

**Advanced Training for Trainers in Europe
Training Quality Product**

**Evaluation and follow up
in the ENOA Action Training:
reflections, experiences and some tools**

By Silvia Volpi

Index

1. Preface and some concerns

2. The context

- 2.1 E.N.O.A and the definition of E.N.O.A Action Training
- 2.2 The need to use common standards and procedures

3. The Evaluation

- 3.1 The action training evaluation
- 3.2 The evaluation as central element in the "action" part of the training

4. The follow up

- 4.1. The roles in the follow up
- 4.2. The rules in the follow up
- 4.3 The tools in the follow up

5. Reference materials

6. Annexes

- 6.1 Guidelines for the ex ante evaluation of the context in which the action training will take place
- 6.2 The diary
- 6.3 Forms for the final evaluation
 - 6.3.1 for the international participants
 - 6.3.2 for the local youth
 - 6.3.3 Guidelines for the team members
- 6.4 Form for the personal action plan for the international participants
- 6.5 Forms for the ex-post evaluation
 - 6.5.1 for the international participants
 - 6.5.2 for the local youth
 - 6.5.3 for the local organisations
 - 6.5.4 for the local authorities
 - 6.5.5 for the team members
- 6.6 Example of an action training programme

1. Preface and some concerns

Yesterday afternoon¹, after having finished to complete the text about the evaluation and follow up in the ENOA action trainings², I had a break for a while and again horrible news from the world, again conflicts, bomb attacks, natural disasters. In this global scenario, I was questioning myself about the utility of these tools and this work! And it is easy to guess how I was disappointed with myself and how powerless I felt.

After the first moment in which I was completely disoriented, I remembered my grand father saying to me that "if your dream is to plant a big field with corn, before it is necessary to be able to cultivate a small vegetable garden"...and I starting from that memory, I tried to give a meaning to my work.

If I think back to the last 4 years³, I feel in fact to have made different kind of attempts with ENOA action trainings, to empower young people (individuals and community) in order to make it visible that every one has the right to express him/herself as well as the right to take part actively in society to improve the quality of life.

One of the last ENOA experiences has been conducted in Florence, where I usually live and work. The "Anima Giovane" action training⁴ has been a powerful tool, pulling out a lot of emotions and strongly motivating the actors of the training itself to act and revise their way to participate in their local community.

The international action training phase is actually finished the 7th of July 2003 and now I am continuing to work, in co-operation with the other team members and the representatives of the local organisations, to support the "follow up" of the project both locally and internationally⁵.

As it seems that other action trainings will happen in the near future⁶, the idea to create an Action Training Pedagogical Kit, in which youth workers and trainers can find some information, experiences and tools for all the phases of an action training, made more and more sense in my mind.

I decided to challenge myself, starting to reflect about two of the main phases (evaluation and follow up), usually considered and planned as the last part of a training course. These phases, on the contrary, strongly interrelated with the preparation and implementation of a project, need to be codified and planned since the beginning of the project with attention and care.

¹ 03.01.2004

² See chapter 2.1 for the definition of ENOA Action Training

³ Enoa was established in 2000, 4 years ago

⁴ Anima Giovane Action Training has been my Practice II for the Advanced Training for Trainers in Europe

⁵ At local level, the Municipality of Florence with the local organisations, the local youth contacted through the action training and ENOA have submitted a project - MAGMA - to the European Commission to support the local youth participation. At international level some of the youth workers/participants are trying to verify the possibility to build up an action training in their context, thinking that it can be an useful tool to stimulate the youth participation.

⁶ In September and October 2003 an action training took place in Latvia and another one in Poland. Other action trainings, co-ordinated by some ex-participants with the support of the ENOA members, will take part in 2004 probably in Lithuania and Italy again.

In the following chapters, I tried to summarise and systematise the experiences of the last 4 years, adding some tools and proposals for the future action trainings.

This text aims to show the importance of the evaluation and the follow up in the action trainings as well as to propose past experiences, materials, methods and tools as a source of inspiration for trainers and youth workers while planning and preparing an action training itself and especially the evaluation and follow up phases.

To complete this work, during next months the ENOA Research department will elaborate other chapters related to the planning, preparation and implementation of an action training in order to provide a tool –as a sort of guidelines, based on the experiences – for all those aiming to organise an action training⁷.

So far, this was shortly the motivation of my work, that unfortunately will not change the world in a while, but that it is in line with the values I am promoting in my daily life and work, trying to transfer my experiences to some colleagues and more to some new generations of youth workers and youth leaders that sometimes need only a “push” to start to feel citizens and act consequently at local level with an open eye on the world.

⁷ By the way, the ENOA Pedagogical Kit will be implemented and improved after each practical experiences by the team members.

2. The context

Before to analyse the main issues of this text (the evaluation and follow up in the action training), we would like to identify the context of the work, shortly introducing the mission of the European Network of Animation⁸ and the main aims of its experimental action trainings, as a tool to empower young people.

After the short introduction of the European Network of Animation, from now on called "ENOA", and its action trainings, we would like to complete the frame of this study, explaining the motivation to look for common standards and procedures in the implementation of the action trainings themselves.

2.1 ENOA and the definition of ENOA Action Training

"To use the skills of the individuals to work with them in the public spaces to create activities that they will continue to organise and realise by themselves."

The European Network of Animation, was established in Portugal in March 2000, by youth workers and trainers from 6 different countries.

ENOA is based on promoting social development of local communities, believing that everybody should have the right and the opportunity to be a social actor in his/her own community.

To defend these values, ENOA is creating a permanent dialogue and exchange of experiences, knowledge and techniques of animation⁹ and particularly street animation¹⁰, considering the intercultural and international dimension a fundamental tool for its activities.

The ENOA main actions are :

- training courses for youth workers/youth leaders on theory and practices of animation and street work techniques at any level;
- local projects of animation within the frame of an international and intercultural context;
- bilateral, multilateral intercultural youth exchange projects;

The ENOA dream is:

- the creation of an European House of Animation, to bring the methodological work, the practical training and the administration of the

⁸ For further information see the ENOA web page: www.enoa.de

⁹ Animation is "directed at the artistic, intellectual, social, practical and physical skills of individuals. The aim of animation is to encourage and empower individuals and groups (e.g. neighbourhoods) and to discover and unfold latent potential...". Morel Denis, *"An innovative bidimensionnal training (toward youth community and youth workers) to empower Youth Community: from a concept to the impact"*

¹⁰ Street animation: ENOA defines street animation as an interactive tool to reach the local community and to establish the first contact with individuals or group, mostly young people. In the ENOA action training, street animation is used as an interactive tool to establish the first contact between the international group of participants and the local community. The street animation activities used during the past action trainings, are various and depends a lot on the context, the international participants and team, the local authorities, the materials at disposal, and so on. Telling stories to and with the children and adults, playing games with young people, juggling, interacting with the community, singing and dancing, miming, using face painting to meet new people have been some of the activities used during the street animation, interacting with the local community.

network under one European roof and offer a place to the local and international community to have a free place for exchanging ideas, training methods, materials, experiences.

In particular ENOA promotes and support the promotion of the action trainings¹¹.

The action training is a method for social intervention, that reaches the local community by working on its needs. Action training is the distinctive tool ENOA uses to approach and involve the community, above all the youngsters, to take part in civil society. It consists in being visible and active in open public spaces where citizens normally interact, by using specific tools.

The basic idea is to promote participation by creating a special atmosphere in which people can express themselves freely. The objective is not only to interact and entertain people but also to show that ***a constructive activation is strictly related to citizenship. Activation looks for social changes and consequently a general improvement of the quality of life.*** For this purpose it stimulates democracy by encouraging people to take responsibilities for personal and collective needs.

The action training method focuses on the interaction of the international and the local dimension of a training course. In particular the self-training of the international participants (normally youth workers and youth leaders) is stimulating the local community – especially the youth – to act in their own local context.

ENOA action training has an international dimension especially in order to have a strong impact at local level and also to multiply the use of this method through future possible actions promoted by the international participants¹² themselves in their local contexts.

¹¹ The action training is a bidimensional training that aims to empower youth in their local reality as well as to train and motivate youth workers/youth leaders to empower youth.

¹² We indicate in this text under the "International participants" definition, the youth workers and youth leaders taking part in an action training, working in the local reality or coming from abroad. When necessary, it will be made a distinction between the foreign and local youth workers/participants.

The cycle of an E.N.O.A action training

Needs analysis, in relation to:

- the local community, especially youth
- the local organisations and local Institutions
- the international participants (youth workers and youth leaders)



Preparation of the action training

- defining the aims and objectives for the local youth, the international participants, the local organisations and Institutions and for ENOA itself
- building a team and strengthen the co-operation at local level
 - creating the context and frame of the action training
- creating the programme and define the appropriate methodology



Running the action training

With attention to:

The international participants and The local community/local youth
In co-operation with the local organisations and Institutions

In order to stimulate an active participation of the locals and to train the international youth workers to use tools like street animation to contact young people as well as adults and to enable them to transfer the experience in their own reality.



Evaluation and follow up

With attention to:

The international participants and The local community/local youth
In co-operation with the local organisations/local co-ordinator and Institutions

In order to consolidate the process stimulate at local level and to sustain the international participants to transfer the experience in their context.

**To the Needs analysis
of future action trainings**



**To the Needs analysis
of the local community
and local youth met
during the action training**



2.2 The need to use common standards and procedures

After 3 years action trainings in Bosnia, Portugal and United Kingdom, during the General Assembly of February 2003 in Altamura (Italy), ENOA members noticed that it was necessary to find a common and agreed definition of action training as well as to define common guidelines, standards and procedures to run action trainings accordingly with ENOA values and principles.

To answer to this need it was created a committee in charge to develop the research department among ENOA sectors. In that frame, it was decided to create a **PEDAGOGICAL KIT** for all the youth workers and trainers that, aiming to organise and run an action training in their context, would like to be inspired by some experimented method and/or follow some tools already tested in the past experiences.

The pedagogical kit should be a tool that facilitate the work of the ENOA members, collecting useful materials and information, and also of all those trainers and youth workers that want to use an action training in their context and need an overview on past experiences and some guidelines and procedures to be inspired.

The fact to be able to identify a common meaning of the action training and also to create some tools for the implementation of the different phases of these activities, will allow the ENOA members and also the different team members of the future action trainings to compare the results, identifying trends, strenghts and weakness elements.

By consequence it will be possible to reconsider, readapt or change constantly the tools, materials and approach on the base of the experiences reported by the team members of the different action trainings promoted by ENOA or by some partner.

The following chapters about evaluation and follow up will be included in the Pedagogical kit in which all the steps of the action trainings will be treated and properly analysed and documented. The final version of the Pedagogical kit will be prepared for the ENOA General Assembly in Portugal in April 2004.

The approach used in the following pages tries to provide evaluation and follow up with a status as part of the learning process. Evaluation so many times has been seen as non-essential, or less important than other phases in a training course, but in fact reflection is one of the most powerful learning tools we possess: we can easily say that we haven't learned something until we recognise we have learned it.

The evaluation process extends than the period of learning, recognising that when people go back to their reality the learning continues as they interpret, adapt, use what they have seen and done in their training. The follow up the learning process, the participants, the impact of the training itself on the local context as well as on the founders and on the organisers, after the official end of a training course is an essential phase of the training itself and above all of the action trainings that ENOA aims to develop. Through the action trainings the different actors can reflect on their own responses, taking responsibility for their own learning and hopefully some responsibility for making changes.

3.The evaluation

"The only way to be sure you've met the needs is to ask"

As described in the *Project Management T-Kit*, "the evaluation is a powerful tool for planning and especially, for improving our abilities, our projects, our activities. It should also be understood as a fundamental tool in processes aimed at social change, because the main strength of evaluation is in preparing us to make things better than we have done previously".

While we are planning an action training, we have to consider that we need also to plan two kind of evaluation processes:

1. the evaluation of the action training itself
2. the evaluation as fundamental part of the action¹³ phase of the training process

The first evaluation process involve all the action training actors from the beginning since the end of the training itself. The evaluation process of the action training creates the base to decode the impact at local and international level of the project and its actions, helps to verify till which extent the aims and objectives have been reached (by the different actors), helps to understand the satisfaction in the learning process of the international participants and also the motivation of the local youth and youth workers to take part actively in civil society.

The second evaluation process helps the international participants to verify what has been achieved with their actions¹⁴ with the local youth, to verify how it happened and to better plan again the strategy/tools and methods to be used during next contacts with the local youth in order to achieve their aims and objectives.

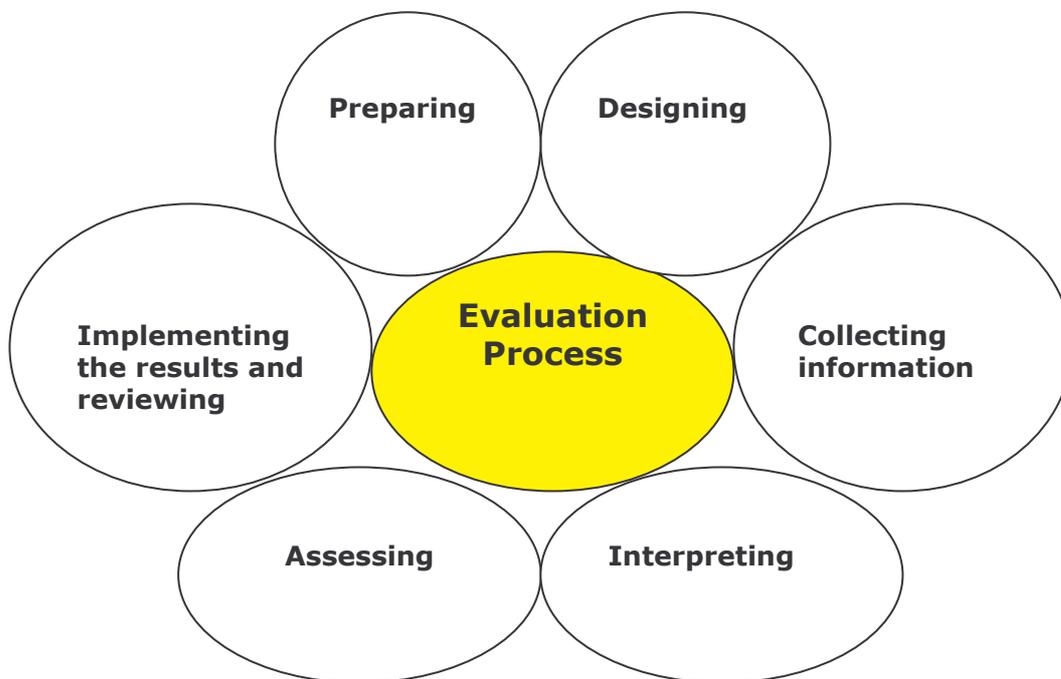
Before to start to analyse the different stages of a an action training evaluation, it should be said that in any evaluation process, there are common steps ¹⁵ that should be respected and observed if we want to be sure of the effectiveness and efficiency of the used methods.

¹³ The programme of the ENOA action trainings is normally organised in two main phases. The first part of the programme normally is dedicated to build the group and to train the participants, letting them discover the context in which they are supposed to plan the actions, to meet the local youth (the target group) with whom they will work during the second phase. The second phase is dedicated to the action in the hosting local reality.

¹⁴ Just to remind that not only the measurable results are important in the evaluation but also the relationship among the persons as well as the emotional learning process activeted through an action training.

¹⁵ See: Feek, Warren "Working Effectively: a guide to evaluation techniques" 1988

The main steps ,implicitly or explicitly taken, can be described as follows:



- **Preparing the evaluation process:** In that phase it is important to define the objectives (Why), the focus (What), the responsibility in the evaluation process (Who), the methodology (How);
- **Designing the evaluation process:** In that phase it is important to identify what we want evaluate and to agree on the indicators we will use;
- **Collecting information:** The information can be collected questioning/listening, watching/observing, reading.
- **Interpreting the information:** In that phase it is very important to have the possibility to compare the information with other experiences or have different opinions/points of views.
- **Assessing the information:** This is the phase in which we should try to draw out some conclusions from the collected information
- **Implementing the results and reviewing :** In that phase we should identify eventual changes in our activities, starting to review evaluation process and design it again.

In general we can say that, while planning¹⁶ an evaluation, it is always very important to remember some interrelated basic questions (W-CHART):

- **Why** to plan an evaluation since the beginning? Do we want to evaluate if the action training it works? If it is effective? If it can improve the performances of the youth workers/participants? Or...
- **What** evaluate? The training? The Trainees? The Organisers? The cost and the funds? The used materials? The methodology? Or...

¹⁶ To plan does not mean to prepare. In fact at the beginning of every action training it is important to have a clear vision of the main stages and phases in the evaluation process as well as the tools and resources needed. The detailed preparation of each step will be done during the action training itself, in order to take into consideration the evolution of the process and eventual unexpected elements that can influence the process and the project.

- **Who** will be in charge/involved in the evaluation? For whom evaluate? An internal evaluator? A group of persons? Anyone involved in the action trainings will be involved in the same way and with the same tasks? Or...
- **How** evaluate? Which kind of methods? Which approach to use? Or...
- **When** evaluate? Only at the end to verify the satisfaction of the trainees? How much time should we devote to run an evaluation? Or...

All these questions and all the other thousands we have in mind and we are not able to express should be our guide while thinking to the evaluation, as a complex, variable and dynamic process.

Using the past experiences, we will try to decode and to structure, in next chapters, the two evaluation processes that characterise the ENOA action trainings. The two next chapters aim in fact to provide a synthesis of the past activities, actions, experiences and experimental methods used in the action trainings, to propose a sort of guideline for the future action trainings in which the complexity of the evaluation process clearly appears as well as the interdependence and the interrelation of the various dimensions, actors, situations.

3.1 The action training evaluation

In the action trainings ENOA have run till now, we clearly perceived that there is not a "cookbook" to be used to set up the evaluation phases. The tools, the methods and the approaches used in Florence have been different from those used in Bosnia or in United Kingdom, in order to take into consideration and to value the reality, the context, the participants and their needs, the team and the organisers, the time, the resources.

Passing through the final reports of the different action trainings, we can easily identify that the evaluation process, to be efficient and effective, should count – as any other training course or educational activity - the following main stages:

- *The ex-ante evaluation*
- *The continuous evaluation*
- *The intermediate evaluation*
- *The final evaluation*
- *The ex-post evaluation*

The ex-ante evaluation:

The ex- ante evaluation should provide information on the international participants (their background, expectations, motivations, fears and doubts) as well as on the local reality in which the action training will be developed. Collecting information on the local reality means to collect information about the needs of the local community/local youth, the local organisations, the local Institutions, their interaction.

After having collected all the information it is necessary to draw the conclusions out of the information acquired in order to prepare the action training itself and to implement it as well as to plan the other stages of the evaluation.

The trainers, with the support of the local organisers and local youth workers, should pay attention to the ex-ante evaluation phase in order to create a stable base of work during and after the action training itself.

In details...

| Ex-ante evaluation | In relation to the international participants | In relation to the local reality |
|---------------------------|--|---|
| Why? | To revise the aims and the objectives To define the process and the actions/methods to achieve the aims and objectives already defined | To define the context/frame of the action training To revise the aims and objectives To define the process and the actions/methods to achieve the aims and objectives already defined |
| What? | Collecting information, interpreting information, drawing out the relevant conclusions | Collecting information, interpreting information, drawing out the relevant conclusions |
| Who will evaluate? | The team members (eventually with the help of an external expert) | The team members (eventually with the help of an external expert) |
| For whom? | For the international participants directly, indirectly for all the actors involved in the action training | Directly for the international participants, indirectly for all the actors involved in the action training |
| When? | At least 2 months before the beginning of the project | At least 2 months before the beginning of the project |
| How? | Using the application form of the selected participants and eventually asking to the participants to write a motivational letter ¹⁷ Depending on the resources, the participants can be asked also to be more creative to express their motivation to take part into the action trainings, using any artistic way to express themselves. At the beginning of the action training itself the information acquired could be checked organising some activities related to the expectations and motivation of the participants. If the participants have produced some materials , they can be used as starting point also to share experience and to build the group. | Using the guideline for an ex-ante evaluation of the context ¹⁸ and producing a research on the reality in which the action training will be organised. The information can be collected in a written form or in a video, in several interviews, in a cartoon, depending on the resources and the availability of the team and organisers. At the beginning of the action training itself the information acquired can be revised, organising some activities to discover the territory with the international participants |

¹⁷ In the motivational letter, the participants can express freely their motivations, expectations, fears and doubts and also their commitment to such a kind of training course. In the motivational letter they should also explicit the way they foresee to use this experience.

¹⁸ See the annexe 6.1

The continuous evaluation :

The continuous evaluation, or *in itinere* to use a Latin word, takes place daily and should provide the information about the feelings of the participants, the satisfaction of their expectations, their learning progresses and process, the achievement of the daily objectives, the coherence between the objectives, the contents and the used methodology.

Through a continuous evaluation it is possible to collect the relevant information to adapt and eventually change the following steps in the programme/process in order to respond to the new needs or to the unexpected situations.

In details...

| Continuous evaluation | |
|------------------------------|--|
| Why? | To be able to adapt or change the programme/activities accordingly to the revised objectives To check the satisfaction in the learning process |
| What? | The feelings of the participants The satisfaction of their expectations The achievement of the daily objectives The coherence of the objectives, contents and methods |
| Who will evaluate? | The team members + the international participants |
| For whom? | For the international participants and the team members directly involved in the process, indirectly for the local community/youth in order to give them an overview on how the process is going, a feed-back on the achievement of the objectives. |
| When? | Daily |
| How? | The continuous evaluation can be organised in small groups (5/6 participants and 1 team member) the meet everyday in a safe environment they have chosen to reflect and evaluate the daily elements of the programme and their personal and professional development. During these meetings it is useful that the team member remind the participants to think about how to use the experience/competencies acquired once back home in order to facilitate the transfer process after the end of the project. In alternative to this method, the continuous evaluation can be organised in small groups without any team member. The small group could receive a guideline for the discussion/reflection. A referent for each group, at the end of the daily sessions, should summarise the evaluation meeting (mainly the remarks and comments that can influence the programme/process) to the team. Another method focus more on the rotation of individual reflection and plenary sharing moment. The participants are asked, at the end of the daily session, to use some time to reflect on the daily sessions/actions as well as on the link with their daily work once back home. Then they should prepare some conclusions/remarks/comments to share in plenary with the others. To reflect the participants can use some guidelines provided by the team (sometimes a kind of diary ¹⁹ is provided in order to allow the participants to note their learning process, their feelings and their personal and professional development). |

¹⁹ See annexe 6.2

| | |
|--|--|
| | A part of structured moments, it is important that there are also informal moments in which it is important to observe, feel what happens, what can be improved, what need to be changed in the process both at individual and collective level. |
|--|--|

It is very important that the team members and the participants check the evolution of the action trainings, also meeting informally the referent of the local organisations or the local community/youth as well as (if it is possible) some referent of the local Institutions. It is important in fact to take into consideration the opinions of all the actors, being that the action trainings have the aim to empower the local community through an international training course!

The intermediate evaluation:

The intermediate evaluation in ENOA Action Training, usually is one of the training elements that guarantees a link between the two²⁰ main phases of the programme (the preparation phase and the action phase).

Through the intermediate evaluation, it is possible to evaluate the first phase of the action training and to collect information and suggestions to implement the action phase. In that kind of evaluation it is evaluated the process as well the methodology, the logistic and the group dynamics, the timing and the activities, the fulfilment of the expectations and the energy of the participants.

The intermediate evaluation give to the team members and to the participants a global vision of the "temperature" of the action training and also help to fix and to revise the aims and objectives of the second phase.

If an ongoing daily evaluation is organised, the intermediate evaluation usually summarise the impressions, feelings and comments, expressed the previous days...and the vision of the programme in the middle of the travel.

In details...

| Intermediate evaluation | |
|--------------------------------|--|
| Why? | To check the satisfaction in the learning process To check the group dynamics/communication/cohesion, feelings, motivation to pass to the action phase To evaluate the first part of the programme/methods/achievement of the objectives/results To be able to close the first phase of the programme and to open a new one, passing from one to another without any breaking. To adapt or change the programme/activities accordingly to the revised objectives |
| What? | The feelings of the participants The satisfaction of their expectations The achievement of the objectives (for the first phase) The coherence of the objectives, contents and methods To prepare the second phase |
| Who will evaluate? | The team members + the international participants |
| For whom? | For the international participants and the team members directly involved in the process, indirectly for the local community/youth in order to give them an overview on how the process is going, a feed-back on the achievement |

²⁰ It is generally indicated the two main phases of the programme: the first one is dedicated to the creation of the international group of youth workers/leaders, discovering the territory and preparing a strategy for the actions; the second phase focus more on the actions in the local reality to empower young people.

| | |
|-------|---|
| | of the objectives. |
| When? | At the end of the first phase |
| How? | <p>The intermediate evaluation is a coral moment in which the participants express themselves and listen also to the others, in order to have a clear picture of the situation and to start to imagine/to have a vision of the future steps.</p> <p>Different well known methods²¹ can be used, for instance:</p> <ul style="list-style-type: none"> - the smiles - the dartboard - the thermometer - the line - any other exercise experimented by the team or created for the "special occasion", that allow the participants to express themselves and to prepare the transition from the first phase to the second one. |

The final evaluation:

Before to close officially the action training, as any other learning process, is necessary to prepare appropriately the final evaluation, a moment that marks the end of the project itself and open the door to the next phase of the learning process that is the follow up.

The final evaluation is a fundamental moment, in which is important that all the actors of the action training can express their point of view and participate to close the project.

The final evaluation should give the first impression (warm) of :

- the efficacy and effectiveness of the action training in relation to all the actors in the given context
- the coherence of the programme elements, the methodology and the objectives
- the process (individual and collective) for the international participants as well as for the community (included the youth, the local organisations and the local Institutions)
- the sustainability of this tool (the action training)
- the feelings, emotions of all the actors as well as their commitment to continue to be involved in the follow up of the project

In details...

| | |
|-------------------------|---|
| Final evaluation | |
| Why? | <p>To close a process and a programme</p> <p>To verify the achievement of the objectives</p> <p>To verify the results</p> <p>To verify the coherence among the objectives, programme elements, methods</p> <p>To measure the satisfaction of the expectations of all the actors</p> <p>To create the base for the follow up</p> |
| What? | <p>The achievement of the objectives</p> <p>The coherence of the objectives, contents and methods</p> <p>The results</p> |

²¹ For more details on the above mentioned methods and to discover something else, you can check the Council of Europe Publications: Domino, Educational Pack, the Training Resource Files: volume 10 Evaluation, as well as the ENOA Action trainings reports and documentations, available in the ENOA web page (www.enoa.de).

| | |
|--------------------|--|
| | The programme elements and the process (bi-dimensional) The co-operation, the groups dynamics, the interaction of the local and international dimension The project management The team work The feelings of the different actors The commitment to continue to be involved in the follow up of the project |
| Who will evaluate? | The team members + eventually the help of an external resource |
| For whom? | For all the actors of the action training |
| When? | At the end of the of the action training |
| How? | The final evaluation for the international participants can combine an individual evaluation (through a questionnaire ²²) and a collective evaluation (verbal/non verbal ²³). For the local youth, it can be used also a short and simple questionnaire ²⁴ . With the referents of the local organisations and Institutions, at that stage, it is better the local co-ordinator fix a meeting and have a collective verbal evaluation, than losing time to prepare, spread, collect eventual questionnaires, that very often remain empty and useless. The team members can agree evaluate verbally in the "last team meeting" the action training or to make it individually following a common guideline ²⁵ |

The ex-post evaluation:

The ex-post evaluation is the essential element that create a link between the end of the action training and the follow up.

The evaluation after the end of the action training provides (from different points of view):

- the (cold) evaluation about the action training itself
- the feed-back about the impact of the action training in the local reality in which the project took place
- the feed-back about the transfer and follow up of this experience, the international participants organised in their realities
- strength and weak points of the action trainings
- useful information on the possibilities to re-use the action training in an other context, in which it is needed to empower the local community/local youth.

To carry out properly the ex-post evaluation, it is necessary that the local co-ordinator take care of the process at local and international level. The local co-ordinator, should continue in fact to co-ordinate (with the support of the other team members) the activities after the end of the action training at least for 6/9 months, to allow the planted seeds of youth initiatives to grow up at local and international level. It is really very important that it is clear since the beginning of the project which kind of

²² See the Annexe 6.3.1

²³ As for the intermediate evaluation, for the final evaluation a variety of methods can be used as the ports, the dartboard, the line, the map...To be inspired check the final reports and documentations of the past Action Trainings as well as the Council of Europe Publications like: Domino, Educational Pack, Project Management T-KIT, Training Essentials T-KIT.

²⁴ See the Annexes 6.3.3.

²⁵ See Annexe 6.3.2

commitment is necessary to co-ordinate an action training before, during and after and to think about the possible resources to be used.

A part of co-ordinating the activities to spread out materials/information for the ex-post evaluation, the local co-ordinator should be able with the support of the other team members as well as of some referent of the ENOA Research Department to elaborate and analyse the results of the evaluation itself and to find out useful recommendations for next action trainings.

In details...

| | |
|---------------------------|--|
| Ex-post evaluation | |
| Why? | To evaluate the action training and its impact To identify the follow up actions derived from the action training itself To evaluate the utility of such a tool in educational processes with a social impact |
| What? | The action training itself, with a more distant approach The strength and the weak points of the action trainings: the effectiveness of this tool The impact of the action training in the local reality in which it took place The impact of the action training in the personal and professional development of the participants, as well as in their realities The follow up actions, derived from the action training itself |
| Who will evaluate? | The team members + eventually the help of an external resource |
| For whom? | For all the actors of the action training |

| | |
|-------|--|
| When? | After at least 3 months from the end of the action training |
| How? | <p>The ex-post evaluation of an action training can be organised through a questionnaire²⁶, sent to the direct and indirect actors of the action training.</p> <p>Sometimes it is more efficient to fix a meeting at least with the local community, the referent of the local organisations and of the local Institutions to evaluate the impact of the action training in the local reality. The attached questionnaires can be used anyway as a possible guideline.</p> <p>It is possible to ask the international participants to answer to the questions listed in the attached questionnaire or any other similar version, adapted to the needs of the action training that you will carry out, using a combination of techniques (NOT only written) as painting, drawing, singing, using photos or a video above all in order to show the impact of such an experience in their personal and professional life. In this case it is quite interesting to combine the ex-ante and the ex-post evaluation in order to allow the participants and all the other actors of the action training to make a comparison of the same reality in different stages/period.</p> <p>At the moment ENOA has been using only the questionnaires. The use of other methods will be discussed during the General Assembly considering that a different kind of investment will be required both in terms of competences, resources, materials and funds.</p> |

3.2 The evaluation as central element in the "action" phase of the action training

As, already said, the ENOA action trainings should have a double effect:

- empowering local community/local youth
- empowering and training international and local youth workers/youth leaders through direct contact with a pre-defined community.

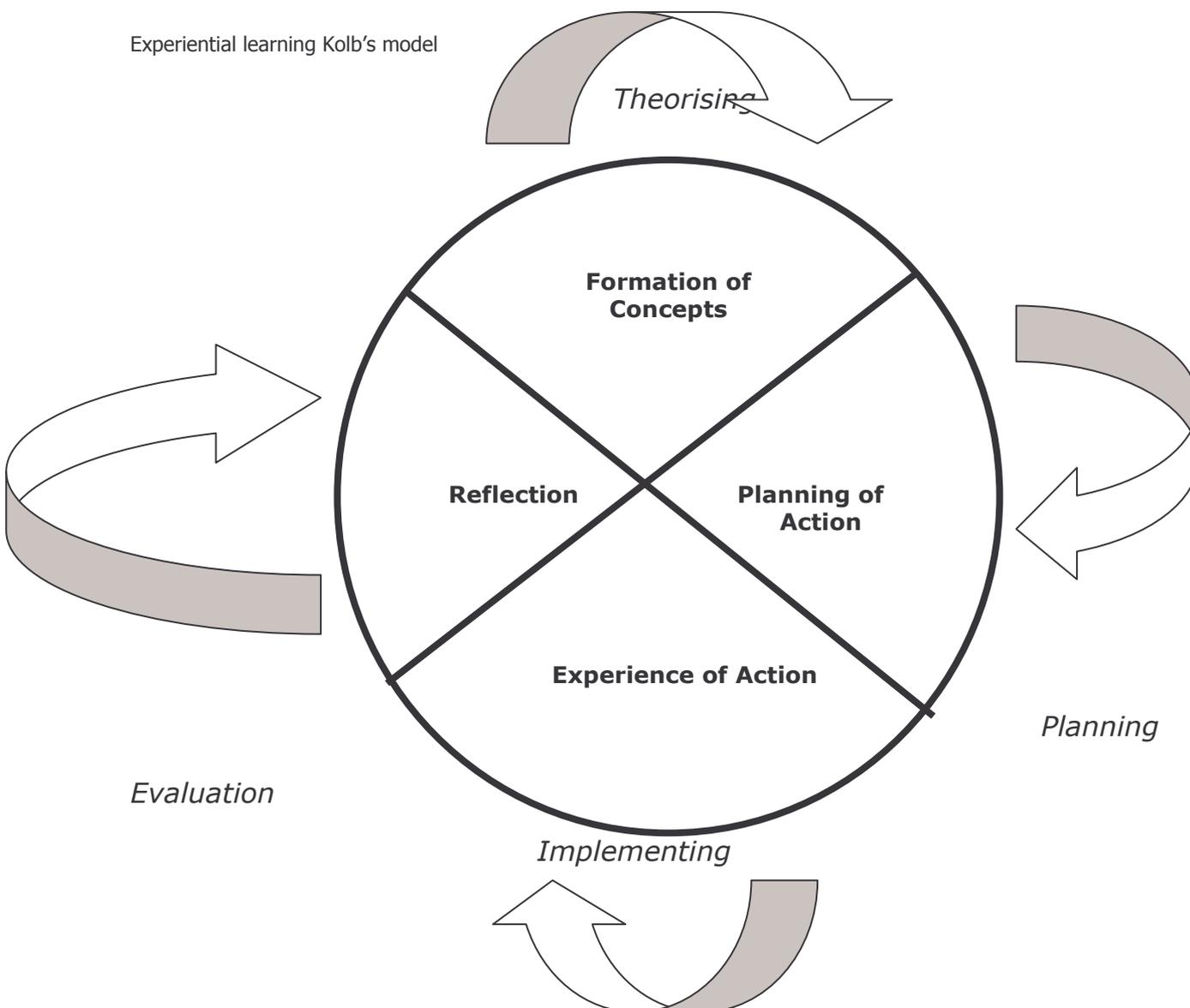
The "action phase", is the phase of the training course in which the direct participants/international youth workers and youth leaders can elaborate a strategy to act in a local context, trying to let the local youth feel free to express themselves, their needs and ideas/proposals, helping them to transform their ideas into project proposals.

During the action phase the participants, following the Kolb's experiential learning approach, should:

- Identify their strategy
- Plan their action
- Implement the action
- Evaluate the action in order to be able to review their strategy and to plan again new steps.

²⁶ See Annexes 6.5.1, 6.5.2, 6.5.3, 6.5.4.

Experiential learning Kolb's model



The action phase, is in fact an ongoing phase, that can be planned, but not completely prepared at the beginning of the action training. Day by day, as in the real professional life of a youth worker/youth leader, the action will be implemented accordingly to:

- the general and global strategy
- the evaluations of the micro-steps already realised
- the unexpected events
- the new needs that can be discovered

In the action trainings, the international youth workers/youth leaders, with the support of the team members and with the help of the information collected by the local organisations and local Institutions, work in small groups (action groups) to define, plan/prepare, implement and evaluate an action strategy in the local reality.

Of course the different small groups are part of a large group including all the international participants, with the common aim to learn empowering local young people.

The evaluation in the action phase should give the possibility to the action group (directly) and to all the other colleagues (indirectly) to reflect about their objectives, the activities run, the used methods and the achieved results as well as the teamwork in the group.

This reflection, freely organised by the action groups, should lead them to consolidate and/or review their strategy in order to achieve their objectives and to answer to the local needs.

In details:

| Evaluation in action groups | |
|------------------------------------|---|
| Why? | To evaluate the action implemented in the local reality To be able to adapt the strategy to the local needs and to achieve the defined objectives |
| What? | The action itself The different activities The methods and tools The approach The teamwork The satisfaction in "working" in their action group The timing The interaction with the local community/local youth The interaction/support with the other action groups |
| Who will evaluate? | The action groups themselves (if needed with the help of the team members) |
| For whom? | For the international participants (directly) and indirectly for the local youth and local community. In fact after the evaluation in the action groups, the youth workers can revise their strategy and activities with the local youth, taking into consideration the needs of the youth, the difficulties encountered, the dynamic in the group, the possible change, the aim to be reached. |
| When? | When the action groups feel necessary. At least once a day |
| How? | Sharing feelings, opinions, experiences in the action group. Asking the help of external resources (team members and/or other action groups). Every group can use a different method to organise the evaluation in the action group and if there are difficulties to start the conversation in the group, a team member can facilitate at least the first meetings. |

To guarantee that the large group of international participants maintain, during the whole process, a clear vision of the common strategy, it is important to plan plenary meeting at the end of every day to share feelings, opinions, comments, questions trying to keep the motivation to work together with and for a common goal.

Till now, it has not been defined a particular setting and a particular method to run the plenary meeting after the action in small groups. We can recommend:

- do not to judge the other experiences
- to respect the other colleagues and their styles
- to give feed-back if requested and to be ready to receive feed-back if agreed
- to keep in mind the common aim of the group
- to explain and not to teach
- do not give up!

4. The follow up

Glancing through “the Oxford advanced learner’s dictionary of current English”, you can find out that follow up means pursue, work at further.

In the action training context, the follow up is represented by any activities, actions that can be realised by the actors of the training course after the training itself and in consequence of the competencies achieved during the process and the programme.

We can state with Mr. Harry Nobels that “follow up is an essential part in every training course. The program should begin immediately, be continuous, and most definitely include a management team. We might agree that a training programme is only as good as its follow up”.

In the ENOA action trainings, the follow up is an essential part of the training itself both for the direct participants and for the indirect ones²⁷.

In fact, if during the educational process, the international participants can get some new competencies or improve the ones they already had got before the starting of the action training, they can get some new experiences and motivation to continue and improve their daily work, only after the training ends they can act as multiplier (passing skills and knowledge on to other colleagues, persons or projects) and transfer what they got in the action training in their local reality.

The local community and the local youth (very often till now the target group of the ENOA action trainings), during the action training can benefit of the energy and the enthusiasm of the international participants/youth workers to try to find out their motivation to act locally, to take part in the civil society. After the first push, after the closing of the international action training, the local community/local youth is supposed to work at further the project ideas, presented during the action training itself to the community.

The local organisations and the local Institutions, during the action training can benefit of the “support” of the international youth workers/leaders, sharing with them their needs, problems and concerns as well as tools, working methods and strategies. After the closing of the international phase, they are supposed to take a guiding role during the follow up phase in their local community.

The promoters and team members during the international action training phase, should take into consideration and carefully plan the follow up with and for all the actors involved in the training itself.

Briefly, the follow up in the action trainings should be structured for and by:

- a) the international participants/youth workers and youth leaders
- b) the local community/local youth
- c) the local organisations and institutions
- d) the promoters and team members of the action training itself

²⁷ In the action trainings the direct participants are the international youth workers or youth leaders directly involved in the whole learning process. The indirect ones are the local youth, the local organisations/institutions as well as the team members and the promoter.

Before to start to analyse the four above mentioned dimensions in next chapters, we should remind that the educational process in the action training aims to prepare the different actors to the social action. As said by Mr. Mezirow, the adults education, as in the context of the action trainings, "implies a personal transformation and leads to a social process that has relevant implications for the social action. The social action can take place only if well planned and strategically organised. The personal transformation of the actors of action trainings is the first contribution to a future social action, with political impact at local or international level, organised and planned in the follow up phase"²⁸.

4.1. The roles in the follow up

"Anticipating possible follow-up is usually a sign of good planning when you submit the application for the original project... Even if at the moment of applying you do not know yet what the follow up could consist of, you can at least provide a good picture of the changes that the project will bring and how that may influence the follow-up" (Project Management T-Kit).

While you are planning an action training, you can identify the expected results and the possible follow up in relation to the various participants will take part in the training itself. Only at the end of the training process, with the agreement of all the actors and after having individuated the real possibilities to continue to work at that matter further on, it is possible to define the strategy, the steps and actions to undertake for following up the action training itself.

If it is true that you can have a complete and clear vision of the follow up of the action training only at the end of the project itself, it is also true that it is possible to define since the beginning, accordingly to the ENOA definition of the action training, basic actions that should be guaranteed by the actors of the project.

Every actor should, in fact before to accept to take part in an action training be aware that the process will not end with the end of the international action training phase, but that requires a strong commitment and involvement also for the follow-up phase.

Considering that the actors of the action training can be identified as follows:

3. international participants/youth workers and youth leaders
4. local participants/youth workers and youth leaders
5. team members
6. local organisations
7. local Institutions
8. promoter

All the different actors will have a direct role in the follow up and we can try to summarise the possible basic actions that each role should guarantee, as follows:

²⁸ Freely readapted by "Mezirow J. "Transformative Dimension of adults learning" Raffaello Cortina Editore 2003

| The actors | The possible roles/possible actions |
|--|---|
| <i>International youth workers</i> | <p><u>In their local reality:</u></p> <ol style="list-style-type: none"> 9. Use the acquired experiences and competencies in their daily work as youth worker; 10. Use some techniques, acquired during the action training, to motivate their target group to take part actively in their society; 11. Inform other persons/colleagues about the action training method; 12. Transfer the experiences and competencies in their daily context to their colleagues and partners; 13. Notice the needs of an action training in their local community and start to verify the possibility to organise it there 14. If needed, ask the support of the team members or of the ENOA bureau for any practical and logistical information as well as of the other colleagues met during the action training; 15. Organise an action training in their local community <p><u>In the reality in which the action training took place:</u></p> <ul style="list-style-type: none"> - Keep in contact, at least once every two months during the first year after the end of the action training, with the local youth met during the action training in order to facilitate the "follow up" of the process in that context; - Keep in contact, at least once every two months , with the local youth workers in order to support them in the follow up of the process; <p><u>At international level:</u></p> <ul style="list-style-type: none"> - Share relevant experiences, good practices, information and needs/problems with the team members and the colleagues; - Use the support of the "referent person" nominated among the team members, to further develop their competencies and clarify doubts or questions at least once a month; - Contribute to the ex-post evaluation fulfilling eventual documents/forms, created by the team members; - If motivated, take part in the next ENOA general assembly, bringing their experiences, needs, ideas, projects. |
| <i>Local youth workers (that took part in the action training)</i> | <p><u>In their local reality:</u></p> <ol style="list-style-type: none"> 16. Keep in contact, as much as possible, after the end of the action training, with the local youth met during the action training in order to facilitate their active participation in social life; 17. Keep in contact with the local partners: both organisations and Institutions in order to facilitate the networking process; 18. Use the acquired experiences and competencies in their daily work as youth worker; 19. Use some techniques, acquired during the action training, to motivate their target group to take part actively in their society; 20. Inform other persons/colleagues about the action training method; 21. Transfer the experiences and competencies in their daily |

| | |
|----------------------------|--|
| | <p>context to their colleagues and partners;</p> <p>22. Notice the needs of an action training in their local community and start to verify the possibility to organise it there</p> <p>23. If needed, ask the support of the team members or of the ENOA bureau for any practical and logistical information as well as of the other colleagues met during the action training;</p> <p>24. Organise by themselves an action training in their local community</p> <p><u>At international level:</u></p> <ul style="list-style-type: none"> - Update the "international" colleagues about the local situation; - Share relevant experiences, good practices, information and needs/problems with the team members and the colleagues; - Use the support of the "referent person" nominated among the team members, to further develop their competencies and clarify doubts or questions at least once a month; - Contribute to the ex-post evaluation fulfilling eventual documents/forms, created by the team members; - If motivated, take part in the next ENOA general assembly, bringing their experiences, needs, ideas, projects. |
| <i>Local youth</i> | <ul style="list-style-type: none"> - To take an active role in their reality, expressing ideas, needs and proposals; - Keep in contact with the actors met during the action training; - Present their proposals to the local organisations and/or Institutions; - Try to influence, with their motivation and participation, some changes in the local reality. |
| <i>Local organisations</i> | <ul style="list-style-type: none"> - Provide support to the youth workers to continue to work with the local youth met during the action training; - Develop synergies and co-operation with the local and international partners; - Provide information on the stage of the follow up to the team members, international participants or any other organisation/Institution interested in; - Contribute to the ex-post evaluation. |
| <i>Team members</i> | <ul style="list-style-type: none"> - To keep in contact as "referent person", at least once a month, with the international and local participants to guarantee the follow up during the first 6 months after the end of the action training; - To spread the ex-post evaluation among the ex-participants for whom they are the "referent person" during the follow up; - Use and transfer the experience in the daily activities/trainings; Improve the ENOA standards and procedures for the action trainings on the base of the experience; - Keep in contact with the colleagues, participants, local youth to support the follow up process, providing a new and external view on the local issues; - Contribute to the ex-post evaluation and |

| | |
|---------------------------|---|
| | <p>analyse/systematise the results. <u>Especially the local co-ordinator:</u></p> <ul style="list-style-type: none"> - To keep in contact with the local youth workers to support them formally and informally at least during the 6 months after the end of the action training; - To keep in contact with the local organisations and Institutions to stimulate local synergies and co-operation; - To keep in contact and stimulate the local youth to propose and develop their projects. |
| <i>Local Institutions</i> | <ul style="list-style-type: none"> - To listen to the proposals and ideas of the local youth; - To develop and support activities with and for the youth at local and international level; - To develop synergies at local and international level; - To contribute to the ex-post evaluation. |
| <i>Promoter</i> | <ul style="list-style-type: none"> - To support the local youth workers to work further with the local youth - To develop synergies at local and international level - To check with the local co-ordinator the stage of the follow up at local level and to support the actions the ideated and promoted by the youth; - To contribute to the ex-post evaluation. |

The above mentioned list, depending on the action training and specificity of the local reality as well as on the relations among the local organisations, the Institution, the youth workers and community or the potential of the international participants/youth workers and their organisations, can be implemented or modified.

On the base of the past action trainings, realised in 2000-2003 by ENOA members in different contexts (refugee camps, rural areas, urban areas, disadvantaged areas in industrial region), we can define clearly the basic standards for the follow up in relation to the above mentioned roles:

| Who | What | When | How |
|--|--|---|---|
| <i>International youth workers/leaders</i> | Organise his/her own P.A.P ²⁹ | Before the end of the project (Draft version). After 15 days from the end the revised and final version | Writing down on a timeline a realistic plan for next 6/9 months |
| | Keep in contact with colleagues and team members to put in practice the P.A.P and to continue the learning process | Once a month minimum | By email, telephone, fax, eventually meeting |
| | Contributing to the ex-post evaluation | After 3 months from the end of the project | Fulfilling the ex post evaluation questionnaire |
| | Keep in contact with the local youth and the local youth workers to guarantee the "continuity of the action" | Once a month for at least the first 6 months after the end of the project | By email, post, fax, telephone |

²⁹ P.A.P = Personal Action Plan, see annexe 6.4

| | | | |
|---|---|--|--|
| <i>Local youth workers</i> | All the 3 first steps mentioned above for the international youth workers/leaders | Same timetable | Same tools |
| | Keep in contact and work with the local youth/community | Intensively during the first period (1-3 months after the end of the project) and than following an agreed timetable | All the tools, necessary to continue the process started with the project in order to allow the local youth to express themselves and to realise their ideas/projects. |
| | Keep in contact with the local organisations/Institutions | At any time that it is needed | Meeting, telephone, email, fax, organising an initiative. |
| <i>Team members</i> | Keep in contact with the International participants to support the transfer or the continuation of the experience in their reality on the base of the P.A.P | At least once month for the first 6/9 months after the training course | Email, telephone, fax, post or eventually meeting |
| | Contributing to the ex-post evaluation | After 3 months from the end of the project | Fulfilling the ex-post evaluation form |
| | Share the results of the evaluation and ex-post evaluation | After 4 months from the end of the project | Email |
| <i>The local co-ordinator (co-ordinating all the process)</i> | The same action than the other team members | Same timetable | Same tools |
| | Guide and support the follow up process at local level (Organisations and institutions, youth workers and youth) | At least once a month | Meeting, telephone, email |
| | Spreading and collecting the ex-post evaluation: making a synthesis of the results | After 4 months from the end of the project | Email |
| <i>The local organisations and institutions/the promoter</i> | Keep in contact with the local community and the local co-ordinator | When it is needed (see above timetable for the local co-ordinator) | Meetings, telephone, email |
| | Contributing to the ex-post evaluation | After 3 months from the end of the project | Fulfilling the ex-post evaluation form |
| | Be available for the local youth | When it is needed | Meeting, telephone, email |
| | Spreading information on the follow up activities organised and planned after the action training | In any moment the information is relevant for the all the actors ³⁰ | Meeting, telephone, email |

³⁰ For instance, after the end of ANIMA GIOVANE action training in Florence, the Municipality of Florence has planned with the local organisations, the local coordinator, the promoter (ENOA) and the youth long term local action called MAGMA. To organise the MAGMA project, the Municipality has had a leading role.

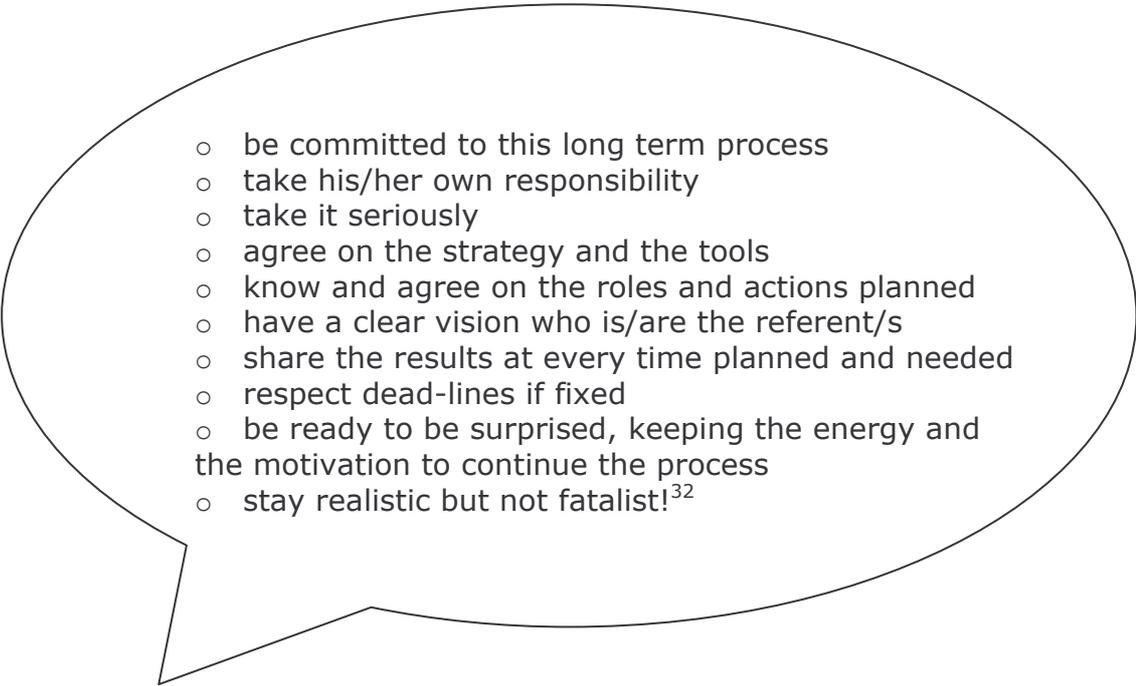
We can conclude than that, if the aim of the follow up is to let the “seeds of youth initiatives”³¹ (planted during the action training) grow up, all those that take part in that process have also a responsibility to share after the end of the project, providing an appropriate ground to the seeds, watering them if needed.

4.2. Some guidelines for the follow up

Planning the follow up of an action training, we should be aware of the challenges in this activity above all for the high commitment demanded to every one could accept to take part in it, for the high energy demanded to the co-ordinator of the project (normally non paid in the ENOA action trainings), to the high costs involved for communication at local and international level.

Nevertheless, in order to overcome some possible difficulties and de-motivation phases, we should at least be sure that:

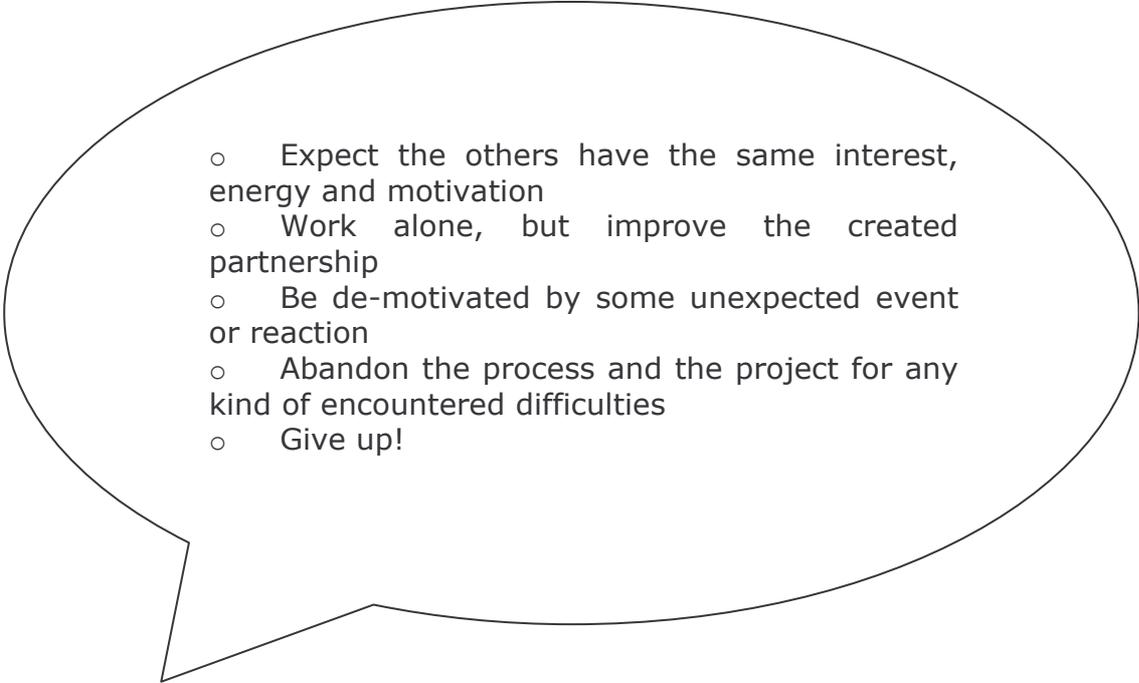
- The follow up is understood as a part of the process by each one of the above mentioned actors
- The expectations, the motivation and the social dynamics generated by the action training are not abandoned/interrupted
- The continuity of the processes should be guaranteed
- Eventual changes in the follow up should be shared and agreed
- The results of the follow up (every step) are transmitted to the ENOA research department in order to elaborate a comparison with the other projects and also to improve the follow up system.

- 
- be committed to this long term process
 - take his/her own responsibility
 - take it seriously
 - agree on the strategy and the tools
 - know and agree on the roles and actions planned
 - have a clear vision who is/are the referent/s
 - share the results at every time planned and needed
 - respect dead-lines if fixed
 - be ready to be surprised, keeping the energy and the motivation to continue the process
 - stay realistic but not fatalist!³²

Each one, involved in the follow up, should:

³¹ It includes local and international initiatives as well as the personal development of the participants, that will than have a social impact.

³² Quotation from Project Management T-KIT

- 
- Expect the others have the same interest, energy and motivation
 - Work alone, but improve the created partnership
 - Be de-motivated by some unexpected event or reaction
 - Abandon the process and the project for any kind of encountered difficulties
 - Give up!

Each one, involved in the follow up, should not:

4.3 Some tools for the follow up

Depending on the creativity of the team members, the resources, the motivation and involvement of the participants as well as of the local actors, a variety of tools can be created and adapted to the specific follow up of our action trainings.

Saving the specificity of each action training, we should consider that it is also very important to delineate a basic structure systems and some tools that could be used in the follow up.

On the base of the past ENOA action trainings, we can mention some of the most useful tools already experimented:

The P.A.P: the international youth workers/youth leaders, before the end of the project, has time and space to think about the possible (REALISTIC AND ACHIEVABLE) steps they can plan to consolidate what they have learned and to transfer their experiences in their own reality. To do it, the participants can be asked to use a form³³ or a simple timeline in which it is possible to mention the major actions to be realised.

The personal action plans can be shared and discussed in their draft version among participants and team members, before the end of the action training itself.

After 2 weeks, the participants are back home, the final version of their personal action plan should be elaborated and shared (at least) with the team member referent for the follow up.

The T.M.S³⁴: The team members should continue to support the personal and professional development of the international participants as well the actions they intend to plan to transfer their experiences in their own reality.

To do it, the team members could ensure that:

- a system for the follow up is proposed, adapted to the needs of the participants and finally agreed
- each participant will have an "official" referent among the team members

³³ see annex 6.4

³⁴ T.M.S indicated the Team Members Support

- each referent will contact the participants at least once a month (by email, chat, telephone)
- each participant could contact at any moment his/her own referent in relation to his/her own P.A.P
- each participant could be in contact with any other team members or colleagues at any moment

The email group: The participants or the team members can create (and it is quite used at the end of every kind of trainings) an email network where all the actors of the action training are included. With this simple tool it is easy to contact each other, to share materials, reports, photos. A person should take the responsibility to coordinate the network to guarantee the network is

- used as a tool for the follow up
- every one understands the procedures to use it
- make it alive and interesting

The ex-post questionnaires: The team members should elaborate forms or questionnaires³⁵ for an ex-post evaluation to check how the training results have been implemented at local and international level and also to have a vision about the possible future steps/actions foreseen by the different actors.

The results of the various questionnaires should be elaborated and spread out. The responsibility to collect the result, to elaborate and to spread them is the one of the local co-ordinator and of the team members with the support of the ENOA research department.

Regular local meetings: At local level, it is very important, that after the end of the action trainings, the local youth workers/leaders meet with the local youth and the local authorities in order to plan again a common plan and a strategy to work together on the needs came out during the action training itself.

The hypothesis of a follow up international meeting after 6/9 months from the end of the action training: Till now, this tool has never been used in any ENOA action training. For the future action trainings, it could be thought and experiment a long term training format³⁶ in order to plan a follow up meeting in which the international participants meet again together in the same context in which they have developed the common action and evaluate what happened at personal and professional level (local and international) as well as the impact of the actions undertaken.

As it has been said for the evaluation phase, also for the follow up (when the resources and competences are available) any other creative method can be used both to let the local youth and the international youth workers express themselves. For instance it is possible to ask to the local youth and the local youth workers to produce a short video that summarises the differences in their life (personal and professional) between the period before and after the action training. Of course we could think also to suggest to the local youth to produce cartoons, photos or music, songs in order to express the changes happened after the experience of the action training. If these kind of activities with the local youth can be the initial suggestions,

³⁵ To have some examples of used forms or questionnaires, see annexe 6.5

³⁶ The long term action training could be organised following the next phases: 1) International action training (10 days) responding to the participants expectations and to the local needs 2) Follow up at local and international level (6/9 months) 3) Evaluation and sharing the results of the follow up and the impact of the phases 1 and 2 (1 week).

after that the ideal step will be that the local youth themselves are able to choose what they want to express and how to communicate it!

5. Reference materials

- ⊗ Clark D., Instructional System Development – Evaluation Phase Chapter VI, Usa 1997;
- ⊗ Council of Europe, Domino, Strasbourg –France 1995;
- ⊗ Council of Europe, Educational Pack. Ideas, resources, methods and activities for informal intercultural education with young people and adults, Strasbourg – France, 1995;
- ⊗ Council of Europe and European Commission, “Project Management T-Kit”, Strasbourg – France 2000;
- ⊗ Council of Europe and European Commission, Training Essentials T-Kit, Strasbourg – France 2003;
- ⊗ Da Silva A.M., “A chart for the diagnosis of the territory”, Altamura –Italy 2003;
- ⊗ European Commission “Youth programme User guide” Bruxelles – Belgium 2001;
- ⊗ Eseryel D., “Approaches to Evaluation of Training: Theory & Practice” – Usa 2002;
- ⊗ Kolb, D.A., Rubin I.M & McIntyre, J.M “Organizational psychology: an experiential approach” Englewood Cliffs, NJ: Prentice Hall, 1973;
- ⊗ Mezirow J., “Apprendimento e trasformazione/Transformative Dimension of Adults learning” Raffaello Cortina editore, 2003;
- ⊗ Morel D., “Recommendations for future ENOA action trainings”, Altamura-Italy 2003
- ⊗ Nickols F., Evaluating training: There is no “cookbook approach”, Usa 2000;
- ⊗ Nobles H., “Key to success Training+Follow up”, Hotelonline Special report, 2000;
- ⊗ Ruffino R., “Valutazione di uno scambio”, progetto EDINT Italy 1993;
- ⊗ Russel D A., “Project management” Franco Angeli, 1992;
- ⊗ Taylor M., “Training resource files: volume 10 The Evaluation” Council of Europe, Strasbourg –France 1991;
- ⊗ Uittsprot P.J “Enoa General Assembly report” Altamura- Italy 2003;
- ⊗ Volpi S. Final Report “Anima Giovane” action training for youth workers and youth leaders in Florence- Italy June-July 2003;
- ⊗ Volpi S. Final Report “Interactive Youth Participation” training course for youth workers and youth leaders, in Tirana - Albania January 2003;

6. Annexes

Some of the annexes, here enclosed, have already been used in ENOA action trainings. Some others, have been prepared for next projects on the base of the experiences of the past action trainings and the comments of the team members and participants.

As all the forms, guidelines it is important to revise and adapt them to the frame in which they will be used.

Furthermore, the annexes, at that stage of the work, represent purely an example of what can be produced and should be a source of inspiration for those youth workers/trainers that are starting to think on how to organise the evaluation and follow up of an action training.

6.1 Guidelines for the ex-ante evaluation of the context

This chart should:

- help the team members to define proper strategies, adapt the methods to the local reality;
- be filled by the local organisation/local co-ordinator of an ENOA action training;
- be as much accurate as possible, in order to provide information and tools to develop a successful action training.

This chart should not:

- evaluate the work of the local organisation/local co-ordinator.

Please, while fulfilling the guidelines, take into consideration that:

- *it is important to fill the form not only with your opinions. Try to find reliable sources of information and documentation;*
- *it is important to base the diagnosis not only on the opinion of a person, even if s/he is a qualified one. Try to cross several information and views of your reality/territory. For doing that, you may visit several places, associations, City Hall, etc...as well as interviewing youngsters. Please, be sure the interviewed youngsters are representative of the region and not only of a specific group (students, workers, unemployed, volunteers,...);*
- *in case you are not completely sure about an information, you should state it;*
- *this information is a fundamental tool for the preparation of the action training and for the teamwork. Please, be sure to take the needed time for it and make it available for the team members before the preparatory meeting.*

Questions for the guidelines:

About the place:

1. Name of the village/town/district where the action training will be held.
2. Is it a rural region or an urban one?
3. How many inhabitants live there?
4. Which are the main reasons to organise and run action training in that area?
5. Distance between the place in which the international participants will be accommodated and the place in which the local youth live.
6. Which means of transport can be used to make that distance?
7. Any other useful information.

About the local youth:

8. What is the average age of the local youth, the international participants are supposed to contact?
9. Can you estimate how many local youth could be involved? What is the average of the males and females could be involved?
10. What is their background?
11. What is their social and economical status?
12. Are there any immigrants or refugees?
13. Are they able to communicate in English? If yes, How many?
14. Are they able to communicate in any other language than (the local one)? Which ones?
15. Do they have special meeting places?
16. Do they have special activities that they follow after /instead to go to school/work?
17. Which are the general and specific needs of the individuated local youth?
18. Which kind of needs, you would like to work on, during the action training?
19. Any extra comments or information about the local youth, you think relevant for the action training.

About the local Institutions/Organisations:

20. Are there local Institutions/Organisations working with the local youth in this community? (Please state their names, the field of work and the contact person);
21. Do the local youth take part in these Institutions/organisations? If yes, can you define: number involved in each of the Institutions/Organisations mentioned above, kind of involvement, activities in which the local youth take part, etc...
22. Any extra comments or information about the local institutions/organisations, you think relevant for the action training.

About the Local Organisation/local co-ordinator:

23. Name, address and contact person;
24. Which are the main aims of the organisation?
25. Which kind of activities is developed by your organisation?
26. How are involved the local youth in its activities?
27. Have you never developed any kind of international project?
28. Any extra comments or information about your organisation, you think relevant for the action training.

About the involvement of the Local Organisation/local co-ordinator in the action training:

29. What are your expectations concerning the action training?
30. How do you intend to inform the community about this project?
31. How do you intend to prepare the local youth to this project?
32. What kind of obstacles/problems you think we might face during the action training?
33. Any extra comment or information about your involvement, you think relevant for the action training.

6. 2 The Diary

Dear Participants,

this diary should be a tool, useful for the individual daily reflection: a kind of guideline to help you to review the programme and the process of the day, to structure your thoughts, reflections and ideas.

Trying to fill in the diary, you should be able to register the most important learning achievement. At the end of every day, you could take some time (a least 30 minutes) for your personal reflection about the programme, the process, the methodology, the group dynamic and everything else you consider relevant for your learning process. After this reflection, you could note the main issues of the day in the dairy. At the end of the action training, you could have a global vision of your experience based on your notes. You will be able at the end to fulfil a personal contract with yourselves for the follow up of the action training contract in which you should clearly define the possible transfer of your experiences/competencies as well as the follow up of the action training itself.

Useful questions for your daily reflection...

We thought to formulate some questions that can be used a starting point for your reflection:

- Which elements have been the most interesting? Why?*
- Which modules/sessions/activities/methods have I liked better? Why?*
- Which elements/modules/methods can I use in my work once back home?*
- How do I feel with the team members?*
- How do I feel in the group?*
- How do I feel in the action group?*
- How do I feel to take actions with the local youth?*
- What have I learnt about myself?*
- What I would like differently? Why?*
-*

Hope this tool can facilitate your work...enjoy the action training!!!

Day.....

**What happened today?
Activities and feelings/emotions:**

What have I learnt:

What have I learnt about myself:

How can I use the experiences lived today:

...anything else:

....and now the future...

³⁷ This page should be copied as many times as the days of the programme

A contract with myself

What have I learnt in this action training:

How can I use these experiences and competences I got:

How can I continue to support the empowerment of the local youth met in(please indicate the place):

How can I transfer it in my daily life:

How can I transfer it in my daily work:

Anything else:

6.3 Forms for the final evaluation...

6.3.1 ...for the international participants

Title of the action training (please insert it)
Evaluation form

We are kindly asking you to allocate some time and fulfil this Evaluation Form. Your contribution and opinion are very important and in this way you will help Enoa members and trainers to improve the quality of the action trainings in the future. Please, answer to all questions putting the sign close to the mark, or describing your opinion. If you need more space or you want to share your opinion about something that was not mentioned in this questionnaire, please use additional sheets.

1) Have this action training met your expectations? (please, cross the proper answer)

Yes

Partly

No

Comments:

2) Which were the most relevant aspects of this action training? Why?

3) Which were the least relevant aspects of this action training? Why?

4) Please, evaluate the achievement of the aims and objectives of this action training (in relation to the international participants).

Please, evaluate the aims and objectives using a mark from 0 (not at all) to 6 (completely).

| | |
|---|--|
| Please insert the aims and objectives of the action training for the international participants | |
| Please insert the aims and objectives of the action training for the international participants | |
| Please insert the aims and objectives of the action training for the international participants | |
| Please insert the aims and objectives of the action training for the international participants | |
| Please insert the aims and objectives of the action training for the international participants | |

Comments:

5) Please, share with us your opinion about the programme elements.

Please, evaluate all the programme elements with marks 0 (the lowest) up to 6 (the highest)

1 2 3 4 5 6
◀ (not at all) ————— (completely) ▶

Comments:

10) Are there any methods you will be able to use in your work? If any, how?

11) How will your participation in the action training contribute to your personal development and to the work of your organisation?

12) How the group dynamic contributed to your learning process?

13) Will this experience bring any changes in your daily work with young people? If yes, which ones?

14) What do you think about the follow up of the action training? How do you see your role?

15) Please give us your opinion about organisational issues – technicalities and logistics, before the training course took part (information, deadlines, help, visa procedure, ...) as well as during the training course (working place, breaks, timing, accommodation, food, etc.).

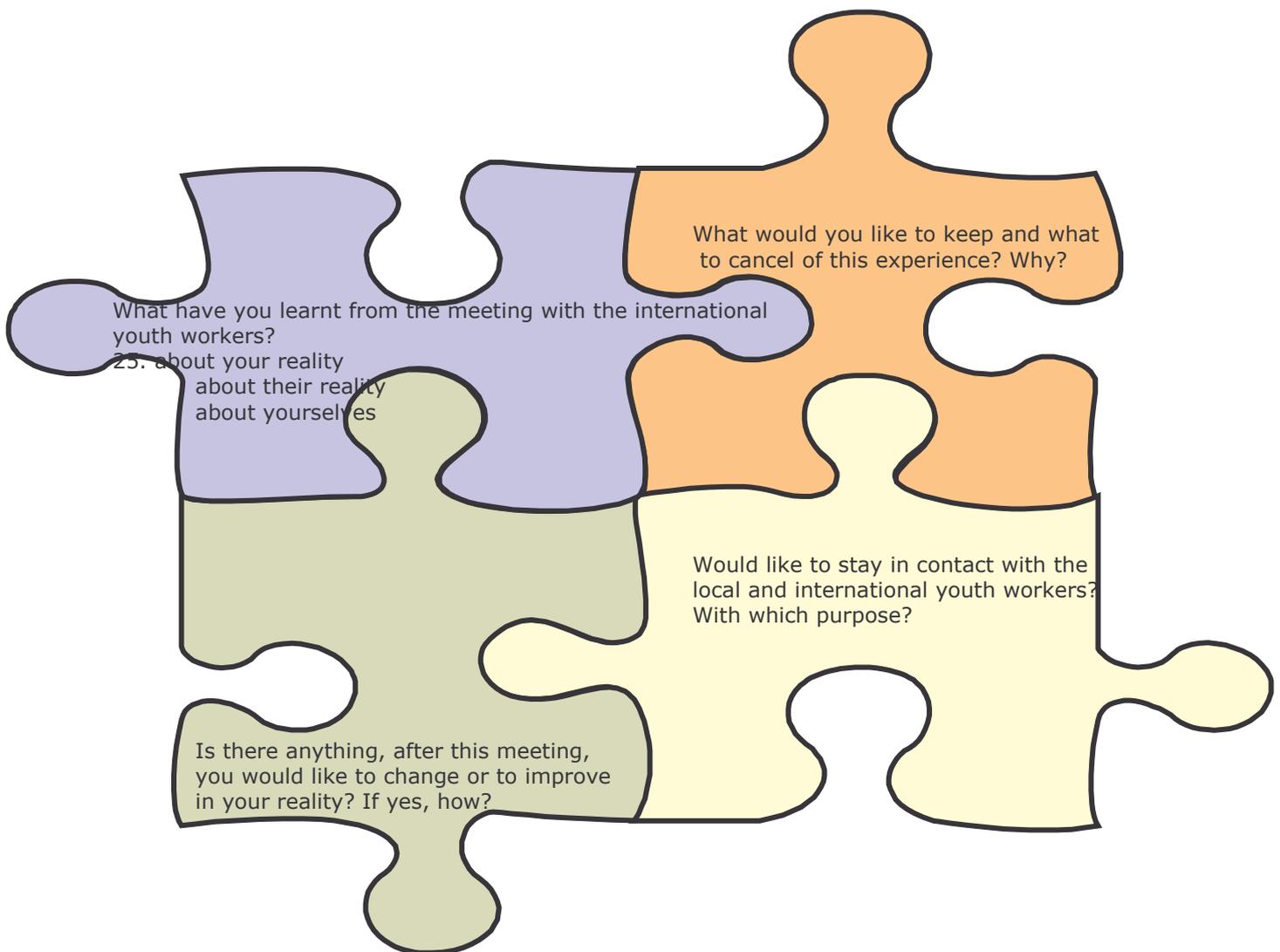
16) Please give your comments on work of the team of trainers and experts

17) Please add any comments related to this action training, which could be taken in consideration for developing further activities related to this topic.

18) Anything else that you would like to share with us but we did not ask you?

Please add your name: _____

6.3.2...for the local youth



Hi dear friends,

Please, fulfil this post card with your impressions, ideas, proposals and give it back to the team members or the local youth workers with whom you have worked during these days.

Feel free to add your name: it will be useful to know each other better and to continue to work during next months.

If you want, you can draw others "tessereae" of the puzzle to add any information cannot be included in the defined spaces.

Thank you so much!

6.3.3 Guidelines for the team members

1. Do you think the main aims and objectives planned for this action training were achieved?

More specifically, can you motivate your answer in relation to the main aims and objectives planned for:

- 1.1 the international participants (youth workers/leaders)?
- 1.2 the local organisations?
- 1.3 Enoa?

2. Was the methodology used coherent with the contents?

3. How do you evaluate the different elements of the programme and the related methods?

- 3.1 Anything to be changed or improved?

4. How can you define the preparation?

More specifically, what do you think about:

- 4.1 the preparation of the local context?
- 4.2 the preparation of the international participants?
- 4.3 the preparation of the team members?

5. What do you think about the co-operation with the local community, the local organisations and the local Institutions during the realisation of the action training?

6. How it was the group dynamic?

7. How it was to work in that team?

- 7.1 Are you satisfied with your role?

8. How do you see the follow up:

- 8.1 In relation to the local youth
- 8.2 In relation to the local organisations
- 8.3 In relation to the local Institutions
- 8.4 In relation to the international participants and their organisations

9. Any other feeling, comment, and remark you want to add and you think relevant for the evaluation of the action training.

6.4 Form for the personal action plan

1) **Will this Action Training change anything in your daily work (try to give an example)?**

2) **If yes, when you come back, starting from tomorrow, what will you do concretely?**

3) **Try to mention specific actions and steps in a timeline.**

| Date | Steps |
|------|-------|
| | |
| | |
| | |
| | |
| | |

6.5 Forms for the ex-post evaluation

6.5.1 Ex-post evaluation form for the international participants

(Please insert the title of the action training)
Action Training

Ex-post evaluation
Questionnaire
For the international participants

Dear participants,

after the final report of the project was done and hopefully every one of you received a copy, the team thought to check the impact of the (please insert the title) action training on your work, your personal and professional development and the follow up of the action training itself. The aim of this questionnaire is in fact to describe, starting from your comments, the advantages and disadvantages of such a training as well as to verify possible fields of development for future action trainings in your local reality.

In order to contribute to this questionnaire, we would like to ask you:

- To write comprehensibly, using the PC and sending back the questionnaire fulfilled or using a clear hand-writing;
- To answer as many questions as possible;
- To be honest in your answer.

Your questionnaire, comments and suggestions will be anonymous!

The questionnaire should be sent to -----(insert the name of the local co-ordinator)

Email:-----(insert the proper email)

Fax: -----(insert the proper fax number)

Address:-----(insert the proper address)

Please, do not hesitate to contact the local co-ordinator -----(insert the name) for any questions or information.

THANK YOU SO MUCH FOR YOUR CONTRIBUTION!!!

The team

1.If you look back to the (please insert the title) action training in (please insert the place and the date), has the action training itself contributed to your personal and professional development? If yes, how?

Personal development:

Professional development:

2.Do you feel any changes in terms of:

| | Yes | I do not know | No |
|-------------------------------|--------------------------|--------------------------|--------------------------|
| - knowledge and understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - skills and competences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| - values and attitudes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please, explain your answers:

3.Are you still engaged in youth work? If yes, in which organisation and with which role?

4.Has the course influenced your daily work with youth?

| | | |
|--------------------------|--------------------------|--------------------------|
| Yes | I do not know | No |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5.Have you used the experience acquired in (insert the place) in your daily activities? If yes, how and with whom?

6.Are you still contact with the Italian youth workers you met during the action training in(insert the place)? If yes, which is the purpose?

7.Are you still in contact with the Italian youth you met during the action training in (insert the place)? If yes, which is the purpose?

8.Are you still in contact with the team members you met during the action training in (insert the place)? If yes, which is the purpose?

9. Have you planned any special activities at local level to follow up the (insert the title) Action Training? If yes, which one?

10. If you should prepare another Action Training in (insert the place), what you would like to change and what to keep?

11. Any other comments

Thank you very much for your contribution!!!

6.5.2 Ex-post evaluation form for the local youth

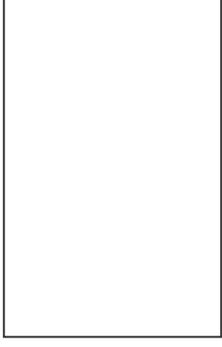
...A special message....

...from the LOCAL YOUTH...

...about the main changes in their life, studies, work, organisation, area, and in every other contexts...

... for all the international youth workers, trainers, local organisations and authorities met, one year ago, during the action-training project in (place and date).





To the international Youth
Workers, trainers and the
local organisations and
authorities of the Action
Training in (Place and date)

Address: _____

6.5.3. Ex-post evaluation form for the local organisations

(Please insert the title of the action training)
Action Training

Ex-post evaluation
Questionnaire
For the local organisations

Dear (insert the names of the local organisations),

after the final report of the project was done and hopefully every one of you received a copy, the team thought to check the impact of the (please insert the title) action training on your work, the personal and professional development of your youth workers and the follow up of the action training itself. The aim of this questionnaire is in fact to describe, starting from your comments, the advantages and disadvantages of such a training as well as to verify possible fields of development for future actions in your local reality as well as possible future action trainings in other contexts and realities.

In order to contribute to this questionnaire, we would like to ask you:

- To write comprehensibly, using the PC and sending back the questionnaire fulfilled or using a clear hand-writing;
- To answer as many questions as possible;
- To be honest in your answer.

Your questionnaire, comments and suggestions will be anonymous!

The questionnaire should be sent to -----(insert the name of the local co-ordinator)

Email: -----(insert the proper email)

Fax: ----- (insert the proper fax number)

Address:----- (insert the proper address)

Please, do not hesitate to contact the local co-ordinator -----(insert the name) for any questions or information.

THANK YOU SO MUCH FOR YOUR CONTRIBUTION!!!

The team

1. Since the end of the (please insert the title) action training, have your organisation changed anything in the local youth work?

If yes, what?

2. After the end of the action training, have your youth workers transferred their experience to the other colleagues?

If yes, what and in which way?

3. Do your youth workers continue to work with the local youth contacted during the action training?

If yes, which kind of activities they are developing and which methods are they using?

4. Is the co-operation with the other organisations/Institutions improved, after the action training?

If yes, in which way?

Which are the plans for the future?

5. If we should co-operate again to plan an action training in your region/village/town/district what you will keep and what you will change?

6. Any other comments

6.5.4 Ex-post evaluation form for the local Institutions

This form can be used also a guideline for an interview in case the local co-ordinator could fix a meeting with the referents of the local Institutions to collect their opinions and feed-backs.

(Please insert the title of the action training)
Action Training

***Ex-post evaluation
Questionnaire
For the local Institutions***

Dear (insert the names of referent persons you will address the questionnaire),

First of all thank you very much for the attention you have dedicated to the action training (please insert the title), realised in (please insert the date and place).

We hope that you have received the final report of the project and that it has been an useful tool for understanding the activities run as well as the aims achieved.

To check the impact of the (please insert the title) action training on the local reality of each actor of the project, the team prepared different tools.

Among the to different tools, the team thought to prepare a short questionnaire for the representatives of the local Institutions that have strongly contributed to the success of the action training.

The aim of this questionnaire is in fact to describe, starting from your comments, the advantages and disadvantages of such a training as well as to verify possible fields of development for future actions in your local reality as well as for future action trainings in other contexts and realities.

Once we will have collected all the questionnaires from all the actors, we will send to you the synthesis and eventual proposals to continue to empower young people to take part actively in civil society.

Hope you can contribute to this questionnaire, with your very important comments and suggestions, please do not hesitate to contact Mr/s-----(please insert the name of the local co-ordinator) for any other information or clarification.

In order to contribute to this questionnaire, we would like to ask you:

- To write comprehensibly, using the PC and sending back the questionnaire fulfilled or using a clear hand-writing;
- To answer as many questions as possible;
- To be honest in your answer.

Your questionnaire, comments and suggestions will be anonymous!

The questionnaire should be sent to ----- (insert the name of the local co-ordinator)

Email: -----

Fax: -----

Address: -----

THANK YOU SO MUCH FOR YOUR CONTRIBUTION!!!

The team

1. Since the end of the (please insert the title) action training, have your Institution/Department changed anything in the local youth policies?

If yes, what?

2. Is the co-operation with the youth organisations improved, after the action training?

If yes, in which way?

Which are the plans for the future?

3. Have you never met again the local youth workers and the local youth to listen to their needs/proposals, after the end of the action training?

4. Are you updated about the actions/activities realised at local level by the youth and the youth organisations?

If yes, what do you think about it?

5. If we should co-operate again to plan an action training in your region/village/town/district what you will keep and what you will change?

6. Any other comments

6.5.5 Ex-post evaluation guidelines for the team members

- 1. What have been the impact of the -----(please insert the title) action training in your work as trainer?**

- 2. If you should plan again an action training in the same frame, what you would like to keep and what you would like to change?**

- 3. Have you kept the contact with the participants?**

- 4. Have you kept the contact with the local youth?**
(especially for the local co-ordinator)

- 5. Have you kept the contact with the local organisations/institutions?**
(especially for the local co-ordinator)

- 6. Which tools have you used during these months to guarantee the follow up of the action training? Which one has been the most useful?**

- 7. Did you receive support from the other team members?**

- 8. Are you satisfied of the work done in these months?**

- 9. Which steps/actions do you see for next months?**

- 10. Any other comments and remarks?**

6.6 Example of an action training programme

| 1 day | 2 day | 3 day | 4 day | 5 day | 6 day | 7 day | 8 day | 9 day | 10 day | 11 day | 12 day | 13 day | 14 day |
|----------------|-----------------------------|--|---|--|--|--------------------------|--|--|--|-----------------------|--------------------------------|---|-------------------------------|
| 9.30 | ARRIVAL OF THE PARTICIPANTS | What's Enoa? Intro of the project -Participants -Team Intro of the programme and Some logistic information | Discovering the neighbourhood and the neighbours (the local youth workers point of view) | A photo of the district n. 3 (analyses of the reality) | Building a common strategy for the process and the first action! | FR E E D A Y | Preparation of the action Training on the participants' needs | Preparation of the action Training on the participants' needs | Preparation of the action Training on the participants' needs | FR E E M O R N I N G | PREPARATION OF THE FINAL EVENT | What happens now with me and my local reality? What happens now with the group of international participants? What happens for the local youth? | DEPARTURE OF THE PARTICIPANTS |
| 13.00 | | | | | | | | | | | | | |
| 13.15 14.15 | PARTICIPANTS | Lunch | Lunch | Lunch | Lunch | | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | |
| 15.30 | | | | | | | | | | | | | |
| 19.30 | | Café group | Café group | Café Group | Café group | | Café group | Café group | Café group | | Café group | Café group | |
| 20.15 | Dinner | Dinner | Dinner | Dinner | Dinner | | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner | |
| 21.15 | Welcome evening | A walk in the district! | Free | Intercultural evening | Free | Dinner in the restaurant | Free | Intercultural evening | Free | Intercultural evening | Free | Farewell Party | |
| 21.30 | | | | | | | | | | | | | |