



KA1: Learning Mobility of Individuals –

Youth workers mobility

“Own the Potential of Environment in Non- formal Education” (OPEN Education)

Training course participants’
self-assessment analysis

By DOREA

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DOREA Educational Institute conducted analysis on Erasmus+ KA1 Learning Mobility of Individuals – Youth workers mobility “Own the Potential of Environment in Non-formal Education” (OPEN Education) (project number: 2016-2-CY02-KA105-000827) project participants, who took part in the training course for their personal and professional development.

TARGET GROUP

35 youth workers who took part in the “Own the Potential of Environment in Non-formal Education” project training course (hereinafter - TC) that was delivered during 4-11 April 2017 in Cyprus, Limassol (hosted by DOREA Educational Institute).

During this analysis 15 males and 20 females participated. They were coming from 14 different organisations (NGOs, school, university); 13 countries: Cyprus, Czech Republic, Italy, Greece, Lithuania, Spain, Germany, F.Y.R.O.M., Bulgaria, Latvia, Denmark, Romania and Croatia.

Participants profile: Youth workers engaged to different groups of young people focused on their personal development, working with young people with fewer opportunities, promoting opportunities for young people, active citizenship – through social movements, youth organizations and associations, projects, by the non-governmental sector and national, regional and local youth policy.

EVALUATION PROCESS:

- **1 phase:** participants filled out self-assessment questionnaire upon their arrival to the training course in Cyprus.
- **2 phase:** participants filled out the same self-assessment questionnaire at the end of the training course. This is when they have received concentrated information on project content about how to educate youth workers and youth organisations in increasing their skills and competences in facilitating educational programmes to youngsters and therefore increasing the quality too, had possibility in short time (8 days training) to take part in the experiential workshops on breaking their comfort zones, discover their potential as person and youth worker, share their knowledge among their team members during group work, creating social campaigns, etc.
- **3 phase:** participants filled out the same self-assessment questionnaire 3 months after training course was finished. This was the period when youth workers had chance to implement their





gained knowledge in practice, experiment on discovered new tools, transfer it to their colleagues and young people.

QUESTIONNAIRE

“OPEN Education” participants had to evaluate themselves according to 2 set of features:

- Personal knowledge, skills and abilities (13 features)
- Knowledge, skills and abilities related to youth work (11 features)

In each phase, they had to assess their level of state on 24 features by:

1. I don't have any experience doing this
2. I know a little about this
3. I have some experience doing this
4. I have a lot of experience with this
5. I am confident in my ability to do this

RESULTS

Following you may find features that were indicated most frequently that were improved among TC participant in **2nd phase** (around 14-21 participants made this change positively):

Personal knowledge, skills and abilities

- I do understand what does it mean youth work
- I am good at working in establishing ability of interpersonal relationships
- I am good at coming up with sound solutions to the problems I am facing
- I am able to engage with different people





Knowledge, skills and abilities related to youth work

- I understand how to build a training activity based on the learning needs of the participants
- I understand how facilitation of activities is working
- I do know what I need to do to become responsible youth worker
- I have experience in creating training programs

Following you may find features that were indicated most frequently that were improved among TC participant in **3rd phase** (around 8-13 participants made this change positively):

Personal knowledge, skills and abilities

- I am good at communicating with foreigner who does not speak English
- I do understand what does it mean youth work
- I have deep understanding on youth work influence to young people

Knowledge, skills and abilities related to youth work

- I have experience in innovation, vision, creativity
- I do understand process of youth work
- I understand how to build a training activity based on the learning needs of the participants
- I understand how facilitation of activities is working
- I have experience in creating training programs

Also some participants' change in their skills were even **decreased 3 months after TC**. Which alerts on need to have more frequent update, inspiration on their constant development. Here are the features that were most frequently (around 3-6 participants indicated) changes negatively:

Personal knowledge, skills and abilities

- I am able to operate or manage others in with a reasonable degree of competence
- I am able to engage with different people

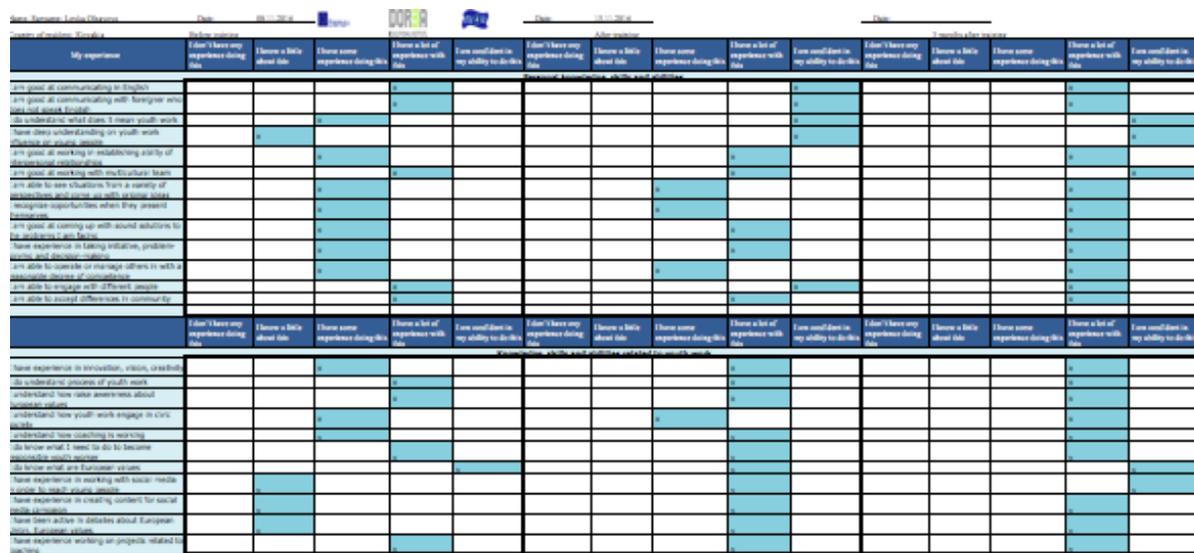




Knowledge, skills and abilities related to youth work

- I understand how to build a training activity based on the learning needs of the participants
- I understand how facilitation of activities is working
- I have experience in working with social media in order to reach young people
- I have experience in creating training programs

Below you may see example of TC participants' analysis:



The table is a grid with 15 columns representing skills and abilities, grouped into three phases: 'Before the start of the TC', 'During the TC', and 'After the TC'. Each phase has five columns with response options: 'I don't have any experience during this time', 'I have a little about this', 'I have some experience during this time', 'I have a lot of experience with this', and 'I am confident in my ability to do this'. The rows list various skills such as 'are good at communicating in English', 'are good at communicating with foreigner who are not native English', 'have good understanding on youth work', etc. The table shows a progression of skill levels from 'Before' to 'After' the TC, with many cells containing a blue checkmark indicating a positive response.

Figure 1 – Example of evaluation summary (all 3 phases) of TC participant

Overall, we may define that biggest impact was made to “Knowledge, skills and abilities related to youth work” category skills rather than “Personal knowledge, skills and abilities. Though definitely we cannot underestimate the impact on the change if participants had already quite developed level of such skills. Also, biggest change was just after TC rather than 3 months after TC. Therefore, it is recommended:

- Keep constant update with participants
- Keep inspiration on their work





- Increase possibilities on sharing their experience and motivate to continue personal and professional development, etc.

Nevertheless, we can see that all “Own the Potential of Environment in Non-formal Education” (OPEN Education) TC participants continue improvement of their skills, competence on coaching, youth work, getting more involved in creating a new, fresh way of delivering educational programmes for young people.

For more information about project you may find in project blog (<https://openeducationprojectblog.wordpress.com/>) and www.dorea.org website.

DOREA would like to thank all “Own the Potential of Environment in Non-formal Education” project TC participants who took part in this analysis and became more aware on how they function, how they are as persons and professionals, in a way that they can improve themselves when working with youngsters. We wish all youth workers to do not hesitate and create possible project ideas among partners (programme and partner countries) and implement their own created ideas at their local community!

