

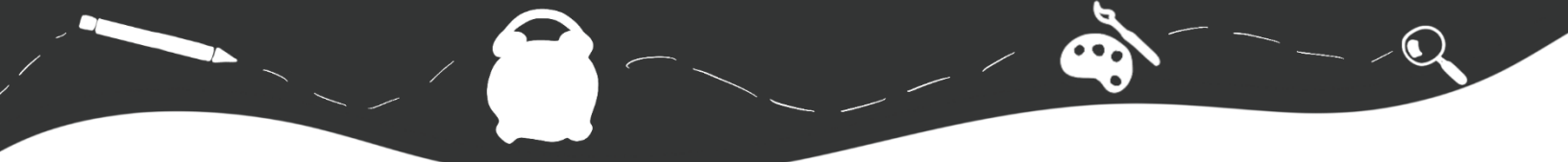


Instrument 5 - Need assessment sheet, objectives development sheet

YOUTH WORK 2.0

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This instrument will help you to create the profile of your target group, to assess the activity needs and to develop the learning objectives.

Is very simple to use this instrument, you read the tasks and you fill in the banks, you write, reflect and think. Feel free to use the designated space to write your thoughts and add more space or even pages if you feel necessary. There are no right or wrong answers. You can reflect and answer to these questions by analysing your existent youth work or you can plan your future youth work. Think outside the box and dream big!

Need assessment sheet

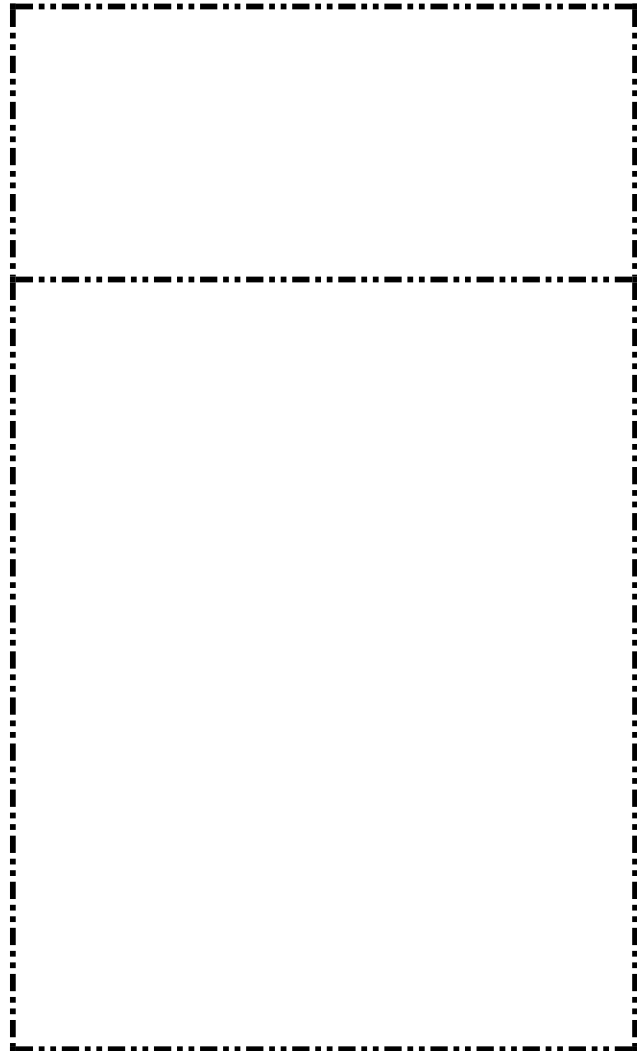
Identify and define your target group

Age limit/ Age group

Select the appropriate age range

Young people with fewer opportunities/
disadvantaged young people.

*What type of fewer opportunities you will
involve? Are they disadvantaged? How they
are disadvantaged? Are they NEETs? What
are their physical and physical
characteristics?*





Educational background

What level of education the young people should have? Why? How is relevant with your activity? Do you create barriers in participation by defining a specific educational background?

You can analyse if the educational background is relevant after the entire activity is created.

Competences

What competences they need to have? What should they know? What skills and attitudes should have? How is relevant for my activity idea? Do I create barriers in participation by defining a specific competence?

You can analyse if a specific competence is relevant after the entire activity is created.



Interests

What are the young people’s interests? What preoccupies them? What they like to do? What are their aspirations? What they want to become?

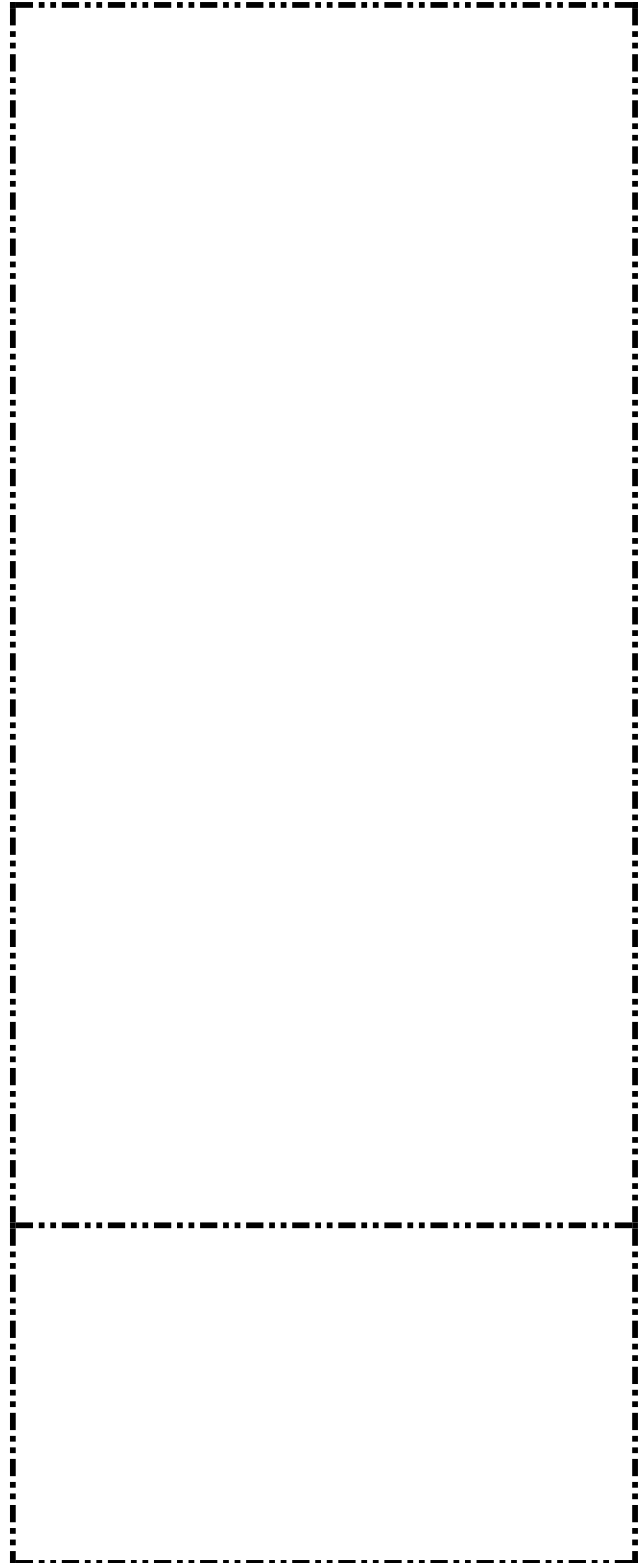
A large rectangular area defined by a dotted border, intended for handwritten responses to the questions above.

Social roles

Who are these young people? Are they students? Are they employees? Are they entrepreneurs? What social roles do they accomplish in the community? What roles they have in their personal lives? Should they be parents? What other role?

Other relevant aspect

*There is any other characteristics relevant for
your activity?*




Direct beneficiaries


*How many people with fewer opportunities
will you involve? How many young people
without fewer opportunity you will involve?
Will you maintain the balance?*




Needs assessment



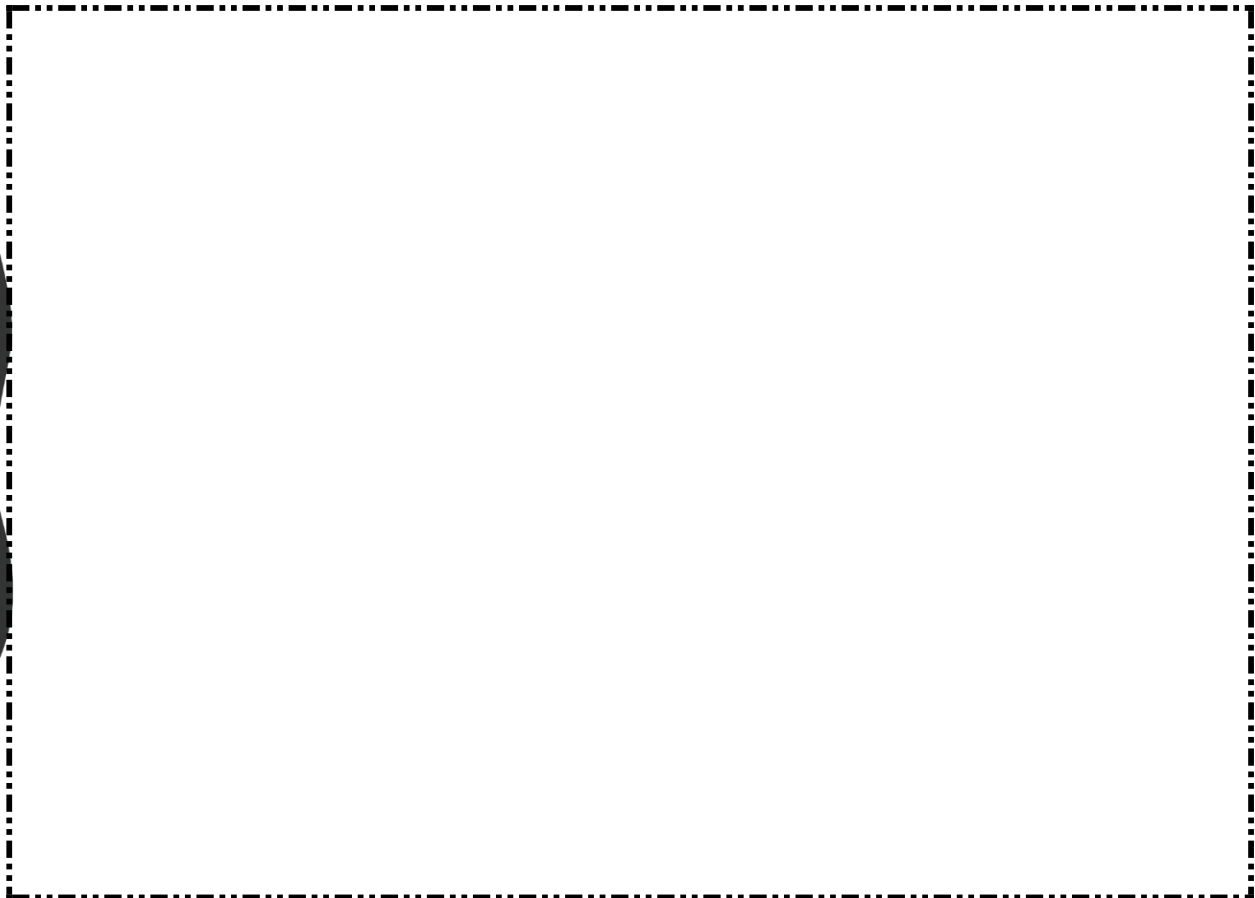
Once you know the target group you can analyse their specific needs, problems and you can build the non-formal activities around it. You will design the entire activity based on the identified problems, young people's needs, organisation's needs and target group profile.



Select the instruments and methods you want to use in order to analyse the needs and problems. You can use desk research, free observation, interviews, surveys, focus groups, meetings, round tables and any other methods/ instrument relevant.



Identify the context and problems. Start from an idea, a topic, a theme you are interested in and you want to explore it through the non-formal activities. Explore the local, regional, national context and European context (if is necessary). Search for studies, strategies and policies.





Identify the young people needs.

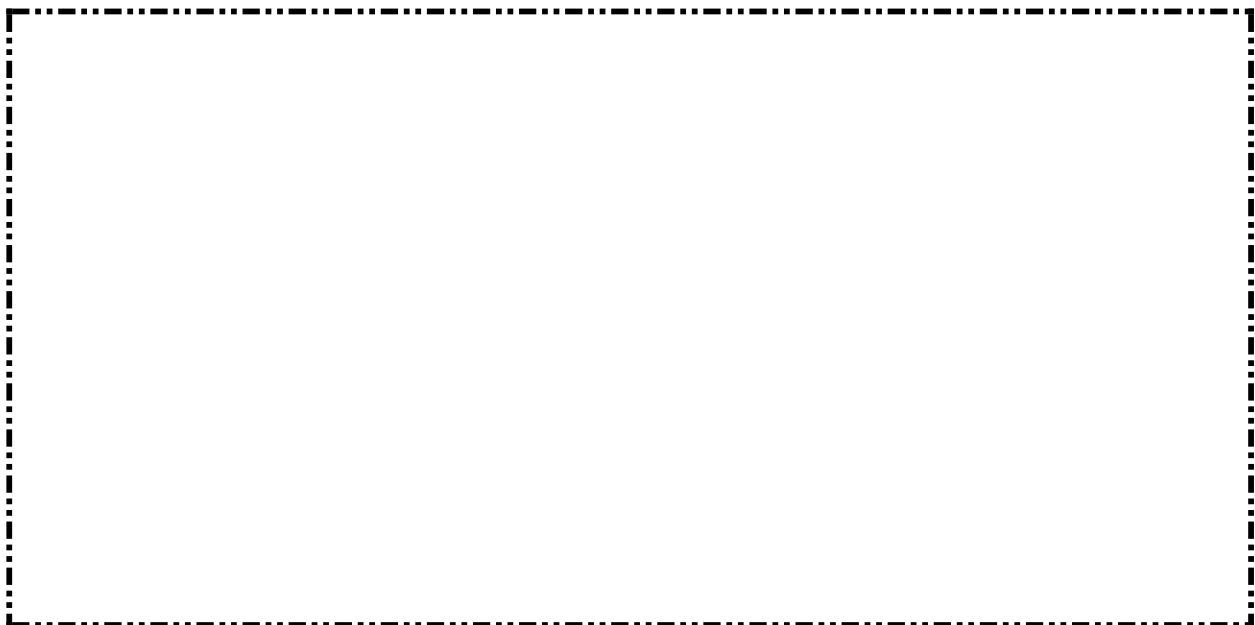
What are the methods and instruments you will use in order to analyse the young people needs? When you will analyse the needs? Where you will do it? What resources do you need? Who you will involve? How many young people from your target group you will involve in the need's analysis? Do you need any experts? Do you need to involve other stakeholders/ parents/ tutors?

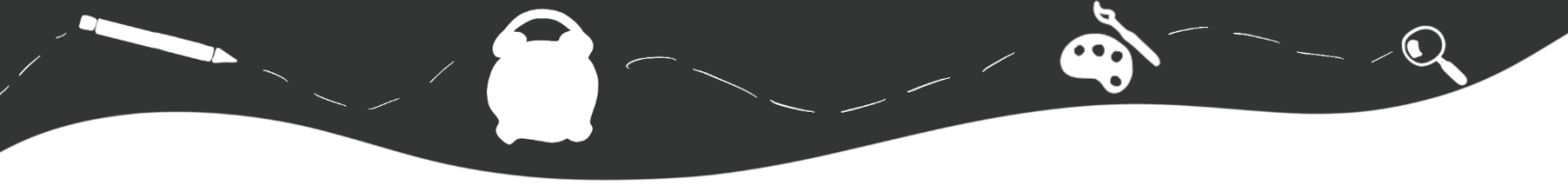
Investigate: the participants interest, in general and for a specific subject, in particular; what knowledge, abilities and attitudes they want to develop; what type of personal and professional competences they want to develop; their concerns and preoccupations; what they like to do in their free time; how they want to use the gained/ developed competences; why they need to develop the personal and professional competences.

Identify the young people with fewer opportunities need. How they see their social inclusion? What they need in order to feel included? What are their barriers and challenges? What competences they need to develop in order to overcome the social exclusion?



Identify the organisation needs/ your needs. What are the methods and instruments you will use in order to analyse the organisation needs? What is the need of your organisation? What is your need? What is it important for your to do this activity? Is it in line with the organisation institutional priorities and strategy?





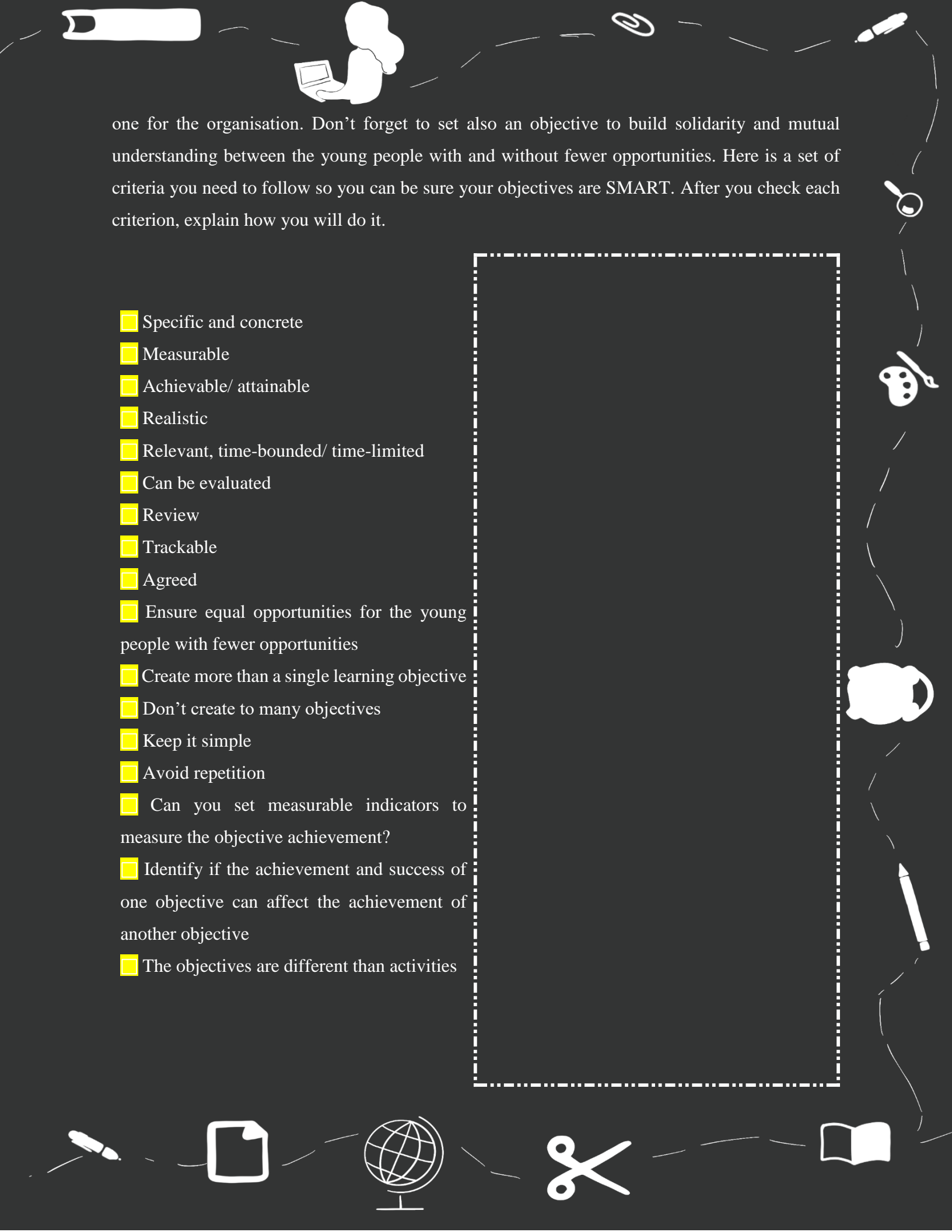
How are the identified problems connected with the organisation and the target group needs?

A large empty rectangular box with a dashed border, intended for writing an answer to the question above.

Learning objectives

How can you overcome the identified problems and respond to the young people and organisation needs? What you want to do? What changes you want to produce? What will be the improvements? Develop 2 sets of objectives, one for the young people with and without fewer opportunity and





one for the organisation. Don't forget to set also an objective to build solidarity and mutual understanding between the young people with and without fewer opportunities. Here is a set of criteria you need to follow so you can be sure your objectives are SMART. After you check each criterion, explain how you will do it.

- Specific and concrete
- Measurable
- Achievable/ attainable
- Realistic
- Relevant, time-bounded/ time-limited
- Can be evaluated
- Review
- Trackable
- Agreed
- Ensure equal opportunities for the young people with fewer opportunities
- Create more than a single learning objective
- Don't create too many objectives
- Keep it simple
- Avoid repetition
- Can you set measurable indicators to measure the objective achievement?
- Identify if the achievement and success of one objective can affect the achievement of another objective
- The objectives are different than activities



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Dezvoltare
Association



2019

**YOUTH WORK 2.0 PROJECT, CO-FUNDED BY ERASMUS+ PROGRAMME OF THE
EUROPEAN UNION**

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The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union