

WORKSHEETS

SELF-ASSESSMENT

FOR TEAM MEMBERS

THE WORKSHEETS ARE DIVIDED INTO THE FOLLOWING CATEGORIES:



**1. EXPANSION
OF COMPETENCES**



**2. IDENTITY
DEVELOPMENT**



**3. COPING WITH
EVERYDAY LIFE**



4. LOBBY



5. PARTICIPATION

BEFORE YOU START:

Please choose the topics and aspects that you want to address in the team

IMPLEMENTATION:

Phase 1: First, the self-assessment is carried out individually to capture the different perspectives of all team members.

Phase 2: On this basis, a group discussion can take place (e.g. in the framework of a team meeting), in which all positions are presented, and there is sufficient room for an appreciative discussion.

TIP:

Experience has shown that it is useful to externally moderate such self-assessment workshops, so really all team members including the supervisor can fully focus on the group discussion, without being „distracted“ by the moderation task. If you want to take such external moderation in claim, please contact bOJA or n.e.t.z. or your umbrella organisation respectively.

... vernetzt & mehr ...

boJA

BUNDESWEITES NETZWERK
OFFENE JUGENDARBEIT



1. EXPANSION OF COMPETENCES

1. INFORMAL EDUCATION

>> Scale: 4 = fully applies, 0 = does not apply at all	4	3	2	1	0
"We perceive open youth work as informal education work."					
"We have a common definition of informal education work."					
"We are conscious of our impact as role models and apply this in our team (e.g. to broach the issue of gender stereotypes)."					
"We pay attention arranging our settings to promote informal education."					
"We regularly check our settings, if they are promoting informal education."					

2. SOCIO-PEDAGOGICAL EDUCATION

>> Scale: 4 = fully applies, 0 = does not apply at all	4	3	2	1	0
"We perceive open youth work as socio-pedagogical education work."					
"We have a common definition of socio-pedagogical education work."					
"Together with young people, we regularly define our education goals."					
"We include young people's interests and concerns in our strategic plan."					
"We develop appropriate settings, offers and measures according to our education goals."					
"We can observe that "our" adolescents are regularly archiving our education goals."					

3. PERSONAL COMPETENCE

>> Scale: 4 = fully applies, 0 = does not apply at all	4	3	2	1	0
"Young people learn to become aware of their emotions and to talk about them at our institution."					
"Young people learn to become aware of their strengths and weaknesses and to talk about them at our institution."					
"Young people learn to make decisions and act autonomously at our institution."					
"Young people learn to assume responsibility for their actions at our institution."					
"Young people learn to assume responsibility for their health at our institution."					



1. EXPANSION OF COMPETENCES

4. SOCIAL COMPETENCE

>> Scale: 4 = fully applies, 0 = does not apply at all	4	3	2	1	0
"At our institution young people learn that people are different (e.g. regarding strengths and weaknesses, likes and dislikes)."					
"Young people learn to undertake tasks within a group at our institution."					
"At our institution young people learn to attentively listen to other people and let them finish their speech."					
"At our institution young people learn to present their point of view."					
"At our institution young people learn to identify conflicts and find options for resolving them."					

5. PROFESSIONAL COMPETENCE

>> Scale: 4 = fully applies, 0 = does not apply at all	4	3	2	1	0
"At our institution young people learn to reflect their media consumption."					
"At our institution young people learn to understand how administrative bodies and authorities work."					
"At our institution young people learn about possible professions and what qualifications are required for them."					
"At our institution young people learn to understand how political decisions are made."					
"At our institution young people learn to deal with political opinions and political parties."					

2. IDENTITY DEVELOPMENT



1. YOUTH CENTRE AS POOL OF RESOURCES

>> Scale: 4 = fully applies, 0 = does not apply at all	4	3	2	1	0
"We perceive open youth work as support for identity development."					
"We have a common understanding of what (reflective) identity development nowadays is about."					
"We specifically support young people to develop a reflexive identity."					
"We talk to "our" young people about certain rules that apply in our society (e.g. laws) and what consequences there are, not obeying them."					
"We give young people the opportunity to cope with social diversity."					
"We talk to young people about how we shape our own lives."					
"We let the young people know our opinion on their lifestyles and what we think of their problem solving skills."					
"We specifically get the opportunities across to young people to experience the feeling of appreciation and affiliation."					



3. COPING WITH EVERYDAY LIFE

1. SOCIO-PEDAGOGICAL COUNSELLING

>> Scale: 4 = fully applies, 0 = does not apply at all	4	3	2	1	0
"We consider the empowering approach as the basis of our consulting activity."					
"We consider social-pedagogical counselling an essential offer at our institution."					
"We have a common definition of social-pedagogical counselling."					
"At least one person in our team completed a specific counselling training."					
"Young people directly address us with their personal concerns and problems."					
"For advice-seeking young people we are contactable easily without an appointment."					
"In case of young people addressing us with personal concerns, we can either help them directly or send them to a competent body/institution."					
"We have an extensive and up-to-date network knowledge."					
"We have sufficient resources to accompany young people meeting our network partners."					
"We have sufficient resources, to accompany young people to network partners."					

4. LOBBY



1. IMPLEMENT A LOBBYING MANDATE

>> Scale: 4 = fully applies, 0 = does not apply at all	4	3	2	1	0
"We perceive the representation of young people's concerns and problems within the municipality as a core task of our work."					
"We investigate the concerns and interests of young people in our municipality regularly and systematically."					
"We have the know-how to lobby systematically, continuously and purposefully for the youth's concerns."					
"We have the know-how to lobby systematically, continuously and purposefully for the youth's concerns."					
"We have sufficient resources to lobby systematically, continuously and purposefully for the youth's concerns."					
"In our municipality we systematically, continuously and purposefully stand up for the youth's interests and concerns."					
"We are regularly and institutionalised involved in youth relevant decision making in our municipality."					
"The concerns of young people are being considered in decision making in our municipality."					
"The concerns of young people are also being considered in decision making in our municipality, because we stand up for these concerns."					

5. PARTICIPATION



1. PARTICIPATION

>> Scale: 4 = fully applies, 0 = does not apply at all	4	3	2	1	0
"We make sure that our settings are participatory."					
"When decisions have to be made ...					
... the young people are being informed about the team's decisions."					
... the young people are being asked for their opinion."					
... they are being made by the staff members together with the young people."					
... young people can make them without the staff members."					
... proposals from <i>boys and girls</i> are implemented equally."					
... proposals from younger and older adolescents are implemented equally."					

2. PARTICIPATION IN THE MUNICIPALITY

>> Scale: 4 = fully applies, 0 = does not apply at all	4	3	2	1	0
"To us it is important, that young people can take part in the decision making in our municipality."					
"We perceive the promotion of young people's participation in our municipality as a core task of our work."					
"We have the know-how to promote young people's participation in our municipality."					
"We have sufficient resources to promote young people's participation in our municipality."					
"We regularly organise events where young people can bring up their concerns within our municipality (e.g. discussions with politicians, surveys, etc.)."					
"In our municipality adults and young people can voice their concerns equally."					
"In our municipality adults and young people can also voice their concerns equally, because we stand up for it."					
"We already took part in a youth participation project in our municipality."					
"The implementation of the outcome of the youth participation project was satisfying."					