



PILOTING REPORT

Siksali Development Centre / ESTONIA



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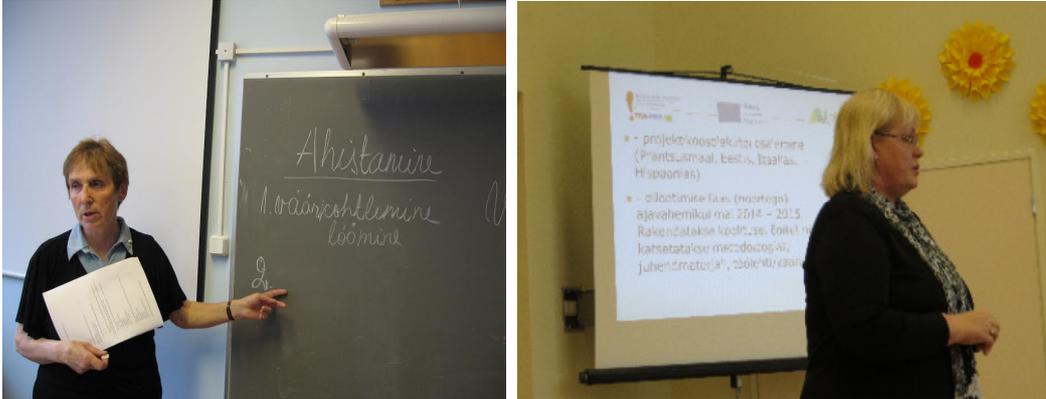
1. What centres had applied the developed materials? How many young people assist these centres?

Two centres have been involved in piloting and have applied the developed materials:

1. Urvaste School – 51 students
2. Väimela Vocational Training Centre – 24 students

2. Who were the trainers that pilot the materials?

The main trainers who have been involved in the piloting of the materials as well as materials' elaboration were : Aigar Liping, Kalmer Sarv , Kaja Roots, Ene Klaar, Ruti Ingver.



3. Who were the people trained with whom the materials will be piloted? Number, profile

The training sessions were carried out to educational staff of the piloting institutions (the two centres), totalling 13 participants, and participant profile was the following

- *5 teachers
- *6 educators
- *1 social pedagogue
- *1 trainer

Their professional experiences are wide ranged, some being quite at the beginning of their professional career, but the majority being experienced and the most of them have a University degree in Educational Sciences or related field and have matured a long professional experience in the field of social work with minors.

List of participants to the training can be obtained on request.

4. How many sessions ?

Total 7 sessions: 2 initial training sessions + 5 additional piloting sessions

5. What modules and sequences were piloted? (Programme and calendar).

1st session (training): 23th October 2014

- * Making of rules(I Prevention; U3)
 - *The importance of rules (Session 1 (LO3.1))
 - *Definition of rules (Session 2 (LO3.2))
- * This is not the way ... Exercise about the lack of rules (Session 1 (LO3.1)); exercise LO4.1 – Annex)
- *Reflection about the exercise and how you can use with youngsters
 - Discussion about the necessity of rules



Summary of the training workshop

2nd session (training): 24th October 2014

- * Verbal, non-verbal and para-verbal communication modes
Exercises with the youth (I Prevention; U2, Session 2 (LO2.2))
- * Understand warning signals and triggers (III Reflection; U1, Session 2 (LO1.2))
Work with the “Iceberg Model” (T. Jordan) (Annex 1.2.1)
- * Apologizing (III Reflection; U4, Session 2 (LO4.2))
- * How to control anger? The emotions worksheets. (III Reflection; U5, Session 2 (LO5.2))
- * Improve our future work (III Reflection; U7, Session 1 (LO7.1))

3rd session (piloting): 26th November 2014 and 27th November 2014

- * Violent/aggression triggers (I Prevention; U2, Session 2 (LO1.2))
- * Verbal, non-verbal and para-verbal communication modes (I Prevention; U2, Session 2 (LO2.2))

4th session (piloting): 10th December 2014 and 11th December 2014

- * Know and understand WHAT has happened (III Reflection; U1, Session 1 (LO1.1))
- * Understanding warning signals and triggers (III Reflection; U1, Session 2 (LO1.2))

5th session (piloting). 21st January 2015 and 22nd January 2015

- * How to control anger? Different exercises (III Reflection; U5, Session 2 (LO5.2))

6th session (piloting): 11th February 2015 and 12th February 2015

- * Thinking of behavioural alternatives (I Prevention; U5, Session 2 (LO5.2))
- * Finding common solutions (I Prevention; U5, Session 3 (LO5.3))

7th session (piloting). 11th March 2015 and 12th March 2015

- * Making rules: The importance of rules (I Prevention; U3, Session 1 (LO3.1))
- * Making rules: Definition of rules (I Prevention; U3, Session 2 (LO3.2))

6. Method of assessment

At first the transnational project group agreed on 4 key-questions (*see below*). We agreed to use the key questions as orientation for the piloting assessment; the method of assessment should be each partners' decision.

Key questions for the Piloting assessment (agreed by the transnational project group)

- I. In what measure the new training has been used in the workplace
- II. In what measure the project has improved the capacity of the professionals (trainers, educators) to respond to prevention and violence
- III. Do you consider the training as useful:
 - a. to improve reflection and consciousness within the daily work
 - b. to improve communication among the staff members,
 - c. to improve communication among staff and youngsters
 - d. to become aware of the own role (as educator) in conflict situations,
 - e. to improve capability on how to prevent violent behavior
 - f. to improve capability on how to intervene in conflict situations/violent behavior
- IV. Level of satisfaction of the professionals
(Evaluations from 1 (very low) to 10 (very high))

The project team of Siksali Development Centre decided to use as method of assessment personal anonymous oral interviews, giving a promise to respondents that their responses will be used for general project assessment only to bring out trends and tendencies and comments and to make a general opinion, not bringing out any personal responses or opinions.

7. Results of the assessment

The results of the assessment can be summarized as the following, question by question:

I. In what measure the new training has been used in the workplace

- In general the training has had a positive impact on the everyday work of the school, because it has brought an extra “freshness” into the routine and enabled teachers and trainers to experience something new
- The majority of the topics covered in the guidebook are part of our everyday work, we just do them automatically without thinking about the theory behind – so they are being applied without people actually realizing that
- Learning from experiences and learning by doing, within the process of work, seems to be most suitable in our profession and work. Therefore the theoretical background is just an added value to our practical knowledge and skills
- We could use some of the exercises/tools that are provided by the project

II. In what measure the project has improved the capacity of the professionals (trainers, educators) to respond to prevention and violence

The teachers were of opinion, that the following units/tools/methods have best helped them to improve their knowledge and skills in terms of prevention and violence:

PREVENTION:

Section I.4 (to diffuse the violence by focusing on group dynamics), especially:

- *LO4.2 to know the notions of group, group management, group dynamic and
- *LO4.2 prevent to become victim

Section I.5 (non-violent conflict resolution)

- *LO5.2 Thinking of behavioural alternatives and de-escalation

INTERVENTION

Section II.2 How to deal with violence

- *Session LO2.1 Guidelines for the work with acute violence situation

Section II.4 De-escalation of violence

- *Session LO4.1 Techniques for the de-escalation of violence

REFLECTION

Section III.1 (Reconstruct and understand the violent event), especially:

- * Session LO1.1 Know and understand what has happened
- * Session LO1.2 Recognize warning signals and triggers

Section III.3 (Analysis of Intervention Modalities)

- *Session LO3.1 Analysis of own reaction and intervention behaviours

Section III.5 (Support of the Victim), especially;

- * Session LO5.2 Analysis with the victim and with the group

III. We consider the training as useful:

- a. to improve reflection and consciousness within the daily work (mentioned by ca 40%)
- b. to improve communication among the staff members (mentioned by ca 30%)
- c. to improve communication among staff and youngsters (mentioned by ca 70%)
- d. to become aware of the own role (as educator) in conflict situations (mentioned by ca 80%)
- e. to improve capability on how to prevent violent behavior (mentioned by ca 50%)
- f. to improve capability on how to intervene in conflict situations/violent behaviour (mentioned by ca 50%)

IV. Level of general satisfaction:

Points	1	2	3	4	5	6	7	8	9	10
Nr.participants	--	--	--	--	--	10%	20%	50%	20%	--