



Tictac Training Course

Tictac TC Poland, November 2010
Tictac TC France, March 2011
Tictac TC United Kingdom, May 2011
Tictac TC Hungary, November 2011
Tictac TC Turkey, March 2012

Comparative Report

This report is based on the following sources:

- Post-questionnaires filled in by participants at the end of the training course
- Feedback from participants during the training course
- Feedback from the National Agencies staff and the trainers given during the team meetings
- The evaluation session organised at the end of the course

Team of trainers:

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1. GENERAL INFORMATION

Participating countries	Final number of participants
Austria	1
Belgium-FL	1
Bulgaria	5
Croatia	2
Czech Republic	4
Estonia	2
Finland	2
France	8
Germany	4
Hungary	4
Iceland	4
Italy	8
Latvia	3
Lithuania	3
Netherlands	3
Norway	5
Poland	11
Portugal	5
Romania	9
Slovak Republic	1
Slovenia	1
Spain	3
Switzerland	1
Turkey	17
UK	1
Eastern Europe Caucasus	5
South East Europe	3
Total number	116

Total number of received questionnaires	116
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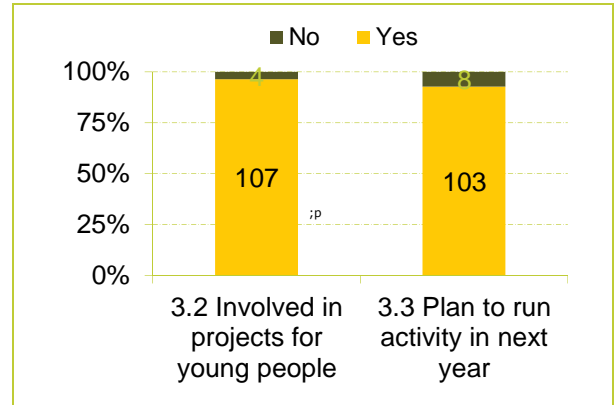
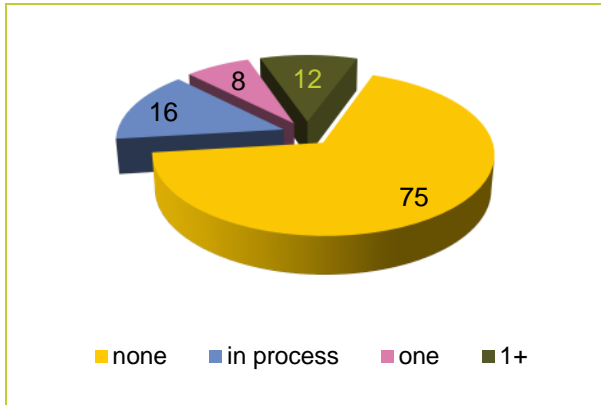
2. AIMS AND OBJECTIVES: ARE THEY MET?

YES	115	NO	1
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3. TARGET GROUP

3.1 Experience in organising Training and Networking activities



General conclusions about participants selection and preparation

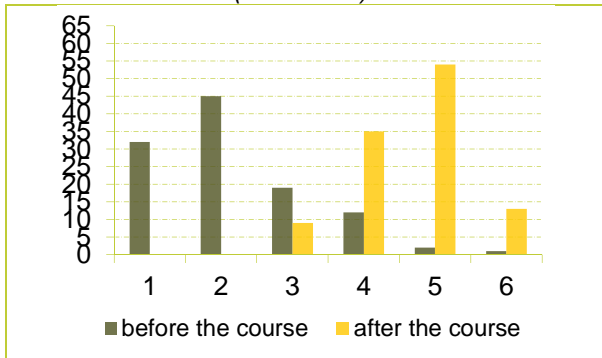
According to the data shown in the graphics above the big majority of TicTac participants had no experience in action 4.3. and approximately 10% of participants had a lot of experience. TicTac is designed primarily for those with no or few experience in 4.3 action, to learn the main differences between the activities in the 4.3 action, the challenges of building a partnership and the qualitative aspects of this kind of activities. Youthworkers with more experience in organising these kind of projects might have difficulties in finding new information during the training course. Therefore, it is recommended to better define the profile of participants in the Salto TicTac training announcement and/or the sub-site of the TicTac TC and the 'Participants Pack'. Additionally, it could be mentioned more clearly in the practical information which is send to selected participants previously (through contact trainer).

Also the level of English required to fully engage in this training course can be better explained in the introductory and preparatory documents to TICTAC. When the level of English required for the course is not met, the course can become a frustrating experience for those particular participants rather than being a learning experience as TicTac is an intensive training course. Generally participants are very involved in projects with young people and planning a future 4.3 projects.

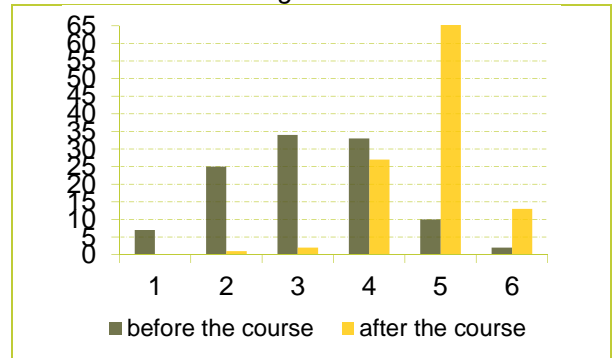


4. GROUP LEARNING PROCESSES AND RESULTS

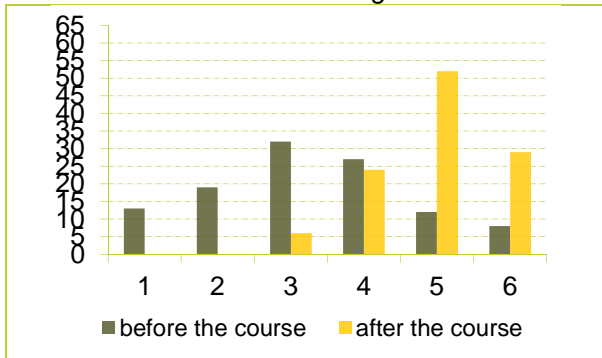
4.1 Knowledge of Training and networking (Action 4.3)



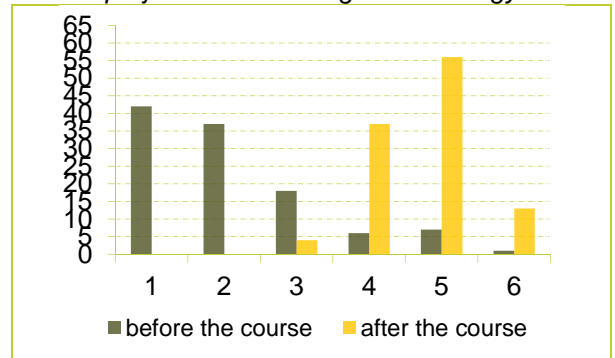
4.2 Knowledge of the European Youth in Action Programme



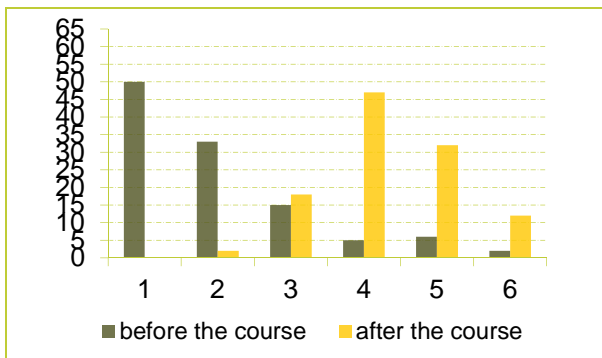
4.3 Awareness of the educational potential of the Youth in Action Programme



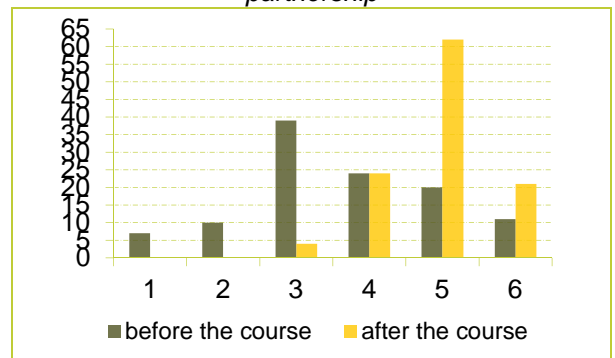
4.4 Understanding of the function of Action 4.3 projects within a long-term strategy



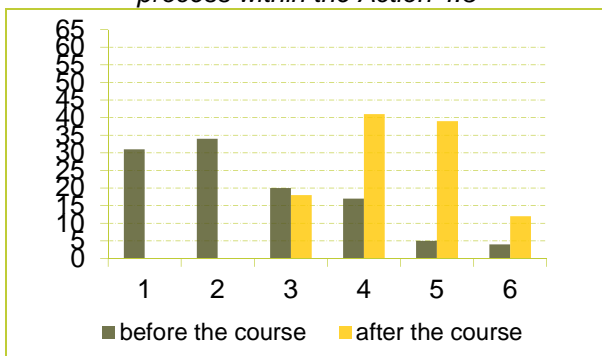
4.5 Ability to develop Action 4.3 projects



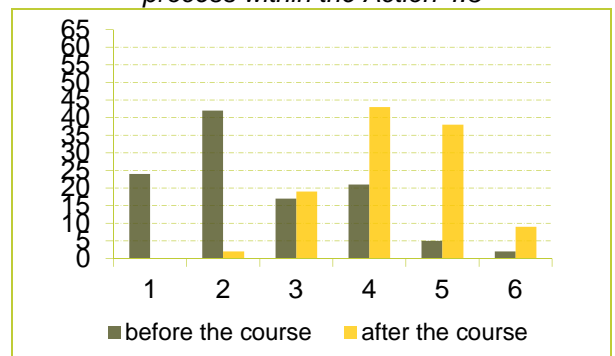
4.6 Ability to co-operate and work in international partnership



4.7 Competence in planning non-formal education process within the Action 4.3

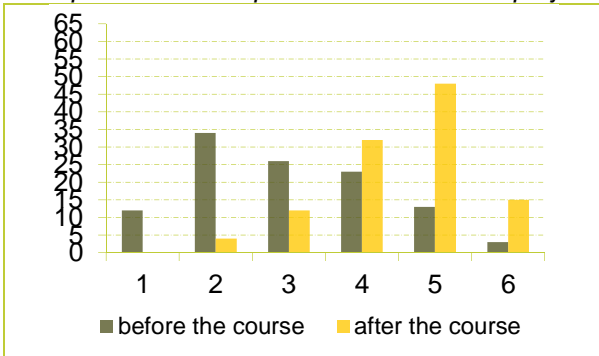


4.8 Competence in planning intercultural learning process within the Action 4.3

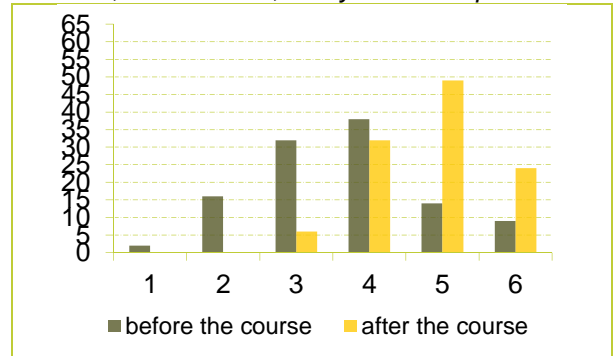




4.9 Understanding of youth participation and European Citizenship in a Youth in Action project



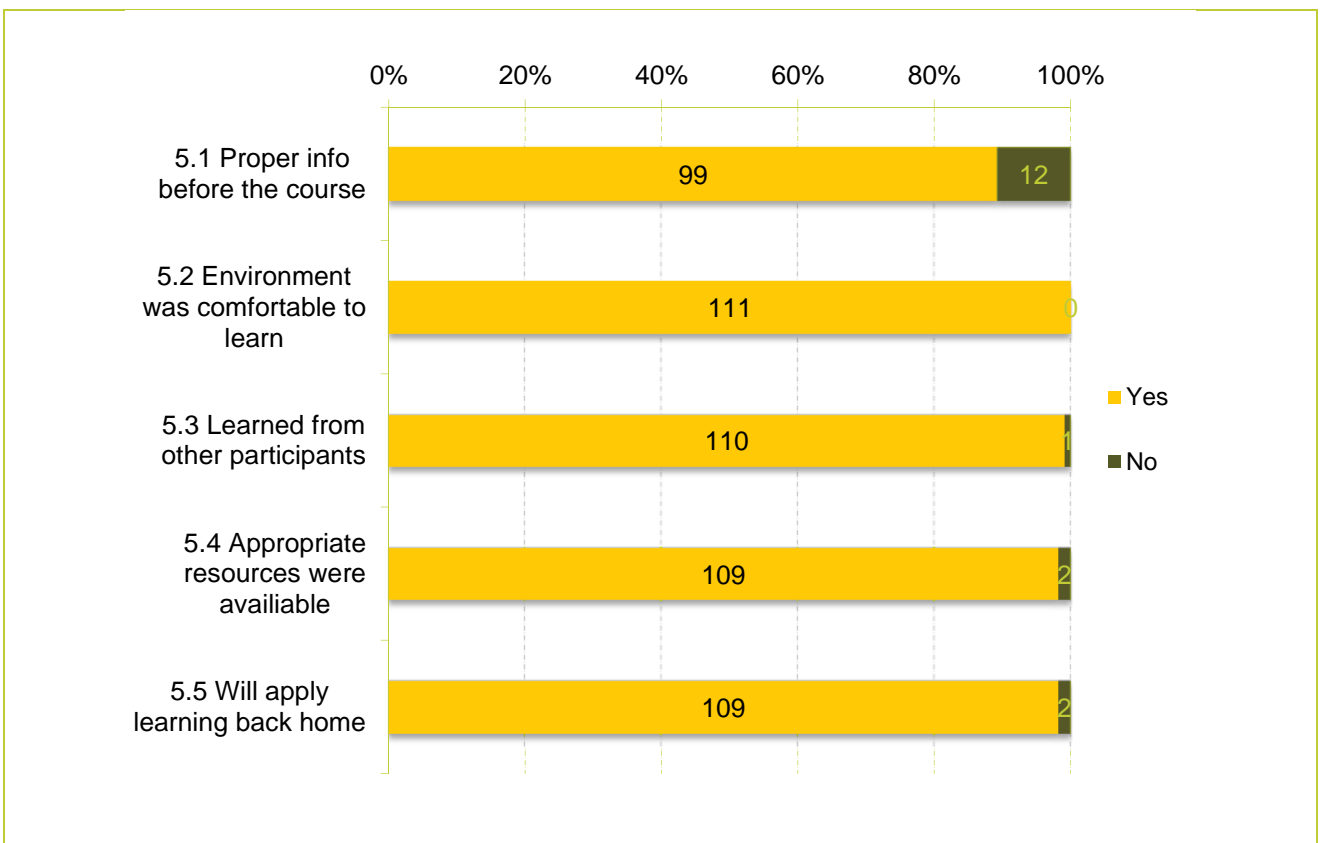
4.10 Ability to transfer knowledge, awareness, skills, commitment, ...to youth work practice



General conclusions about participants learning process and results

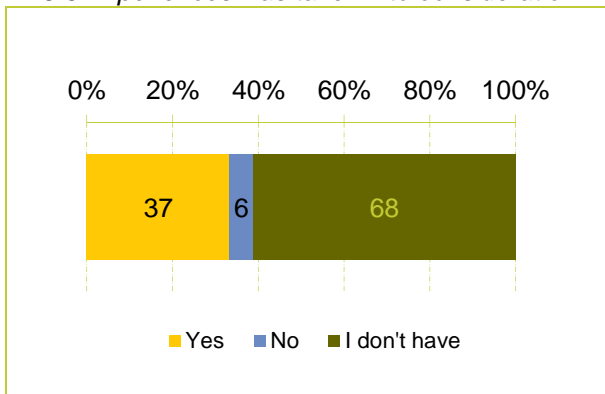
In general the graphics above show a significant development of participants' competences. Even if in most TicTac there were a few very experienced users of action 4.3, the training allowed all to develop their knowledge, skills and attitudes. The simulation game as an important role in this matter, as it allows all participants, experienced or not, to take part equally in planning and designing a 4.3 activity. Generally, at the end of the trainings courses, participants feel the need to go deeper on certain topics and express the need to organise a project for real in order to complete their learning cycle.

5. QUALITY OF THE COURSE ORGANISATION

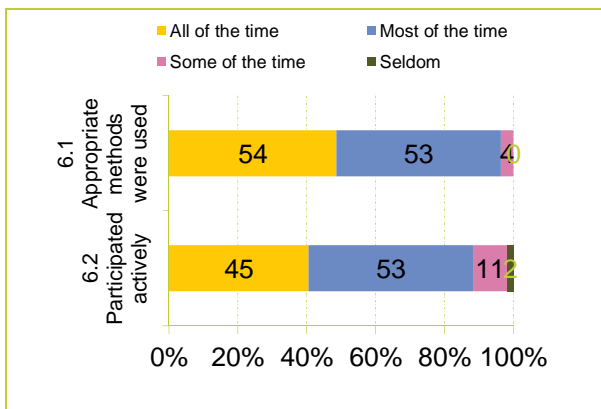




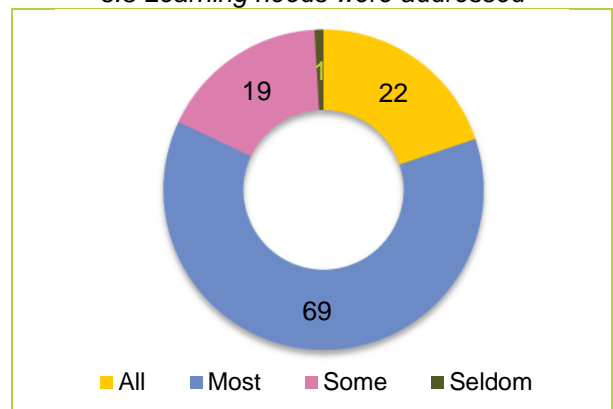
5.6 Experiences was taken into consideration



6. METHODS AND INDIVIDUAL LEARNING



6.3 Learning needs were addressed



7. METHODOLOGY

The methodologies used have been evaluated positively both by participants and the team. Generally participants appreciate specially the simulation game and the stock market. The life testimonies are also mentioned by participants in oral evaluations as important learning moments when they present concrete experiences with 4.3 being used in a long term strategy. During the period that this report is concerned, a new method of evaluation was implemented, where participants are invited, at the end of the course, to assess the level of their knowledge or skills in different areas before and after the training. This method facilitates training management and was evaluated positively by the team. In 2011, after the trainers meeting, small changes happened in the methods used on the first days that's made the programme became more effective.

8. TEAM

In all trainings the cooperation among team members was highly appreciated. The presence of NA officers during the TC has also been mentioned many times as an important support both for the team and participants, as they can learn a lot by listening to the NA's perspective on quality aspects of 4.3.



9. FUTURE DEVELOPMENTS

TICTAC TC had gone through some adaptations and changes in year 2009. 2010-2012 periods was the time to observe, analyse and evaluate if the changes were adequate. The above results confirm that the TICTAC TC is successful with these changes.

At the last comparative report, two issues were raised to be followed up in this new period. One of them was about graph 5.6 which is about the reflection of participants on how far their experience was taken into consideration. The second issue was about 6.3 which are about how far the course addresses the learning needs of participants. Although both graphs were positive, the team decided to monitor the development in these two fields. In this comparative report, we see that positive tendency stays the same in both graphs and the use of participants' previous experience even get better ranking than previous years. Team concluded this as a positive development.

Therefore, future developments identified in year 2012, relate mainly to updating information and keeping up with the quality standards of TICTAC TC..