



ART-ICULATE

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Pilot Testing
Results

IMPACT MEASUREMENT SERIES



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Phase 1

Pilot Testing with Youth Workers



Number and profile of participants included

The pilot testing involved 5 participants. The group consisted of youth workers who usually work with high school youth.

How did we select and invite participants?

We invited participants through an open call and promotion in external youth centres. We gave priority to people working with youth who regularly test new methods and are open to implementing innovative tools in their daily work with young people.

How did we prepare participants before the activities?

We informed participants through the open call about the profile, attitudes, and level of openness expected from those invited to take part in the pilot testing. We also gave each participant access to the booklet and training content in advance, so they could become familiar with the materials and the overall approach before taking part in the activities.

What was the duration of testing activity?

We invited participants to take part in a pilot testing activity that included a 1-hour preparatory meeting, followed by a 2-hour training block, a 30-minute break, and a second 2-hour training block.

How did we evaluate participants' satisfaction with the activity?

We assessed participants' satisfaction through a group discussion, a satisfaction survey, and individual one-to-one interviews conducted after the activity. We used these methods to identify more specific findings and reflections. The feedback we received was very positive. Participants strongly appreciated the activity and declared their willingness to implement the tested methods and materials in their daily work with young people.

How did participants evaluate the quality and effectiveness of the developed training?

We assessed the quality and effectiveness of the developed training programme through open discussions during each segment, dedicated live feedback sessions after the final session, and a detailed questionnaire completed by participants. This combination of methods allowed us to collect both immediate reactions and more reflective assessments of the materials. Participants evaluated the programme as clear, relevant, and suitable for work with young people. They highlighted that, with proper guidance from a facilitator, young people can benefit from and actively engage in workshops based on these materials. The feedback confirmed that the training programme has strong practical value and can be effectively applied in youth work settings.

What improvements did participants suggest for the training programme?

We did not receive any specific suggestions for changes to the training programme from participants. One of the aspects they appreciated most was its flexibility. Participants noted that, because they know the needs and dynamics of their own working groups, they are in the best position to decide which elements will be most effective in practice. In their view, the training content provides sufficient adaptability to allow facilitators to adjust the activities and methods to different groups and contexts.

Phase 2

Pilot Testing with Youth Participants



Number and profile of participants included

We involved 41 participants aged 15–20 in the pilot testing. We treated gender balance as an important consideration when composing the group. The participants included high school students and early university students.

How many participants with fewer opportunities were involved?

We identified 15 participants as young people with fewer opportunities. The most represented categories were geographical barriers and socioeconomic barriers. We designed the selection and invitation process to promote inclusivity and ensure the participation of young people facing different access barriers.

How did we select and invite participants?

We invited participants through an open call launched via the organisation's social media channels. We further promoted the call through youth groups, high schools, universities, and other relevant local networks. Participation was based on voluntary sign-up, which supported broad outreach and accessibility among the target group.

How long did the pilot testing activity last?

We delivered the pilot testing activity through 3 sessions during the planned implementation period.

How did we evaluate participants' satisfaction with the activity?

We measured participant satisfaction after each session and again at the end of the full pilot testing period. We used multiple methods, including open feedback, satisfaction surveys, and creative art-related feedback methods. The results showed a very positive overall assessment, with 100% of participants reporting that they were satisfied or very satisfied with the activity.



Summary



Key findings

After the pilot testing, participants demonstrated improved knowledge of vocabulary related to emotional intelligence. They were better able to identify and name their emotions and showed greater confidence in engaging in longer and more complex discussions about their emotional experiences.

Adjustments proposed by youth workers after testing the program with participants

Youth workers did not identify any major elements requiring revision after testing the programme with participants. Overall, the pilot testing was assessed as a strong success. Feedback from both youth workers and participants indicated that self-reflection activities were the most effective component of the programme and appeared to have the greatest impact on participant engagement and learning.

Overall evaluation of the pilot testing activities with youth workers and youth participants

The overall evaluation of both pilot testing phases was very positive. The activities with youth workers and youth participants showed high levels of satisfaction, engagement, and perceived usefulness. The pilot testing confirmed that the structure of the challenge, the assessment of its individual components, and its educational value are well founded and capable of generating meaningful impact. The process demonstrated that the “30 Days Art Challenge” can support reflection, emotional expression, and active participation in a way that is accessible and relevant for the target group.

The pilot phase also served as an important first step in dissemination. It introduced the results to the first groups of users and created an initial base of participants who can apply the materials in practice. Youth workers declared that they can use the challenge in their professional work with young people, while youth participants showed that the format can also be used individually as a complete challenge. On this basis, the final recommendation is to maintain the current overall structure and educational approach of the materials, while preserving the flexibility that allows adaptation to different groups, contexts, and facilitation styles.



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Thank you!



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