

Zeitliche Dimension: [Mittelfristig \(1 bis 5 Jahre\)](#)

Strukturelle Dimension: [Mikro \(Individuum\)](#)

Inhaltliche Dimension: [Psychisch & Physiologisch](#)

increased self-awareness and adjusted self-assessment to a more informed measure

persönliche Entwicklung / Erwerb von sozialen und personalen Kompetenzen

Beschreibung der Aktivität

Kontext / Setting der Aktivität: [Maßnahmen zu informellem Lernen](#)

Aktivität (Projekt, Organisation u.ä.): [Brathay Trust UK](#)

Thematik der Aktivität: [Organisational/formal/informal learning](#); [Brathay Trust UK](#) is a youth development charity, which has been working with young people for over 65 years. [Brathay](#) works in both community and residential settings.

Region(en) der Aktivität: [Großbritannien](#)

Dauer der Aktivität: [programmes may last between 2 days and 3 years](#)

Größe der Interventionsgruppe: [approximately 5000 people a year](#)

Stakeholder: [teilnehmende Kinder und Jugendliche](#)

Hauptzielgruppe der Aktivität: [an Freizeitaktivitäten beteiligten Kinder und Jugendliche](#)

Evaluierung der Aktivität

Erhebungsinstrument (kategorisiert): [Quantitative Fragebogenerhebung \(schriftlich/offline\)](#)

Beschreibung des Erhebungsinstruments: [Brathay](#) embarked on a one year pilot project of using the [Catalyst Outcomes Framework](#). The methodology involved as many of the 5000 young participants as possible in self-assessing their abilities. Rather than using a psychometric test, the study authors used self-assessment as they wanted the process to be useful, rather than intimidating, for the young people and because they wanted the assessment to be flexible to the outcomes of each programme. What this meant was that practitioners and young people would select five or six outcomes from the [Catalyst Outcome Framework](#) for their programme. They would discuss the outcomes and then the young people would assess themselves against each of the outcomes on a six point Likert scale.

Indikator: [communication, manage feelings, resilience and determination, creativity, relationships and leadership, planning and problem solving, confidence and agency](#)

Items: [listen, self-expression, presentation skills, reflection, self-aware, emotional wellbeing, self-discipline, self-manage, self-motivated, focus, aspirations, persistent, purpose, independent/autonomous, overcome challenges, imagine alternatives, open to new ideas, enterprising, innovative, empathy, interpret others behaviour, manage conflict, establish positive relationships, motivate others, negotiate, trust, secure attachment, manage resources, organisational skills, set and achieve goals, decision making, researching, analysing, critical thinking, evaluating risks, reliability, self-reliance, self-esteem, self-efficacy, confidence, locus of control, empowerment, critical consciousness, positive identity](#)

Skala: [six point Likert scale](#)

Erhebungsjahr/e: 2011-2012; 2012-2013

Publikationsland/ -länder: Italien

Art der Quelle: Journal-Artikel

Quelle: Stuart, K., & Maynard, L. (2015). Non-formal youth development and its impact on young people's lives: Case study – Brathay Trust, UK. *Italian Journal of Sociology of Education*, 7(1), 231-262. Retrieved from <http://journals.padovauniversitypress.it/ijse/content/non-formal-youth-development-and-its-impact-young-people%E2>

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