

Terms of Reference for the Internal Evaluation of the Project

Di&Di – Encourager la Diversité et lutter contre la Discrimination sur le marché du travail

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(1) Introduction: The formal framework

The project Di&Di was initiated and is funded in the framework of the Lifelong Learning Programme of the Europe Union. Under the programme line Leonardo da Vinci, it tackles vocational education and training. As a “transfer of innovation” project, it aims at exploiting and spreading innovation and best practice among EU countries.

The project plan as set out in the application form rules project evaluation under work package 7 (WP 7). It is projected as an internal evaluation, to be designed and steered by one project partner (P5 bildungsmarkt e.v.) and to be carried out by all project partners. Resources for any project activity, including evaluation activities, are available during the project period of 01.10.2013 – 30.09.2015, no resources are available for follow-up activities after this period. Evaluation therefore is to be integrated into the regular work schedule of all partners.

The partnership comprises of six organisations in five countries with complementary profiles and expertise. As a matter of fact with this type of European cooperation projects, the original project plan set out in the application form is continuously sharpened and specified during the cooperation, exchange and negotiation process among the project partners. Evaluation therefore should take into account not only the original project plan but also the minutes of European partner meetings as well as other written agreements made among the partners in the course of the project.

In the view of this framework, the strength of the internal evaluation should be to support and facilitate a smooth work process towards high standard results. An evaluation strategy should

- focus on *formative evaluation*, which continuously provides the team with information and recommendations to improve the process and the (interim) results already during their project work.
- be *objective-driven*, i.e. assess process and (interim) results against the overall objectives set out with the project application and leave partners flexible in (re)defining the parameters to achieve them.
- be *risk-driven*, i.e. focus on the major risks that process and (interim) results may face
- be *dynamic* in the sense that it evolves along with the project work

The original project plan outlines a general approach to evaluation. The present paper elaborates this approach to an evaluation strategy, comprising of

- (2) the purpose and scope of the evaluation**
- (3) the standards against which the project is to be assessed**
- (4) the indicators of success**
- (5) the methods and tools for the evaluation**

(2) Purpose and Scope of the Evaluation

According to the project plan set out in the application form, the purpose of evaluation is to « ... évaluer au fur et à mesure de l'état d'avancement du projet la qualité du travail réalisé par l'équipe et le respect des échéances. » Thus, the purpose of the evaluation is to make judgements on the quality of the *work process* and of the *work results*.

(a) The Work Process: Input, Activities and Output

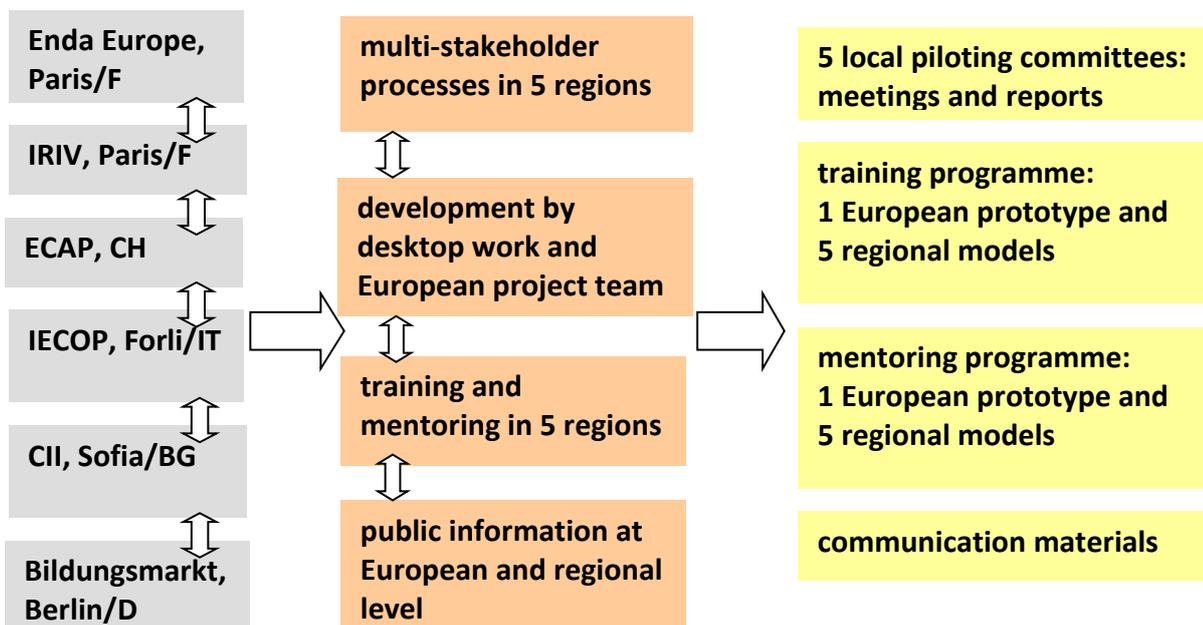
At the interface of vocational education and training (VET) with immigration policies and labour market policies in Europe, the Di&Di project develops prototypes and models for both a training programme (WP2/WP4) and a mentoring programme (WP3/WP4), that help to cope with discrimination and diversity.

The prototypes address professionals in the various local, regional and national contexts throughout Europe, who are in charge of developing and/or implementing training and mentoring structures. These professionals are supposed to develop, on the basis of the respective European prototype, a training programme and/or a mentoring programme and integrate them into their regional context – thus transfer the common European approach to the regional needs and structures.

In order to assure such a transferability of the prototypes, the project experiments this transfer process in the five regions which are represented in the project (WP4). Five local training courses and mentoring programmes are developed and locally established, which are based on the common European prototypes and serve as models for their transfer to further regional contexts.

Both the development of the prototypes and their transfer to the five contexts are supported by local multi-stakeholder processes, using the instruments of piloting committees and reports to reflect the project work in the view of its usability (WP5), and by communication activities, using off- and online channels to get into public dialogue about the project work at European and at regional level (WP6).

WP 2-6 are performed by teams of 2-3 persons each from 6 partner organisations in 5 European regions. The management of their expertise in shared responsibilities and cooperation is ruled by an overall work and management plan and performed by the project coordinator (WP1).



(b) The Work Results: Output, Outcome and Impact

At the interface of vocational education and training (VET) with immigration policies and labour market policies in Europe, the output – steering committees and local reports, training programme, mentoring programme, PR materials – shall serve the promotion of competencies among four groups of learners:

- young graduates with a migratory background who lack significant work experience and who face a high risk of being discriminated when entering the labour market
- low qualified women with a migratory background who lack significant work experience and who face a high risk of being discriminated when entering the labour market
- persons in charge of combating discrimination and promoting diversity on the labour market (employers, HR managers, social partners, policy makers, agents at integration offices ...)
- persons in charge of supporting job seekers to integrate in the labour market (trainers, tutors, counsellors)

They shall enhance the following competencies in all four groups of learners:

- change perspective through cooperation and exchange across the groups
- be aware of discrimination practices related to origin, race or ethnicity
- acknowledge useful competencies related to a migratory background
- apply innovative strategies and tools to handle discrimination on the labour market

As an immediate outcome of the project

- representatives of all four groups in the five partner regions, who took part in the piloting committees, in the training and/or in the mentoring, or who were reached by communication tools, shall have further developed these competencies
- the Di&Di expertise shall be acknowledged among the relevant regional and European institutions, networks and actors at the interface of VET with immigration policies and labour market policies

As a long term impact of the project

- the training programme and the mentoring programme shall be permanently established within the regional VET structures
- the Di&Di strategy and its results shall serve as a good practice model throughout Europe



Subject to evaluation are the quality of performance and the quality of achievements. Evaluation intends to answer the following questions:

Quality of Performance:

Does the process (= input, activities, (interim) output) lead to the intended results? To what extent? Are there aspects in the process that could be improved to better focus on the intended results?

Quality of Achievements:

Do the results ((interim) output, outcome, impact) meet the original intentions? To what extent? Are there aspects in the results that could be improved to better meet the needs that originally justified the project?

In order to answer these questions, a range of indicators will be defined and tools to collect the necessary information will be developed.

(3) Standards Against which the Project is to be Assessed

Managing innovation in vocational education and training both at European and at local level is a very demanding task, which competes with highly developed expertise throughout Europe. In order to evaluate the quality of project performance and achievements of the Di&Di project, we have to consider the relevant fields of expertise which may impose quality standards that are to be met. These are at least the following two:

Agile Management

As a transnational “Transfer of Innovation” project, the Di&Di project belongs to a specific type of co-operative projects which is ruled under the Lifelong Learning Programme, the main EU funding mechanism in the field of education and training. These projects are expected to work for the benefit of the whole educational community in the participating regions or countries and in Europe as a whole. In view of the intended impact on people and systems in education and training, the specific temporary, decentralised and multicultural setting of these projects, however, bears risks, which challenge the project management in a very specific way. The following can be considered as major risks:

- Projects forget the “big picture” by fragmenting the work into sub-units, work packages and tasks
- Much of the expertise represented in the team and among the various regional and European stakeholders is not used for the benefit of the project
- Projects develop their own “microcosm” and loose the link to the wider educational community

To handle these risks, the Di&Di project plan makes a range of provisions such as a participatory approach to stakeholder involvement (piloting committees, experimentation phase, blogs) and interdependent responsibilities of team members (share of tasks, mutual consultation, sub-teams), which support a flexible incorporation of feedback, expertise and interests at different stages of the project. These provisions relate to a concept of “agile project management”, which has mainly developed within the software development community but represents a paradigm change in project management in general from rather “technical coordination and leadership” to “facilitating human interaction” also in other fields.¹

Adult Learning

The Di&Di project proposes learning opportunities to enhance awareness and competence among individuals, more precisely

- a training programme for young graduates and low qualified women, both with a migratory background who lack significant work experience and who face a high risk of being discriminated when entering the labour market
- a mentoring programme for persons in charge of combating discrimination and promoting diversity on the labour market (employers, HR managers, social partners, policy makers, agents at integration offices ...) and persons in charge of supporting job seekers to integrate in the labour market (trainers, tutors, counsellors)
- a forum/committee for local stakeholders to meet, exchange, become aware and develop their field of activity and expertise
- communication materials (channels) which inform, raise awareness and promote exchange among stakeholders at European, national and local level, all around the topic of discrimination and diversity on the labour market

When it comes to educational programmes – in the sense of activities with a didactic purpose – for adults, it is important to relate to some principles of how adults learn, that have become a basis for the development of adult education and the qualification of adult educators. This is especially important when,

¹ With the reference to agile management, we are following the analysis set out in the “Survival Kit: Managing Multilateral Projects in the Lifelong Learning Programme”, 2010, which was a result of a transnational LLP-project itself, funded to gather relevant experiences and expertise for project types such as Multilateral Projects, Transfer of Innovation Projects and comparable. See also <http://www.european-project-management.eu/> retrieved July 30th, 2014.

as for the Di&Di project, a wide and sustainable acceptance of the proposed learning opportunities in different structures and systems throughout Europe is intended.

In the following we will discuss more closely the concepts of adult learning and agile management and derive from them quality indicators (cf. section 4) that can be applied to the Di&Di project. In a last step (cf. section 5) we will suggest methods and tools for evaluation that can be applied at different stages of the project's evolution.

(a) Agile management

Basic values

The "Survival Kit: Managing Multilateral Projects in the Lifelong Learning Programme" (2010) offers a very useful analysis of the management framework for transnational LLP projects: The funding regulations of the Lifelong Learning Programme imply a rather traditional approach to project management. They require considerable efforts on planning in the application phase and oblige project teams to adhere to the original plan. Modifications and adaptations of the original cornerstones such as objectives, intended results, activities and resources as well as changes in the work organisation and time schedule are expected to be sparse and well justified. This entails a sound "technical" management which focuses on the classical project cycle of Planning – Implementation – Monitoring and Assessment – Refining – and so on. The most important tools to support this management process are i. e. structuring plans (work packages, bar charts, milestones), tables (to-do-lists, check lists) and reports (minutes, activity reports, work time sheets etc.), which go back to the pioneers of management theory.

Although the funding mechanisms of LLP projects put in place strong limitations to adopting other management approaches, projects may profit from so-called "agile management" values, that might be more suitable to acknowledge the diverse character of the project team, the important number of stakeholder groups in the participating countries and the EU, and the high risk of unpredictable or simply unknown factors that may influence the project in the course of its implementation. From the perspective of "agile management", a project is, above all, a human organism, in which all actors – team, stakeholders, funders/clients ... – should make best use of their expertise to flexibly move together towards a common objective. Agile management considers first of all team members and other project actors (stakeholders) as mature and intelligent professional workers. It stimulates commitment and motivation and empowers individuals to take and share ownership of the project work. A main task of the project manager, in this view, is to make visible the common objective, to create an overall vision, and to keep it alive.

So far the analysis of the "Survival Kit". Agile management, as it has been discussed on various platforms for the last decade, actually relates to a range of concepts and methods which by themselves are not new but which are put into a specific framework of values. These values were formulated in 2001 within the software developers' community as a "Manifesto for Agile Software Development":

"We are uncovering better ways of developing software by doing it and helping others do it. Through this work we have come to value:

- *individuals and interactions over processes and tools*
- *working software over comprehensive documentation*
- *customer collaboration over contract negotiation*
- *responding to change over following a plan*

That is, while there is value in the items on the right, we value the items on the left more."

Source: <http://agilemanifesto.org/> retrieved July 30th, 2014

Without going too deeply into the discussion on agile project management, we will, in the following, see how this valuing may help to improve the quality of project management in LLP projects:

Individuals and interactions: Transparency

Individuals enter at two levels of the Di&Di project: internally as members of the project team and externally as representatives of stakeholder groups.

At the beginning of the project, the team is a diverse group of people – diverse in terms of different professions and professional experiences, languages, social realities, organisational functions, work cultures, gender, age etc. –, who in most of the cases have not worked together before and who are distributed to different locations throughout Europe, but who are supposed to produce something over a fixed period of time. In the case of Di&Di, they establish a training and mentoring programme at local and European level, that fosters individual competences to overcome discrimination for ethnicity and origin at the threshold to labour market.

Stakeholders are all those persons or institutions who may affect the project performance and achievements, and/or who may be effected by them. Their attitude towards the project, whether supportive or hindering, determines the success of the project, and it is driven by various motivations, needs and interests which have to be handled and satisfied by the project team. In the case of Di&Di, stakeholders are training providers, trainers, possible participants, policy makers and administration, employers / HR managers, tutors and counsellors for migrants at the threshold towards labour market, experts in discrimination issues, researchers in the different fields of expertise, institutions for the recognition of training programmes such as certification units, chambers, labour offices, and other, in each of the partner countries – and of the course the funding authority, represented by the French National Agency. Stakeholders enter as members of regional piloting committees, as training providers, trainers and participants in the experimentation phase or as recipients of Di&Di's on- and offline communication tools at European and national level.

Agile management claims that pre-structured processes (tasks, responsibilities, time schedules) and corresponding tools are not sufficient, in such a setting, to form an effective team with functioning stakeholder relations, but that ongoing communication within the team and towards stakeholders is of utmost importance. As Böhm and Haselberger (2012) summarise it, *transparency* is the key: the *transparent* formulation and acceptance of project objectives as well as a clear description of the project team mission are crucial for effective work. Further more, a common understanding of the project objectives is tightly connected with a common understanding of the underlying problem to be solved, which requires extensive transparent information as well. Transparent objectives and boundary conditions can help to form a shared product vision. Moreover, transparency is important also during development to synchronize work and align decisions according to the current project status. (Böhm/Haselberger 2012) In diverse teams such as the Di&Di team, which relates to different social realities and stakeholder interests, transparency requires an ongoing process of exchange, explanation and negotiation within the team and towards stakeholders in order to find and keep alive a common vision.

Working products: Co-responsibility

The funding regulations in the LLP require a comprehensive documentation of activities, expenses and results to justify the project. While documentation is the essential source for the funding authorities to monitor progress and make judgements on the degree to which the objectives are reached, it is often perceived as a time consuming burden by the team and the stakeholders as well, quasi as an independent work process in parallel to the actual production process. Documentation barely evokes inspiration, orientation, motivation or satisfaction to the individuals who are involved in the project work, whether team member or stakeholder.

Agile management sees the production process itself, with its stages of progress and interim successes, as an engine to shared ownership and motivated professionals – whether team member or stakeholder –, who commit their expertise and experience to ambitious products. Along with defined tasks and responsibilities among all involved individuals, it assumes highly self-directed work processes of individuals and sub-teams. A supportive management approach hereto is to make people “see the product grow”: Producing and testing in short intervals functioning units or prototype versions of the products is a way to make progress noticeable, to call for expertise and to make expertise visible at several stages of the project.

Customer collaboration and responding to change: Co-operation

Formally, the European Commission can be considered as “customer” of LLP-projects. It is represented by an administration unit, who is the contracting partner of the project promoters and who is responsible for monitoring and controlling the project implementation. Customer in a wider sense, however, is the whole of the educational community throughout Europe and more specifically in the involved countries/regions. They are the users of the output and the beneficiaries of the public funds invested into the project.

Agile management assumes that, more than detailed contractual agreements and work plans, do a close relationship to customers and flexible reaction to upcoming needs, new developments and requirements lead to sustainable results. As outlined above, there are important restrictions to change in the LLP. Nevertheless, frequent information of stakeholders, and an adaptation of the work plan and product design according to their feedback and suggestions in cooperation with the funding authority, may strengthen acceptance and sustainability, where strictly promotional communication strategies tend to fail.

In the original Di&Di project plan and following agreements among the partners, a range of structural elements are schedules, which enhance agile processes:

- a transnational and multiprofessional team directly involving several stakeholders (researchers, experts, training providers, trainers)
- shared responsibilities and defined roles within the team in the form of distributed leadership alongside the partners and work packages
- 6 transnational team meetings
- ongoing e-mail correspondence among team members
- involvement of local stakeholders in the transnational meetings
- local/regional piloting committees with relevant stakeholders alongside the chronological work packages
- information tools directed to stakeholders (leaflet, website, blogs, newsletter, publications), partly dynamic and interactive (blogs)
- experimentation of both the training and mentoring programme in the partner countries/regions

These can be performed in the view of transparency, co-responsibility and co-operation as discussed above.

Literature:

“die Berater” Unternehmensberatungsgesellschaft mbH (publisher) (2010): Survival Kit: Managing Multilateral Projects in the Lifelong Learning Programme. Developed in the framework of the project Survival Kit for Lifelong Learning Projects (141745-LLP-1-2008-1-AT-GRUNDTVIG-GAM). Vienna

Christina Böhm and David Haselberger (2012): The Concept of Transparency in Agile Project Management; article on PAM – Platform for Agile Management; <http://p-a-m.org/2012/03/the-concept-of-transparency-in-agile-project-management/> quoted July 30th, 2014

(b) Adult Learning

General principles of andragogy

The following indications towards evaluation derive from principles of didactics in andragogy that are widely known and accepted in the field. By summing up the principles that have been formulated by Malcolm S. Knowles, a pioneer of andragogy, the following characteristics of adults have to be kept in mind when dealing with adult learners:

- Adults are internally motivated and self-directed
- Adults bring life experiences and knowledge to learning experiences
- Adults are goal oriented
- Adults are relevancy oriented
- Adults are practical
- Adult learners like to be respected”

(Source for example: <http://www.gotfc.edu.au/resource/?page=65375>; retrieved July, 8th 2014.)

In general, Knowles “defined andragogy as the art and sciences of helping adults learn, in contrast to pedagogy as the art and science of teaching children.” (Knowles 1980: 43) and identified six core principles of adult learning (Knowles/Holton/Swanson 2011). According to him, andragogy – and thus every learning offered in adult education – has to take into account the following essentials: “(1) the learner's need to know, (2) self concept of the learner, (3) prior experience of the learner, (4) readiness to learn, (5) orientation to learning, and (6) motivation to learn (Knowles/Holton/Swanson 2011: 3).

Keeping these general principles in mind, we will in the following also focus on the didactic principles formulated by Horst Siebert (2003) that have a strong relation to practice. In their range and variety, they are chosen as evaluation criteria for the learning opportunities in the view of their intended outcome and impact as they have been formulated in advance.

Target group orientation

As Horst Siebert points out, it is the target group orientation as the main factor that distinguishes institutionalized forms of (higher) education at schools and universities from adult education (Siebert 2003: 91). Target groups are always constructed in order to address certain groups of people in terms of their (perceived) social data, behaviour or mentality. Siebert argues, that the constructed character of these groups addressed as target groups has to be borne in mind very strongly: The way the people covered by the target group label perceive themselves does not necessarily need to be the same way they are perceived by those constructing and addressing the target group (Siebert 2003: 95). Eike Quilling and Hans J. Nicolini (2009) explicitly refer to Siebert when they state that central questions in the planning phase of an adult education course have to be: To whom is the educational offer directed? Is the target group heterogeneous or homogeneous? What are the participants' preoccupations respectively what kind of previous knowledge do they have? (Quilling/Nicolini 2009: 129).

In terms of the learning opportunities for adults provided in the Di&Di project, questions concerning the target group orientation are of fundamental importance for several reasons:

- The training programme is meant to address two target groups at once: it is to be designed to address young graduates as well as low qualified women who both – as a link between the two groups – share a migratory background and who both cannot prove any significant work experience. When it comes to the evaluation of the target group orientation of the training programme, it must become clear that the programme, in its structure and contents, directly addresses the two target groups.
- The mentoring programme also addresses very diverse groups of people: people directly involved in the economic logic of the labour market (employers, HR managers) as well as “secondary agents” (social partners, policy makers, etc.) as well as trainers and counsellors who are supporting job

seekers to integrate in the labour market. Hence, the programme developed as a mentoring prototype has to reflect the diversity of these target groups as well.

- As well, the piloting committees and the communication materials address a very diverse group of stakeholders, ranging from the target groups of the training and mentoring as described above to the monitoring Agency, communication has to be well thought in the view of the addressee's heterogeneous starting points and preoccupations.

Furthermore, as the project Di&Di takes place on the European level and the training as well as the mentoring programme have to be designed in such a way as to suit situations in different European countries, the "European core" in terms of the target groups must be explicitly pointed out.

Interpretative patterns approach

For every programme in adult education, it is important to accept that a change in attitudes of the participants is not and cannot be the intended aim. Of course, a training or mentoring or information concept aims at offering a variety of interpretative patterns to its participants, which can be fundamentally new and unfamiliar to them (and can as such form "alternatives") and of course it can aim at teaching skills and at the mediations of knowledge.

Nevertheless, "adult education is neither authorised nor able to replace 'wrong' interpretations with 'right ones' (Siebert 2003: 112; Quilling/Nicolini 2009: 130). Programmes in adult education can give information and experience and may offer new perspectives to their participants. However, they should not criticise their lifestyles and assumptions.

Orientation towards learning goals

Even if a programme in adult education is not conceptualised as a "formal course" that ends up in some sort of examination and leads to a formal qualification, the programme itself, however, should follow a clear orientation towards a learning aim (Siebert 2003: 128; Quilling/Nicolini 2009: 131). Furthermore, the participants of adult education courses will enter such a programme with a "problem-centred or performance-centred frame of mind" (Knowles 1980: 53) which has to be satisfied during the course. On the one hand, this means that "problem areas" (Knowles 1980: 54) have to be made clear in order to attract participants. On the other hand, the "design of learning experiences" (ibid.) also has to live up to this standard: The definition of learning goals and the learners' expectations must be directly addressed within the course. Nevertheless, as Knowles notes, this does not mean "that a good adult-learning experience *ends* with the problems the learners are aware of in the beginning, but that is where it *starts*" (ibid., emphasis added).

In terms of the learning opportunities to be designed in the Di&Di project, an important question that has to be asked with reference to the various target groups addressed is: Do the target groups of each of the programmes share a common awareness of the problems that are addressed in the training/mentoring/information programme respectively? And as a European project, it might also be of great interest if the awareness of problems is the same in the different European countries participating in the Di&Di project. This question might be a specific subject of the evaluation of the experimentation period of the training and the mentoring programmes.

The approach to contents

The general topic to be treated in any adult education course is chosen in advance according to a certain view of the course developer about what is to be known and therefore also taught and trained about a subject. However, to make a certain subject really meaningful to the course's participants, four conditions must be fulfilled that excel the mere dissemination of information about a certain theme: Contents must to be approached in a way that makes a topic truly relevant, helpful and new to the participants. Furthermore, it has to offer the possibility to be cognitively integrated by the participants (Siebert 2003: 132). Hence, the "readiness to learn" of the adult learner can be increased by closely examining if the target groups really

face the problems that are to be treated in the adult education programmes, i.e. if the problems and topics to be covered correspond to the “developmental tasks” they are dealing with (Knowles 1980: 51). In other words, the approach to contents has to take into view the participants’ “needs to know” (Knowles 1980: 44).

In this regard the diverse target groups of Di&Di have to be taken into account: Which kind of contents is especially important to certain parts of these groups? In what terms does a common “European core” need to be adapted to certain regional differences?

Entanglement of perspectives – experience orientation

The entanglement of perspectives is introduced by Siebert as a key concept of andragogy and derives from the idea of constructivism that full comprehension of each other is not possible. The possibilities of communication and co-evolution, however, are neither negated. Thus, the fostered entanglement of perspectives helps to sharpen the perception of differences and similarities (Siebert 2003: 124f.). In the context of adult education, the entanglement of perspectives can be facilitated by supportive organisational conditions as well as by carefully chosen common learning goals and concordant interests within a group. Furthermore, an atmosphere of open-mindedness, openness and flexibility is also helpful. Last but not least, the opportunity of mutual understanding in terms of language must be mentioned in this context: The participants must be able to understand each other (Siebert 2003: 125; Quilling/Nicolini 2009: 131). Thus, the “readiness to learn” and inherently the entanglement of perspectives can be supported by a thoughtful “grouping of learners”: Depending on the contents of a programme as a whole or with regard to single modules within a programme, it might be advantageous to have either heterogeneous or homogeneous group – with the criteria of heterogeneity or homogeneity being of course manifold (Knowles 1980: 53).

What makes the entanglement of perspectives such an enriching feature of adult education is the adult learner’s experience. As the learner matures, s/he “accumulates an increasing reservoir of experience that becomes an increasingly rich resource for learning – for themselves and for others” (Knowles 1980: 44). Especially through exchange and fostered entanglement of perspectives, participants of an adult education programme can mutually benefit from each other’s experiences.

In the Di&Di programmes, an entanglement of perspectives seems to be fundamentally incorporated by bringing together very diverse groups and requires a thoughtful methodological planning.

Time management

Time management has very different facets concerning the organisation of adult education programmes. Time matters in terms of the general organisation of the programme: Shall it take place as a weekly event (during the day or in the evening) for a certain period of time or e.g. en bloc during one or two days? How are the modules or sessions organised, how long does each (presumably) take? Participants often have very different opportunities to participate, e.g. in terms of their other commitments, but also concerning their expectations and needs due to their previous knowledge, skills and the complexity of the topics when it come to the organisational features of an adult education programme in terms of time management (Siebert 2003: 159, Quilling/Nicolini 2009: 133).

An adult education programme must be planned carefully with regard to time management matters. This is especially to be noted when diverse target groups are addressed as it is the case in the Di&Di programmes. Young graduates may be in life situations very different from those of low-skilled women and vice-versa, e.g. concerning family care or other duties. Policy makers or counsellors may be used to work rhythms very different from those of employers. Especially for the latter, the opportunities in terms of on-site course participation might also be very limited. And of course, time resources do not have to be homogeneous at all within one group. What has to be kept in mind with regard to the target groups might also be the varying level of previous knowledge, especially when treating complex, e.g. legal, topics. Treating such

topics might be more time consuming for one part of the programme's target group than it might be for the other.

Further more, in the view of acceptance and sustainability, it might be appealing to incorporate the Di&Di programmes in officially approved further education and development structures (e.g. in terms of educational leaves or compulsory representation). Then, time management in general depends on the regional structures that are already established in terms of further education or educational development policy and may require flexible arrangements in each local or regional context.

Participant orientation

Although the whole programmes must be conceptualized in a certain “spirit” with regard to their respective target groups, they also have to offer the opportunity to react flexible towards their participants. In this respect, “participant orientation” does not (only) mean to take the participants and their needs seriously. Siebert calls this statement trivial and refers to it as a marketing principle (“consumer orientation”). Without such an orientation, andragogical educational activities could not exist at all (Siebert 2003: 98). Participant orientation, however, means that the role of the participants has to be subject to serious consideration on the part of trainers or facilitators offering a programme in adult education. In order to be able to react flexible when it comes to individual experiences, previous knowledge and different interests brought in by the participants – hence to truly allocate an active role to the participants –, trainers or facilitators offering a programme (especially before starting the implementation sessions) as well as the programme developers in advance have to ask themselves: Whom do I wish for as a participant? Whom not? Why? And: Which kind of criticism is acceptable for me, which one is not? (Siebert 2003: 99; Quilling/Nicolini 2009: 130).

What comes into view here is the self-directedness of the adult learner in contrast to the child who is rather dependent in his/her learning. Adults are rather used and “able to make their own decisions and face the consequences, to manage their own lives” (Knowles 1980: 46). Although the attitude of ‘being taught’ which was internalized during school education might prevail at first also with adult learners, adult education that take the adult learner seriously, has to develop its programmes in the spirit of the idea that adults learn best when they do not remain passive (ibid.).

For the Di&Di programmes it will be especially important – and challenging – to find a suitable balance as different groups of people come together with very different backgrounds. Here, the programme needs to be able to react flexibly towards possibly diverse needs and expectations of what the learning should be. The principal interests and expectations as well as experiences, knowledge and learning habits of young graduates and low qualified women might have nothing in common, and also those of people directly involved in the economic rationales of the labour market (employers and HR managers) are quite different from those involved in these processes a more indirect way (social partners, policy makers, agents at integration offices and trainers or counsellors of job seekers).

Language

Siebert points out four aspects as very important in terms of a successful use of language by facilitators and trainers in adult education programmes. Firstly, facilitators and trainers in andragogical contexts are meant to use a kind of language that can also be used by their adult students addressing them in return instead of patronising them (“reversibility” in terms of language, Siebert 2003: 117). Secondly, the extent of personal attention increases the educational success. Thirdly, short statements of both, trainers/facilitators and participants, increase the educational success as well. Fourthly and finally, the liveliness – not the use of correct grammar – of the trainer's language positively influences the learning success (Siebert 2003: 117; Quilling/Nicolini 2009: 130).

Considering language, it is important to keep in mind the two different target groups of the training programme in the context of the Di&Di project. Especially with regard to the fourth point listed above, it

must be considered that the ability to speak and to understand the local language might vary among the group of young graduates and the one of low qualified women. This has certainly to be taken into the account by the trainer implementing the course. With regard of the mentoring and also the stakeholder communication, it is of particular importance that the participants feel directly addressed by the language used, not only in terms of the way they are themselves addressed in the programme, but also in terms of their general use and understanding of language. By using adequate language (linguistic) means, a bridge can be built that helps to increase mutual understanding, e.g. between employers and employees when it comes to (culturally induced) misunderstandings.

Handling of emotions

Emotions deeply influence the way and what we learn (Siebert 2003: 145). Especially at the beginning of an adult education programme, when participants are still unknown to each other, an atmosphere of uncertainty forms an obstacle towards learning. Here, trainers are required to stimulate openness and eagerness among the participants.

But also topics treated during the programme can arouse strong emotions that cannot be easily treated by trainers and facilitators. In this respect, special attention has to be given to the point that nobody is hurt by negative emotions and their consequences.

It will be a task within the Di&Di programmes to create a welcoming and open atmosphere as the programmes might bring together people with very different backgrounds. Especially the 'linking element' of a migratory background in terms of the target groups of the training programme might be a source of very dissimilar biographies. With regard to the mentoring programme and the stakeholder communication, differences might come up and even erupt due to the various distances of the participants towards the practical involvement with obstacles on the labour market: Are they dealing with applicants with (presumed) obstacles on an every-day basis or do they encounter problems of labour market integration on a more abstract level? Variations in this respect might lead to situations charged with emotions.

The role of the trainer/facilitator

As inherently described above, the competence of the trainer/facilitator is of utmost importance for the quality of the educational programme when put into practice. Assuming that the trainers/facilitators implementing the Di&Di programmes are professionals in their respective educational context, special attention should be given, in the models to be developed, to common andragogical and intercultural principles. On the other hand, the trainers and facilitators involved in the development and the experimentation phases have at their disposal a comprehensive methodological expertise. This can be used to enrich the prototype by a collection of practical suggestions.

Literature:

Knowles, Malcolm S. (1980): The Modern Practice of Adult Education. From Pedagogy to Andragogy. Revised and Updated; Prentice Hall Regents: Cambridge.

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Siebert, Horst (2003): Didaktisches Handeln in der Erwachsenenbildung. Didaktik aus konstruktivistischer Sicht; München: Luchterhand.

Quilling, Eike/Nicolini, Hans J. (2009): Erfolgreiche Seminargestaltung. Strategien und Methoden in der Erwachsenenbildung; 2., erweiterte Auflage; Wiesbaden: VS-Verlag.

(4) Indicators of Success

The conceptual frameworks of agile management and adult education described in section 3 provide a series of characteristics that may help to judge, whether the process leads to the intended results, and whether the results actually meet the original intention.

Indicators based on the concept of agile management

Transparency	1.1 All basic documents and information such as the original project plan, additional agreements fixed in minutes, defined roles and tasks, deadlines and other dates (meetings), agendas, up-to-date-versions of working documents (product drafts etc.) and similar are shared among all team members. They are easily accessible for all team members at any moment during the project.
	1.2 Ongoing discussions are accessible for all team members – technically (mailing lists, file sharing, participation in meetings and similar), linguistically (working language adapted to linguistic skills of team members) and logistically (frequency, extent, complexity and required action adapted to the work schedules and resources of team members).
	1.3 A discussion about needs, objectives and boundary conditions for the project work, especially with regard to the relation of both European and local/regional/national context, is kept alive among the team members in the view of strengthening a common understanding of the project purpose and a common vision of what can be achieved.
	1.4 Team members are aware of their own and the others' tasks and of the overall project objective at any stage of the project ("where are we?").
	1.5 Information about needs, objectives and ongoing processes in the project is accessible for stakeholders both at local and European level (technical channels, language, frequency, extent, complexity and required action are adapted to the work schedule and resources of the diverse stakeholders).
	1.6 A discussion about needs, objectives and boundary conditions for the project work is kept alive between team and stakeholders at local/regional/national and at European level (technical channels, language, frequency, extent, complexity, language and required action are adapted to the work schedule and resources of the diverse stakeholders).
Co-Responsibility	2.1 Professional background and specific competencies of the individual team members for the benefit of the project are identified.
	2.2 Roles and tasks within the team are distributed in accordance with the competencies and the resources of the individual team members.
	2.3 Team members contribute to the project work with their specific skills and expertise.
	2.4 Output, also in draft versions, is regularly reflected with regard to its relevance for users within the team.
	2.5 Stakeholders/stakeholder groups and their relevance (power, interests) are clearly identified at European level and at local/regional/national level for each of the project partners.
	2.6 All relevant stakeholder groups regularly contribute to the project with their specific expertise and competency.
	2.7 Output, also in draft versions, is regularly reflected with regard to its relevance for users with the relevant stakeholders.

Co-operation	3.1 The team makes use of adequate collaborative techniques (i.e. mutual call for expectations and feedback, brain storming, sub-group tasks, peer counselling, also through online tools) in team work and in the cooperation with stakeholders in order to activate resources.
	3.2 The team makes use of adequate techniques to save common results (i.e. visualisation, synthesis) in team work and in the cooperation with stakeholders in order to assure a shared understanding of the output of the common work
	3.3 The team acknowledges the expert input of individual team members and stakeholders. Their input is taken into account in the planning of further project steps and in the development of output.
	3.4 The team members fulfil their tasks.
	3.4 Team members know whom to address how and when in case of unclerness of conflict

Indicators based on the concept of adult education

Target Group Orientation	4.1 Target groups of project activities and outputs are clearly defined and can be identified in different European contexts.
	4.2 Core needs of target groups are clearly defined with regard to discrimination and diversity on the labour market, which link them across different European contexts.
Interpretative Patterns Approach	5.1 Target groups are provided with a range of possible interpretations and concepts which may enhance their realistic view on their opportunities and options.
	5.2 The most important pitfall of adult education – wanting to change attitudes and lifestyles – are consciously avoided.
Orientation towards learning outcomes	6.1 Intended learning outcomes are clearly defined. They relate to problems as perceived by the target groups themselves and offer (practical) solutions.
	6.2 A transparent structure is proposed which allows participants/public to check their own progression in the course of their learning activity.
	6.3 Mechanisms are proposed which inform all involved persons if the intended learning outcome has been achieved.
The approach to contents	7.1 The proposed content has proven to be relevant for the target groups.
	7.2 The proposed content is new and helpful to the target groups.
	7.3 The proposed content can be cognitively integrated by the target groups.
Entanglements of perspectives	8.1 The necessity of an entanglement of perspectives among different target groups is reflected, e.g. in the definition of intended learning outcomes and suggested methods and tools.
Time management	9.1 A flexible framework for time management is proposed, which allows for meeting the (possibly) diverse time management necessities deriving from the target groups addressed or from the local or regional structures.
Participant Orientation	10.1 Participants' experiences, their knowledge and interests are taken into account, e.g. in the selection of contents, the intended learning outcomes and suggested participatory methods and tools.

Language / Communication	11.1 Different language competences in the addressed target groups are taken into account, e.g. through instructions for stakeholders concerning their use of language and suggested methods to handle multilinguism.
Handling of Emotions	12.1 (Possibly) awkward topics are taken into account, e.g. through methods to create a productive and encouraging atmosphere by (non-verbal) activities such as ice-breakers and energisers.

5) Methodology and Tools for the Evaluation

As said above (cf. section 1), evaluation has to take place within the 24 months project period. It requires methods and tools that allow for checking the above indicators (cf. section 4) in the course of the project work and to draw conclusions on further project work from such interim checks.

The project structure over the time

The course of the project work is structured by work packages. Each work package covers a range of activities over time, and of output, which can be considered as milestones in the course of the project:

W P	month partner	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	Enda																								
2	IRIV																								
3	Enda																								
4	IECOB+ECAP																								
5	CII																								
6	Enda																								
7	bildungs- markt e. v.																								

WP 1 project management

This work package covers the overall steering of all project activities and the steering of financial and administrative issues. Defined output from this work package is

- *sub-contracts* with the partners (R1)

Sub-contracts can be considered the basis for project work and need to be concluded at the very beginning of the project period.

- *minutes* of 5 European meetings (R2)

Minutes of European meetings are related to the meeting dates and are distributed all along the project period. They contain the agreements made by the partners in the course of the project work in addition to the original project plan.

- *interim and final reports* to the National Agency (R3)

Deadlines for interim and final reports are set up by the National Agency, resp. the LLP programming unit, and relate to the first project year (half-time) and to the overall project period. They constitute the full documentation of the project process and achievements.

Furthermore, there are three work packages to be implemented in chronological order, which are related to the training and mentoring programmes:

WP 2 development of the training programme

This work package covers the design of a European training programme prototype to be implemented in different European contexts. Defined output from this work package is

- *a European training programme prototype* (R4)

The training programme can be considered as a two-folded output: It consists of an intellectual concept, and of a written document which describes this concept.

WP 3 development of the mentoring programme

This work package contains the design of a European mentoring programme prototype to be implemented in different European contexts. Defined output from this work package is

- *a European mentoring programme prototype* (R5)

As is the training programme, also the mentoring programme can be considered as a two-folded output, which consists of an intellectual concept, and of a written document describing this concept.

WP 4 experimentation of the training programme and the mentoring programme

This work package contains the piloting and evaluation of the European prototypes within 5 national/regional contexts. Defined output from this work package is

- *national reports* on the realisation and evaluation of the training and mentoring in the 5 contexts (R6)
- *a European synthesis* on the experimentation of the training and mentoring (R7)

Along with these, the *realisation and evaluation in each of the partner countries* themselves could also be considered as an output.

The function of the national reports and the synthesis is to be specified.

This experimentation is considered as a method to test the appropriateness of the prototypes for various European contexts. Therefore, the transfer process from prototype to realisation and from realisation back to the prototype seems to be of utmost importance. The national/regional realisations and evaluations will be based on a *common pathway* for experimentation. This pathway might turn to be a further output, in the case that it is a helpful tool for the transfer of the prototype to further countries or regions.

There are two more work packages to be implemented parallel to the chronological ones, which can be understood as supportive to the training and mentoring but as well lead to an own output:

WP 5 exploitation through regional piloting committees and the documentation of regional stakeholder processes

This work package contains the management of stakeholders in the development and experimentation of the training and mentoring and their long-term embedding in the European and the national/regional VET structures. Defined aims of the stakeholder management processes are to collect and use expertise (input and feedback), to make obvious the benefits of the Di&Di training and mentoring for local/regional/national purposes and to gather support for their long-term implementation. Defined output from this work package is

- *national piloting committees* (R8)
- *a publication* (R9)
- *a web-log in each country/region and language* for the information and exchange among stakeholders, including representatives of the target groups (R10)

Piloting committees take place all along the project and are linked, in time and content, to the activities and output of the WP 2, 3 and 4.

The function of the publication is to be specified.

By mutual agreement, the partners transferred the web-logs to WP6 (see there).

WP 6 dissemination

This work package contains the production and dissemination of a range of communication channels and tools to inform stakeholders on the one hand and the wider public on the other hand:

- *weblogs* (R10)
- *a European website* (R11)
- *newsletters* (R12)
- *a leaflet* (R13)
- *articles* (R14)

Their purpose is to embed the project expertise in the regional, national and European political and scientific discussions in the field of VET at the interface with immigration and labour market.

A last, transversal work package is **WP7** evaluation. The evaluation process and its results will be described in an interim and a final evaluation report.

Evaluation proceedings over the time

For collecting the information which is necessary to make any judgement on the above indicators, basically two sources

- the team members and their perceptions
- the stakeholders and their perceptions (including the primary target groups)
- reports, minutes, products

and a range of methods:

- structured reflection – individually, in one-to-one-interviews, as team or in focus groups
- call for feedback – orally or in written, i.e. at the end of team meetings, of meetings with stakeholders / piloting committees, or of test programmes)
- observation and analysis of discussions, reports, minutes and products by the evaluating partner

seem to be apt for this specific type of project.

In the following we suggest tools to be applied along with each work package, and more specifically with each intended output of the work package. In the view of a formative evaluation that comes up with supportive results for the forthcoming work process, methods and tools develop along with the project and work package by work package. They may be adapted or completed by others in accordance with occurring needs.

WP1 – project management

This work package covers the overall steering of all project activities and the steering of financial and administrative issues. Defined output from this work package is

- *sub-contracts* with the partners (R1)

Sub-contracts can be considered the basis for project work and need to be concluded at the very beginning of the project period.

- *minutes* of 5 European meetings (R2)

Minutes of European meetings are related to the meeting dates and are distributed all along the project period. They contain the agreements made by the partners in the course of the project work in addition to the original project plan.

- *interim and final reports* to the National Agency (R3)

Deadlines for interim and final reports are set up by the National Agency, resp. the LLP programming unit, and relate to the first project year (half-time) and to the overall project period. They constitute the full documentation of the project process and achievements.

Output in this work package consists of a written documentation of agreements, activities, plans and results. While checking to what extent this output is available and to what extent the output reflects reality, which both are important tasks for monitoring, it is useful from an evaluating point of view to examine whether the organisational and methodological arrangements for the team and the stakeholders are supportive to their actual work.

Method	Tools	Subject
Call for expectations	- Flash light at the beginning of a European meeting: <i>What do I expect from this meeting?</i> <i>What is my expertise that I can contribute?</i>	Transparency, Co-responsibility and cooperation during the European meeting
Call for feedback and suggestions from team members	- Questionnaire to be used at the end of a European project meeting - Flash light at the end of a European project meeting <i>My highlight</i> <i>My suggestion</i> <i>My first step back home</i>	Transparency, Co-responsibility and co-operation during the meeting
Self-reflection	- Guidelines to individual self-reflection	Transparency, Co-responsibility and co-operation in the team in the phases between the meetings

WP 2 development of the training programme

This work package covers the design of a European training programme prototype to be implemented in different European contexts. Defined output from this work package is

- a European training programme prototype (R4)

The training programme can be considered as a two-folded output: It consists of an intellectual concept, and of a written document which describes this concept.

From the point of view of evaluation, it will be most informative to have a look at both two dimensions of the output separately.

Method	Tools	Subject
Team reflection	Structuring questions for discussion, to be applied <ol style="list-style-type: none"> 1. as soon as the test version is ready 2. as soon as the Beta-version (after experimentation) is ready Telephone interviews with team members as soon as the test version is ready (following the finalisation after the 3 rd project meeting in October 2014).	Transparency, co-responsibility and cooperation in the development Relevant standards of adult education
Call for feedback and suggestions from stakeholders	Facilitation guidelines to be incorporated in piloting committees and bilateral meetings, as soon as the test version is ready (following the finalisation after the 3 rd project meeting in October 2014).	Transparency, co-responsibility and cooperation in the development Relevant standards of adult education
<i>To be continued ...</i>		

WP 3 development of the mentoring programme

This work package contains the design of a European mentoring programme prototype to be implemented in different European contexts. Defined output from this work package is

- a European mentoring programme prototype (R5)

As is the training programme, also the mentoring programme can be considered as a two-folded output, which consists of an intellectual concept, and of a written document describing this concept.

From the point of view of evaluation, it will be most informative to have a look at both two dimensions of the output separately.

Method	Tools	Subject
Team reflection	Structuring questions for discussion, to be applied <ol style="list-style-type: none"> 1. as soon as the test version is ready 2. as soon as the Beta-version (after experimentation) is ready Telephone interviews with team members as soon as the test version is ready (following the finalisation after the 3 rd project meeting in October 2014).	Transparency, co-responsibility and cooperation in the development Relevant standards of adult education
Call for feedback and suggestions from stakeholders	Facilitation guidelines to be incorporated in piloting committees and bilateral meetings, as soon as the test version is ready (following the finalisation after the 3 rd project meeting in October 2014)	Transparency, co-responsibility and cooperation in the development Relevant standards of adult education
<i>To be continued ...</i>		

WP 4 experimentation of the training programme and the mentoring programme

This work package contains the piloting and evaluation of the European prototypes within 5 national/regional contexts. Defined output from this work package is

- *national reports* on the realisation and evaluation of the training and mentoring in the 5 contexts (R6)
- *a European synthesis* on the experimentation of the training and mentoring (R7)

Along with these, the *realisation and evaluation in each of the partner countries* themselves could also be considered as an output.

The function of the national reports and the synthesis is to be specified.

This experimentation is considered as a method to test the appropriateness of the prototypes for various European contexts. Therefore, the transfer process from prototype to realisation and from realisation back to the prototype seems to be of utmost importance. The national/regional realisations and evaluations will be based on a *common pathway* for experimentation. This pathway might turn to be a further output, in the case that is a helpful tool for the transfer of the prototype to further countries or regions.

Method	Tools	Subject
Common protocol for experimentation (see work plan for WP4)	Parameters, to be incorporated in the overall common protocol of experimentation and in the national reports	Standards of adult education
Call for expectations and feedback from participants	Questionnaires/Guiding questions for participants before, at the end and after the experimentation.	Standards of adult education: Individual learning experiences
Call for expectations and feedback from stakeholders	Questionnaires/Guiding questions to other relevant stakeholders before and after the experimentation.	Standards of adult education: Individual perceptions of the strengths and weaknesses of the learning opportunity in for local training and integration structures
Observation?	Observation grid for didactic experts	Standards of adult education: transfer from European to local level; didactic approach, learning outcome
<i>To be continued ...</i>		

WP 5 exploitation through regional piloting committees and the documentation of regional stakeholder processes

This work package contains the management of stakeholders in the development and experimentation of the training and mentoring and their long-term embedding in the European and the national/regional VET structures. Defined aims of the stakeholder management processes are to collect and use expertise (input and feedback), to make obvious the benefits of the Di&Di training and mentoring for local/regional/national purposes and to gather support for their long-term implementation. Defined output from this work package is

- *national piloting committees* (R8)
- *a publication* (R9)
- *a web-log in each country/region and language* for the information and exchange among stakeholders, including representatives of the target groups (R10)

Piloting committees take place all along the project and are linked, in time and content, to the activities and output of the WP 2, 3 and 4.

The function of the publication is to be specified.

By mutual agreement, the partners transferred the web-logs to WP6 (see there).

Method	Tools	Subject
Team reflection	Structuring questions for discussion, to be applied in telephone interviews with team members right after mid-term of the project (following the 3 rd project meeting in October 2014).	Transparency, co-responsibility and cooperation between team and external stakeholders
Call for feedback and suggestions from stakeholders	Guidelines for interviews with selected stakeholders.	Transparency, Co-responsibility and co-operation between team and external stakeholders
<i>To be continued ...</i>		

WP 6 dissemination

This work package contains the production and dissemination of a range of communication channels and tools to inform stakeholders on the one hand and the wider public on the other hand:

- *weblogs* (R10)
- *a European website* (R11)
- *newsletters* (R12)
- *a leaflet* (R13)
- *articles* (R14)

Their purpose is to embed the project expertise in the regional, national and European political and scientific discussions in the field of VET at the interface with immigration and labour market.

Method	Tools	Subject
Team reflection	Structuring questions for discussion, to be applied in telephone interviews with team members right after mid-term of the project (following the 3 rd project meeting in October 2014).	Standards of adult education: meeting the needs of the educational community
Call for feedback and suggestions from stakeholders	Guidelines for interviews with selected stakeholders.	Standards of adult education: meeting the needs of the educational community
<i>To be continued ...</i>		