

COMPASS – Der Weg zu Beruf und Bildung (The road towards a better job and education)

External Monitoring and Evaluation: Interim Report

(Project 510858-LLP-1-2010-1-AT-Leonardo-LMP)

Foreword and acknowledgement

This report is the outcome of the monitoring, scientific guidance and evaluation of 9 months of cooperative work on the development of a framework for the provision of 'career management skills' for migrant and ethnic minority youth aged 15-25 who are marginalised in the labour market and in the education system.

The report provides an overview over the work of partner institutions in 6 countries - Austria, Germany, Greece, Ireland, Turkey and Slovakia, under the scientific guidance of the Danube University Krems (Department of Migration and Globalisation) and the coordinating efforts and intercultural competence of Verein Multikulturell in Tirol, Austria.

The report is based on the participation in the five partner meetings, the results of interviews and focus group discussions with the partners and the questionnaires on various elements of monitoring and evaluation, covering fields as wide as the situation in the partner countries, the process of work on the various work package, the organisation and budget matters. I herewith thank the respondents of the questionnaires and all project participants for sharing their professional and personal views and for providing me with all the necessary information to compile the report.

I sincerely hope that "COMPASS" will inspire career counsellors, providers of education and training, employment agencies as well as individuals to follow the example of the partner institutions and participants of "COMPASS". In so doing they will not only promote the integration of migrant youth and ethnic minorities and enrich their everyday life but also contribute to the social cohesion and well being of our increasingly diverse societies in Europe.

Name: Univ.-Prof. Mag. Dr.habil. Gudrun Biffl, Ph.D.

Danube University Krems

Department of Migration and Globalisation

<http://www.donau-uni.ac.at/mig>

Dr.-Karl-Dorrek-Strasse 30

A-3500 Krems

T +43 (0) 2732 893-2413

F +43 (0) 2732 893-4400

mail: gudrun.biffl@donau-uni.ac.at

www.wifo.ac.at/gudrun.biffl

1. Introduction to COMPASS

1.1 Background of the project

Europe is facing major structural changes in the wake of double ageing due to an increasing life expectancy on the one hand and low fertility rates on the other. At the same time Europe's societies become increasingly pluralistic due to migration. While immigration tends to slow down the process of ageing, it may also challenge social cohesion. In order to address the challenges emanating from these two important trends, the European Commission has developed the Lisbon strategy. It is to ensure socio-economic inclusion and productivity growth by various means and instruments (COM 2007). While the more immediate objective of the Lisbon agenda is to stimulate growth and create more and better jobs (Council 2009), the wider agenda includes measures to promote lifelong learning and thereby productivity growth and socio-economic inclusion.

Lifelong Learning moves center stage in the 'Europe 2020' agenda. Education is number 4 of the 5 targets, aiming at reducing the school-drop out rates below 10% and reducing early school leaving. Within this overarching strategy, the Leonardo lifelong learning programme (LLP) plays an important role: it focuses on vocational education and training of youth, aiming at the promotion of their employability and wellbeing. "COMPASS" is a youth learning project within the framework of Leonardo. It addresses migrant and ethnic minority youth of disadvantaged background. Migrant and minority youth with a low educational attainment level are at risk to be socially and economically excluded or marginalised in many European countries. Often they lack the basic skills to make independent choices relating to their education and career. Accordingly, they tend to be early school leavers or drop-outs and underrepresented in further education and training programs, in apprenticeship and other upper secondary education, and particularly in tertiary education. "COMPASS" offers guidance to identify the occupational aspirations of youth and the concomitant education and training needs.

The objective of "COMPASS" is to inform the target youth about their choices and to promote the acquisition of basic competences and skills to make autonomous and realistic occupational and educational decisions. The provision of the four following basic competences is the goal of the project:

- 1) Ability for self-reflection
- 2) Ability to make a decision
- 3) Ability to know where and how to get the information needed to make informed choices (research competence)
- 4) Ability to formulate and pursue educational and professional goals

The four "career management skills" should empower the young people and provide them with the basic skills needed to decide upon and effectively pursue their own careers.

The core of the project and its innovative character is the organisation of an "urban orienteering race" for the target youth: this is a structured orientation course through the city /

community which lasts for several weeks. It is organised like an adventure run or "Schnitzeljagd/hunt" where the target youth will be required to fulfil various tasks which are built around their chosen/optional professional career or their training/further education needs.

Various institutions involved in the provision of education and training, counselling and job matching are brought on board and linked up as an integral part of the project. These networks include public institutions, training institutes and consulting organizations which are to serve as points of information and advice in the course of the orienteering race.

The result is a transferable method, which is a new way of reaching out to youth to help them with their professional orientation and to help them identify the appropriate education and training channels.

"COMPASS" has a two pronged approach: it aims at raising the productive potential of the target group and at contributing to social cohesion, two pillars of the Lisbon agenda, at the same time. In addition, and this is possibly the most important point for the target group, it aims at raising their self-confidence and self-determination.

The project "COMPASS" focuses on the learning needs of youth of disadvantaged socio-economic background, namely persons of Turkish and/or Bosnian-Serbian-Croatian origin in Austria and Germany, of Roma in Slovakia, of Travellers in Ireland, of various migrant groups in Greece, and of Roma and Kurds in Turkey. The learning needs of these groups of persons remain often unaddressed as they tend to be marginalised in the wider socio-economic and political spheres of the countries they reside in. As a consequence of reduced socio-economic participation they tend to become isolated within the majority communities they live in and separated from other migrant or minority communities.

The project "COMPASS" is built around 13 work packages.

WP 1: Project management

WP 2: Quality monitoring

WP 3: Needs analysis based on questionnaire and state of the art report

WP 4: Development of Curricula for youth and their „urban orienteering race“

WP 5: Building of institutional network: companies, institutions, chamber of labour, etc.

WP 6: Reach out to target youth and establishing a team of youth

WP 7: Sensitization of employers and public authorities for the needs of the target group – awareness raising, provision of advice/training of coaches who accompany the `career orientation race`

WP 8: Development „urban orienteering race“, a parcours through the city for educational and occupational advice

WP 9: Compilation of material/outputs of the project, access via website

WP 10: Final conference for employers, counselors, trainers, social workers, youth....

WP 11: Distribution and dissemination

WP 12: Accompanying evaluation

WP 13: Organisation, development and cooperation – partner meetings

The process of developing the project and the contents is closely monitored and every step evaluated, an aspect of WP2 and 12. In the appendix the evaluation forms can be accessed.

1.2 Partners and partnerships

To promote the career management skills of disadvantaged youth (15-25 years of age), six countries joined in a partnership, namely Austria, Germany, Greece, Ireland, Slovakia and Turkey, to pool their knowledge and experience in reaching out to the respective communities and in developing the curriculum, the institutional networks and the orientation run through the city and its institutions. Austria and Germany were chosen because of their long history of immigration and consequently large migrant youth populations of first and second generation; Greece has been chosen because of the more recent but significant inflows of various migrant groups and the challenges the migrants and the host institutions are faced with; Ireland has been chosen because of its unique, century old tradition of marginalisation of travellers and the search for new ways to exit the lock-in; Slovakia was selected because of the large Roma communities¹, the most disadvantaged ethnic minorities in Europe; last but not least Turkey has been welcomed into participation as it is increasingly recognising the existence of various ethnic groups within the Turkish population, some of them being clearly marginalised, e.g. the Roma and Kurdish citizens in the area of Samsun, a dynamic industrial centre on the shores of the Black Sea and the focus of our project.

Verein Multikulturell, an Austrian non-profit association specialising in intercultural integration and learning, took the lead as project coordinator. The additional implementing partners were:

- International Education Information Exchange (IEIE), a non-profit adult education and training institution focusing on intercultural dialogue, in Stuttgart/Germany,
- DIDE PIERIAS, the Directorate of Primary and Secondary Education of Pieria in Greece,
- Exchange House National Travellers Service, an organisation of Travellers which provides Youth work, Education Services and Community Development to the Traveller Community in Dublin, Ireland,
- ANNWIN - Centre for the support and development of human potential, a non-profit association focusing on education and training as well as capacity building of individuals and institutions in Slovakia;

¹ In this report we use the term Roma as a generic term, recognising that tsigan societies are composed of a large number of cultural-ethnic groups (Ashkali, Sinti, Roma, Lovara, Manouches, gypsies,...); The 'Roma' have been part of the European societies for centuries, representing some 10-12 million people in the EU-27 member states. Most Roma are EU citizens. For more see: <http://ec.europa.eu/social/main.jsp?catId=518&langId=de> and <http://www.dostia.org/en/node/118>.

- MOZAIK - Human Resources Development, a non-profit institution in Samsun, Turkey, focusing on the education and training and professional orientation of youth, thereby fostering their employability.

Expert input was provided by the Danube University (Prof. Gudrun Biffl, Department of Migration and Globalisation). The University is providing scientific guidance in the development of the state of the art report, the development of the questionnaires to establish the needs of youth (on the basis of a questionnaire given to a qualitative sample of members of the target groups) and the evaluation of the process and the outcomes (on the basis of evaluation questionnaires, focus groups and workshops with the partners). The Danube University is also monitoring the various meetings, helping to conceptualise the structure and content of the partner meetings.

1.3 Objectives

The overall objective of the "COMPASS" project was to involve early school leavers and school drop-outs of disadvantaged groups (migrants and ethnic minorities). This objective was to be achieved by lowering the threshold to entry into counseling by bringing the institutions into the project and by offering a learning path for youth for self-help. This is of particular importance for migrants and ethnic minorities who have little experience and knowledge about where and how to obtain advice on career opportunities. Another objective in that context was to address and thereby overcome fears and anxieties of migrants and distant learner groups, many of them not having had many, if any, positive memories of earlier education. In addition, by focusing on migrants and ethnic minorities, the integration into lifelong learning is to counter exclusion, to promote intercultural and intergenerational learning and to foster the self-esteem of the target groups. The more immediate objective was to make the target group realise that there is always a way to move on via learning, that learning can be fun, that it enriches everyday life, that it provides coping strategies for challenges in the private and public spheres, that it enhances their employability and that it provides opportunities for new social contacts.

In order to achieve these goals, the objective was to develop a curriculum for learning about career options, to bring in partner institutions who help develop a career, find ways of further education and training and eventually offer job opportunities. The other side of the coin is to address youth and identify their needs and to offer them an alternative way of learning about their career options, namely via an adventure trip through the maze of institutions which are all willing to cooperate and to help. To this end, an 'urban orienteering race' is organised for the target group, accompanied by learning modules and social workers/counsellors.

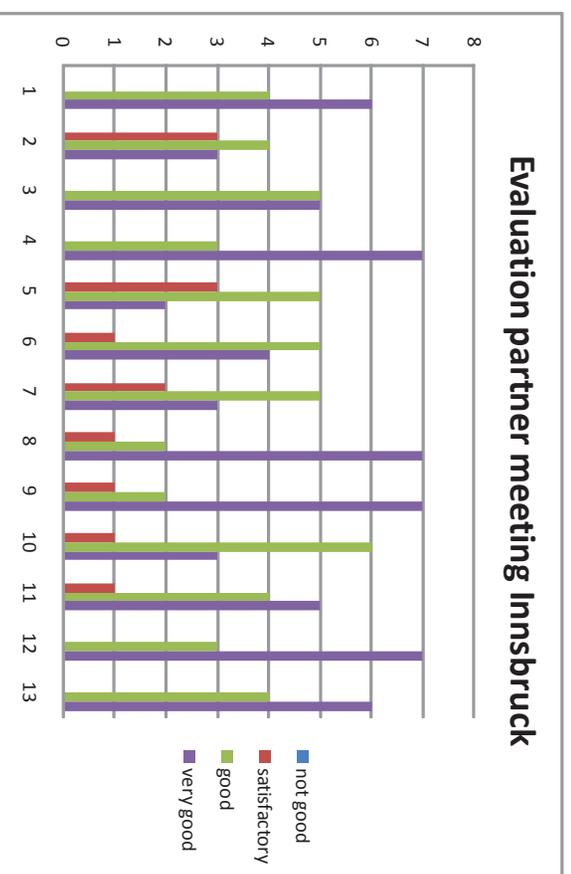
1.4 Innovative aspects of the project

The project combines various innovative aspects. By addressing disadvantaged youth, it counters their propensity to leave school early or to drop out altogether. This focus will help reduce poverty and social exclusion, given the understanding that education and training

At the occasion of the kick-off meeting in November 2010 (in Innsbruck, Austria) the target groups in the various partner countries were specified. The implementing partners had been chosen on the basis of their close ties and experience with associations and communities of the target groups. They are education authorities, occupational and educational training providers and career counsellors, and service providers for the target group. They are also bridging institutions between the target group and the mainstream institutions and communities.

In the first partnership meeting the work packages were discussed, the guidelines and forms to be filled out for monitoring the process of work were handed out and the development of an evaluation grid was discussed. (see appendix).

The evaluation of the partner meeting by the 10 participants was good or very good in almost all of the 13 questions (for questions see form in the Appendix). The only questions which only received a satisfactory mark by 3 were point 2 (adequate information prior to meeting), point 5 (time structure of workplan and group work); two were not overwhelmed by the group dynamics and discussions (point) and one or the other query. All in all 50% were highly satisfied, 40% thought it went very well and 10% were simply satisfied.



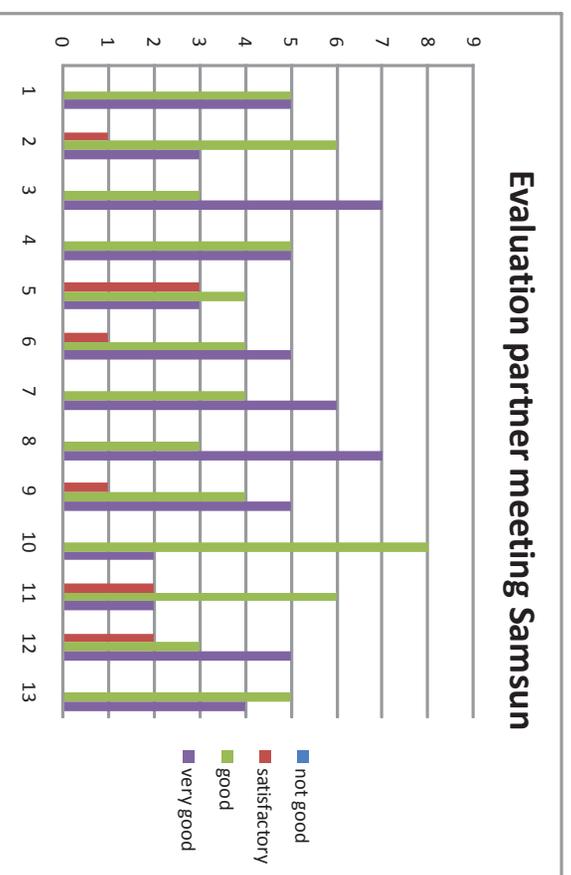
As far as the indicators are concerned there was a high degree of satisfaction with the running of the meeting in Innsbruck, some mentioned that the information did not reach them in time before arriving at the meeting, others that they were not too happy with the time management. The accommodation, food and socials were highly appreciated by all.

In the 5 month period between the kick-off meeting and the second partner meeting in Samsun (Turkey) in April 2011 the state of the art reports were written, on the basis of a common grid (see appendix) – thus establishing the extent of the marginalisation of the target groups. Between the two partner meetings the questionnaire was also developed (see appendix). On the basis of the questionnaire target youth was approached and their basic

needs and challenges in acquiring proper counselling were established. Both the state of the art reports and the outcomes of the questionnaire were presented in Samsun.

At the occasion of the meeting, a grid for the evaluation of the experiences in obtaining information from the target group, the position of stakeholders was discussed. While the state of the art reports can be accessed separately as a product of the project, the evaluation of the process of obtaining data and information and the experiences with the reach out to the target group for interviews were quite different. In what follows we first present the evaluation of the Samsun meeting, followed by the evaluation of the process and workload between the partner meetings.

The evaluation of the partner meeting in Samsun was somewhat different to Innsbruck. The overall rating was a bit more moderate, i.e. the highest ranks were given to the discussions and group dynamics and, apart from the satisfaction with the venue, the content and quality of the presentations and the work plan.



As far as the indicators are concerned 88% of all question received a positive reply. Of the 12% negative replies queries pertained to the fact that some knew each other already and others were newcomers, which hampered professional contact. Another evaluation questionnaire was handed out in Samsun, namely an evaluation of the pre-conditions for effective collaboration. There is a common understanding that the most important precondition is respect of each participant and acknowledgement of the skills and competences of each. Another aspect which most put high up on the list was a common task and trust. For some a certain autonomy in one's work is also seen as very important.

The quality monitoring questions and the evaluation provided by Ireland relative to the establishment of the needs of travellers via the questionnaire was the following:

1. What were our duties ?/Why did we do what we did ?

Our duties were to carry out a needs analysis. We chose to do this through questionnaires because we wanted to gain a more personal unbiased view from our participants. Some of our participants lack certain literacy skills so a staff member was on hand to provide assistance when completing the questionnaires. We distributed 65 questionnaires (and received 30 back) to both male and female between the ages of 15 to 25.

What young people did we choose? Where ?/ How?

We chose to implement the questionnaires with young people both male and female between the ages of 15 and 25. Exchange House has a long standing positive relationship with Travellers in Ireland. Like in any other community, trust needs to be developed over time. The young people came from our education centre and schools we provide services at. In addition, through our Youth and Family Support services we were welcomed in their homes as well as community centres in the halting sites (halting sites are a cluster of mobile/caravan homes specifically providing housing for Travellers provided the local housing authorities)

What was the process you went through?

Travellers are a very diverse unique group with a variety of needs and skills. We wanted the questionnaires to reflect this. We wanted the interviews to be equally divided by gender, age, educational levels and employment status.

Some of the interviewees attend the schools where we provide services. Others came from the training programmes running in Exchange House. These programmes would fall in the category of secondary II Vocational Education. Many of these young people would be early school leavers that have returned to education. Other young people came through Exchange House Youth Services. Exchange House Youth services provides personal, educational and recreational/sports services to at risk Travellers.

Exchange House Family Support Services provides front line services to some of the most marginalised Travellers in Ireland. The majority of the families we work with are unemployed with very diverse needs. A great number of our clients are in prison and have addiction issues. In addition many of them experience domestic violence, are involved in prostitution and experience high levels of suicide. It is important to mention that Travellers make up 15% of the domestic violence national rate even though they only make up 1% of the population. The suicide rate for Travellers is 6% higher than the general population. Infant mortality rate is 3.5% higher than the general population.

Due to the trust we have built over the last 30 years providing essential front line services to the Traveller community, though time consuming, we faced little difficulty implementing the questionnaires. We were always welcomed in their homes and/or communities. Exchange House is seen as partners, defenders, promoters of Traveller rights. We also have a very good

reputation and excellent relationships with policy makers as well as other organisations and local and national government departments.

How did the target group see themselves?

As members of a marginalised community that is often discriminated against within the Irish education system, some of the young people interviewed seemed to have difficulty understanding the value of education. The young Travellers that had returned to education seemed to have a better sense of the value of education and how their lives could be significantly improved by acquiring additional educational skills. A smaller percentage placed no value or importance in education. They seemed to place more value in getting married and having their own family. Traditionally, most Travellers tend to marry at a very young age and start families immediately.

What was the feedback you got on the questionnaire / interviews?

A great number of the interviewees expressed interest and desired to better educational achievements. A number of them hadn't received advice on how to proceed and/or where to get the necessary information. Their view was that they would be discriminated against. Though some of them hadn't experienced it first hand, due to their parents or friends experience they feared that their ethnic background would prevent them from receiving the right information and assistance. They much prefer to deal with services that are Traveller specific. This is where Exchange House plays a vital role in disseminating information and Traveller specific front line services.

A third of them felt that they were unable to support themselves financially. Due to Ireland's current economic crisis most social and educational services have been severely cut. As a result a number of organisations/services providing assistance to some of the most vulnerable Travellers and other marginalised groups no longer have the necessary resources. This has created a great deficit and overcrowding of services. Social welfare payments have dropped, child benefit has been affected as well as the medical card. Having less money coming in perpetuates the poverty cycle and they now have to make a choice between educating or feeding themselves.

Compared to other European countries Ireland is a very prolific country. Because of this there is a higher level of young people. This demographic pressure has created a more competitive market. This is creating additional pressure for young Travellers. Jobs that traditionally didn't require qualifications do now. This is pushing them even further into poverty as even the most basic of jobs are no longer available to them. This phenomenon is however forcing them to rethink their value and view of education and employment.

How many did you talk to? Success rate.

We spoke to about 65 young people. We completed 30 questionnaires. Those that didn't answer felt that the questionnaires would be of no consequence for them. Part of this comes from Ireland having recently changed the social benefits for families and young people. Welfare payments were significantly reduced for age group 17 to 25. Training allowances were reduced by almost half.

Difficulties encountered?

Some of the difficulties encountered were:

- Distance travelled to complete questionnaires
- Time spent in clarification of questionnaires
- Difficulty understanding and clarifying the definition of OECD in relation to the Irish education system
- Literacy skills amongst the interviewees
- General interest in education or employment

Do your results fit the standardised outside view? OECD data etc.

Yes

Does the needs analysis meet the needs of your target group?

The needs analysis reflected the labour and employment needs of Travellers. The needs analysis also reflected the educational and additional needs of Travellers i.e education and other basic needs as accommodation, housing, financial resources and the need to be socially accepted by the wider community.

The German monitoring report of the process and the evaluation follows in German. The procedures undertaken and difficulties encountered are quite different to those of Ireland.

Qualitätsmonitoring-Prozess von IEIE Stuttgart

IEIE wählte als direkte, primäre Zielgruppe für COMPASS in Deutschland die Gruppe türkisch-stämmiger Jugendlicher aus. Alle Daten und Berichte (Pisa, BIBB-Studie, s. State-of-the-Art-Report DE) identifizieren die Gruppe türkisch-stämmiger Jugendlicher im Alter von 14 bis 19 Jahren als besonders benachteiligt, bzw. als Gruppe mit besonderen Bedürfnissen. Probleme ergeben sich vor allem beim Übergang von Schule zu Beruf, bzw. einer beruflichen Erstausbildung.

Von den türkisch-stämmigen Jugendlichen, die im Alter von 15 oder 16 Jahren die Hauptschule abschließen, schaffen nur 18% innerhalb eines Jahres den Übergang in eine berufliche Ausbildung. Alle übrigen belegen „Zwischenlager des Bildungssystems“, wie z.B. Berufsvorbereitungsjahre, Berufskolleg I und II etc., um zumindest in der nationalen Statistik nicht als Arbeitslose aufzutauchen.

Von den türkisch-stämmigen Jugendlichen, die mit 16 oder 17 Jahren die Realschule abschließen, schafften immerhin 31 Prozent innerhalb eines Jahres den Übergang in die berufliche Bildung. (Alle Zahlen Quelle BAMF, Bundesamt für Migration und Flüchtlinge).

IEIE arbeitet seit über 15 Jahren in Jugendbegegnungen, beruflichen Bildungsprogrammen und Sprachkursbegleitung mit der Zielgruppe türkisch-stämmiger Jugendlicher. IEIE hat über die Tätigkeit von IEIE-Mitarbeiterinnen direkten Zugang zu dieser Zielgruppe. Brigitte Neißer arbeitet direkt mit dieser Zielgruppe in der Stadteilbücherei Kneippweg in Stuttgart. Marfin Kligus ist als Mitglied des Integrationsausschusses der Stadt direkt an der Erstellung und Entscheidung über lokale Förderprogramme zur Steigerung des Ausbildungserfolges von Migrantenjugendlichen, vor allem türkisch-stämmigen Jugendlichen beteiligt. Dies ermöglicht IEIE den leichten Zugang zu direkten und indirekten Zielgruppen von COMPASS.

Der Entscheidungsprozess zur Auswahl dieser Zielgruppe war sehr direkt. Die Jugendlichen wurden durch direkte Ansprache in der Stadtbücherei, in Ausbildungsbetrieben, die von türkischen Migranten betrieben werden, in einer beruflichen Schule mit Berufsvorbereitungsklasse sowie über die Integrationsbehörde der Stadt Stuttgart rekrutiert. Die Jugendlichen freuten sich über die Fragebogen, weil sie den Eindruck hatten, dass sich jemand „um sie kümmert“, „sie angehört werden“ und sie die Möglichkeit haben „auch mal außerhalb von Schule und Familie und weg von Eltern, vor allem Vätern“ mal sagen und schreiben zu können, was ihnen in Sachen Beruf und Job wichtig ist. Die Jugendlichen selbst sehen sich zum großen Teil als Stuttgarterinnen und Stuttgarter, etwas zur Hälfte als Deutsche oder als Türken, definieren sich aber nicht direkt als Migranten, sondern eben als Jugendliche, die – so wie alle anderen auch – in Stuttgart leben. Die Realität des Migrationshintergrunds spielt in ihrem direkten Alltagsleben auf „Reflexionsebene über das eigene Ich“ eine untergeordnete Rolle: Erst wenn sie zum direkten Nachdenken darüber aufgefordert werden, wenn sie gefragt werden, ob z.B. ihr Migrationshintergrund bei Bewerbungen als negativ empfunden wird, beginnen sie, den Migrationshintergrund als spezifisch für sich selbst als Einzelperson zu empfinden. Insgesamt wurden 38 Jugendliche angesprochen, von denen 31 den Bogen zurückgaben. Wichtig ist: eine Gruppe von Jugendlichen war eine zu 95% aus Migranten-Jugendlichen bestehende Berufsvorbereitungsklasse (BEJ), die mit ihrem Lehrer gemeinsam die Bögen ausfüllte. Der Lehrer wurde zuvor als „Coach“ in den verschiedenen Aspekten des Fragebogens geschult. Die Schulklasse bot sich an, weil sie direkt von der Phase des Übergang von Schule zu Beruf betroffen sind, direkt die verschiedenen Beratungsangebote an Schule sowie der Arbeitsagentur durchlaufen und der Lehrer zudem über Elternabende und dort stattfindende Berufsinformation für die Eltern seiner Schüler berichtete. Für den Lehrer ergab sich mit COMPASS die Möglichkeit, das Thema Berufswahl nochmals direkt zu thematisieren.

Das Projekt wurde in den vergangenen Monaten bei verschiedenen indirekten Zielgruppen, vor allem Behörden, Ministerien etc. vorgestellt. Wichtig war dabei ein Kontakt zur baden-württembergischen Kultusministerin Monika Schick, deren Referentin sofort vom Projekt COMPASS und der Notwendigkeit, für die spezifische Zielgruppe zusätzliche Programme und Angebote zu entwickeln, begeistert war. Die Referentin begann nach dem Gespräch, ein eigenes Programm zu entwickeln, das gezielt türkische Jugendliche ansprechen soll. Als Kooperationspartner stieg das Türkische Generalkonsulat bei ihr ein. Für IEIE ergibt sich der

Vorteil, dass COMPASS direkt an die Initiative des Ministerium angeschlossen wird. Das Ministerium ist dabei ein sehr guter Türöffner, um an die wirklichen Entscheidungsträger im Bildungsbereich heranzukommen. Die Plattform des Ministeriums dient dabei für IELE als Multiplikator, COMPASS direkt wirklichen Entscheidungsträgern vorzustellen.

Die Ergebnisse der Befragung (nationale Auswertung) haben die Erwartungen zur Situation der Jugendlichen bestätigt. Außerdem bestätigte sich, dass das deutsche Schulsystem sehr früh selektiert, das heißt, am Ende der Grundschule im Alter bei den Schülern im Alter von 10 Jahren über deren Bildungskarriere entscheidet. Migrant*innen werden bei diesem Prozess benachteiligt. Dies zeigt sich auch in der Befragung sowie bei den Gesprächen mit den Jugendlichen am Rande der Interviews. Sie fühlen sich zu wenig eingebunden und im Alter von 10 Jahren überfordert, über einen Bildungsverlauf im sehr komplexen deutschen Bildungssystem zu entscheiden. Die Daten entsprechen aber den Daten der OECD und der PISA-Studie, die in Deutschland zu Lage von Jugendlichen mit Migrationshintergrund ermittelt wurden. Wichtig war, dass die Hälfte der Jugendlichen den deutlichen Wunsch nach einem Mentor oder Berater außerhalb der Familie und Schule äußerte. Fast alle haben konkrete Vorstellungen über einen möglichen Beruf, wissen aber nicht, ob sie diesen Berufswunsch jemals realisieren können und welche Voraussetzungen dafür zu erfüllen sind. Aufgrund der von den Jugendlichen empfundenen direkten Benachteiligung im Bildungssystem scheint zu einer gewissen Resignation zu führen, aus diesem System heraus Hilfe zu erhalten. Ein „neutraler“ Mentor scheint daher vielen als ideal, eine Art freundschaftlicher Begleiter, der individuell auf ihre Wünsche eingehen kann.

Für IELE ergibt sich aus der Auswertung, dass beim Urban Orienteering Race Möglichkeiten der direkten Einzelberatung und zur Gewinnung eines Mentors für Jugendliche geschaffen werden müssen. Dies wird auch von Netzwerkpartnern wie der Agentur für Arbeit, Konsulate, JobConnection (Arbeitsvermittlung der Stadt), Jugendhausgesellschaft Stuttgart, Deutsches Türkisches Forum, JobCentern, Föderation türkischer Eltern in Baden-Württemberg etc. unterstützt. Ihnen fehlen jedoch die personellen wie finanziellen Ressourcen, solche Mentoren bereit zu stellen.

Indikatoren für IELE zur Bewertung von COMPASS sind zur Zeit:

- Anzahl von Netzwerkpartnern, die bereit sind, am Urban Orienteering Race teilzunehmen (als Anlaufstation) und den Sinn von COMPASS als positiv begründen;
- Positive Rückmeldungen von den Jugendlichen, der direkten Zielgruppe, zur Initiative und Freude darüber, dass „jemand was für sie tut“;
- Anstoß zu einer eigenen Initiative des Ministerium, was indirekt die Bedeutung des Themas und der Zielsetzung von COMPASS als richtig und wichtig kennzeichnet;
- Zufriedenheit der COMPASS-Netzwerkpartner mit graphischer Arbeit von IELE (Tobias Jochinke und seine Entwürfe etc.);
- Fakt, dass bislang keine großen Probleme oder Herausforderungen zu meistern waren, sondern das Projekt zwar arbeitsintensiv, aber von der Abwicklung her ohne Hürden verlief;

- Entwicklung Finanzen- und Berichtswesen bislang positiv verlaufen;
- Rückmeldung von Partner an ILE auf Anfrage erfolgten, alles zeimnah, z.B. Übersetzungen für Postkarten etc. (Sofia, Viera, Heydi, Ömer immer schnell antworteten);
- Sehr direkter Kontakt zu Kristina, Klaudia und Gudrun (z.B. Emails für Fragebogen, Grid für State-of-the-Art-Report).

The Monitoring report of Slovakia tells a different story again:

Our target group for the needs analysis were young Roma living in places close to Banská Bystrica, aged between 16 and 21. We have translated the questionnaire and adapted several questions to the ethnic minority (not migrants). As it is difficult to ask them or identify themselves as Roma, or even be identified from outside as Roma, we used more descriptive way – your background, origin etc.

In the reachout we turned to an ethnic minority association we have a good relationship with and trust between us. They operate in Zvolen, which is a city just 16 km from BB and we closely cooperate with the municipality and NGOs here for more than 12 years.

As we found the level of the questionnaire quite high, we also decided to work with the group who is long- term facilitated and engaged in various programs. This helps as they are used to fill in questionnaires and work with such kind of information. Even in this case the guided way of filling it out was chosen: the facilitator was reading each question and explaining problematic points, when it was done in the group. It was 16 people together. Next part of the participants were approached individually as they came to the centrum which is run by this association, daily to spend some time on the internet or for other activities. 90% of people addressed were willing to participate. To reach out to the communities in settlements would be very difficult and also the interviews would be time consuming, so due to quite short time for the data collection we did it this way. We addressed also the group of youth who participated in summer in the youth Exchange, but only 2 of 10 responded and sent the questionnaire filled out by mail. Probably the personal contact was missing there.

The reactions were both positive and rather sceptical, some of them do not trust it could help. The unemployment is high in Slovakia, a lot of people have even returned from abroad where they worked, so they are not ver optimistic. They see the problem as external, they never think that the problem may be linked to their Roma roots, even though they agree there is a discrimination of Roma.

Specific to our school system is that primary and lower secondary education are provided together, in the same school, and we are not used to distinguish that. Passing from one level to another is without any exams or testing and is considered as compulsory education.

We have expected some problems, but to our surprise everything went smoothly, only exception was the lack of feedback from the group we addressed by mail.

We do not want to avoid the rural people, so in next phase we will work also with them.

According to the stakeholders, we are looking for the best way how to make the project valuable and have greater impact. We asked the Head of the Reginal Government and MEP

Mr. Manka to take the auspices on the project, we are waiting for his reply. We also participated at the newly establishing activity of a vocational school in Zvolen who want to develop integrative education approach to increase the access of the youth from disadvantaged background to higher education. So they also welcomed our project. It will be good linkage to similar initiative in the close region. Most helpful was the Quo vadis association who also bridged us to this initiative.

The Turkish monitoring report has another focus yet.

What were out duties? Why did you do what you did?

We wanted to reach disadvantaged youth of various ethnic origin in Turkey via the questionnaire.

What youngster did you select for the questionnaire? Where? How?

Mozaik has contact above all Roma and Kurds in Samsun. In Samsun live Kurds and Roma in a certain determined quarter. We went there and had the youth interviewed with the help of acquaintances.

What was the process you went through?

We had tried to get the trust of the youth to gain: when we with the questions asked, we had not asked, whether they were interested in an ethnic group. Some youth are interested, well so was the first time we had. Until this time no one with them employed and they do not belong.

How did the target group see themselves?

The Roma and Kurds feel lonely and want to be accepted. But the Kurds are more of a problem. They were previously as seasonal workers in Samsun come, but in some years live many Kurds in Samsun. Their children go to school. They have their own businesses. But unfortunately the society has still prejudices against Roma and Kurds.

What was the feedback you got on the questionnaire / interviews?

The feedback was very positive. They are very happy, because someone (Mozaik) is interested in their problems. We have contact with our youth broken. They know already, when they need support, that we are there.

How many did you talk to? Success rate...

We have interviewed 45 youth and contacted them. We have in total 32 interviews made and 2 youth have filled in the questionnaire. 6 youth have not

Interesse gehabt, weil sie gedacht haben, dass es nichts bringt. 5 Jugendliche waren nicht geeignet für das Projekt Compass, aber wir haben die Interview nicht abgebrochen, damit wir sie nicht demotivieren. Aber in den Fragebögen haben wir diese 5 Jugendlichen ausgeschlossen.

Reaction of NGOs, labor market? How did they see you?

So ein Projekt ist auch für die NGO's ganz neu. Wir haben viele Bildungs- und Berufskursorganisationen besucht, sie haben sehr viel Interesse gehabt, weil das Projekt Compass genau für diese Organisationen wichtig war. Mozaik hat auch viele Lehrer kontaktiert und die sind bereit, zukünftig im Rahmen des Projektes mitzuarbeiten.

Difficulties encountered?

In Samsun, und generell in der Türkei ist es nicht so leicht, jemanden nach seinem ethnischen Hintergrund zu fragen. Die Menschen sind sehr empfindlich, wenn jemand ihre ethnische Herkunft fragt. Es ist auch gesetzlich verboten, ethnische Gruppen in der Türkei zu diskriminieren. Deswegen haben wir fast alle Fragebögen via Interviews gemacht.

Special aspects of your educational system (primary, secondary, ...)

Seit einigen Jahren hat das türkische Bildungssystem sehr viel geändert. Früher war nur Volksschule Pflicht, aber jetzt sind Volksschule und Hauptschule zur Pflicht geworden. Derzeit müssen alle Kinder, die zwischen 6-14 Jahre alt sind, diese neue Form der Volksschule (Oköretim) besuchen. Kindergartenbesuch ist in Samsun Pflicht, und zwar als Pilot für die Türkei. Mit der Zeit wird es in der gesamten Türkei Pflicht sein, den Kindergarten zu besuchen.

Do your results fit the standardized outside view? (OECD-data etc.)

Nein, es gibt keine Untersuchungen dazu bin der Türkei.

Does needs analysis meet the needs of your target group?

Die Fragebögen waren für uns sehr hilfreich, um die Bedürfnisse von ethnischen Angehörige festzustellen. Ethnische Minderheiten/Migranten Jugendliche benötigen Unterstützung, wenn sie über ihre Bedürfnisse nachdenken und darüber entscheiden/sich festlegen. Es ist leider in der Türkei nicht so leicht über ethnische Minderheiten/Migranten Informationen zu finden.

Expectation: What did you expect and what was the outcome?

Wir haben immer gedacht, dass so ein Projekt wie Compass in Samsun sehr gut laufen kann. Als wir die Jugendlichen getroffen haben, waren sie sehr neugierig. Aber ihre erste Frage war: „werden wir am Schluss einen Beruf haben“. In so einem Land wie der Türkei haben Jugendliche bestimmte Erwartungen. Und es ist nicht so leicht, die Erwartungen der Jugendlichen zu befriedigen oder ihnen zuzusagen, dass ihre Wünsche ohne Unterstützungen von außen wenige Erfolgchancen haben.

The Greek report is included in the questionnaire responses, indicating a most diverse migrant youth target group:

All 37 questionnaires have been completed in February 2011 in Katerini, North Greece.

The reach out to interviewees was:

School	19	51,4%
training center	13	35,1%
public places	5	13,5%

The institutions where the questionnaires have been distributed are:

- 1st, 2nd Technical / Vocational high schools of Katerini. (EPAL)
- Evening Vocational / Technical school of Katerini (Esperino EPAL)
- Professional Adult School of Katerini (EPAS)
- Post Secondary Professional Institution of Katerini. (IEK)
- Adult Educational Center / Inclusive classes for migrants. Modern Greek courses. (KEE)
- Directorate of Secondary Education of Pieria (DIDE Pierias)

Identify the way you acquired the information

questionnaire	32	86,5%
interview	5	13,5%

The interviews were only 5 because the migrants were unable to fill out the questionnaires.

Personal Identification:

male	12	32,4%
female	25	67,6%

We see that the women are more than the men. The inclusive classes of the migrant adult learners were consisted mostly of women. That shows that the need of a job and for a better financial family status push the women to find alternative ways, other than the house keeping and raising the kids.

Year of birth:

1964	1	2,7%
1972	1	2,7%
1975	2	5,4%

1977	2	5,4%
1980	1	2,7%
1983	1	2,7%
1984	2	5,4%
1985	4	10,8%
1986	1	2,7%
1990	3	8,1%
1991	4	10,8%
1992	5	13,5%
1.993	6	16,2%
1.994	3	8,1%
1.995	1	2,7%
Total	37	100,0%

The most frequent years of birth are 1985, 1991, 1992 and 1993. They are young people who have finished the basic education or they end their studies and are on searching of a job. Basically, the most of the immigrants came in Greece very young for searching a better life and finding a job. The migrant people have been born in their own country of origin and moved in Greece as adults or even as teenagers.

Current citizenship

Greece	10	27,0%
Other	5	13,5%
Bulgaria	2	5,4%
Hungary	2	5,4%
Montenegro	1	2,7%
Albania	10	27,0%
Poland	2	5,4%
Uzbekistan	1	2,7%
Romania	2	5,4%
Moldavia	1	2,7%
China	1	2,75%

Total	37	100,0%
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The migrant people, who have been born in the country of the residence, have also the citizenship of this country. It's probably the low facility that provides the necessary legal citizenship in case of birth in these countries.

Some of the migrant people prefer to preserve their own initial citizenship. That depends of the low status of the country and of how easy they can get the citizenship.

Bureaucracy is one of the most difficult barriers for the migrant people who decided to live and work in another country. The immigrants who have the Greek citizenship are repatriates (Pontius people) or Greek people who have been born on abroad and decided to repatriated. Both get automatically or with easier way the Greek citizenship.

Citizenship at time of birth

Germany	1	2,7%
Greece	6	16,2%
Other	3	8,1%
Bulgaria	2	5,4%
Georgia	3	8,1%
Hungary	3	8,1%
Montenegro	1	2,7%
Albania	10	27,0%
Poland	2	5,4%
Uzbekistan	1	2,7%
Russia	1	2,7%
Romania	2	5,4%
Moldavia	1	2,7%
China	1	2,7%
Total	37	100,0%

The Albanian people are very frequent in Greece. We have also many immigrants from Georgia and Russia.

Age of time of immigration

1	1	2,9%
2	1	2,9%

3	1	2,9%
4	1	2,9%
5	3	8,8%
6	3	8,8%
7	2	5,9%
8	1	2,9%
9	1	2,9%
11	3	8,8%
15	1	2,9%
16	1	2,9%
18	1	2,9%
19	1	2,9%
21	3	8,8%
23	1	2,9%
24	4	11,8%
26	1	2,9%
28	1	2,9%
29	1	2,9%
32	1	2,9%
40	1	2,9%
Total	34	100,0%

The most of the migrant people have been moved very young with their parents to the present country of residence or as teenagers or young adults.

Born in current country of residence

yes	2	5,4%
no	35	94,6%
Total	37	100,0%

A very few of them have been born in Greece. They came in Greece with their families.

Family Status

married	10	27,0%
single	16	43,2%
divorced	1	2,7%
other	10	27,0%

Because of their age the most of the migrant people are still single. The married status is high.

Do they have children?

yes	6	16,2%
no	31	83,8%
Total	37	100,0%

The most of the theme don't have children. They are students or young adults.

Children number

1	3	8,1%	50,0%
2	3	8,1%	50,0%
Total	6	16,2%	100,0%

It's 8,1% percent of the who have 1 child and 8,1% who have two children or from the person that have children 50% of them have 1 child and 50% of them have two children.

Did you live on your own or with others?

alone	1	2,7%
partner	8	21,6%
with parents	22	59,5%
with other persons	1	2,7%
other	5	13,5%

The most of theme are students, teenagers, and young people on training. So, we see that they "prefer" to live with their families. Is clearly a matter of money and financial conditions. The immigrant who are married, live with their partner and children.

What is your highest educational attainment level?

primary	1	3,0%
secondary	12	36,4%

higher	19	57,6%
vocational	1	3,0%
Total	33	100,0%

More than 50% of the migrants have reached the higher education. That means a level more than the basic education.

Education obtained abroad.

primary	5	19,2%
secondary	16	61,5%
higher	5	19,2%
Total	26	100,0%

More than 60% have obtained a secondary level of education since they lived as children or teenagers from their origin countries.

Education obtained in country of residence

secondary	11	30,6%
higher	24	66,7%
vocational	1	2,8%
Total	36	100,0%

The higher education level is bigger. The secondary level is also considerable.

Has it been validated in current country of residence?

yes	33	97,1%
no	1	2,9%
Total	34	100,0%

Only 2,9% of the answers were negative concerning the recognition of the education attainment level on abroad. That means that in Greece there is a sufficient educational policy that provides all necessary steps for the recognition of the educational level obtained abroad.

Are you currently employed?

full time	3	8,1%
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part time	4	10,8%
casual, clandestine work, informal work	9	24,3%
non employed (because of employment or education)	15	40,5%
not employed, in household	4	10,8%
not employed because of maternity	2	5,4%

The 40% of the migrant people are unemployment or in phase of training or studying. The casual work is also a considerable number that shows the current economical status of the countries of residence and their illegal status in Greece.

Language at home, with friends, in the neighborhood

At home

language of current country of residence	13	35,1%
language of current country of residence and other language	17	45,9%
other language	7	18,9%

With friends

language of current country of residence	23	62,2%
language of current country of residence and other language	10	27,0%
other language	4	10,8%

In the neighborhood

language of current country of residence	34	91,9%
language of current country of residence and other language	1	2,7%
other language	2	5,4%

Language at home: The migrant people because of their young age, they speak fluently both of the languages, the native/mother language and the language of the country of residence. But we can see a small preference on the language of residence.

Language with friends: They prefer to use the language of residence.

Language in the neighborhood: It's clear that the need to be integrated in the community pass through the languages skills. So, It's important to communicate in Greek.

Educational background of Father

primary	11	30,6%
secondary	7	19,4%
technical/vocational	13	36,1%
university	5	13,9%
Total	36	100,0%

It's considerable the percentage of the educational background of the father. The most of theme have obtained in their countries of origin a technical/vocational education. The primary level is also interesting.

Educational background of Mother

primary	10	27,8%
secondary	7	19,4%
technical/vocational	10	27,8%
university	9	25,0%
Total	36	100,0%

It's interesting to see that the educational level of the mothers is higher that the level of the fathers. They have obtained an important education in their countries. (University studies)
 Many of themes have recognized their diplomas and we have many cases in Greece of women who are working as doctors, vets, teachers, owners of pharmacies etc.

Profession of father

farmer	1	2,9%
owner of shp/own bussiness	11	31,4%
employee:office	1	2,9%
unemployment	4	11,4%
other	18	51,4%
Total	35	100,0%

Other means: Builders, constructors, workers, private employee in factories etc.
 Many of themes have their own business, small stores etc.

Profession of mother

owner of shp/down bussiness	4	11,4%
employee:office	2	5,7%
unemployment	7	20,0%
other	22	62,9%
Total	35	100,0%

Other: The most of the women doesn't work. They are staying at home, raising their children and have fewer opportunities to find a proper job.

Are you satisfied with your current educational attainment level?

yes	24	64,9%
no	13	35,1%
Total	37	100,0%

In general, they are satisfied with the educational level. Because, probably, they are still students or in a training phase.

If not: What is it you want to achieve?

A school leaving certificate	2	5,4%	15,4%
B medium (vocational school)	3	8,1%	23,1%
C University entrance level	2	5,4%	15,4%
D university or comparable education	6	16,2%	46,2%
Total	13	35,1%	100,0%

They want to achieve a better and higher education. Technical/vocational training or university studies as well are very important.

Do you know what you have to do in order to achieve your goal?

yes	32	86,5%
no	5	13,5%
Total	37	100,0%

The 86, 5% of the migrant people knows very well how to achieve their goals. They have defined their professional needs and how to reach theme.

If yes: Who provided you with counseling?

The most helpful counselor for the migrant people, particularly for the youngsters, is **their father, mother and their friends..** That shows a confidence/trust to their close related people who are informed about their dreams and professional goals.

There is also a large combination of answers that show that the migrant youth people for taking their decision, they ask and take optional answers in consideration.

AB	5	13,5%	15,6%
Father and mother			
ABE	3	8,1%	9,4%
Father, mother and friends.			

Who provided the most helpful advice/support?

A father	4	10,8%	13,3%
B mother	3	8,1%	10,0%
C brother/sister	1	2,7%	3,3%
D family	2	5,4%	6,7%
E friends	5	13,5%	16,7%
F school counselor/teacher	4	10,8%	13,3%
H local employment center and career counselor	1	2,7%	3,3%
J other	2	5,4%	6,7%
AB	4	10,8%	13,3%

They same as above with a small difference: The school counselor is considered as a person with knowledge and if they decide to take an advice for their professional choices, they give attention and consideration to his/her opinion.

We still observe a large of number combination that shows their constant professional quest.

A combination of AB (father and mother) is considerable.

If no: What is it you feel you need to make the right choice?

D legal status/advice/support	1	25,0%
AC	3	75,0%
Total	4	100,0%

There are two important raisons that show that the migrant people don't know how to get a job or make a professional choice: The occupational options and the financial support. They are thinking that they can not find a professional way without any legal guidance or a financial support or even a variety of choices/options.

We must also admit that from the various answers (some of theme have chosen almost all options) they have a difficulty to make choices and there are really troubled which way for counseling is better. In Greece, there is in all schools or institutions counseling offices but some times that is not enough for theme to clarify what they really want to do. The problem is that for the migrant who come as teenagers or older in Greece (that's a general fact) the biggest barrier is the language and without language skills they don't have many chances to entry in higher educational level.

Do you know what profession to take?

yes	33	89,2%
no	4	10,8%
Total	37	100,0%

The most of theme know what they like to do and what they want to study. The 10% was unable to give a positive answer about their professional choices. We must here add that the choice of a profession or occupation is a serious matter between the teenagers not only for the migrants.

If yes: Why did you choose this profession/occupation?

A because I like it	18	48,6%	54,5%
B because i have the necessary talent	3	8,1%	9,1%
AB	4	10,8%	12,1%

"Because I like it" & "because I have the necessary talent" Two answers combined together or separately are the most frequent.

If no: what information/help do you need to make the right choice?

C financial implications/support	2	5,4%	50,0%
E other	1	2,7%	25,0%
AC	1	2,7%	25,0%
Total	4	10,8%	100,0%

The information provided by a recognized governmental organization or a qualified institution are very important for the young migrant people. They need to have directly from their school environment professional options and guidance.
Naturally, a combination of all of the present parameters could give, for many of theme, better results.

Did you receive advice/counsel already?

yes	34	91,9%
no	3	8,1%
Total	37	100,0%

The numbers shows that the migrant students receive advices and counseling constantly in their schools and training centers. The Greek governments according to the laws and the current situation established a migrant policy that try to help theme, especially the youngsters.

If yes: Who provided you with information/counsel?

D family	4	10,8	11,4%
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The family is a permanent secure source where the migrant people can always find advice and support. But in case of a serious professional choice, they prefer to receive a professional guidance from the schools, counselors and employment centers.

A lot of theme doesn't hesitate to receive extra counseling from different professional counseling centers. That shows their anxious to find the better solution for their future. The combinations have the same percentages.

How satisfied were you with the advice?

1,00	1	2,8%
2,00	4	11,1%
3,00	11	30,6%
4,00	9	25,0%
5,00	11	30,6%
Total	36	100,0%

The most of theme are satisfied form the advices and information provided. That is a sign of good counseling according to their needs and their situation.

What was the most helpful?

A father	6	17,6%
B mother	4	11,8%
C brother/sister	1	2,9%
D family	5	14,7%
E friends	1	2,9%
F school counselor/teacher	5	14,7%
G internet/facebook/social networks	2	5,9%

The school counselors and the families are the most helpful for the migrants. The father's advice has an important value to their decision.

If no: What were the barriers to obtain advice and support?

A language	1	2,7%	50,0%
D other	1	2,7%	50,0%
Total	2	5,4%	100,0%

The biggest barrier is the language. The category "other" is not clarified.

Why counseling not lead into a satisfactory educational choice?

A financial barriers	3	8,1%	10,7%
B language barriers	5	13,5%	17,9%
C legal status/migrant	1	2,7%	3,6%
D Lack of qualification of counselor			
E other	10	27,0%	35,7%
AB	3	8,1%	10,7%
AC	1	2,7%	3,6%
AD	1	2,7%	3,6%
BD	3	8,1%	10,7%
BE	1	2,7%	3,6%
Total	28	75,7%	100,0%

The most frequent raisons are the language barriers and the category "other" Maybe it's difficult for theme to concretize why counseling not lead to a professional choice. .

Do you want to change your profession, occupational orientation?

1,00	24	64,9%
2,00	1	2,7%
3,00	8	21,6%
5,00	4	10,8%
Total	37	100,0%

The 64, 9% of theme doesn't want to change profession. If we calculate the 3 percents that indicate their will to change their profession, we see that the sum is less than the 2 other percents that proves their initial decision concerning their profession.

Are you able to support yourself?

1,00	17	45,9%
2,00	5	13,5%
3,00	9	24,3%
4,00	2	5,4%
5,00	4	10,8%
Total	37	100,0%

Because the majority of the migrants is between 18 and 30 age old and they are on training or continue their studies at school, they can't support their self.

Do you need additional help/funds from others?

1,00	8	21,6%
2,00	3	8,1%
3,00	10	27,0%
4,00	4	10,8%
5,00	12	32,4%
Total	37	100,0%

They would like an additional help, maybe a state finance or support to carry out their studies.

What do you think you need in order to get a job?

A advice on institutional functional mechanism	6	17,1%
B mentor to get access to job	7	20,0%
C acknowledgement of skills obtained abroad	2	5,7%
D better language skills and/or intercultural understanding	6	17,1%
E others	4	11,4%
AB	1	2,9%
BC	1	2,9%
BD	4	11,4%
CD	3	8,6%
ACD	1	2,9%

Total	35	100,0%
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The answers shows that a sufficient and serious governmental policy would be the best way for facilitate their professional quest. A mentor also who can give a direct access to a job without any other intervention. A large number of several answers combinations are also considerable, mostly the combination of BD answers.

Do you think that is more difficult for you to find an adequate job because you are an immigrant/you are a member of a minority?

1,00	10	27,0%
3,00	5	13,5%
4,00	5	13,5%
5,00	17	45,9%

Yes is difficult. The percents show that they believe that their origin or ethnic status is the barrier to find a job.

What do you think are the major problems?

A educational attainment level	7	18,9%
B language skills	6	16,2%
C ethnic/minority background	2	5,4%
D discrimination	6	16,2%
E other	5	13,5%
AC	1	2,7%
BC	3	8,1%
BE	2	5,4%
BCD	3	8,1%
BCD	1	2,7%
CDE	1	2,7%
Total	37	100,0%

The educational attainment level is the major problem. Naturally, they consider that their ethnic background, the language skills and the discrimination are important barriers for a professional choice or carrier.

Austria chose to question youth at the railway station, where many of them are in the waiting lounge because they are commuting. The focus is on Turkish migrant youth as well as youth from former Yugoslavia.

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Appendix:

Evaluation Form for partner meetings:

This evaluation form provides feedback to the organisers of the meeting and for the evaluation and monitoring of the meetings. Please evaluate the following criteria in a scale of 1 to 4, one reflecting a low level of content and 4 a high level of satisfaction.

Questions	1	2	3	4
1. Organisation of the meeting				
2. Provision of adequate information before the meeting				
3. Satisfaction with the venue/hotel				
4. Quality of the presentations				
5. Time structure of the work plan and group work				
6. Content structure of the work plan				
7. Quality of group discussions and group dynamics				
8. Were the discussions helpful for further work				
9. Satisfaction with the progress of work				
10. Is the speed of work adequate				
11. Coordination of work between the partners relative to timing				
12. Coordination of work between the partners relative to content				
13. Overall evaluation of the meeting				

14. What were the most positive aspects of the meeting?

15. What were the most negative aspects of the meeting?

16. What are your suggestions for improvement in terms of organisation, time and content structure of meetings,

INDICATORS:

- Sufficient information was sent before the meeting and communication was efficient
- Partners were given time for introductions (or re-introductions) and had time to update each other on their backgrounds and what they can bring to the project
- The agenda has been respected and any changes negotiated
- Partners have all contributed to the meeting
- The goals of the meeting were met
- The working environment was adequate for the proposed tasks
- Planned activities have taken place
- The partners have a clear idea of their next steps
- The accommodation, food and social element were adequate

QUESTIONS:

Preparatory work	yes	no	Comments
Was sufficient information supplied before the meeting?	<input type="checkbox"/>	<input type="checkbox"/>	
Was the work load prior to the meeting acceptable?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you achieve the tasks you were supposed to deliver before the meeting?	<input type="checkbox"/>	<input type="checkbox"/>	
The meeting itself	yes	no	Comments
Did the meeting give adequate time to introductions and finding out the background of the partners?	<input type="checkbox"/>	<input type="checkbox"/>	
Are you satisfied that you were able to contribute to the discussion and decision making?	<input type="checkbox"/>	<input type="checkbox"/>	
Did the meeting adhere to the agenda and were any changes discussed?	<input type="checkbox"/>	<input type="checkbox"/>	
Were the goals of the meeting achieved?	<input type="checkbox"/>	<input type="checkbox"/>	
Are some goals not met?	<input type="checkbox"/>	<input type="checkbox"/>	
Other factors	yes	no	Comments

Was the working environment satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>	
Were the accommodation, food and the social element satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>	
We now know each other well (professionally)	<input type="checkbox"/>	<input type="checkbox"/>	
Follow-up	yes	no	Comments
There is a clear and reasonable timetable in place	<input type="checkbox"/>	<input type="checkbox"/>	
I understand my role in the project	<input type="checkbox"/>	<input type="checkbox"/>	

- 1 What do you consider to be the main strength of this project meeting?
- 2 Were there any weak points?
- 3 Can you see any problem areas for the project that should be tackled as soon as possible?
- 4 If so please suggest some measures or ways for solving the problem(s)

Thank you very much!

2nd Transnational Partner Meeting

**1. – 3. April 2011
in SAMSUN**

Quality Monitoring guidelines for the period 5.1.2010 to 1.4. 2011

1. Drawing up questionnaire, procedures and learning process
2. Interviews/questionnaires:
 - a. Reasons for Choice of reach-out place:
 - b. Reactions by target group
 - c. Reactions by authority/NGO etc chosen for questioning
 - d. Difficulties encountered
 - e. Expectations and real outcome
3. State of the art report: development of guidelines
 - a. Difficulties encountered? Topic, data,...
 - b. Comparison of data and international research result with own experience with target group needs analysis)

Questions:

is there a demographic pressure of youth, documented in share of population and relative youth unemployment

role of formal and informal employment, may impact on education and training e.g. learning by doing versus formal learning in schools; validation of competencies is a challenge and has an impact on wages obtainable

gender role in the society of host and source country, documented in activity rate and segmented education and labour market system – may cause identity problem of male and/or female youth

role of the state – if government is non-democratic/ideologically focused (Turkey does not acknowledge multi-ethnic character of population; self-identification information differs from official government position

weak public institutions, limited inclusiveness and accountability of government

economic growth – slow growth may challenge youth trying to enter employment, insufficient jobs for youth

literacy is a challenge

skill needs in the economy – can the migrant youth respond to these needs

strong income inequalities and social stratification of education and jobs

Grid/guideline for the Evaluation of the impact of the informal learning project COMPASS- provided at Samsun:

Use it as an ongoing reporting/evaluation instrument and link it up with the other work packages/deliverables

The evaluation is divided into stages: In the first stage A (to be handed in in April, following Samsun) you identify the stakeholders, the target group and include also your own institution, in the second stage B (September, following Katerini) you go back to the results of stage A and try to find out if things have changed, i.e. if there is a greater awareness of COMPASS and the objectives to promote the career opportunities of the target group. At the end of the year we will have the third evaluation report C. The year 2012 is also going to have 3reporting stages, the last one will be more complex and we will explain that later.

A:

1. **Identify your stakeholders** and the reasons why they are stakeholders, use the dissemination list as an identifier, check their current position/policy stance relative to the target group, and check how their opinion has changed over time (if at all) **government/administration:** what is their reason and indicator for focusing on the target group? Do they provide funds? E.g. for education and training measures

Schools/education and training institutions: public sector/private sector, special needs schools...

Labour market service: are they a target group for their services, unemployment benefits, training subsidies...

Chamber of Commerce/Unions, Youth clubs/counsellors, NGOs, counsellors...please add to the list who you think is an institution focusing in one way or another on the target group

Ask them the following questions:

1. **What is your reason for being involved/interested in the target group**
2. **What is your opinion about the major problems**
3. **What are your expectations of the project, what can Compass achieve**

The stakeholders will also feature in the development of the curriculum, you have to involve one or more in the career search/orienteering race

You can also see the media as stakeholders as they are an important channel of communication to the communities/general public and the target groups;

Terminology used may be important: 'curriculum' may insinuate formal education which is a public sector duty or prerogative; we should make clear that this is an informal learning curriculum: **'Curriculum of informal learning in COMPASS'**

2. **Identify your target group** which is going to follow the 'Curriculum': focus on their specific needs and customize their career path/their individual development path; start out with an individual learning account and build on it (this is the first step in the curriculum); what further education /training is needed to build up the skills/competences needed to achieve the professional goal/objective of the target youth

Ask them the following questions:

1. **What are your current skills/competences and what are your professional objectives**
2. **What are your major barriers/handicaps for achieving your objectives**
3. **What are your expectations of the project, what can Compass achieve**

3. **Include your own institution in the evaluation and report your own learning experience with COMPASS:**

Ask yourself the following questions:

1. **What is your reason for being involved/interested in the target group**
2. **What is your opinion about the major problems**
3. **What are your expectations of the project, what can Compass achieve**

B:

1. **Ask your stakeholders the following questions:**
 - Has the project Compass raised your awareness of the target group and their needs
 - Has the project Compass had an impact on your institution in terms of mindset? of policy orientation of measures undertaken?
 - Have they participated in the career development curriculum as guidance/counselling/training providers?
 - Has work/contact with the target group had an impact on their prejudices/stereotypical ideas about them
 - Have the media started to report on the challenges of the target group at all/positively/negatively?
2. **Ask the target group/participants in the career orientation the following questions:**
 - What are your experiences with the various stages of the curriculum/career path (learning- social-technical-communicationwise etc)
 - What are your experiences with the organisers, with yourself in terms of self-esteem and confidence, did the project contribute to confidence building, what do you think are your needs now that you know more about the options and institutions
 - Have your expectations of the project Compass been fulfilled, what worked what did not work, what do you suggest should be done to improve the project/process

3. Your own institution:

Ask yourself the following questions:

- 1 Has the project had an impact on you? In terms of awareness, professionalization, additional skills,**
- 2 Have you encountered any problems during the process: with the target group, the authorities, the partners in the project....**
- 3 What have you achieved in the course of the project, what can Compass achieve**

NAME Partner institution



Project: COMPASS – 510858-LP-1-AT-LEONARDO-LMP

GENERAL INFORMATION

This questionnaire is to provide qualitative information on the specific support needs of disadvantaged youth (15 to 25 year olds) of migrant or ethnic minority background. The questionnaire is to establish the routes of learning and career choices. It is to establish their knowledge of the institutional and other support mechanisms and the educational and employment opportunities in the country of residence. The information provided is the take-off point for the development of a creative learning method, the "urban orienteering race", which provides access to public institutions, training institutes and consulting organizations, which will offer the support needed to make autonomous and realistic occupational and educational decisions and which will foster their professional careers.

The groups addressed are youth and their families, employers, public institutions and NGOs. There are various ways to establish the needs of youth, i.e. either by interviews (interview guidelines are provided, based on the topics in the questionnaire), by focus groups (team work) or by questionnaires which are sent out.

The interviewer has to document the sight/place of interview:

Reach-out to interviewees in:

- a. school
- b. employment office
- c. training center
- d. work
- e. Public places: roads, parks...
- f. Other: specify:.....

Identify the way you acquired the information

Information provided by:

- a. questionnaire

b. Interview

Personal Identification:

1. Sex: ... Male ... Female
2. Year of birth:
3. Country of birth
4. Current citizenship
5. Citizenship at time of birth
6. Age at time of immigration:
... Year
... born in current country of residence
7. Family status
... Married
... Single
... Divorced
... Other
8. Do you have children?
... No
... yes (number): ...
9. Do you live on your own or with others
... Alone
... With my partner
... With my parents
... with other relatives
... with other persons
... Other
10. What is your highest educational attainment level?
... How many years of schooling abroad, in the current country of residence
... Compulsory school level in current country of residence/abroad (name country)
(has it been validated in current country of residence?)
... Medium level school leaving certificate/apprenticeship
11. Are you currently employed?
... Full-time
... Part-time
... Casual, clandestine work, informal work (in family shop/ business, with friends of the same/other ethnic background
... Not employed because of unemployment or education/training
... Not employed, in household

...Not employed because of maternity/paternity leave

12. In what language do you communicate

...at home

...with friends

...in the neighbourhood

13. Educational background of: - Father:

primary, secondary, technical or vocational, university

14. Educational background of : - Mother:

primary, secondary, technical or vocational, university

15. Profession of: - Father:

farmer, owner of shop/own business, employee: office.., unemployment, other :

Specify:

16. Profession of: - Mother:

farming, owners of shop/own business, employee: office, ... unemployment, other :

Specify:

18 Questions pertaining to educational and professional needs

1 – Are you satisfied with your current educational attainment level? Yes No

If not: what is it you want to achieve:

- a. school leaving certificate
- b. medium (vocational) school
- c. university entrance level
- d. university or comparable education

2. Do you know what you have to do in order to achieve your goal? Yes No

If yes: who provided you with counseling

A father

B mother

C family

D friends

E school counselor/teacher

- F migrant/ethnic minority associations
- G local employment center and career counselor
- H Social/welfare institutions/NGOs
- I others

3. Who provided the most helpful advice/support (name A to I from above)

4. If no: what is it you feel you need to know to make the right choice?

- a. occupational options
- b. what type of school/learning options
- c. financial implications/support
- d. legal status/advice/support
- e. accreditation of skills obtained abroad
- f. other

5. Do you know what profession/occupation to take? Yes No

6. If Yes: Why did you choose this profession/occupation?

- A Because I like it
- B Because I have the necessary talent
- C because it is close to home
- D because of good job opportunities / salary
- E because my family thinks that it would be best for me
- F because I want to reach this level of education/ get the diploma
- G because of the opportunity to continue with further education/ studies afterwards
- H others, specify:

7. If no: what information/help do you need to make the right choice

- a. occupational counseling
- b. info on school/learning/training needs
- c. financial implications/support
- d. legal status/advice/support
- e. other

8. Did you receive advice/counsel already? Yes No

9. If yes: Who provided you with information/counsel so far?

- A father
- B mother
- C family
- D friends
- E school counselor/teacher
- F Internet/Face book
- G local employment center and career counselor
- H Social/welfare institutions/NGOs
- I immigration office
- J. Migrant association services
- K. others

10. How satisfied were you with the advice and what was most helpful? (A to K)

11. Why did the counsel not lead into a satisfactory educational/occupational choice?

- a. financial barriers (cost of education/training
- b. language barriers,
- c. legal status /migrant
- d. other

12. If No: What were the obstacles/barriers to obtain advice and support?

- a. language
- b. migrant background (language, name...)
- c. access to LMS and counseling
- d. other

13 – Do you want to change your profession, occupational orientation?

No					Yes
1	2	3	4	5	n.a.

14 – Are you able to support yourself (have you got enough money) or do you need additional help/ funds from others?

Not enough

Enough

1	2	3	4	5	n.a.
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15 – What do you think you need in order to get a job?

- a. advice on institutional functional mechanisms
- b. mentor to get access to job/Firm
- c. acknowledgement of skills obtained abroad
- d. better language skills and/or intercultural understanding
- e. others...

16 - Do you think that it is more difficult for you to find an adequate job because you are an immigrant/you are a member of an (ethnic) minority?

No

Yes

1	2	3	4	5	n.a.
---	---	---	---	---	------

17 - Do you think that you are influenced in your choice of occupation/training by your immigrant/ethnic minority status?

No

Yes

1	2	3	4	5	n.a.
---	---	---	---	---	------

18 - What do you think are the major problems?

- a. Educational attainment level
- b. Language skills
- c. Ethnic/Minority background
- d. Discrimination
- e. other...

Notes/Comments:.....

Thank you for your time!

Guidelines for "The State of the Art Report" of the Project „COMPASS – An innovate learning approach to promote self-determination and employability of disadvantaged migrant and ethnic minority youth “

(Project: COMPASS – 510858-LLP-1-AI-LEONARDO-LMP)

The objective of the state of the art report is, to provide information about the situation of the target group in your country both in terms of their educational participation and attainment, their employment/unemployment situation, their socio-economic integration, the regional concentrations, etc. In addition one should provide information on how best to promote the capacity building of the target group of disadvantaged youth. This implies:

- the identification of the lacking skills of the target group (education, language, intercultural understanding and competence...), as well as
- the provision of information on networks in place in your country which are conducive to provide guidance and support in the various fields of needs of the target group.

I herewith provide you with some guidelines, i.e. a grid, for the preparation of the report. In the first section, we should provide a **quantitative framework** of migrant/ethnic minority youth relative to the host community, in particular also the proportion of our target groups.

In the second section, we should provide some information about the **general economic situation** of the city/region/country we are focussing on. This is to provide information on economic fundamentals of the region/economy and thus on the economic opportunities of our target groups.

In a third section we should identify **the specific learning needs** of the target group, based on **representative surveys**, if available, and/or **our own questionnaire**.

In the fourth section we should provide some information on the general **integration policy** towards migrants/ethnic minorities, in particular youth and the impact this may have on learning opportunities and participation in the society, the labour market, cultural life etc. In this section we should endeavour to **identify the relevant networks and institutions** which could be of help to remedy the challenges of the target group. This information will be the basis for developing a 'career hunt' (Schnitzeljagd).

Last but not least we would like to remind you that we have to make reference to the **sources** we use for the information provided; in case you come across some **studies/surveys** etc relating to the situation of migrant/ethnic minority youth in your country/region in the various fields, e.g. housing, work, unemployment, social protection, education and training, sports, the media, political participation etc., please, communicate that as well. This information will flow into the final report and provide the background for our initiatives.

General remark: We should give **special attention to gender throughout the report**. The role of men and women in the society may differ between ethnic groups and relative to the host society, it may also differ between generations, and in consequence also their educational attainment level. The place of men and women in the society, the education system

(gender-mix by educational stream), the economy and the labour market, and more specifically in the target group may differ.

1. Quantitative and qualitative framework, demographic context:

- **The stock of the foreign-born population (first generation migrants), also as a proportion of the total population. Composition by major countries of origin and the proportion of the migrant group we are focussing on.** If you are able to find data on the age composition, this would provide some insight into the relative size of the populations we are focusing on.
- **The educational attainment level of the migrants** on average and our target group in particular in comparison to the host society. How is the situation of youth in particular? (OECD data: Education at a Glance)
- Identification of target groups with low educational attainment level
- Provide information on analyses of the reasons for low achievement and for difficulties to enter the world of work (transition: school-work): socio-economic background, ethnic-cultural background, language skills, limited social capital

2. General economic environment

- **GDP/capita, economic growth, general unemployment rate**
- **The employment situation of the migrants, and their role in the labour market. How is the situation of migrant youth relative to the host population?** It would be great if we had information on the labour market status by education level and migrant/ethnic minority group. (EUROSTAT provides data on these issues)

- **The unemployment situation of the migrants, in particular the situation of migrant youth relative to the host population?** It would be great if we had information by education level.

- **Factors affecting the economic situation of mature migrants (industry composition, types of jobs and work contracts, the role of the informal sector, always relative to the total population)**

3. Specific learning needs of target group

- **Identify the problems that usually arise when looking for a job (e.g. on the basis of education and training measures provided by the employment services and/or other institutions)**
- **Do the objectives of the target group differ from natives and does that have an impact on their learning paths and outcomes?** (focus on short term returns/earnings and return to country of origin versus long-term careers and settlement in current country of residence)

4. General policy environment and integration networks

- Indicate if there is a general integration policy, a focus on the promotion of lifelong learning for migrants, in particular our target groups; in the case of Roma the impact of the Decade of Roma Inclusion 2005-2015 in the Slovak Republic. Is there a

monitoring system, based on indicators, indicating progress of integration/participation of migrants?

- Where are the perceived problems relating to migrants/Roma?
- What is the role of the media?
- What are the perspectives for migrants, particularly youth? Is there a policy of the promotion of youth?
- What is the degree of social organisation of migrants? measured in terms of associations and institutions of self-help? What is the role of your own institution in that context?
- Name relevant social networks which promote access to work: underpin by data and analyses on the proportion of job openings being filled through family and friends, active job search