



TicTac Training Course

TicTac TC Cyprus, February 2015
TicTac TC Turkey, March 2015

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
- The annual trainerspool meeting

Team of trainers:

Anita Silva
Denis Morel
Jo Claeys



1. GENERAL INFORMATION

Participating countries	Final number of participants
Austria	2
Belgium-FL	1
Bulgaria	3
Croatia	1
Cyprus	5
Czech Republic	1
Estonia	2
France	3
Germany	1
Greece	3
Hungary	2
Iceland	1
Italy	2
Latvia	1
Lithuania	2
Luxembourg	1
Malta	1
Norway	2
Poland	4
Romania	5
Slovakia	2
Slovenia	2
Spain	2
Turkey	4
Total	53

Total number of received questionnaires

53

2. AIMS AND OBJECTIVES: ARE THEY MET?

YES

53

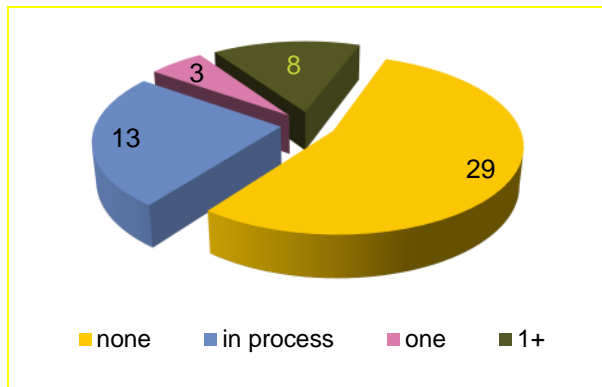
NO

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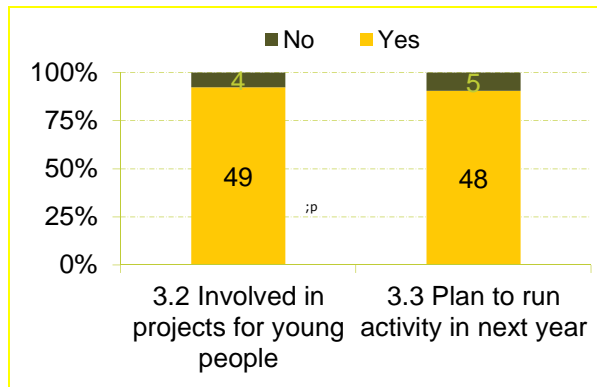


3. TARGET GROUP

3.1 Experience in organising Mobility of Youth Workers 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

In both trainings implemented the participants selection was a balanced one and a good fit for TicTac in terms of participants' profile, being that more than half were quite inexperienced and the rest of the group with diverse knowledge of the programme (see graph 3.1). This enabled the groups to have high levels of motivation to learn as well as enough diversity to allow and stimulate peer learning within the group.

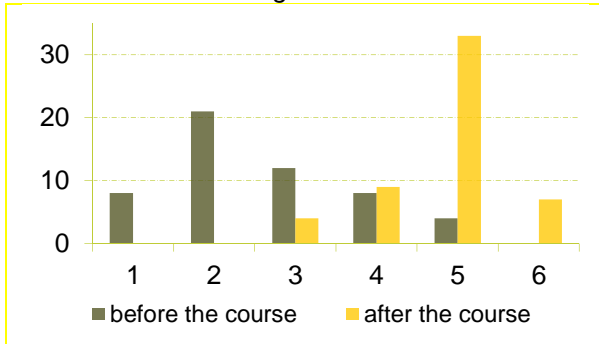
When comparing all 3 above graphics to the previous comparative report 2013 - 2014, we notice a very similar –almost identical- percentual division between the different answers.

The fact that the Erasmus+: Youth in Action Programme was still relatively new also increased the curiosity of participants and elevates engagement towards the learning process. The English levels were very suitable for the training purposes and participants are still active in the Facebook groups created to facilitate communication (mainly after the training course and focusing also on networking).

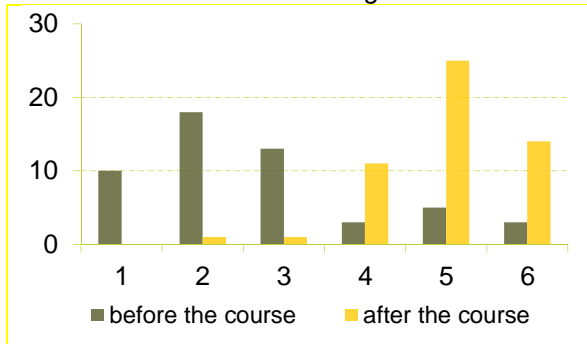


4. GROUP LEARNING PROCESSES AND RESULTS

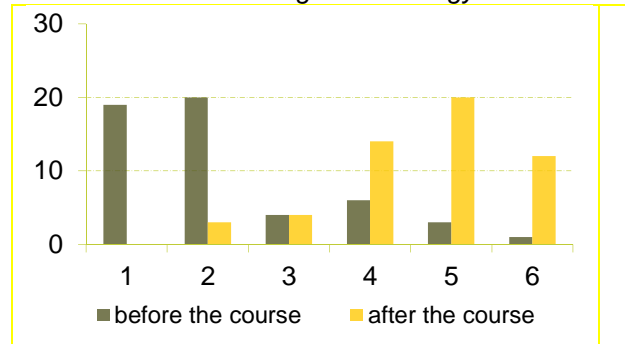
4.2 Knowledge of the Erasmus+: Youth in Action Programme



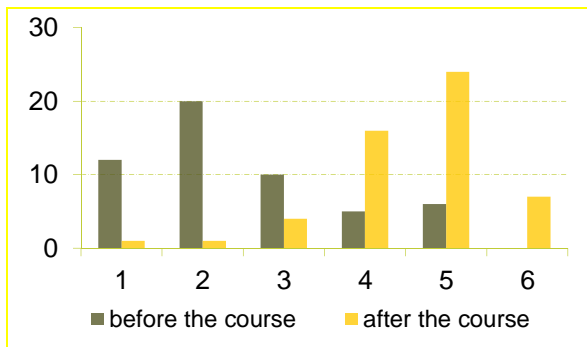
4.3 Awareness of the educational potential of the Erasmus+: YiA Programme



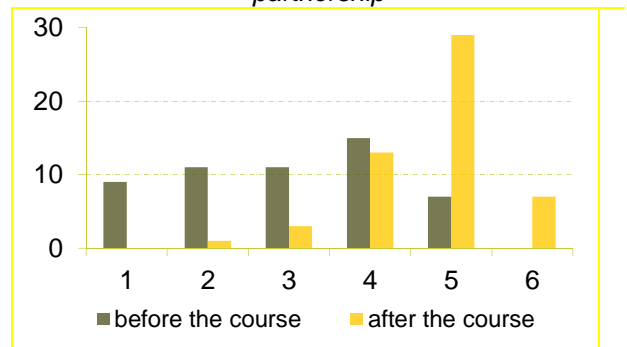
4.4 Understanding of the function of Mobility for YW within a long-term strategy



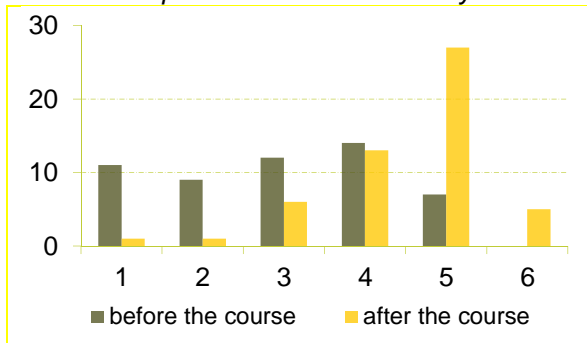
4.5 Ability to develop Mobility for YW activities



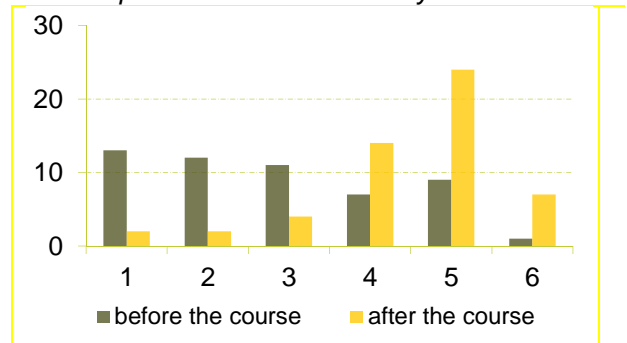
4.6 Ability to co-operate and work in international partnership



4.7 Competence in planning non-formal education process within the Mobility for YW

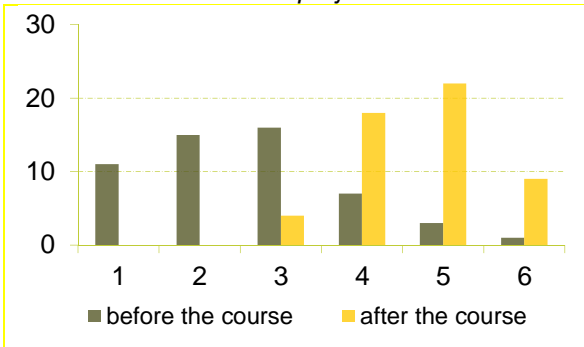


4.8 Competence in planning intercultural learning process within the Mobility for YW

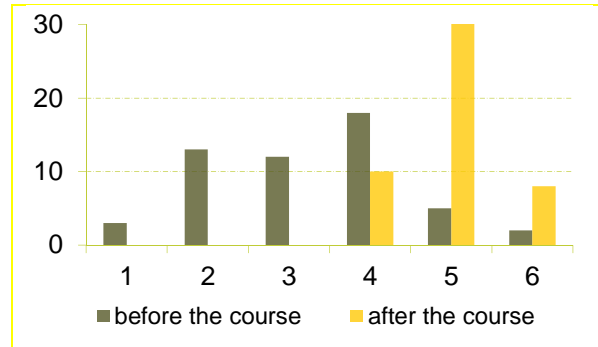




4.9 Understanding of youth participation and European Citizenship in a Erasmus+: Youth in Action project



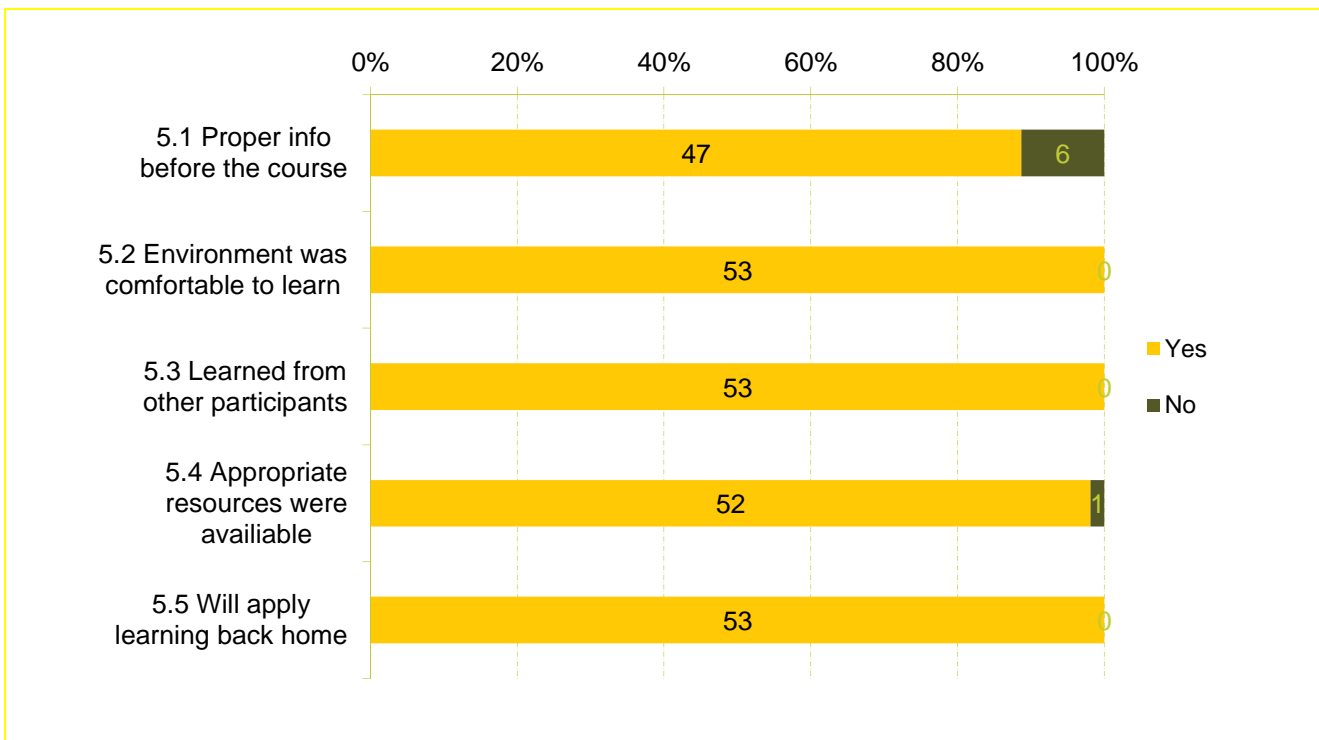
4.10 Ability to transfer knowledge, awareness, skills, commitment, ...to youth work practice



General conclusions about participants learning process and results

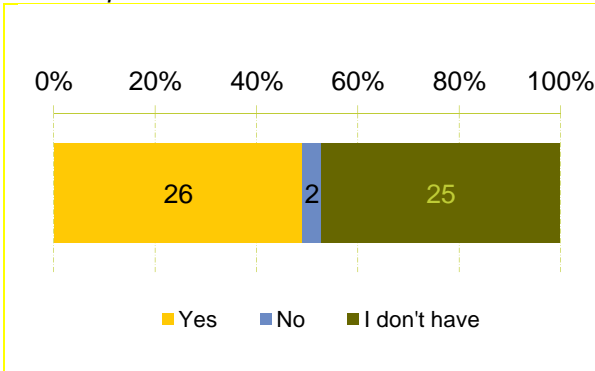
Compared to the previous comparative report, we see on an overall note very similar outcomes and results. A confirmation of remained quality and learning outcomes. Also in the above results we notice a clear and strong increase in graphic 4.3 (*Awareness of the educational potential of the Erasmus+: Youth in Action Programme*). Combining this with the strong results of graphic 4.4 (*Understanding of the function of Mobility for YW within a long-term strategy*), it reconfirms that one of the core businesses of the TicTac training course remains significantly successful: looking at education within a long term strategy.

5. QUALITY OF THE COURSE ORGANISATION



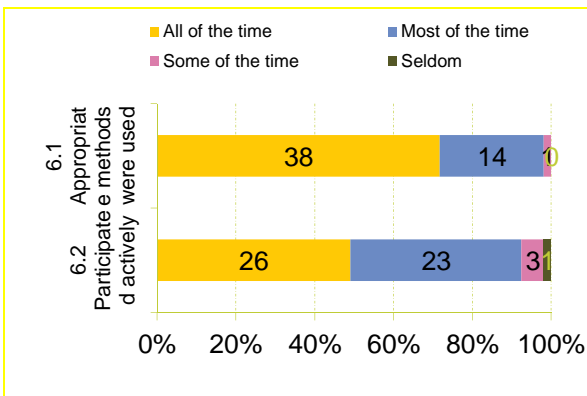


5.6 Experiences was taken into consideration

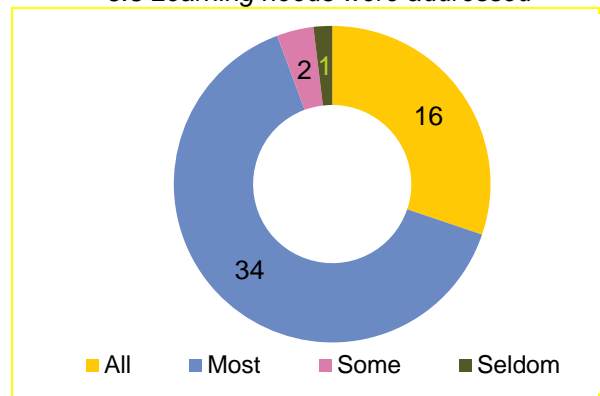


Graphic 5.1 shows that a bit more than 10% of the participants state they did not receive proper info before the course. This was stated mainly by participants from the waiting list who received detailed information around the courses very short before the courses took place and thus could be an explanation for measuring not to be properly informed before the course.

6. METHODS AND INDIVIDUAL LEARNING



6.3 Learning needs were addressed



7. METHODOLOGY

Compared to the previous comparative report, we notice a significant and successful increase in the results for graphic 6.1 and 6.2. The recent adaptations to the TicTac programme outline and the used methods has shown to be effective, especially when looking at the graphic 6.3, where we also notice a strong increase of the answer 'all learning needs were addressed' compared to the previous years.

Looking to these results also in the frame of the comparative report from 2012-2013, we see a continuous increase in the above graphics. A continuous questioning and re-modelling of the training concept to the individual learning needs of the participants is the origin of this positive evolution and should remain happening in the future.

8. TEAM

In both trainings the team of trainers cooperated well and the communication with the hosting NA's and SALTO was smooth and valuable for the preparation, implementation and evaluation process of the work done both in Cyprus as in Turkey. The team meetings took place in Portugal in July 2014 and July 2015, and those moments were used to discuss the program, revise the past reports, update all packs and develop new handouts when needed.

The end of this year also brings new changes in the team, with one of the team members leaving (Anita Silva) for professional reasons and two new trainers being selected to join the team.