

REPORT

Competencies assessment of the staff involved in the project

“WakeUP!

Young Europeans becoming change makers of a better Europe”



VOLUNTEERING MATTERS



BEST

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Life

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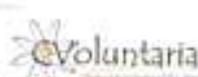
Staff members and volunteers from the consortium involved in the WakeUP! project were requested to self-assess their competencies before and after their engagement within the project activities. In total, 100 people filled in the questionnaire (55 before the start of their activity and 45 also after). The gap between the number of people that filled in the questionnaire before and after the project activities has resulted from staff members or volunteers leaving the organization throughout the project.

Most of the study participants admitted to participating in international projects before their involvement within the WakeUP! project (90,9%), similar to the number of staff and volunteers that were involved in international projects after the start of the project (93,3%). 58.18% of the respondents were involved in similar projects before the start of the WakeUP! project and 60% after, being noticed a slight rise in the number of staff members and volunteers engaged in transnational projects that promote cooperation for innovation and the exchange of good practices.

When it comes to specific knowledge on the pedagogical approaches tackled through the project, below one could see the variations before and after the start of the activities:

- Interactive and cooperative Learning- Me and others (45,45% -> 71,11%),
- Self-directed Learning- Young learners set up their own pathways (41,81% -> 57,77%),
- Self-Reflection and Biographical Work – Where Do I Stand? What is important to me (40% -> 59,09%),
- Scenario and Experiential Learning – Embedding real life cases (37,5% -> 37,77%),
- Accessible Language - How do young people want to communicate and understand? (45,45% -> 40%),
- Outdoor training - Leave the classroom and explore new learning environments (40% -> 44,44%),
- Interest Based Learning – How to adequately motivate young learners? (45,45% -> 37,77%)
- Networking and interdisciplinary work - New forms of cooperation with other organizations (38,18% -> 33,33%).

It is noticed a great increase for pedagogical approaches of Interactive and cooperative Learning, Self-directed Learning, Self-Reflection and Biographical Work.



As for organizing public events to promote the activities and products resulted from the project, 79,54% of the staff and volunteers participating in the questionnaire mentioned they were involved in the planning and implementing such events.

Moreover, the staff members and volunteers participating in the project were requested to assess various statements, based on their experience with the first Intellectual Output. In the table below one could understand the progress made:

	1	2	3	4
Express clearly, concisely, coherently through writing	0%	12,72%	38,18%	49,09%
Specific knowledge related to the subject matter	1,18%	20%	45,45%	32,72%
Analyse and synthesize, structure information/integrate the feedback received from partners	3,63%	27,27%	49,09%	20%
Promoting intellectual products to stakeholders	5,45%	20%	52,72%	21,81%
Provide support to other young people or youth organizations in developing the specific skills	5,45%	12,72%	49,09%	32,72%
Translation of an intellectual material into a foreign language	7,27%	23,63%	52,72%	16,36%

(4 - this is a real strength; 3 - I can do it satisfactorily; 2 - improvement is desirable; 1 - this is a real weakness):



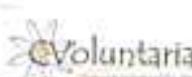
Table 1 – Assessment of competencies related to the development of IO1, before getting involved in the project activities

	1	2	3	4
Express clearly, concisely, coherently through writing	2,22%	15,55%	40%	42,22%
Specific knowledge related to the subject matter	4,44%	22,22%	46,66%	26,66%
Analyse and synthesize, structure information/integrate the feedback received from partners	4,44%	17,77%	46,66%	31,11%
Promoting intellectual products to stakeholders	11,11%	22,22%	37,77%	28,88%
Provide support to other young people or youth organizations in developing the specific skills	2,22%	26,66%	28,88%	42,22%
Translation of an intellectual material into a foreign language	4,44%	15,55%	42,22%	37,77%

(4 - this is a real strength; 3 - I can do it satisfactorily; 2 - improvement is desirable; 1 - this is a real weakness):

Table 2 – Assessment of competencies related to the development of IO1, after getting involved in the project activities

The fields where a visible improvement is been noticed are: analysing and synthesizing, structuring information/integrating the feedback received from partners (11,11% increase in staff members and volunteers that consider it a strength), promoting intellectual products to stakeholders (7,07% increase), providing support to other young people or youth organizations in developing specific skills (9,5% increase), respectively translating an intellectual material into a foreign language (21,41% increase).



Through the project, the staff and volunteers were also involved in planning, implementing, monitoring and evaluating activities based on topics such as Active Citizenship, Democratic Citizenship, European Citizenship and Informed Citizenship. All these activities were documented within the Intellectual Outputs. Based on their experience, the respondents were required to assess statements as indicated in the tables below, before and after their involvement in the project activities:

	1	2	3	4
Conceive, implement, evaluate, adapt a course design	7,27%	23,63%	52,72%	16,36%
Plan, facilitate and evaluate a group learning process	5,45%	18,18%	45,45%	30,91%
Choose, adapt or create appropriate methods	7,27%	20%	47,27%	25,45%
Dynamic group facilitation in the direction of learning	5,45%	27,27%	47,27%	20%
To support, motivate and empower the participants/ Create a motivating learning context	3,63%	12,72%	45,45%	38,18%
Using conclusion of evaluation to adapt the educational process	5,45%	23,63%	45,45%	25,45%

(4 - this is a real strength; 3 - I can do it satisfactorily; 2 - improvement is desirable; 1 - this is a real weakness):



Table 3 – Assessment of competencies related to the development of the IOs 2-5, before getting involved in the project activities

	1	2	3	4
Conceive, implement, evaluate, adapt a course design	6,66%	11,11%	44,44%	37,77%
Plan, facilitate and evaluate a group learning process	4,44%	15,55%	42,22%	37,77%
Choose, adapt or create appropriate methods	4,44%	17,77%	44,44%	33,33%
Dynamic group facilitation in the direction of learning	4,44%	28,88%	31,11%	35,55%
To support, motivate and empower the participants/ Create a motivating learning context	8,88%	13,33%	26,66%	51,11%
Using conclusion of evaluation to adapt the educational process	2,22%	20%	40%	37,77%

(4 - this is a real strength; 3 - I can do it satisfactorily; 2 - improvement is desirable; 1 - this is a real weakness):

Table 4 – Assessment of competencies related to the development of the IOs 2-5, after getting involved in the project activities

It is noticed a great development in conceiving, implementing, evaluating and adapting a course design (21,41% increase in staff members and volunteers involved that believe it is a strength), as for the other ones, has been noticed an increase in all categories (between 7,88% to 15,55%).

Considering the competencies developed / improved related to the creation of multiplier events, the progress of the respondents can be understood from the following tables:



	1	2	3	4
Manage groups of participants (around 30)	9,09%	20%	32,72%	36,36%
To organize logistically and technically an event to promote and disseminate the results of a project	5,45%	16,36%	36,36%	40%
Promote intellectual products directly face-to-face to various stakeholders	3,63%	25,25%	43,63%	25,45%

(4 - this is a real strength; 3 - I can do it satisfactorily; 2 - improvement is desirable; 1 - this is a real weakness):

Table 5 – Assessment of competencies related to the development Multiplier Events, before getting involved in the project activities

	1	2	3	4
Manage groups of participants (around 30)	4,44%	20%	33,33%	42,22%
To organize logistically and technically an event to promote and disseminate the results of a project	0%	20%	37,77%	42,22%
Promote intellectual products directly face-to-face to various stakeholders	6,66%	20%	35,55%	37,77%

(4 - this is a real strength; 3 - I can do it satisfactorily; 2 - improvement is desirable; 1 - this is a real weakness):



Table 6– Assessment of competencies related to the development Multiplier Events, after getting involved in the project activities

Analysing the differences between the two moments, it is noticed a slight increase in the competencies related to managing large groups of participants (+5,86%) and promoting intellectual products to various stakeholders (+12,32%).

At the end, staff members and volunteers participating in the questionnaire were requested to assess their development / improvement of general competencies, as indicated in the tables below:

	1	2	3	4
Active contribution to accomplish the tasks within the team	1,18%	7,27%	49,09%	41,81%
Creative and innovative approach	0%	10,90%	41,81%	47,27%
Using feedback from others in a constructive manner	0%	3,63%	45,45%	50,9%
Maintain a good level of communication between partners	0%	10,9%	40%	49,09%
Efficient time management and punctuality	1,81%	10,9%	36,36%	50,9%
Financial Management	14,54%	23,63%	32,72%	29,09%

(4 - this is a real strength; 3 - I can do it satisfactorily; 2 - improvement is desirable; 1 - this is a real weakness):



Table 7 – Assessment of general competencies before getting involved in the project activities

	1	2	3	4
Active contribution to accomplish the tasks within the team	4,44%	6,66%	46,66%	42,22%
Creative and innovative approach	4,44%	11,11%	44,44%	40%
Using feedback from others in a constructive manner	4,44%	4,44%	33,33%	57,77%
Maintain a good level of communication between partners	2,22%	11,11%	42,22%	44,44%
Efficient time management and punctuality	4,44%	11,11%	46,66%	37,77%
Financial Management	15,55%	26,66%	24,44%	33,33%

(4 - this is a real strength; 3 - I can do it satisfactorily; 2 - improvement is desirable; 1 - this is a real weakness):

Table 7 – Assessment of general competencies before getting involved in the project activities

In general the project did not contribute to developing / improving the general competencies of the staff members and volunteers. The only area an increase in the self-assessment is noticed is in using feedback from others in a constructive manner (6,87%).

