploreabsentia/posts/pfbid0AVGeeH9CMo4XbbNrmU7NLEysV7Y45zDx4Biqrbcb6LoL5QH8SJDg5kYoRYE2ykn82l">https://www.facebook.com/exploreabsentia/posts/pfbid0AVGeeH9CMo4XbbNrmU7NLEysV7Y45zDx4Biqrbcb6LoL5QH8SJDg5kYoRYE2ykn82l</a>	28/02/2026	3
<b>AMOUNT OF POST</b>			<b>LIKES</b>
47			886

Table 4. Internal Media.