



TicTac Training Course

TicTac TC Bulgaria, April 2013
TicTac TC France, October 2013
TicTac TC Romania, April 2014
TicTac TC Belgium, May 2014
TicTac TC Norway, October 2014

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:

Anita Silva
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Jo Claeys



1. GENERAL INFORMATION

Participating countries	Final number of participants
Austria	1
Belgium - FR	1
Belgium - FL	2
Bulgaria	3
Croatia	5
Cyprus	7
Czech Republic	1
Estonia	2
France	4
Germany	3
Greece	2
Hungary	6
Iceland	1
Italy	4
Latvia	5
Lithuania	4
The Netherlands	3
Malta	2
Norway	2
Poland	8
Portugal	1
Romania	9
Slovakia	2
Slovenia	2
Spain	6
Sweden	2
Turkey	16
UK	3
SEE	
Macedonia	1
Kosovo	2
Albania	4
Bosnia & Herzegovina	1
Serbia	5
EECA	
Armenia	2
Belarus	1
Russian Federation	1
Ukraine	2
Total number	126
126	

2. AIMS AND OBJECTIVES: ARE THEY MET?

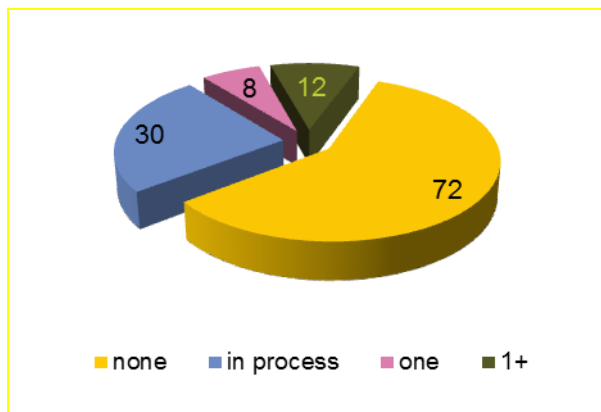
YES	125	NO	0
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1 participant did not answer.

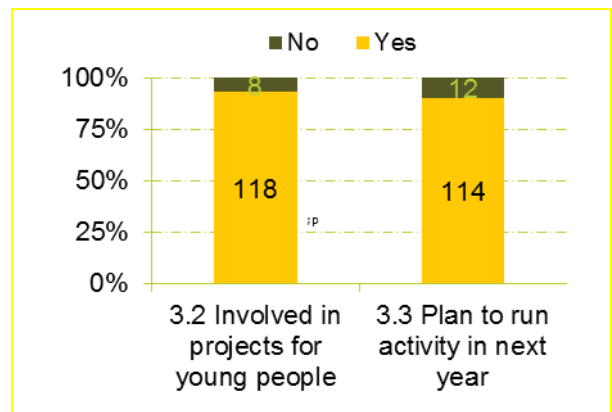


3. TARGET GROUP

3.1 Experience in organising Training and Networking activities



3.2 Involved in projects for young people 3.3 Plan to run activity in next year



General conclusions about participants selection and preparation

Looking at both the above graphics and based upon team meetings, we can confirm that a big majority of the participants is fitting completely the profile set for the TicTac Training Course. A considerable part of the participants with previous experience in organising Training and Networking activities needs to be interpreted in the perspective of the launching of the 'new' Erasmus+ Programme. These participants were present to understand which possible changes have happened in the mobility Programme.

Comparing to the comparative report from 2012-2013, we notice a significant increase of participants 'involved directly with young people' (from 81% to 94%), which results in an increase in their plan to run and activity in the next year: from 87% to 90%). The relation between graphic 3.1 and 3.2 is not measured.

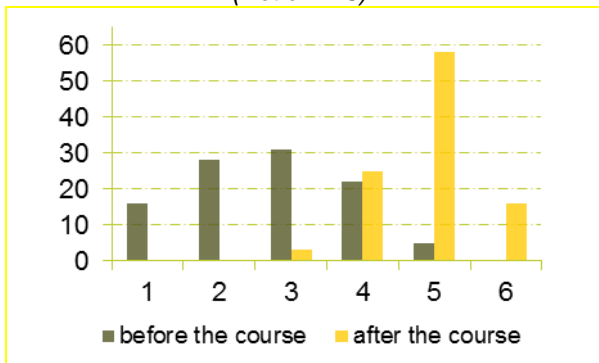
It needs to be noted that the involved training courses in this comparative report cover the transition period between the previous YiA Programme and the current Erasmus+ YiA Programme. This might have influenced the above intentions to run an activity in the next year, once there were still many uncertainties concerning the possibilities in the Erasmus+ Programme at the end of 2013.



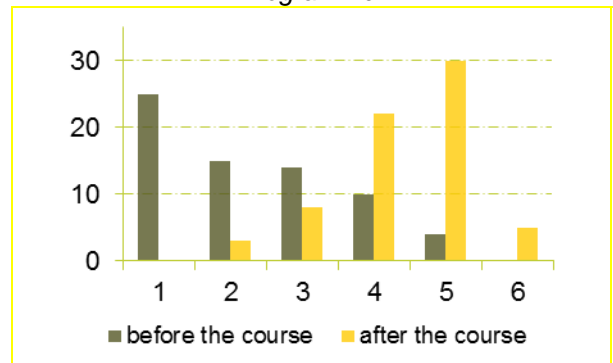
4. GROUP LEARNING PROCESSES AND RESULTS

(Note: due to the overlapping of both Programmes, you will find in this report still mentioning of Action 4.3, even though in evaluation questionnaires this is already worded as 'Mobility for youth workers')

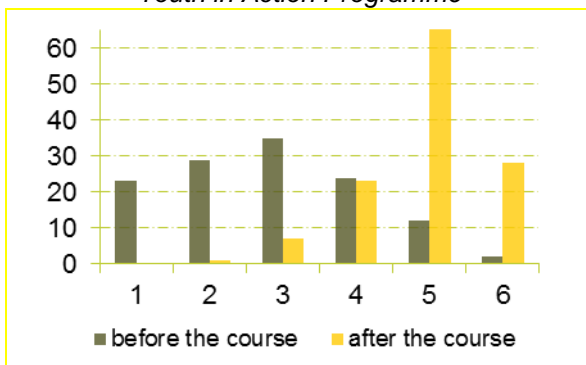
4.1 Knowledge of Training and networking (Action 4.3)



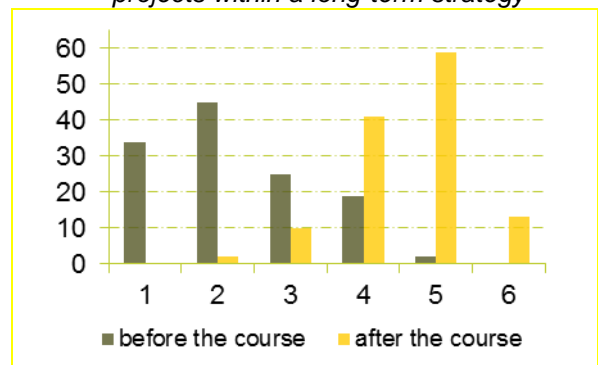
4.2 Knowledge of the European Youth in Action Programme



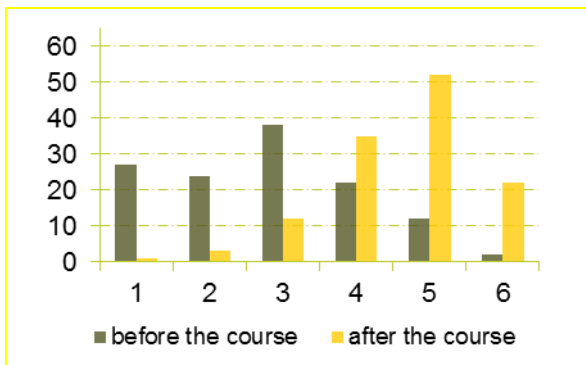
4.3 Awareness of the educational potential of the Youth in Action Programme



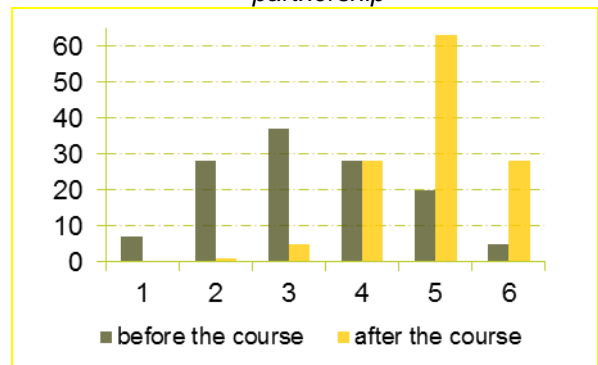
4.4 Understanding of the function of Action 4.3 projects within a long-term strategy



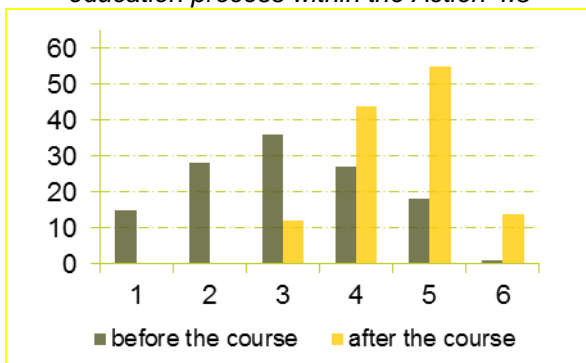
4.5 Ability to develop Action 4.3 projects



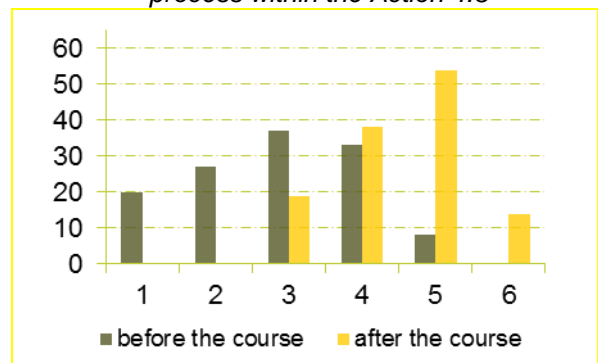
4.6 Ability to co-operate and work in international partnership



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

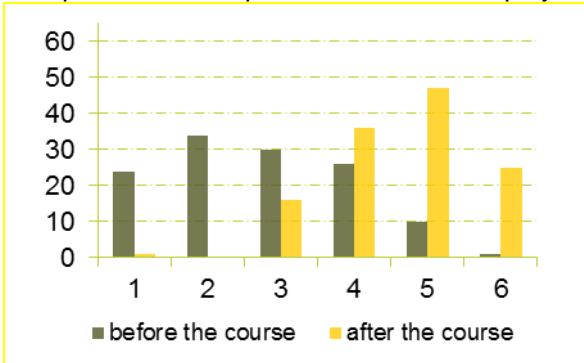


4.8 Competence in planning intercultural learning process within the Action 4.3

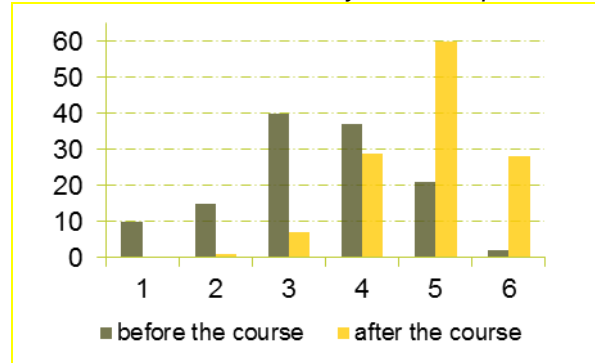




4.9 Understanding of youth participation and European Citizenship in a Youth in Action project



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



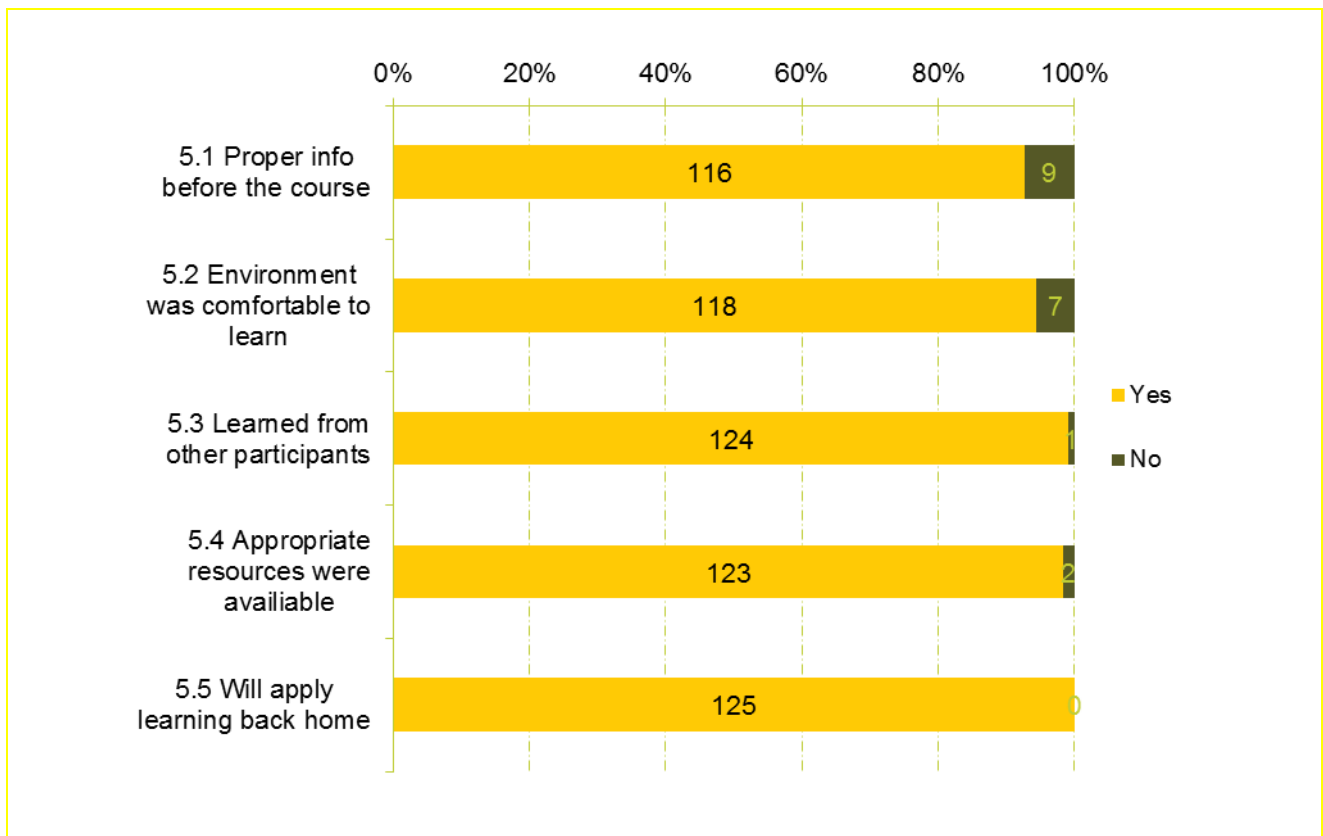
General conclusions about participants learning process and results

A very positive balance on an overall level.

Particularly graphic 4.3 (*Awareness of the educational potential of the Youth in Action Programme*) shows a strong increase. Combining this –especially- with the equally strong results of graphic 4.4 (*Understanding of the function of Action 4.3 projects within a long-term strategy*), we consider this a very positive and strong outcome. TicTac hereby touches one of its core businesses: looking at education within a long term strategy.

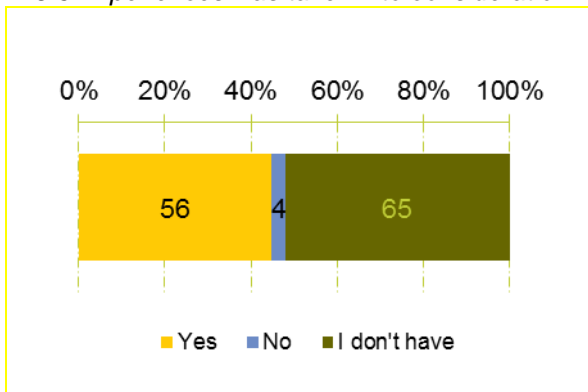
Graphic 4.1 and 4.2 can only be interpreted partly, once in some training courses only one of the questions was relevant and in some both (due to the transition period between both mobility Programmes). Even then, there is clearly a significant increase in knowledge

5. QUALITY OF THE COURSE ORGANISATION

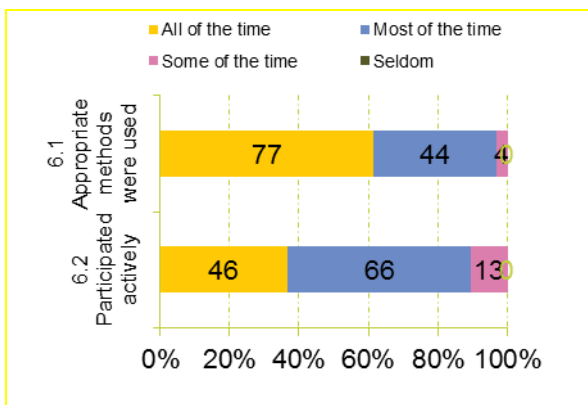




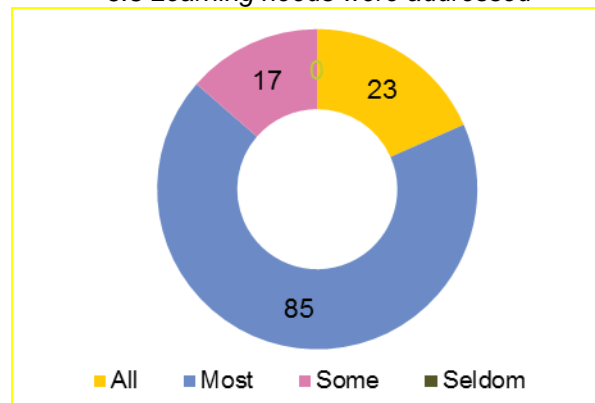
5.6 Experiences was taken into consideration



6. METHODS AND INDIVIDUAL LEARNING



6.3 Learning needs were addressed



7. METHODOLOGY

Comparing the results to the ones of the comparative report of 2012-2013, most of the gathered data are percentually very similar. Some observations of increased quality (referring also to comments on page 7 of report 2012-213):

- Methods: where in 2012-2013 about 52% considered the methods used appropriate 'all the time', this now increased to 62%. The changes and adaptations made over the last year prove to be successful.
- More participants have expressed that their experience was taken into consideration: an increase from 90% to 93%, which is significant considering the already very high rate.
- Concerning learning needs: an increase from 84% to 86% of participants stating that 'all or most' personal learning needs were addressed.

As an overall note: the methods and approach used in the TicTac (with the made changes and adaptations that happened during this period) proof to increase even more the quality of this training course. The balance between theory and practice, as well as the approach of the different levels of a competence (knowledge, skills and attitudes) is highly appreciated by both participants, team and involved National Agencies.

8. TEAM

The concrete knowledge of and practice on the youth work field (due to the daily connections with concrete projects in youth and social matters by the trainers) has increased the capacity of the trainers' team over time. There is a great flexibility in working together, dividing tasks and taking common decisions.

During this TicTac period, one of the trainers from the pool has resigned for personal reasons. The remaining pool of 3 trainers is currently able to deliver without problems the TicTac training courses per TCA season.