BITRIMULTI
Gives you(th) wings!

Training Courses

Cyprus, September 2013
Croatia, October 2013
Ireland, November 2013
United Kingdom, December 2013
Greece, June 2014
France, September 2014

Comparative Evaluation Report

This report is based on the reports from above listed
6 BiTriMulti training courses held during the period
September 2013 – September 2014.

1. GENERAL INFORMATION

Participating countries	Final number of participants
Austria	2
Belgium - DE	0
Belgium - FL	2
Belgium - FR	1
Bulgaria	7
Croatia	7
Cyprus	8
Czech Republic	4
Estonia	8
Finland	2
France	3
Germany	5
Greece	1
Hungary	4
Iceland	2
Ireland	8
Italy	7
Latvia	2
Liechtenstein	0
Lithuania	2
Malta	1
Netherlands	4
Norway	11
Poland	10
Portugal	0
Romania	11
Slovakia	3
Slovenia	3
Spain	2
Sweden	1
Switzerland	2
Turkey	15
UK	10
EECA	
Moldova	1
Russia	1
SEE	
Moldova	1
Montenegro	1
Total number	**152**

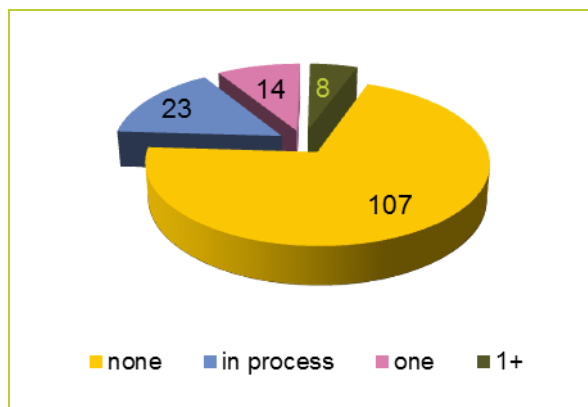The exact number of participants expected/showing up per each course can be seen in Annex 1.

Total number of received evaluation questionnaires that were used for the comparative graphs	152

2. AIMS AND OBJECTIVES: ARE THEY MET?

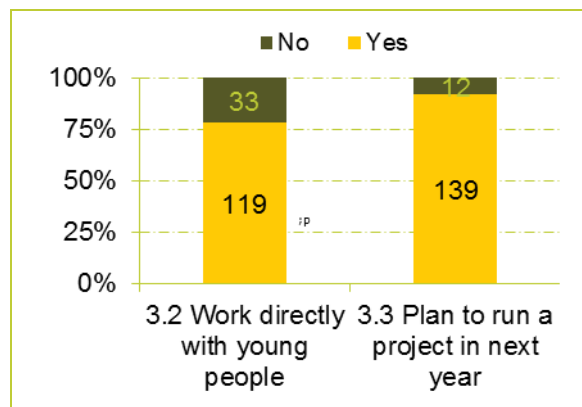| YES	151	NO	1

3. TARGET GROUP

3.1 Experience in organising international youth exchanges within the Youth in Action

3.2 Work directly with young people
*3.3 Plan to run a project in next year*

General conclusions about participants selection and preparation

In all BTMs, the majority (85.6%) of participants matched the anticipated profile of participants; they were newcomers to European youth exchanges funded by the (Erasmus+:) Youth in Action Programme. A smaller number (14.4%) of participants, who came with some experience in youth exchanges, still retained an important role, however, sharing their experiences and making the important elements in a qualitative youth exchange more visible; they themselves benefit as they tend to understand what was missing and they usually re-estimate the importance of the preparation phase and the active involvement of young people. This ratio of newcomers to experienced colleagues is acceptable.

Most participants (78.3%) worked directly with young people, while those who stated (21.7%) they do not have contact with young people, still expressed, at the end of the course, their willingness to set up youth exchanges in the future (that's why the percentage of those who plan to run a project in the following year is much higher - 91.45% - in comparison with those who work directly with young people - 78.3%).
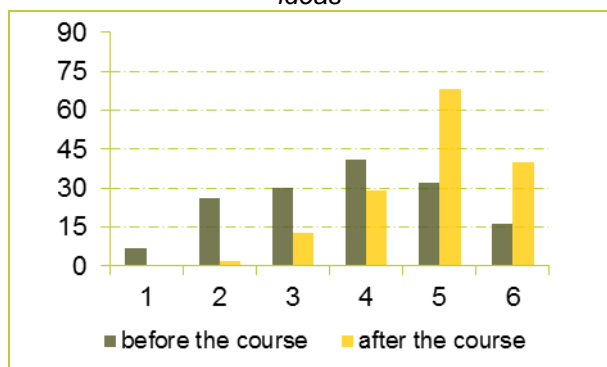
4. GROUP LEARNING PROCESSES AND RESULTS

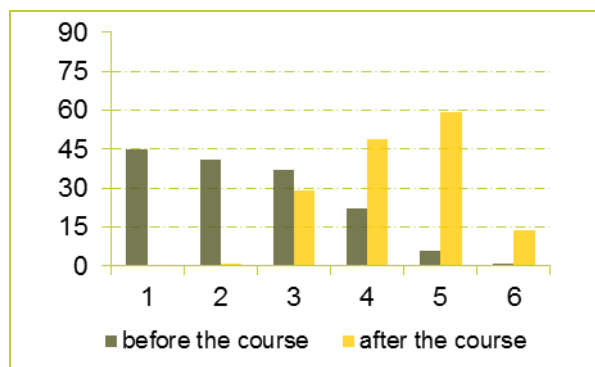*4.1 Knowledge of international youth exchanges within the (Erasmus+) Youth in Action*
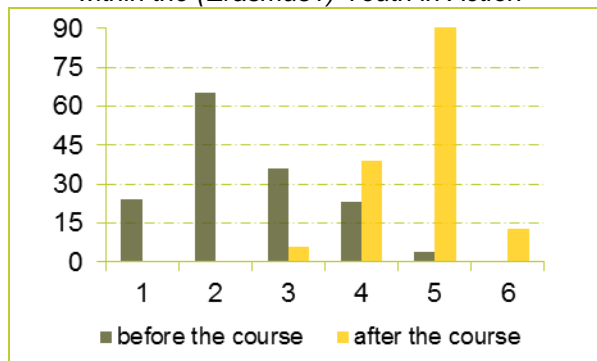
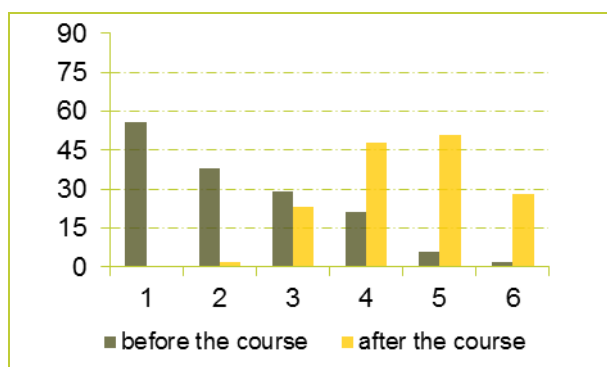*4.2 Knowledge of the (Erasmus+) Youth in Action Programme*
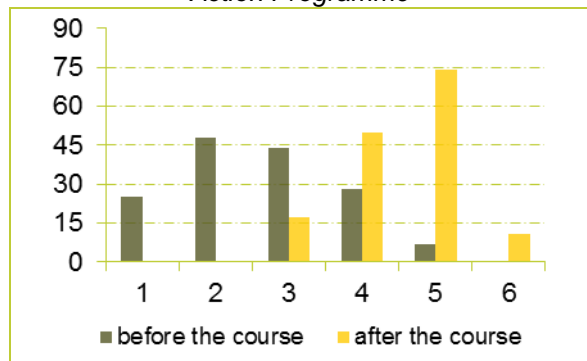
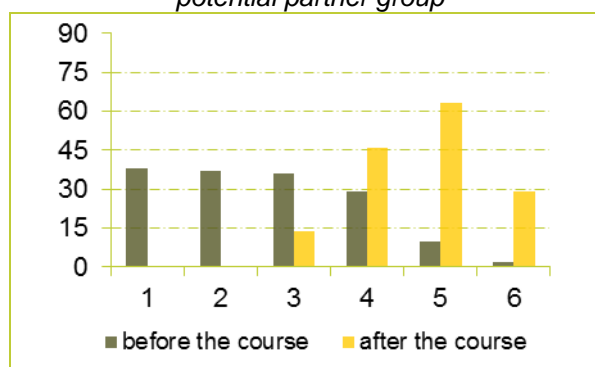*4.3 Confidence in presenting organization and ideas*

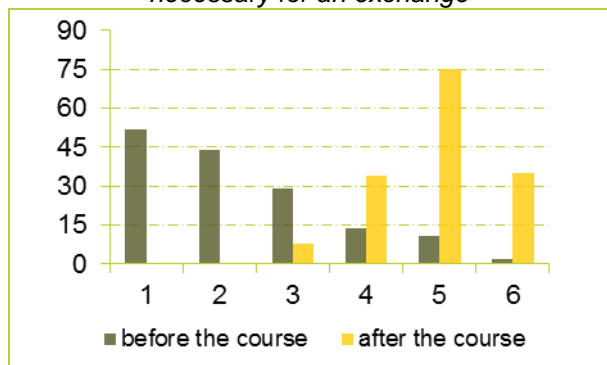*4.4 Skills in developing an international project*

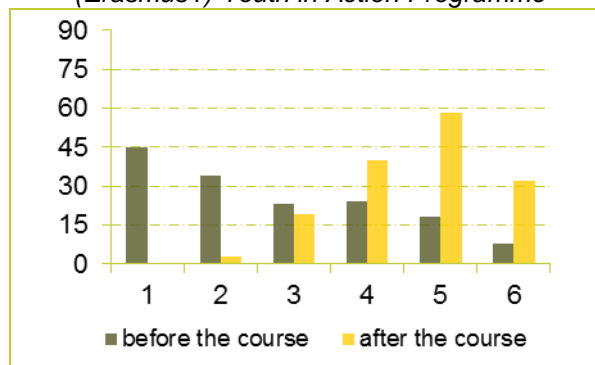*4.5 Ability to identify an appropriate partner group*

4.6 Skills to negotiate and co-operate with a potential partner group
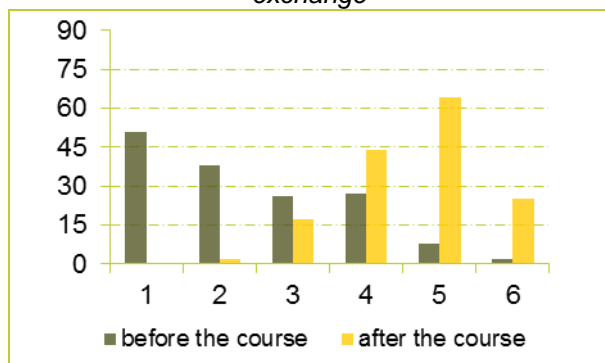
4.7 Awareness about the preparation work necessary for an exchange

4.8 Familiarity with the Youthpass tool in the (Erasmus+) Youth in Action Programme

4.9 Confidence to run an international youth exchange

General conclusions about participants learning process and results

It is clear from all the graphs that BTM is a course that increases learning in many different aspects related to setting up a quality youth exchange and gives the participants both skills in developing an international project as well as the necessary confidence to move onto planning one.

It seems that the ability to identify appropriate partners and awareness of the preparation necessary are the most important learning outcomes, according to the participants, since most of them came to the course with these needs.

The familiarity with the Youthpass tool in the Erasmus+: Youth in Action Programme also increased for the majority of the participants, showing the importance of clarifying the different ways of using the tool, even in a short course like BTM.

5. QUALITY OF THE COURSE ORGANISATION
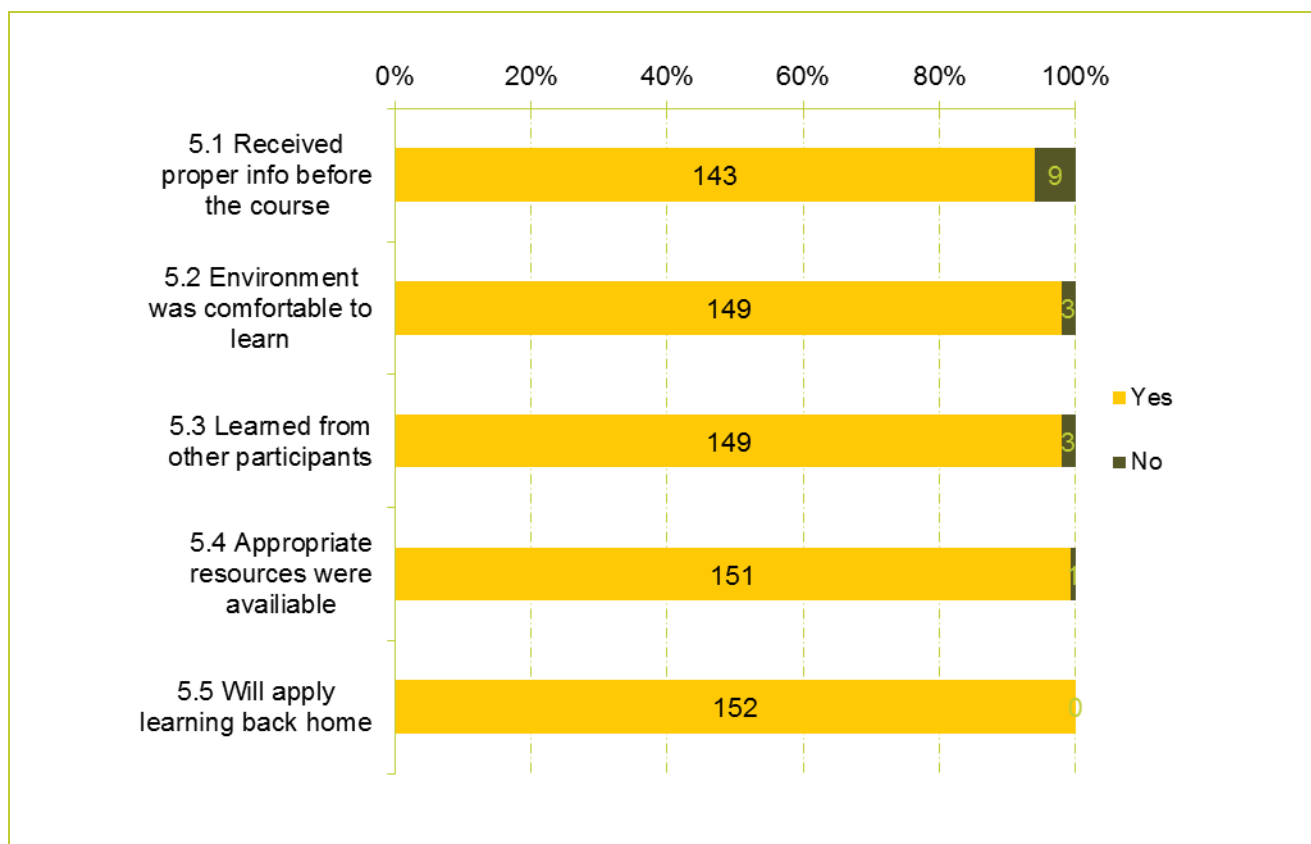
5.6 Experience was taken into consideration
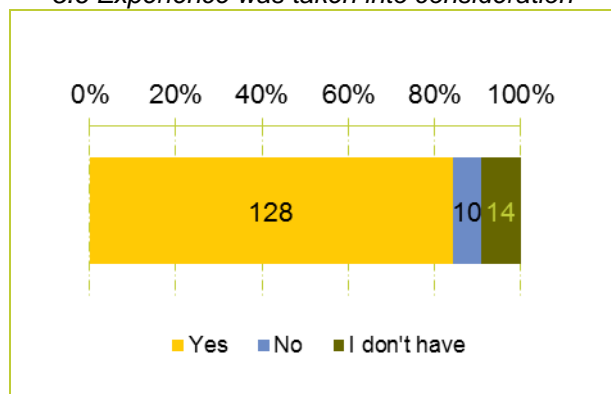
The quality of the course organisation was highly appreciated by the majority of participants. All elements of preparation before the course and practical arrangements were estimated as of high quality - the few negative answers concerning information given prior to the course can be explained by the last minute replacement process for some participants. Clearly NAs chose venues that served the requirements of the non formal learning methodology, reflected in the high appreciation of participants.

84.22% of the participants felt that their experience was taken into consideration, probably through the active methodology of the course, which enables interaction and sharing of experiences. The 10 people who answered 'no': 9 had no previous experience in youth exchange, one had done 1 youth exchange previously. We do not see a correlation there. The

question should be added "If your experience was not considered, please explain'? in order to better understand this.

A small percentage (9.2%) had neither experience of youth exchanges nor youth work generally, although the course is aimed at those who are newcomers in youth exchanges but active in the field of youth work.

6. METHODS AND INDIVIDUAL LEARNING

6.1 Appropriate methods were used
6.2 Participated actively
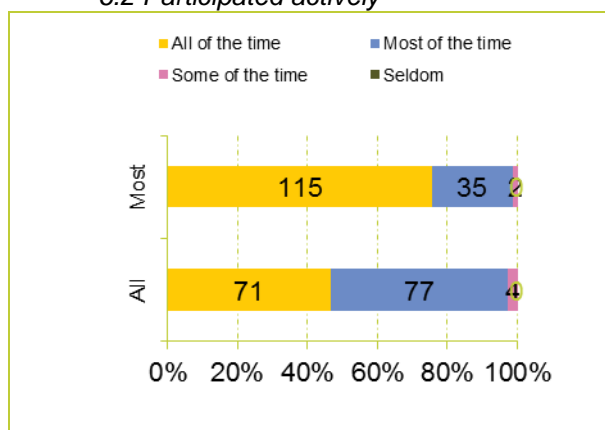
6.3 Learning needs were addressed
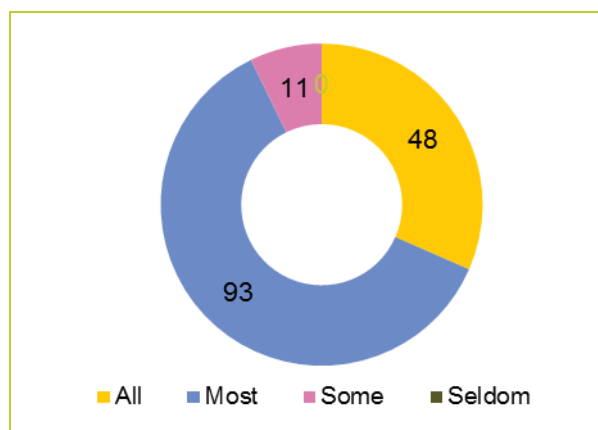
The majority of participants (98.7%) estimated that appropriate methods were used all or most of the time. This shows that the course has been well established and there is a cohesive flow of active and reflective parts. Moreover the methodology of the course enabled the active participation of the participants, as confirmed by 97.4% of them.

As concerns learning needs being addressed, we see that 92.8% believed that this happened all or most of the time. This is in line with the conclusions of the separate learning outcomes achieved in the course, mentioned above.

7. TEAM

In all cases cooperation and teamwork were effective, professional and of high quality. The support given by the staff of National Agencies and cooperation with them were important and greatly appreciated by the BTM teams, as well as by the participants.

8. FUTURE DEVELOPMENTS

It seems that the BTM course is very efficient and the most important thing that needs to be taken into consideration is the adaptation to the new Erasmus+: Youth in Action Programme and the final updating of info packs and links that has already been started on.

However here are some suggested future developments, gathered from the different courses:

- To update further the info packs for participants and National Agencies, e.g. change the link to the BiTriMulti blog (new link is http://www.bitrimulti.wordpress.com), use the terminology of Erasmus+: Youth in Action Programme, add the new logos etc. It would be good also if we can clarify when participants should cover their local travel costs to participate in BiTriMulti course or, in cases where the training takes place in a remote place from the airport/hours distance by train, whether these costs could be covered by the NA.

- There is a need to shape a bit the questionnaires: participants rarely use the verso of pages for giving extra comments, yet more information is sometimes needed. For example, in the case of participants not working directly with young people - what do they actually do in their organisations? Also, for those who feel their experience was not taken into consideration that they did not learn from the others etc, there could be a more visible space to ask for further comments.

- As concerns the content of the BTM programme:

  It seems that swapping the info session of Youth in Action and the first step of the Simulation Game is needed. Participants will have a more clear idea and info, before they enter the steps of the Simulation Game.

  Also to consider the possibility of introducing Quality Award Criteria before entering the Simulation Game. This may enable participants to focus on quality when developing youth exchange projects.

  To adapt the way of working with the application of the simulation to the current technologies, so as on one hand to give a complete picture of the project description, aims, programme, expected results and on the other hand to get to know the new IT tools needed.

  To rethink whether the participants should write the application separately or together (the authenticity of the process versus the quality of the project). Experience has shown that, by working in project teams, the participants manage to develop good, coherent projects, yet in reality they would not work together on the forms.

ANNEX 1 - The exact number of participants expected/showing up per each course:

Cyprus - September 2013

Participating countries	Final number of participants
Austria	2
Cyprus	4
Estonia	3
Ireland	3
Italy	3
Norway	2
Romania	3
Slovakia	1
Switzerland	1
UK	3
EECA	
Moldova	1
Russia	1
SEE	
Moldova	1
Montenegro	1
Total number	**29**

Croatia – October 2013

Participating countries	Final number of participants
Croatia	4
Czech Republic	2
Hungary	1
Netherlands	1
Norway	3
Poland	4
Spain	2
Turkey	6
Total number	**23**

Ireland – December 2013

Participating countries	Final number of participants
Ireland	2
Belgium-FL	2
Bulgaria	3
Cyprus	2
Estonia	3
Iceland	2
Italy	2
Malta	1
Norway	3
Romania	3
Total number	**23**

United Kingdom – December 2013

Participating countries	Final number of participants
Bulgaria	2
Croatia	1
Czech Republic	2
Germany	2
Hungary	2
Netherlands	1
Poland	1
Slovenia	2
Sweden	1
Turkey	4
United Kingdom	5
Total number	**23**

Greece – June 2014

Participating countries	Final number of participants
Greece	1
Bulgaria	1
Cyprus	2
Estonia	2
Germany	3
Hungary	1
Italy	2
The Netherlands	2
Norway	1
Poland	3
Romania	3
Switzerland	1
Turkey	3
UK	1
Total number	**26**

France – September 2014

Participating countries	Final number of participants
Belgium-FR	1
Bulgaria	1
Croatia	2
Finland	2
France	3
Ireland	3
Latvia	2
Lithuania	2
Norway	2
Poland	2
Romania	2
Slovakia	2
Slovenia	1
Turkey	2
United Kingdom	1
Total number	**28**