

Assessment strategies and evidence-based interventions

Nora Katona

*Faculty of Education and Psychology
Eötvös Lóránd University, Budapest*

Youth unemployment reached a historic high of 23,5 % in 2013 in Europe, with the consequence of losing a 5,7 million youth in regard to the workforce and this ration is even higher in case of low-skilled youth (30.3%). Thus this Erasmus + programme: the RLG project concentrates on these low skilled young people, often classed as NEETS, (not in employment education or training) within the age-range of 16 to 24 year-olds. in each of the partner countries: EduNet Foundation (Hungary), the Department of Entrepreneurship and Spatial Management of Pedagogical University of Cracow (Poland), Euro-Training Centre (Germany), Train'd Up (Scotland).

The aim of RLG is to develop a programme to promote the skills, behaviours and attitudes that turn NEET youth into proactive members of society with the ability to move forward into education, training, employment or self-employment, by providing a comprehensive 12 week Entrepreneurial Training programme that is flexible enough to cater to the diverse needs of the target group in different countries.

In line with current expectations regarding evidence-based programmes and interventions the programme has incorporated several features that comply with these requirements. According to Chopita's (2003) grouping, the project developed is centred on transportability and dissemination, but the use of standardized measurement tools partially fulfils the key requirements of an efficacy study, as well.

Assessments utilized serve three goals: a) to advise appropriate planning in order to meet the given group's specific needs, b) before-after intervention measures provide information on effectiveness, c) provide feedback to individual participants on their own strengths and areas of further development. Assessment tools range from observation – to self-rating scales and self-reflection.

Although the fact that very flexible program-development is needed to cater to different needs, it also facilitates the development of a program that is in line with transportability (examining the degree to which intervention effects generalize to different practice settings) and dissemination (using intervention agents that are part of the system of service). The development process of the assessments and their compliance with evidence-based practice are discussed.

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