EYP

employable young people

Erasmus+

EYP TOOLKIT

Support for the assessment and recognition of achievement by participants to the EYP program

Methodology and tools to assess the performance of the EYP PROGRAMME in terms of the goals achieved, usefulness of the activities offered and development level in the young participants.

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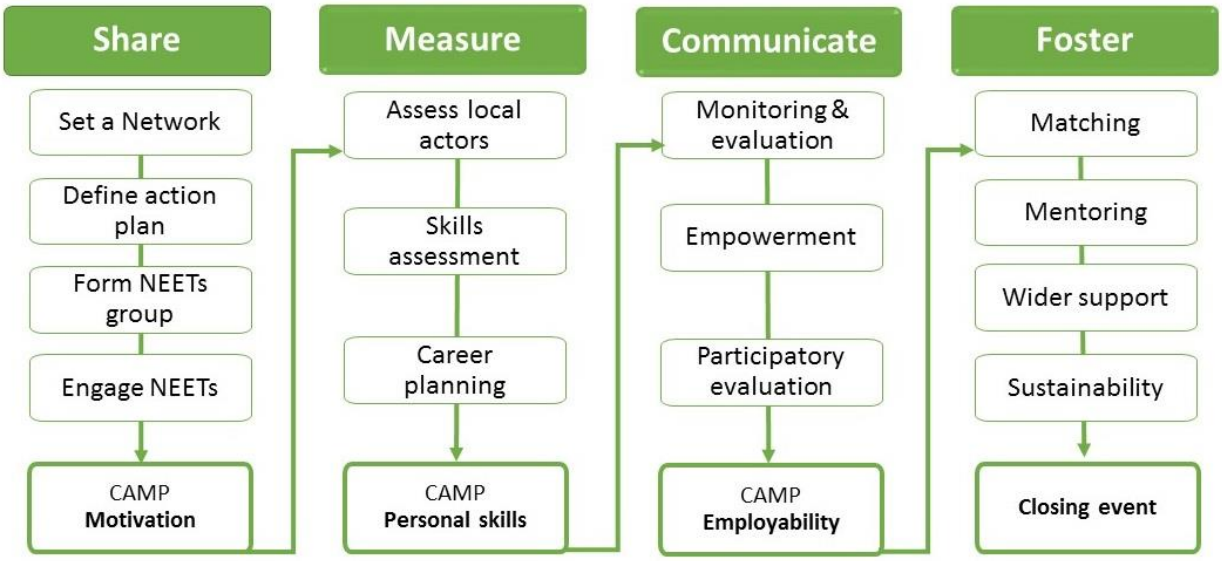
ABOUT THIS MANUAL



The aim of the **EYP PROGRAM** is to ensure participants are able to enhance their employability and personal skills, to increase participation across a range of social areas. The process in the program will gradually expose young participants to activities that will improve their motivation for participation and social life while increasing self-esteem and transversal skills.

The aim of the **EYP TOOLKIT FOR THE ASSESSMENT AND RECOGNITION OF ACHIEVEMENT** is offering a methodology and some support tools to assess the success of the EYP PROGRAMME in terms of the goals achieved, usefulness of the activities offered and development level in the young participants.

Assessment is the ongoing process of **gathering, analysing and interpreting,** using and reflecting on data to make informed and consistent judgements about participants' progress and achievement to improve learning.

The assessors are already familiar with the method proposed (see EYP PROGRAM MANUAL) as they supported the youth workers and program promoters in setting up the program and forming the youth groups, or implementing the Camps activities. In the present manual, the assessment process is structured and detailed to ensure clear relations between what participants were expected to do or learn and what they actually did and learn.

The tools offered aim at assisting youth workers/trainers/assessors in **assessing NEETs** preparation during the EYP programme (i.e. improved self-confidence, development of interpersonal skills, employability levels, etc.) and recording the results and of the activities in general, but also validate the creation of new ones, thanks to the Validation process offered toward the end of the document.

Objectives of the process

- ✓ Define **motivation and attitudes** in the given context and understand how individual characteristics, work characteristics, and organizational characteristics are interrelated in motivating participants;

- ✓ Offer explanations on **what** (the factors that motivate), **how** (mechanisms by which people are motivated), **when** (under what conditions) and **who** (individual differences, leaders) of motivation through theories and research presented in the program;
- ✓ Understand the **major components** of each motivational approach and assess its **strengths** and **weaknesses**;
- ✓ Apply the motivational **approaches** to the given settings to understand what improves and hinders participants' motivation;
- ✓ **Compare** and **contrast** approaches to motivation to understand the unique perspective each contributes to an overall understanding of motivation.

Benefits for participants

- ✓ Clarifying their expectations for them and their assessors;
- ✓ Focusing more on learning as they come to see the connection between learning and content;
- ✓ Becoming more self-reflective participants;
- ✓ Understanding their own strengths and weaknesses.

Benefits for the EYP program promoters and personnel involved in the activities

- ✓ Provide a more learning-cantered, person-responsive activities and camps environment
- ✓ Employ a variety of assessment techniques to stay on top of participants' learning and development process as they occur

- ✓ Adjust the program and its process to accommodate gaps in learning that can be tied to methods proposed
- ✓ Become more participants-responsive in terms of facilitating learning and acquisition of knowledge

Helping participants understand these benefits is key. Enlisting participants' investment in the assessment process can both make the results more meaningful and encourage students' active participation in the learning process. Consistent and constructive feedback to students about the results of your in-class assessment can help you accomplish this goal.

The contents of this guide

- ⇨ **Assessor skills**: an overview on the skills and characteristic needed by the professionals performing the assessment
- ⇨ **The process to assess the EYP Program and its participants** - process for performing the assessment, what to use and when, among the tool offered.
- ⇨ **Methods of Assessment** - Suggestions on how to define course goals and objectives and determine what assessment methods are best suited to the audience or the activities in the program.
- ⇨ **Instructions for the participants** - This section will illustrate the Information on what the participants needs to do and how they will be assessed. Participants in the program take part in a number of personal development and wellbeing activities meant to improve behaviour, attitude and interpersonal skills.
- ⇨ **Validation of the Assessment Tools** – few suggestions on how to ensure that the assessment tools and contests are valid.
- ⇨ **Reporting and recognition** – suggestions to make sure all relevant areas have been covered and most importantly what to report to whom and when.

This following chapter provides the necessary information for the assessors to understand the evaluation process, to prepare and run it effectively. The sections proposed describe in a simple yet detailed way, both the assessor and the assessment process.

ABOUT THE ASSESSORS

Assessor's profile

The proposal of a profile for the assessor can be compared with the usual profile requirement of a candidate for a job, which is somehow applicable in this case. The main role in the evaluation process rests with the assessor, meaning it must match a profile very well beforehand sketched. In this regard, following are proposed some requirements that must be met by the assessor.

- ✓ **Formal recognition**: university degree in a field relevant to EYP methodology (human sciences, business administration and related, educational sciences);
- ✓ **Certification**: certified training courses or sessions in which are developed skills to work with young people;

⇨ **Professional experience**

- ✓ Proven experience in evaluation of learning processes in a **non-formal context;**
- ✓ Constant activity in the development of learning and **personal development** instruments;
- ✓ **Experience** in working with legislation in the labour field, education and entrepreneurship;
- ✓ **Inter-disciplinary** activity in the area of support for young people coming from different vulnerable groups;

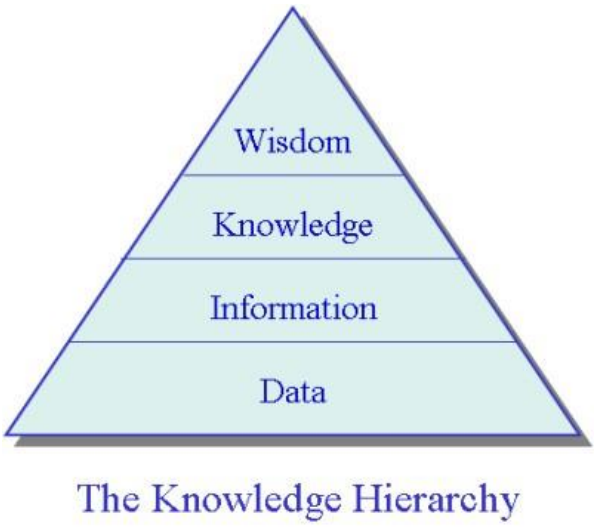
⇨ **Knowledge**

- ✓ Detailed knowledge of the **learning processes** and **learning styles;**
- ✓ Advanced understanding of the **cognitive** and **emotional** processes of vulnerable and marginalized youth groups;
- ✓ Detailed understanding of the **impact** of non-formal education on young people's personal development;

- ✓ Theoretical **knowledge** and experience in developing and using methods of non-formal education;
- ✓ Detailed knowledge of the **requirements** of an evaluation process, especially in the evaluation of learning processes;
- ✓ Knowledge and experience in **monitoring** the learning processes.

⇨ **Abilities**

- ✓ **Excellent** communication, ability to involve the interlocutor in a detailed discussion, including here the capacity of active listening;
- ✓ **Persuasiveness** and coordination with the interlocutor's attitude in various communicational scenarios, versatility in approaching any topics in a discussion;
- ✓ **Active** memory and ability to insert sub-themes in the main topic to cover completely the objective of the discussion;
- ✓ **Abilities** of synthetic presentation of a subject, coherent speech;
- ✓ **Sense** of initiative and good time management;



The Knowledge Hierarchy

- ✓ **Ability** to prioritize and fast decision-making;
- ✓ **Ability** to work effectively in a multi-disciplinary team, but also to divide work processes beyond;
- ✓ **Analytical** thinking, oriented towards obtaining results.

An important aspect to consider when selecting the assessor is about its association with EYP methodology, meaning that it is recommended not to be a part of the implementation team.

Preparing the assessor

To ensure the efficiency of the process, the assessor's competences and skills are critical for the evaluation process. Before staring the activities, it is recommended for the assessor to **get familiar** with the whole concept of the EYP PROGRAM. Once the person/team who delivers the assessment is validated, the induction period starts towards program's **terminology** and key points understanding; this induction should be fulfilled in close collaboration with the team who implemented the EYP PROGRAM.

It is also suggested to get a good **understanding** of the NEET phenomenon both at European and at national context. The EYP COMPARATIVE REPORT ON BEST PRACTICES could be useful to this purpose, to get an overview on the **NEET phenomenon** as be investigated beforehand by the project's consortium. The assessor has also to be aware of the own verbal and emotional reactions when interacting with NEET youngsters and in what manner their reaction might influence the evaluation process.

Then the assessor need to get **a deep understanding of EYP PROGRAM objectives** and the competencies that are likely to be developed by this (self-confidence, self esteem, communication skills, sense of initiative, specific entrepreneurial skills, etc.). Permanent collaboration with EYP's team and with those who carry this process on local level is strongly suggested, taking into consideration the fact that there might be changes based on the each group's dynamic. Even more, understanding the familial/professional/educational context of which the targeted group belongs to is essential, and this is impossible to know it without being in touch with the implementation team.

Eventually, the third step requires an **advanced knowledge of the EYP PROGRAM process and different activities**. For this reason, it is strongly recommended for the assessor to be initiated by the promoters during the setting up of the local network or local youth groups (Phase 1 in the program). To this purpose, the promoters and the assessors can use the DIGITAL LIBRARY available at www.eypprogram.com, prepared to offer a variety of tools available at the EU level, to support the activities.

Tips for assessors

- **Active listening. Stop Talking** - Start by simply reviewing the basics, the first of which is the most common mistake made when striving to be a more effective listener. Simple as it may seem, the most important thing to remember is to stop talking.
- **Pay Attention to the Purpose and the Words** - Once you've done this, commit the time and attention needed to actually hear the sender's message. In doing this, you may find it most useful, whenever possible; to establish your purpose for listening even before the communication begins. For instance, consider what you want your listening efforts to achieve. This can help ensure the results you (and the person you are listening to) can be obtained.
- **Eliminate Distractions** - Next, concentrate on the message by eliminating internal and external distractions. For instance, if you are listening as a member of a group, work to ensure other members do not enter the meeting last, or exit early - both of which can distract the person speaking, as well as disrupting those listening. And, if you are having a one-on-one meeting with someone, work to eliminate distractions such as phone calls or interruptions from another colleague.
- **Take Notes Using Shorthand or Key Words Only** - While listening, it's perfectly acceptable to take notes. However, when taking notes, make sure to pay close attention to the non-verbal messages (body language, tone changes, etc) being sent to you by the speaker. Even the best listener will find this difficult. Therefore, when taking notes, write down only key words or phrases, the things you will need to trigger the message instead of writing down complete thoughts or sentences, which can distract you from listening. (Obviously, remember to expand notes afterwards, while the meaning of these key phrases is still fresh in your mind).
- **Ask Questions** - Questions are a vital component of effective listening. Instead of interrupting the speaker, try jotting down a word or two that will help you recall the questions that come to mind while you are listening. Again, this should not interrupt your listening; rather enhance it. This way, when the speaker has finished talking, you have what

you need to ask relative, informed questions, which will help ensure you interpret the sender's message correctly.

- **"Parroting" is a Must** - Parroting, is one of the strongest tools you can use to ensure you are an effective listener. This includes repeating the message back to the sender. This allows the sender of the message to clarify any misunderstandings.
- **Follow-Up is Key** - Once you are reasonably sure you have heard the message and understand the message sender's intent, you will undoubtedly find it beneficial to follow-up with a written clarification, one that serves to highlight the most important parts of the message, such as deadlines, project goals, costs, concerns, etc. This can be done in a quick email or memo. When doing this, it is most productive to request a reply. This is just one additional step you can take to ensure you heard the message and interpreted it correctly.
- **Remain Flexible and observant (before, during and after communication process)** - Work to understand the reason the communication is taking place (considering the objectives of the sender, and taking into account any mental, emotional, physical or even environmental or cultural factors that may influence this). Observe the sender and be open to his/her needs. This may require agreeing on a meeting place that is quiet, or perhaps even neutral or even on a meeting time outside of the times you normally would attend meetings. By taking extra steps such as this, you put the message sender at ease, which will help alleviate any confusion and allow you to hear loud and clear everything the sender is working to convey.
- **Balance Ensures Effective Listening Success** - As always, balance is the key to effective listening. The conversation between the message sender and the message receiver is a delicate dance. Even though your goal may be to simply hear the message, it requires give and take from both parties, from the beginning stages of the communication process down to the last word.

THE PROCESS

Getting started

An effective assessor understands that it is not enough to present materials and activities to participants and hope that they get it, assuming that some will and some will not. Learning and development occurs when there is an interplay between the process and the outcome. When performing the assessment, the assessor identifies specific goals and objectives for key activities or the whole process, systematically gauges the extent to which these anticipated outcomes actually occur and determines to what degree learning takes place.

Assessment also makes the **process more effective** and **consistent** by systematically linking assignments, activities' structure and grading practices to intended learning goals. Assessment helps assessors become better facilitators of change by offering specific feedback on what is working or not working in the program; and provides systematic feedback to participants and the program promoters about the progress of their development and the program itself.

At its most basic, the **assessment process** can be broken down into three parts:

- **Establishing** student learning goals and objectives for the course,
- **Measuring** whether these goals have been met,
- **Using** the results to improve teaching and learning in the course.

The assessor already go through these steps, at some level, whenever he/she developed a new course or consider revising an existing one. In formal assessment, these steps become more systematic and detailed to ensure clearly articulated links between what you want students to learn and your understanding of what they actually do learn.

Establishing Goals and Objectives

Given the general main objective and goal of the **EYP program**, the assessors and the promoters should define the ones that are specific for their environment and that are linked to the real community expectations. A part from the general frame offered by the EYP Manual the promoters and the assessors should determine

- What is it they want to help participants **learn** through these program?
- What do they want theirs participants to learn and in what ways do you want them to **grow**?
- Are the goals set **realistic**? Are those in line with initial **expectations**? (Considering also the results of the measuring step or balance of competences)
- Where do participants have **difficulty**; what do they consistently not get?

⇨ **Drafting specific objectives**

Program objectives transform goal generalizations into specific participant performance and behaviours that demonstrate youngster learning and skill development. Here are three questions that focus on objectives in slightly different ways. Use them to help you identify course objectives:

- ✓ For each of your stated goals, what are the specific student **behaviours, skills, or abilities** that would tell you this goal is being achieved?
- ✓ Ideally and briefly, what would **specific needs** (what evidence needs to be present, what specific behaviour needs to be visible) in order to see that your students are achieving the major goals you have set out for them?
- ✓ In your experience, what **evidence** tells you when students have met these goals – how do you know when they're "getting" it?

⇨ **Effective Objectives**

- ✓ Use action words that specify definite, **observable** behaviours
- ✓ Indicate an appropriate level of **attainment**
- ✓ Are **assessable** through one or more indicators
- ✓ Comprehensively and **meaningfully** define a goal
- ✓ Are realistic and **achievable**
- ✓ Use **simple** language

Identifying and Reviewing Existing Assessment Techniques

The next step in the assessment process is to identify what information you already collected about participants' progress and how these measures tie to your intended learning goals and objectives. Consider the following:

- ✓ What information on participants **performance** do you currently collect (e.g. during the initial interviews, during the groups formation, during the skills assessment)?
- ✓ How informative are each of these to **understanding** the student learning process?
- ✓ How do these data **sources** relate to your newly articulated goals and objectives?
- ✓ Are there **gaps** between the information you collect and your course objectives? What other information do you need to have to understand whether students are meeting these objectives? (Identification of these gaps will be useful in Chapters 4 and 5 when additional assessment techniques/options are provided).

Focus points in the program

A very first important aspect would be **understanding the dynamics of the targeted group** and adjust the assessment depending on it. If during the EYP Methodology implementation the group showed itself oriented towards developing skills and active participation within the process, the evaluation should target with priority the learning process, extracting from here aspects that led to positive results. Then, the separated reasons of learning process that led to positive results must be identified.

If the group didn't had positive results, the attention has to predominately be directed to all of those reasons that stifled the process and in the subsidiary on the learning process, if it's proven that the learning process was a major demotivating element. This approach does not mean that different questionnaires or questions have to be used instead of the original, just that the assessor has to focus the method in the meaning shown above.

For instance, a question as "*How did you perceive the activity of the mentors within the program?*" has to be addressed **regardless the positive or negative emotion** manifested by the participants. The assessor has to perceive this feeling and if it's (for example) a negative one, to search for multiple sources of dissatisfaction, especially auxiliary to the learning process, in this case associated with mentors or other staff involved (for example). Usually, once a learning process is perceived strongly productive and effective by the youngsters, positive opinions occur regarding auxiliary aspects of the process too. On the other hand, when the learning process is perceived in a negative way, this perception is associated to a large amount of auxiliary factors.

In order to raise the relevancy of the process, the assessor should also **consider the framework of the evaluation,** such as the logistics and atmosphere. Thus, from the administrative perspective, all materials and facilities must be provided in order to ensure a trustful mood for the evaluated individuals. Certainly, this preparation targets exclusively the situation in which the individuals are evaluated, not other elements (recordings, forms, statistics, etc.). Once the logistical aspects are covered, the next step is to create a positive and open atmosphere, in order to offer the individuals the feeling of a friendly process, without penalties and pressure, an atmosphere where youngsters could find additional support and opening to their personal problems.

The sets of questions and topics addressed in the assessment process must cover **some major aspects:** the content of the EYP Methodology and the personal skills development. The fact that different soft skills are developed without knowing exactly which elements of the EYP Methodology led to this outcome, might not be fairly relevant since there might be some external elements which contributed to increasing **self confidence or self esteem** (for example an income rise within the family or finding a job abroad). Thereby, every rating scale in the assessment process must capture the developed competence (and the way it evolved), and the concrete elements of EYP Methodology that formed the base of the process. Practically, comparing to formal education that emphasize the result's importance, the EYP process aims to highlight the mechanism that brings a plus of learning for NEET youngsters. In addition, it is important for an assessor to seek for the impact that EYP Methodology had in the community every youngster came from.

An assessment-follow up could be conducted in order to see which are the results on mid and long term for the participants who were enrolled in the program but could not manage them self to get a job or develop an entrepreneurial project within the **implementation**.

There could be issued simple questionnaires or simple questions about their professional evolution after **3-6-12 months from the end** of the program.

The emotional and psychological dimension represents a delicate aspect to be addressed within young NEET assessment, meaning that they should not feel that they are a burden for family and

community, and shifting the approach toward considering them an unused/uninvolved source in the labour market or in the entrepreneurial activities.

Before implementation, participants could be provided with a **questionnaire** that ask their **expectations regarding the whole process,** making the assessor aware of which were the initial expectations and how these evolved in the meantime. The same questionnaire could be delivered after the implementation and before the assessment, this time asking to what extent participants fulfilled their expectations. This questionnaires are optional in the assessment process, but could easily collect a raw **feedback** for the promoters of the program, as it an assessment of expectations, rather than an evaluation of the EYP Methodology. At the same moment (after the implementation and before the assessment), as the information is fresh, participants could be asked to provide some ideas, thoughts or guidelines for similar programs that could be delivered for other NEETs.

Conducting the assessment

There are no universally valid guidelines to conduct an assessment for learning processes, the following guidelines are recommendations developed by the EYP project team in accordance with the originally proposed objectives.

Throughout the process, the assessor must **use interview sheets or similar tools** for recording the responses, reducing the risk of losing information. The ability to decide what information are relevant is exclusively relying on the assessor's professional profile and how this person is organizing own work (therefore referring back to the first section of this chapter). There is no need to say, that the assessors (as any other adult in the process; has to use of **appropriate language**, without aggressiveness.

The assessor should stay **focused to the most common themes and responses** provided by the assessed group and should lead the process to those topics of interest. It is unlikely that all members of the young people have very different individual opinions comparing to the rest of the group, the more that within a group opinions are also formed by the mutual influence. Once noticed these common themes, the assessor must give more attention to them, without being influenced by this.

It is recommended the use of assessment tools such the classical Likert scale, the matrix/rating scales and open questions. On the other hand, some focus should be posed on logistical aspects and materials offered.

The assessor must test the perception of young people about the **opportunities** derived from their involvement in this process at a **personal and professional level**.

Describing the opportunities offered by the EYP implementation team is insufficient as NEET youngsters can identify professional development opportunities within the EYP process or even at the end of it. It is recommended that these derived opportunities to be identified by multiple-choice questions and open questions, followed by open discussions between the assessor and the evaluated person.

It should also be **identified the personal limitations of youth in terms of developing skills** and especially what was the evolution of these limitations during the time spent in the process (stagnation, intensification, reduction). On the other hand, it is recommended to identify the strengths of young people that helped them to integrate more easily into all learning process. As each individual manifests emotional and psychological peculiarities, as shows peculiarities in professional development. It is preferable to design "*what if*" questions or scenarios by which the assessed person would be aware how their development would have been if they would not have been involved in this process. Multiple questions can be designed for each aspect of the process, even using a method that allows a hierarchy of responses.

Addressing this process must **go beyond the framework of a test and be converted into a complex evaluation** aimed at: the emotional and intellectual ability of integration into the labour market or the development of an entrepreneurial project, comparing current conditions with the original in terms of family and financial issues, observation of attitudes and reactions. Therefore, it is recommended the use of simple psychometric tests or using balances of competencies.

These tests should not be confused with those applied in the implementation of the Methodology within the **"Skills Assessment"**; they are indeed connected, but the aim of the 2 process is different and both the assessors and promoters should be clear on the interactions and differences.

When assessing the person after using the Methodology it will be clearly whether the young NEET has the emotional and intellectual ability to effectively use his/her manual labour skills (as an example) combine with the other skills developed through the EYP program. This process can be assessed by open questions, formulated like *"To what extent do you feel willing to use manual labour skills in a company or try an entrepreneurial project?"*

In addition, it must be **linked to other possible tests** that were conducted during the implementation of Methodology. Even more, a situation may occur where not all the steps/methods of assessment to be compatible with the test taker's personal profile, therefore that step/method must either be accommodated or abandoned.

There must be a **balance between the volume of quantitative and qualitative methods**, between those results-driven and process oriented, between the individual focus and those focused on the context of learning. The methods must enable the assessor and evaluated person enough space for free expression, as recommended would be questions with concrete choices and mini semi-structured interviews. As mentioned above, the interview sheets should be used at all times even if the assessment is a fully structured, as there may occur comments and additional information.

Each assessment session should include a dedicated **space for questions addressed to the assessor**, and the latter must actively encourage the assessed person in this regard. Following the questions, we recommend providing time and space for each individual to reflect on everything learnt during the process and to inner evaluate freely (i.e. without structured questions) the personal development and cognitive and behavioural acquisitions. However, the assessor must propose a chronological path of the experience, starting with the early phase until the conclusion of the assessment.

When closing the entire assessment process, the assessor must include the data in a **uniform and objective format,** as the evaluation report should turn into a real support for subsequent decisions. Therefore, it is recommended that data interpretation to be completed after the evaluation, not during it. The report should include answers of the whole group, pointing out those with the highest frequency, also indicating those that are different. It is recommended that the evaluation report be prepared with prior consultation with the team that implemented the EYP Methodology, at least in terms of the format and the design.

Selecting When and How Often to Assess

Once you have outlined course goals and objectives and identified the assessment techniques assessors are already using, they need to think about the length and scope of the assessment techniques to implement.

⇨ Deciding Whether to Assess "at Specific Points in Time" or "Over Time"

Group assessment can be conducted over the course of an activity or can be done at a key moment during a specific part of a camp, as an example. Whether you assess participants' performance and improvement level on a longer-term basis or "at-the-moment" really depends on what the assessors are trying to evaluate and learn.

Some questions to help professionals make some assumptions:		
1. Am I trying to gauge participants learning of activity in general?	Yes	No
2. Do I care about the knowledge participants bring into the group with them at the start of the activity motivated and willing to proceed further?	Yes	No
3. Does the extent of progress or improvement over a period of days or weeks matter?	Yes	No
4. Do I want to assess the level of participants' reflective thinking about a particular assignment/task?	Yes	No
5. Am I interested in specific areas of improvement/performance that I have identified as particularly relevant or participants important for their development / participation / involvement?	Yes	No
6. Am I concerned about how well participants understand a complicated activity (participated evaluation as an example)?	Yes	No

If you answered "yes" to questions 1, 2 or 3, you should plan to use an assessment method that gauges participants' progress over time. If you answered "yes" to questions 4, 5, or 6, you will need an assessment method that evaluates their progress and performance at a particular point in time. Of course, it is quite possible that all the questions are of interest and assessors or promoters may want to incorporate both types of assessment in their program.

⇨ Specific Points in Time

It is often valuable to know whether participants are keeping up with particularly difficult tasks or have understood "complicated" assignments at various points in the program. While the ability to

understand key concepts should certainly increase as the program progresses, levels of understanding and involvement can also rise and fall based on the specific activity or task being performed at any given point in time. In this way, "at-the-moment" assessment can be an important assessment tool that allows promoters to adjust instruction as the program continues, to accommodate fluctuations in participants progress.

Examples of ***short-term assessment*** include the following:

- ✓ Minute paper
- ✓ Muddiest point exercises
- ✓ Group polling techniques
- ✓ Primary trait analysis (scoring rubrics)
- ✓ Reflective thinking activities
- ✓ Background knowledge probes

⇨ Over the Course of the program

One of the most effective ways of assessing participants' performance and development levels from the start of the program to the end is to track student progress throughout the program. It is frequently worth the effort to perform both assessments as these increase in knowledge and understanding from the beginning until the end can tell if the program met its goals and objectives and who among the participants met the goals they set for themselves.

Long-term assessment can be especially helpful in evaluating how well a program has succeeded in meeting its central goals. It can also help identify areas of content or instruction that were not as successful as others were in facilitating participants' development.

⇨ About feedback

Make your feedback have the impact it deserves by the manner and approach you use to deliver feedback. Your feedback can make a difference to people if you can avoid a defensive response.

- ✓ Effective feedback is **specific**, not general. (Say, "The task you performed yesterday was well-done, precise, and very effectively." Don't say, "good job.")
- ✓ Effective feedback always focuses on a specific **behaviour**, not on a person or their intentions. (When you held competing conversations during the meeting, when Mary had the floor, you distracted the people in attendance.)
- ✓ The best feedback is **sincerely** and **honestly** provided to help. Trust me, people will know if they are receiving it for any other reason.
- ✓ Successful feedback **describes actions or behaviour** that the individual can do something about.
- ✓ Whenever possible, feedback that is requested is more powerful. **Ask permission** to provide feedback. Say, "I'd like to give you some feedback about the presentation, is that okay with you?"
- ✓ Effective feedback involves the **sharing of information and observations.** It does not include advice unless you have permission or advice was requested.

- ✓ Effective feedback is **well timed**. Whether the feedback is positive or constructive provide the information as closely tied to the event as possible.
- ✓ Effective feedback involves what or how **something was done**, not why. Asking why is asking people about their motivation and that provokes defensiveness.
- ✓ Check to make sure the other person **understood** what you communicated by using a feedback loop, such as asking a question or observing changed behaviour.
- ✓ Effective feedback is as **consistent** as possible. If the actions are great today, they're great tomorrow. If the policy violation merits discipline, it should always merit discipline.

Tips:

- ✓ Feedback is communication to a person or a team of people regarding the **effect** their behaviour is having on another person, the organization, or the team.
- ✓ Positive feedback involves telling someone about good performance. Make this feedback **timely, specific, and frequent**.
- ✓ Constructive feedback alerts an individual to an area in which his performance could improve. Constructive feedback **is not criticism**; it is descriptive and should always be directed to the action, not the person.
- ✓ The main purpose of constructive feedback is to help people understand **where they stand** in relation to expected and/or productive job behaviour.
- ✓ **Recognition for effective performance** is a powerful motivator. Most people want to obtain more recognition, so recognition fosters more of the appreciated actions.

INSTRUCTIONS FOR THE PARTICIPANTS

Engaging participants in Assessment

One of the great benefits of many assessment techniques is that they provide an opportunity to create clearer communication with the participants. Key to the success of the process, however, is engaging them in assessment, motivating them to take the activities seriously, and helping them see how it can become a valuable complement to their learning. Angelo and Cross (1993) write that:

"Students are unlikely to realize the value of assessment, or of self-assessment, unless faculty make them explicitly aware of it through instruction and modelling. When students are helped to see the useful ways that classroom assessment can inform teaching and learning, they are much more likely to participate fully and positively"

Angelo and Cross-also recommend that you maximize the positive impact of group' assessment by letting participants know:

- what the assessment **results** were
- how you **interpreted** them
- what you intend to do in **response**

These assessment has the potential to increase *"interest in learning and change attitudes and behaviours"* when participants become more involved, self-reflective participants (p. 585).

⇨ Make it Count

Participants want to know what is in it for them. What will they gain by taking assessment seriously? For the most potentially reliable results:

- ✓ Make all assessed assignments **count** in one way or another
- Let them know **how and why i**t will count
- Explain how you will use the assessment component to **evaluate** their performance

For instance, the assessors can give them a copy of the evaluation standards, or explain the standards to them and ask them to evaluate the assessors' own work using the standards.

⇨ It's a "Two-Way-Street"

Help them understand why assessment matters and how it can help it become more effective and help them become more efficient participants. Explain how the dare will be used to adjust the activities as it goes along and to fine-tune it before you offer it again. Let them know that their input will help future participants who take the EYP program. This will help them:

- **Invest** in the process
- See the **big picture** outside of the immediate effect assessment will have on them
- Keep lines of **communication open**
- facilitate participants-promoters/assessors **interaction**

⇨ **Important to their future**

The third key component to helping them understand the importance and validity of the assessment is to show them how it will benefit them, **beyond the program**, now and in the future. Use the initial goals, objectives and anticipated personal outcomes to accomplish this, making sure to tie these to **their future** study and possibilities after the program:

- Clearly articulate the "**transferability**" of the skills you are asking them to produce;
- Stress what the data can tell about **skills, abilities and achievements;**
- In general and how it can help them, as individuals, become s**elf-reflective.** Show them how to use the data to alter and/or improve their own performance.

The challenge becomes helping participants see the importance of the process.

Prior starting the activities

The following suggestions aim at clarifying what the participants need to do to fully benefit from the program while explaining how their progress will be assessed to ensure the participants expectations are realistic and in line with the aims of the program.

It is important that participants are open to fully **embracing** each section of the program to achieve the best outcomes and increasing their self-worth.

Prior to entering the EYP programme participants are required to complete a questionnaire which will discuss their **expectations** while giving them an opportunity to set themselves **goals**.

The reason participants are required to complete a questionnaire is to ensure the assessors can understand the **wants and needs** of each participant and while allowing them to measure the progress made throughout the programme. This is the most important reason participants should be involved with pre- assessments, as it will mean that when entering the programme their needs will be better meet and support will be offered to the level they require.

Phase 1- Share

Phase 1 is all about the participants building their **confidence, motivation and commitment** to improvement.

The pre-assessment is conducted to determine suitability and participants will need to show that they are joining for the right reasons i.e. to improve prospects, skills and social life. The assessment can be done in a few ways depending on the assessor and the level of the participants. Below are few examples of what participants should expect:

- one to one interviews
- referral from youth group
- focus group
- written evaluation

Throughout this phase, participants can expect to have a **level of flexibility** regarding the formality and schedule of phase 1 as this is the time where it is understood by assessors that the integration into this type of programme can be intimidating and uninviting to youths. Overall, there should be a clear communication between the participants and assessor regarding the goals for engagement.

⇨ During Camp 1 – Motivation

The camps have been designed to be an intensive course to reaffirm what participants have been exposed to throughout each phase. Throughout the camp, the focus is set on reaffirm and building **motivation, confidence and social inclusion throughout activities.** Below will be a simplified version of the activities participants should expect to be involved with:

- Introductory discussion used to create a sense of **empowerment** and **build interest**,
- **Team building** activities which will vary depending on the assessor but will always focus on increasing social skills and social interaction,
- **Motivational** activities which will also vary depending on the assessor but will focus on building the participants confidence and building on creating a positive outlook on life for the future.

The activities will vary depending on timeframes and constraints that arise but the theme will always be maintained. Throughout the camp, participants will be given opportunities to discuss any problems or constraints that arise. On completion of the camp, an evaluation will be completed to ensure the participants are progressing as they should. If the assessor and participants are both satisfied with the progress and understanding of this phase they will then be transferred to the next phase.

Phase 2 – Measure

The focus for phase 2 will revolve around personal **skills development and will use skills assessments** to highlight the participants' strengths while allowing the areas that need improvement to be acknowledged. Although this phase is primarily focusing on the **participants' soft skills,** professional development will be linked to as this will allow them to think of possibly career paths and this will allow them to understand the importance of soft skills which a job role.

To begin participants will be asked to complete a simple questionnaire (see below) that will be used to self-assess their skills. This is a relatively easy task but participants should understand the importance of it, as it will allow a **benchmark** for improvement to be set and will be used to measure their **progress** throughout the rest of the programme. This step has to be combined with balance of competences, conducted by a professional, as explained in the **PROGRAM MANUAL**. Some tools to help with the **competences' assessment** are provided on the project website.

Then, participants should meet with the **career consultant** to discuss career goals, aspirations and to help them clear their understanding of what destination they have in mind.

It is important that participants understand that the reasoning **behind career planning and other discussions** they are asked to make for themselves, to understand and appreciate how developing their soft skills will be beneficial in a professional setting.

⇨ **During Camp 2- Personal skills Development**

Leading on from the skills and career assessments, Camp 2 will focus upon the development of **personal skills.** Participants should expect to see a subtle change in formality from camp 1. The activities that will take place within this camp will all vary depending on the assessor and time restraints although the theme of the activities will be the same.

Activities that participants should expect to take part in within the camp are as follows:

- **Teamwork** and development
- **Soft skills** development
- Communication and conflict management
- Research **career paths**, looking at soft skills (Links to career consultancy)
- Reflection on **self-behaviour**
- **SWOT Test** (Simple online or paper activities to showcase participants' strengths, weaknesses, opportunities and threats to development)

A **post evaluation** will also be completed to ensure progress has been made and that participants have reached a level in which they can enter and effectively complete the next phase. It is Important that going on to the next phase that participants have developed and have matured as phase 3 has them entering a more formal environment.

Phase 3- Communicate

The focus for phase 3 is continuous improvement and creating a communication link from the programme to employment. Throughout this phase of the programme, assessors will be facilitating the communication link between skills, motivation and employability.

This phase is as step up for participants in the area of **accountability and taking control** of their decisions. It is important that the decision-making is expected from the participants as having them being in control within certain aspects of the programme e.g. career choice and job prospects, allows them to achieve a sense of empowerment and trust within themselves. It also allows the participants to take accountability for their actions and the outcomes they receive due to their decision-making.

Finally, participation evaluation is crucial at this stage, as it will allow assessors and participants alike to see the value and **impact of the programme** as the next step after camp 3 is entering professional world. Using this time to acquire **feedback** from participants and to develop further action points is essential to show a baseline of achievements to ensure against the beginning and final evaluations.

The information needed for the participation evaluation can be collected by variety of **platforms** that are as follows:

- Online tool - To catalogue best practices regarding participants.
- One to one interviews to discuss knowledge building

- Focus groups to discuss experience, ideas and issues

As well as the discussed platforms above it would be beneficial if the participants and assessors take part in a role play scenario regarding the programme. This would allow each side to understand the **other perspective** while building the capacity of the individuals.

It is vital that achievements are **acknowledged** to allow for success reinforcing which will ensure they are still motivated for the next **camp**.

⇨ Camp 3 – Employability Improvement

This camp will focus on the participants' **employability capabilities** while building on the **career planning** they had done previously. Participants should expect this camp to be more structured to prepare them for the matching stage. Throughout the camp, valuable employability skills and knowledge will be passed to participants so they can utilise the personal development they have achieved throughout the course of the programme.

Activities within this camp will focus on skills needed to apply for jobs. This will include:

- Ice breaker/ role play activities (Depending on the career choice this can be included in the interview process)
- Job search to find a suitable vacancy
- Reflection on work behaviour relating to job search
- SWOT online test to help identify areas they should highlight on the CV
- Interview preparation
- Mock interviews (participants should treat this as a real scenario. Work attire, self-presentation and communication should be at a professional level)

An end of the phase evaluation should be conducted to provide feedback regarding the mock interviews and the next stage.

Phase 4- Fostering

This phase will be focusing on getting participants **valuable work experience** through a match with an employer or a mentor in case they decide to start a business on their own. This will allow

participants to use the **personal and professional skills** they have developed to their full advantage to get the **best experience**. This match should be as close to the participants chosen career as possible to allow them to reflect if this is still something they are interested in. On completion, employer and participants should provide feedback on the experience including the vocational training.

Moving on from the work experience the participants should be expected to be enrolled into a mentoring programme to continue participants' inclusion into the **professional world.** This will also allow the participants to have a sounding board and someone to turn to after the programme, which will help with the sustainability.

⇨ Closing and follow up

This camp revolves around celebrating and acknowledging the participants' **achievements** through evaluation and a graduation ceremony.

Business links will continue with business professionals being present at the graduation to see the participants and hear about their journey. Each participants will be given recognition for completing the programme.

After the program conclusion, it is important that participants are given continued support to contribute to the long-term success of the programme.

METHODS OF ASSESSMENT

Concerning these methods, EYP has planned to develop the following assessment tools that could be adapted to local needs:

- **Initial** questionnaire addressed to NEETs who are going to participate in EYP programme to check their expectations prior to their participation in the programme.
- **Final** questionnaire also for NEETs after their participation in EYP programme to evaluate the impact of EYP programme in their professional and personal development.
- **Follow-up** questionnaire for NEETs to be delivered 6 months/1 year after the implementation of EYP programme to check the impact of EYP programme on participating NEETs on a longer term.
- **Questionnaire for Assessors** at the end of the EYP programme.

Initial questionnaire for participants

What do you expect to achieve through your participation in EYP programme? Please, tick the options (more than one is possible) you consider suitable for you	
To increase my self-esteem	
To increase my personal competences	
To increase my social competences	
To increase my professional competences	
To know the different options I have to get into labour market	
To get a job/apprenticeship	
To find further training opportunities in line with my professional profile	
To get new contacts to support me in my professional career	
Others (please specify)	

Skills Assessment Worksheet

Soft skills generally are not associated with a particular job or task. They are usually broader and related to leadership, communication, critical thinking, analysis, and organization. These can be transferred and utilized in a variety of different kinds of jobs and career paths. We offer below a simple assessment work sheet that can be used in relation to a camp or performed when the assessors consider it convenient. The tool can be used multiple time to check on the progress of the participants.

The participants have to mark each column as described. The same skill ca be marked more than once in each column.

1. What skills have you already acquired and feel competent doing? In the first column, mark each skill in which you feel competent.

2. What skills do you enjoy, even if you are not proficient at them? In the second column, mark those skills that you really enjoy.

3. What skills would you like to learn, acquire or develop further?

Communication Skills	1. Feel Competent	2. Enjoy/ Favourites	3. Would Like to Develop
Write, edit, interpret or critique words			
Speak in public, debate, advocate, present or demonstrate an idea			
Reading and following directions/instructions			
Comparing or cross-checking two lists			
Filling out forms			
Letters and memos correctly			
Comfortably speaking to others you do not know			
Taking notes while someone speaks			
Finding information			
Using a map			
Explaining things to other people			
Know when to ask for help or more explanation			
Counsel or advise others			
Listening to others			
Other(s) – specify:			

Technical Skills	1. Feel Competent	2. Enjoy/ Favourites	3. Would Like to Develop
Be athletic or use physical coordination			
Build or construct things or structures			
Do skilled crafts or use hand coordination with tools			
Operate vehicles, machines or electronic equipment			
Repair or set up machines or equipment			
Installing things			
Work with earth and nature			
Gardening, landscaping and farming			
Other(s) – specify:			

Management / Self-Management Skills	1. Feel Competent	2. Enjoy/ Favourites	3. Would Like to Develop
Administer, set goals and priorities, plan or make decisions			
Initiate, assess needs, anticipate or create change			
Manage people, delegate tasks, direct, oversee or motivate			
Being patient with others			
Keeping a cheerful attitude			
Getting interested/excited about the task at hand			
Offering to help when it's needed			
Motivating myself to do what needs to get done			
Helping motivate others to get the job done			
Prioritizing tasks so that the larger goal is met on time			
Following the rules			
Presenting a neat and professional image			
Checking your own work			
Using courtesy when dealing with others			
Seeking help when needed			
Being eager to learn			
Speaking up for yourself			
Solving problems in a cooperative way			
Other(s) – specify:			

Number Skills	1. Feel Competent	2. Enjoy/ Favourites	3. Would Like to Develop
Compute, calculate, compare or record numbers			
Forecast, appraise or estimate numerical information			
Doing arithmetic correctly			

Using percentages and decimals			
Estimating costs and/or time needed to complete a job			
Using a database program on a computer			
Using a spreadsheet on a computer			
Creating and managing a budget			
Other(s) – specify:			

Creative/Artistic Skills	**1. Feel Competent**	**2. Enjoy/ Favourites**	**3. Would Like to Develop**
Perceive intuitively, sense, show insight or have foresight			
Use artistic ability, photograph, decorate, paint or sculpt			
Use creativity, visualize, imagine, brainstorm or design			
Use musical ability, sing, compose or play instruments			
Presenting artistic ideas			
Visualizing shapes			
Drawing, illustrating, sketching			
Other(s) – specify:			

People and Social Skills	**1. Feel Competent**	**2. Enjoy/ Favourites**	**3. Would Like to Develop**
Care, treat, or nurse others			
Guide or listen to individuals			
Make welcome or serve others			
Problem-solve, mediate or network with people			
Caring for the sick and elderly			
Calming people down			
Helping people complete a task			
Knowing how to get along with different people/personalities			
Leading groups or activities			
Other(s) – specify:			

Critical Thinking and Investigative Skills	1. Feel Competent	2. Enjoy/ Favourites	3. Would Like to Develop
Analyse, use logic, problem solve, examine			
Conceptualize, adapt, develop, hypothesize or discover			
Evaluate, assess, test, appraise, diagnose			
Observe, reflect, study or notice			
Research, investigate, read or interview			
Synthesize, integrate, unify or conceptualize ideas			
Other(s) – specify:			

1. From the lists above, referring to column 2, list your top five favourite skills that you would most enjoy utilizing in your work (even if you are not proficient at them yet). Include the main skill category.	
2. Which of the favourite skills listed above do you consider strengths or things that you are very good at? Both column 1 and 2 would probably be marked. Include the main skill category.	
3. Which (top five) skills would you like to develop, improve and/or learn (refer to skills marked in column 3)? Include the main skill category.	

Creating an Individual Development Plan

Individual Development Plan (IDP) is a learning plan, an action plan and a roadmap to reaching developmental goals. It addresses enhancing current knowledge and skills, and developing knowledge and skills for the future.

SELF DEVELOPMENT *As a Problem Solving Process.* Recycle this process continually. Always have a current development plan.	
Know What You Want to Happen ▪ Set Career Goals/Aspirations ▪ Set Performance Goals/Standards	**THE DESIRED**
Know What is Happening ▪ Get Regular Feedback	**THE ACTUAL**

Analyse Feedback ▪ Strengths/Areas for Improvement	**ACTUAL COMPARED TO DESIRED**
Need To Leverage/Improve ▪ Knowledge, Skills, Attitudes	**IDENTIFY OPPORTUNITIES / GAPS**
Develop Plans to Accomplish Improvement ▪ Set Goals ▪ Develop Action Plans	**TREAT** **CAUSES**
Implement Plans	**REALISTIC** **MEASURABLE** **ACHIEVABLE**
Review Progress/Evaluate Results ▪ Get Feedback	**ON-GOING PROCESS**

⇨ Assessor-participant discussion

The IDP is a joint effort. The assessor (or the youth worker) has insight into the current performance and can offer suggestions on how to enhance skills in specific areas. This is also an opportunity for the assessor (or the youth worker) to learn about participants goals and how they see themselves in the program and at the end of it.

The discussion should include:

- Information on where the participant's skills fit into the program, activities, and what needs are in the future.
- Another perspective on how the participant's skills are viewed - strengths and weaknesses and where they are assessed right now.
- An explanation to the participant's interests and goals. The assessor may not realize everything a participant is interested in, or how carefully they have gone through the self-assessment process.

⇨ Identify and Prioritize Development Needs

- Based upon the information gathered, what are your development needs (weaknesses to improve or strengths to build upon)?
- What are the gaps between where you are and where you want to be?
- Which development needs, if addressed, would provide you with the most benefit toward improving your current performance and attaining your future work goals?

⇨ Development Activities

- What development experiences will allow you to develop and demonstrate your targeted behaviours and skills?
- How will you measure the results?
- Do you have a mentor or coach to help you?
- Have you considered all the different kinds of development activities as outlined in this guide?

So now that you are more aware of some of the developmental options available to you, it's time to make a decision. It's a good idea to take a step-by-step approach – developing alternatives, evaluating those alternatives for the best fit and making a choice. Working through this process in a systematic way and using the Decision Making Worksheet in Appendix C may make it easier.

⇨ Create a Written Plan and Initiate Training/Development Requests

Write a draft plan listing your needs and development actions and be sure to include target periods for completion. Discuss the plan with your peers, direct reports, supervisor, mentor, career counsellor, etc. Revise it as needed. Initiate and process any training requests, schedule time for individual developmental projects, negotiate formal developmental activities.

Participants – What to do after program

⇨ Meet with assessor to review IDP/Action Plan

A meeting with your assessor after the whole program or an activity is one of the most effective ways to initiate support for transfer of learning. Meet as soon as possible. Review the goals, objectives, and mutual expectations for improvement that you discussed prior to program / activities / camp. Go over each activity in IDP/Action Plan, the resources and support needed, target completion dates, and expected changes.

Brainstorm about how others can support the transfer of your new skills to the job. Adjust initial action plan and establish times for regular progress reviews with the assessor or youth worker.

⇨ Final questionnaire for the participants

OVERVIEW FROM THE PARTICIPANT **Please evaluate the following aspects**					
Do you think that the working environment was appropriate during EYP programme?					
Did you like the way the EYP programme procedure was organized (time, place, and atmosphere)?					
Are you satisfied with the duration of the EYP programme?					
Do you think that your participation in the EYP programme would be useful for your professional career?					
Are you satisfied with the materials used?					
Are you satisfied with the contacts provided by Assessors? (if applicable)?					
Are you satisfied with the work of your Assessors?					
Please give your general feedback (Level of satisfaction of the achieved results.)					
RESULTS (IN TERMS OF PERSONAL IMPROVEMENT) OF YOUR PARTICIPATION IN THE EYP PROGRAMME					

Please indicate the level of satisfaction with the following aspects:					
I am more aware of my skills (in general)					
I am more aware of my competences					
I am more aware of my social skills					
I am now more aware of my communication skills					
I am now more aware of other professional competences (IT skills, etc.)					
I know better what skills I need to improve to find a job					
I understand better the existing support offered in case I need it (social services, ….)					
The program will help me make my way into the vocational area (e.g. enter the next educational step; find an apprenticeship etc.).					
My self-esteem has increased					
CONCLUSIONS					
What is the most interesting aspect of the program?					
What task, activity or support received was the most effective for you?					
Is there anything that you would have wished differently?					
FINAL COMMENTS					

⇨ Apply new skills and implement action plan

After discussing your action plan with the youth worker or the assessor, share it with your other program' participants. Explain to them that you will be practicing new skills and carrying out special activities as your action plan is implemented. Orient them to any **new procedures** you will be using and share any materials that might interest them. Explain the activities that will involve other participants and ask them to provide the feedback needed. It is best to have the youth

worker present during debriefing sessions with participants to reinforce and show support for the activities.

Meet regularly with your assessor or youth worker to **discuss progress** and any constraints to transferring the progress. Work with your youth worker to identify any additional support and resources needed to implement the new skills. Many steps are often necessary to ensure transfer of learning occurs—**carefully identify** these actions and then follow each one. Implementing your action plan and applying your new skills is a team effort that can only succeed with the cooperation and support of everyone in your organization.

⇨ Network with other participants and trainers for support

A support network of participants or a learning friend can increase the likelihood of transferring learning after training— if there is a commitment to maintaining these relationships. Find ways to continue your contact with other participants through **regular meetings**, telephone conversations, and visits. You can share experiences in implementing action plans, discuss problems encountered and lessons learned, celebrate successes, and help each other set new goals or revise action plans.

⇨ Monitor their performance

Conduct **regular progress checks** to help ensure continued transfer of learning. You can monitor the performance by review their action plans and the feedback or observation data from other participants and youth workers. **Create a learning journal** to keep track of their experiences, the questions you have and barriers you face in applying knowledge and performing skills. Share these notes on a regular basis with your supervisor and seek help in reviewing and updating your action plan.

Assessors - What to do after program

⇨ Monitor progress of action plans with participants and revise as needed

Supervisors and participants have invested time and energy in creating IDPs/Action Plans. Meet with the participants to review the current IDP/Action Plan and make sure that you are in **agreement** regarding expectations and how and when they will be met.

Supervisors and participants can use IDP/Action Plans as a monitoring tool to gauge **progress**, identify problems, and work on solutions. Routine supervisory meetings are a great time to provide constructive feedback and check **participants' progress toward mastering** and using their new skills, as well as to ask what more you can do as their supervisor to support the transfer of learning. When necessary, action plans should be revised to correspond with changing needs at the workplace.

⇨ Conduct post-training debriefing with participants and youth workers

Participants and youth workers/promoters should be involved in the **transfer of learning process** by briefing them shortly after the program. This is a good time for the assessor to identify his or her own expectations regarding implementation of action plans and for participants to share what they have learned during the whole process. Assessors, youth workers and participants should set clear objectives for debriefing meetings to make sure that the discussion stays focused. Consider using these meetings for the following purposes:

- ✓ **Sharing** with them all the key concepts learned during the training.
- ✓ Providing an **opportunity** for participants to ask the participants questions about the program.
- ✓ **Reviewing** the needs assessment findings and discussing how newly acquired knowledge and skills can address current needs in the group and be of value to everyone.
- ✓ **Brainstorming** on how to integrate newly acquired knowledge and skills into present program.
- ✓ **Reviewing** key activities from the participants' action plans and assigning resources to facilitate implementation.

Conducting a post-camps **debriefing** provides an excellent opportunity to update all participants and youth workers to discuss how to improve program delivery at the local level. It is critical that all of them (youngster and adults) understands the reasons for any new tasks, activities or changes in process a part the ones mentioned in the EYP Manual. Make sure all of them know how to implement them. This is an appropriate time for the assessor to voice their support for the change process and the newly acquired knowledge and skills.

⇨ Be a coach and role model—provide encouragement and feedback

An assessor can also **encourage** and, when possible, **coach** participants as they incorporate new knowledge and skills into their performance. A coach must be able to demonstrate the skill, observe and give feedback, and evaluate participants' performance against a standard. If you cannot coach the participants, identify someone with appropriate expertise to provide coaching.

Even though you may not be able to coach participants in a **particular skill,** you can still provide encouragement to help them build their self-confidence and realize their full potential as they master new skills. Encouragement and coaching are very important to the transfer of learning. Below are some specific approaches to consider:

- ✓ Give frequent **reinforcement and immediate constructive feedback** to participants as they try out new skills. Voice your support as you observe them properly implementing newly acquired knowledge and skills by giving immediate positive feedback.
- ✓ Use **mistakes as learning opportunities**. When participants make errors while practicing a skill, call the mistakes to their attention in a tactful and appropriate manner. Your comments should describe the specific behaviour that you observed; include steps that the participants performed correctly and those that need improvement.

- ✓ **Coach participants as they try new skills.** When participants begin practicing skills that are difficult or involve many steps, their skill levels will likely vary—some participants may still be novices while others may be closer to mastery. Offer to assist individual participants in a manner that is appropriate to the degree of progress they have made toward mastering the particular skill. When providing guidance, remember to always point out something that the participants is doing well before you offer suggestions for improvements or ask what the participants perceives he or she is doing well. Very often participants can make appropriate suggestions for self-improvement when given the opportunity to reflect on their performance.
- ✓ **Model new skills or behaviours in your work.** To show that you support the changes that participants are implementing, adopt new behaviours along with them and the other participants.

⇨ **Final questionnaire for ASSESSORS**

GENERAL INFORMATION	
Please, describe your role within the EYP programme	
Were you sufficiently informed about the EYP programme methodology and expected results?	

CONTENT

The EYP programme: (please use 1-10 as feedback, 1 being the least satisfying und 10 being the most satisfying, circle the appropriate number)

Usefulness	1	2	3	4	5	6	7	8	9	10
Level of innovation	1	2	3	4	5	6	7	8	9	10

Do you think that it could be applicable to other target groups? Please, specify which ones	

CONCLUSIONS

What did you find best during your participation in in the EYP programme?	
Is there anything that you would have done differently?	
Give some examples of the feedback you had from the youth participating in the project (i.e.: usefulness of EYP programme, personal or professional improvements, etc.).	
How will you use the experience of participating in the EYP programme (in terms of new knowledge, skills, tools, etc.) in your day-to-day professional life? Will you use some of the tools developed under the EYP programme in the future?	

In your opinion, what are the strengths and weaknesses of the EYP programme? Can you offer your thoughts on its approach and concept in terms of objectives, general design, and expected results? Please, offer some suggestions to improve EYP methodology.	
Any other comments	

Follow up Questionnaire for NEETs, 6 months after the program

PERSONAL DEVELOPMENT		
Your participation in EYP programme helped you to		
Increase your self-esteem	YES	NO
Increase your personal competences	YES	NO
Increase your social competence	YES	NO
Have contacts in your area to support you, if needed	YES	NO
Additional comments		

PROFESSIONAL DEVELOPMENT		
What is your professional situation now?		
Are you working?	YES	NO
Are you doing some working placement?	YES	NO
Are you following any training programme?	YES	NO
Your participation in EYP programme helped you in your professional career	YES	NO
In case you are working, how many months did you need to find a job (or apprenticeship) after your participation in EYP programme? Provide us a timeline, please (1 month? 4 moths? More?)		
Any other comments		

VALIDATION OF THE ASSESSMENT TOOLS

The Validation of assessment tools is a quality review process. It involves checking that the assessment tools will produce the required evidence and that the achievement goal requirements have been met.

- **Validation Checklist** - The validation checklist will be used to ensure that the assessment tools, the evidence collected using the tools and the interpretation of that evidence is consistent with the principles of assessment.
- **Goal Mapping Tool** - This tool assists assessors with demonstrating the content validity of the assessment tool by indicating how the achievement goal requirements have been met in the activities.
- **Consider the following:** Review assessment to ensure it is: valid (does it address the key performance criteria) and sufficient (does it allow the NEET to demonstrate competence over time)

The Checklist

REVIEW THE ASSESSMENT TOOL AGAINST THE FOLLOWING CRITERIA			COMMENTS
Tools are complete and current version is being used?	Yes	No	
Target group has been identified	Yes	No	
FAIRNESS			**COMMENTS**
Instructions are clear and conditions are clearly identified	Yes	No	
The process is open and transparent, taking into account relevant characteristics and needs of the NEETS	Yes	No	
RELIABILITY			**COMMENTS**
The process and tools are clear so that other assessors would make the same decision	Yes	No	
The process and tools allow for the collection of sufficient evidence	Yes	No	
Assessment checklists are available to assist in decision-making	Yes	No	
FLEXIBILITY			**COMMENTS**
The activities outlined in the methodology are suitable for a variety of assessment contexts and target group needs	Yes	No	
VALIDITY			**COMMENTS**
The activities address the evidence requirements of the unit of competency or benchmark.	Yes	No	
Meeting the rules of evidence			**COMMENTS**

The tools allow for collection of evidence that is: valid sufficient current authentic	**Yes**	**No**	
ADDITIONAL SUGGESTED ACTIONS			
COMMENTS			

Goal Mapping Tool

Goal	Type of information to be assessed	Satisfactory	Comments
The context of the EYP programme	• The purpose • Target group • Unit(s) of Competency • Methods used • Intended results	**Yes / No**	
Acquired competences	Have the NEETS increased their personal and professional development	**Yes / No**	
Information provided to the NEET	This component outlines the information to be provided to the NEET which may include: • Standard instructions on what the assessor has to say do or give to get the NEET to get them to perform in a consistent manner. • Required materials and equipment • Level of assistance • Sequel of the task(s)	**Yes / No**	
Programme Procedure	• Location (where). • Time restrictions (when). • Any specific assessor qualifications and/or training required to administer tool.	**Yes / No**	
Materials, resources required	• Resources required by candidate. • Resources required by the assessor	**Yes / No**	
Assessors Intervention	Type and amount of intervention and/or support permitted.	**Yes / No**	
Evidence of validity	The assessment tasks are based on or reflect work-based contexts and situations (i.e., face validity). The tool, as a whole, represents the full-range of skills and knowledge The tool has been designed to assess a variety of evidence over time and contexts	**Yes / No**	

	The boundaries and limitations of the tool is in accordance with the purpose and context for the assessment.		
Evidence of reliability	There is clear documentation of the required training, experience and/or qualifications of assessors The tool provides model responses and/or examples of performance at varying levels (e.g., competent/not yet competent) to guide assessors in their decision making. There is clear instructions on how to synthesis multiple sources of evidence to make overall judgement of performance (inter-rater reliability). If marks or grades are to be reported, there is clear procedures for scoring performance (e.g., marking guidelines, scoring rules and/or grading criteria) (inter-rater reliability).	**Yes / No**	
Recording Requirements	The type of information that needs to be recorded and how it is to be recorded and stored, including duration.	**Yes / No**	
Reporting requirements	What will be reported and to whom? The stakes and consequences of the assessment outcomes identified.	**Yes / No**	
Supplementary information	Any other information that will assist the assessor in administering and judging the performance of the candidate.	**Yes / No**	

REPORTING AND RECOGNITION

Reporting communicates comprehensive information about participants learning and achievement in different forms to a range of audiences for a variety of purposes.

Reporting covers those areas:

- **Participants progress reporting**: giving a feedback on the performance at the end of the program or at the end of each phase, according to the assessors' decisions. Considering also to involve families for sensitive cases, engage also youth workers and the other professionals to engage all of them in a regular and meaningful communication about their needs and performance
- **Recognition:** acknowledging participants participation and active involvement in the program, whether they reached the goals they set for themselves or not. The certificate will not only boost their confidence by giving them a sense of achievement, but it will also encourage them to explore new experiences, gain new insights and develop new contacts. This phase is connected to the last CAMP 4 Graduation. Promoters should use the most appropriate form/event to celebrate the completion of the program.
- **Promoters reporting:** a report to the promoter and the network via their regular internal report, providing a concise summary of the program achievements and progress
- **Program reporting:** systemic improvement to the broader community through wide reports, providing statistical and related information about the EYP PROGRAM outcomes. This level has to be decided with the program promoters and it is connected with the monitoring phase and the sustainability of the action. Please refer to the 4th phase in the program to learn more.

We are providing here some details, far from been complete, but that can be used in combination with the documents produced along the program. The last 2 points conceptually belong to the EYP PROGRAM, thus are not examine here.

Performance Reviews

There are a different ways to structure a performance review, we present some:

Descriptive performance review: This type of review ranks different competencies and aspects of the participant's performance on a descriptive scale (i.e., exceptional, highly effective, proficient, inconsistent, unsatisfactory). Each scale rating should be clearly defined, and each rated area should leave room for a brief explanation from the reviewer.

Numerical scale performance review: This review is nearly identical to the descriptive review, but instead uses a numerical system (1 for unsatisfactory to 5 for exceptional, for instance) to assess the participant's performance. Again, the scale should be defined and each score should be explained on the review. Another iteration of this type of review could be a letter-grade system similar to those used in schools.

Narrative performance review: Instead of assigning a rating to each competency area, youth workers or project promoters simply answer written questions about a participant's performance and cite specific examples to support their responses.

Agree to a list of reviewers. This step is very important. You must get a list that will give great representation of different relationships and varying viewpoints. The goal is to have multiple people provide feedback for each participant.

Collect feedback. Get responses from everyone on the reviewer list. Participants should also submit their own feedback during this part of the process so they aren't biased by the responses.

Create a feedback document. Read each reviewer's feedback in full, and categorize it into either positive responses or opportunities for improvement. You may need to slightly alter comments so that you protect the anonymity of the sources.

Feedback meeting 1: Present and discuss. Share the feedback document with the participant. Read it together reflecting on strengths first. After identifying key messages in the strengths section, move on to opportunities. Be sure that you take time and allow the participant to process the review with you. Do not allow him or her to leave in an emotional state, and end on a positive note.

Feedback meeting 2: Agree on an action plan. The first step in this meeting is to revisit the review. Ask participants if they have any questions, or how they feel now that they have had their review for some time. Next, create an action plan to make the suggested improvements. Ask them how you can help, and gain their commitment to improving and ensure they see the value in doing so.

Use also the tips provided earlier on how to offer feedback to be more constructive and precise.

EYP

employable young people

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