

COMPASS –Wege zu Beruf und Bildung (Pathways to career management skills)

External Monitoring and Evaluation: Final 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 two years of cooperative work (October 2010 –October 2012) 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 of the work of partner institutions in 6 countries - Austria, Germany, Greece, Ireland, Slovakia and Turkey, under the scientific guidance of Gudrun Biffl 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 carried out by the partners, the answers to questionnaires on various elements of monitoring and evaluation, covering fields as wide as the situation of the target group in the partner countries, the process of work on the various work packages, the organisation and budget matters.

I herewith thank the respondents of the evaluation 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, employers 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.

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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 centre stage in the 'Europe 2020' agenda. Education is number 4 of the 5 targets, aiming at reducing the share of early school leavers below 10% and promoting continued education and training. 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 overrepresented among the early school leavers and underrepresented in further education and training programmes, in apprenticeship and other upper secondary education, and particularly in tertiary education. "COMPASS" offers guidance to youth, to help identify their occupational aspirations and inform about 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.

These 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" (UOR) for the respective target youth groups: this is a structured orientation

course through the city / community which lasts for several weeks. It is organised like an adventure run or "Schnitzel Jagd/hunt" where the target youth groups will be required to fulfil various tasks which are built around their chosen 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 with other stakeholders as an integral part of the project. The resulting network includes public administration and institutions, training institutes and consulting organizations as well as NGOs which serve as points of information and advice in the urban 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. In addition, and this is possibly the most important point for the target group, it aims at raising the self-confidence of marginalised youth and their capacity of 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. A consequence of the reduced socio-economic participation may be exclusion from the majority communities they live in and separation 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 phase

WP 8: Development of an „urban orienteering race“, a parcours through the city and its institutions which offer educational and occupational advice as well as employers and employment offices who can help with finding a job

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, amongst them partner meetings.

The process of developing the project and the contents is closely monitored and every step is evaluated, an aspect of WP2 and 12. In the appendix some of the evaluation forms can be accessed as well as the guidelines for the state of the art reports, the questionnaire for the needs analysis and other quality monitoring and evaluation materials.

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 'urban orienteering race' 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; Turkey has been welcomed into participation as it is increasingly recognising the existence of various ethnic groups within the Turkish population, some of them 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 in Turkey.

Verein Multikulturell (P1), 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, P2), a non-profit adult education and training institution focusing on intercultural dialogue, in Stuttgart/Germany,
- ANNWIN - Centre for the support and development of human potential (P3), a non-profit association focusing on education and training as well as capacity building of individuals and institutions in Slovakia;
- Exchange House National Travellers Service (P4), an organisation of Travellers which provides Youth work, Education Services and Community Development to the Traveller Community in Dublin, Ireland,

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.dosta.org/en/node/118>.

- DIDE PIERIAS, the Directorate of Primary and Secondary Education of Pieria in Greece (P5),
- MOZAIK - Human Resources Development (P6), 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 Gudrun Biffl (Head of the Department of Migration and Globalisation at the Danube University Krems, Austria). Biffl 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). Biffl 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 of disadvantaged groups (migrants and ethnic minorities). This objective was to be achieved by lowering the threshold to entry into counselling by bringing the institutions into the project and by offering pathways for youth into deciding on and finding a suitable job/occupation. 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 offering career management skills for youth, to develop a network of partnership institutions which are conducive and helpful to decide on a career, to find ways of further education and training to access the career path and to help in finding a job. The other side of the coin is to address youth and to identify their needs and to offer them an alternative way of informing themselves about their career options, namely via an adventure trip through the maze of institutions which are willing to cooperate and to help. To this end, an 'urban orienteering race' is organised for the target group, accompanied by social workers/counsellors in structured learning modules.

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. This focus will help reduce poverty and social exclusion, given the understanding that education and training provide the means to improve their employability. The additional advantage of education lies in its contribution to building up the self-confidence and to promote active citizenship of the target groups. By introducing gender awareness in an intercultural context into the learning modules, the specific needs of men and women are acknowledged. By enticing disadvantaged youth to engage in learning and career orientation one helps build role models for friends and family members, thereby contributing to capacity building of families and communities.

The major innovation lies in the 'Schnitzeljagd' itself, the career orientation curriculum, the inclusion of the respective institutions and the urban orienteering race through institutions, accompanied by social workers and interculturally trained trainers. While the learning content of much of the curriculum is not new, the teaching & learning method is, which allows the focus on the special needs of individuals and of groups of individuals of certain migrant and ethnic background.

An additional innovative aspect of "COMPASS" is the 'train the trainer module'; according to which trainers or coaches are learning about the special needs of ethnic minorities or migrants and how to address the topic: how to find out what one wants, how to help make up one's mind and decide, how to go about acknowledging the competences and adding on, how to entice to self-reflection. This knowledge is brought back into the mainstream learning institutions, thereby widening the knowledge base about behaviour patterns and needs of migrant and ethnic minority youth.

2. Monitoring and evaluating COMPASS

2.1 Methodology

The **methodology** chosen for monitoring the project was to participate in the partner meetings, to document the learning process during the meetings, to provide the partners with a set of questions which inform about their experiences with planning and executing their work packages, thereby encouraging debate over the processes behind the scenes in the partner countries. In addition, **evaluation** forms were distributed during the partner meetings, enticing the partners to evaluate not only the partner meetings but also the role of the stakeholders, network partners, youth, trainers and other actors in the project during the planning and implementation of activities. In addition, every lead partner who was responsible for coordinating the one or other work package (WP) received guidance for evaluating the process and possible impact of the respective work package. In this sense every partner of the project COMPASS is involved in an ongoing evaluation process. On the occasion of the last partner meeting in Stuttgart, a questionnaire was handed out providing an overview of the project experience, thereby giving time and space for reflection of the potential sustainability of aspects of the project.

It was the task of Work Package 2 to provide scientific guidance throughout the project, thereby contributing to the achievement of high quality outputs, in particular by standardizing the outputs of the partner countries through drawing up guidelines for the preparation of the state of the art reports, by designing the questionnaires as well as guidelines for the evaluation workshops, and by structuring and monitoring the partner meetings.

2.2 Monitoring the project steps and ongoing evaluation:

The project started in October 2010 and lasted until the end of October 2012. It is structured along 5 partner meetings, where the steps of work, the content of the work packages and the intermittent development phases of the learning needs, the curricula, the databank of network partners, the curriculum, the development of youth teams, the urban orienteering race are discussed and decided upon.

The timing and sequence of the activities can be taken from Table 1.

Table 1: COMPASS project steps and work progress

COMPASS - an innovative learning approach to promote selfdetermination and employability of disadvantaged migrant and ethnic minority youth											
Documentation of the work progress and process, the assessment of the learning needs, the development of curricula and other final products											
October 2010	Nov.10	December 2010	January 2011	February 2011	March 2011	April 2011	May 2011	June 2011	July 2011	Aug.11	Sep.11
Coordination and planning of the project by Verein Multikulturell with the implementing partners		Development of guidelines for the questionnaire on needs establishment	Drafting of Design of website and logo	Field work, enquiry into the learning needs of the target groups by the partners					Build up of network partners for orienteering and put into databank		
	partner meeting 05.- 08. 11. 2010					partner meeting 01.- 03. 04. 2011					partner meeting 14.-16. 9. 2011
	Kick-off in Innsbruck, Austria	Development of guidelines for the state of the art report			Writing of The State of the Art Reports by the partner countries	Samsun, Turkey	Drawing up of Curricula for urban race orienteering		Synthesis Report of the national state of the art reports	Drafting of flyers and other final products	Katerini, Greece
Oct 2011	Nov.11	Dec.2011	Jan 2012	Feb./March 2012	Apr.12	May 2012	June 2012	July 2012	Aug.12	Sep.12	Oct. 2012
development of networks: public administration, employment services, Training institutions, counselors, companies...	reach out to youth, building of teams	sensitization, awareness raising, cultural sensitive training of coaches	Urban orienteering race for 4 weeks		presentation of website & dissemination products, report on experiences with WP6, WP8 & evaluation workshop			Compilation of all material for the final conference		Final conference, presentation of the project	
					partner meeting 19.-12. Apr.12					partner meeting 6.-9. September	
					Dublin, Ireland					Stuttgart, Germany	

The first and second partner meeting:

At the occasion of the **kick-off meeting in November 2010 (in Innsbruck, Austria)** the target groups of youth in the partner countries were specified. The implementing partners had been chosen on the basis of their close ties and experience with associations and communities of

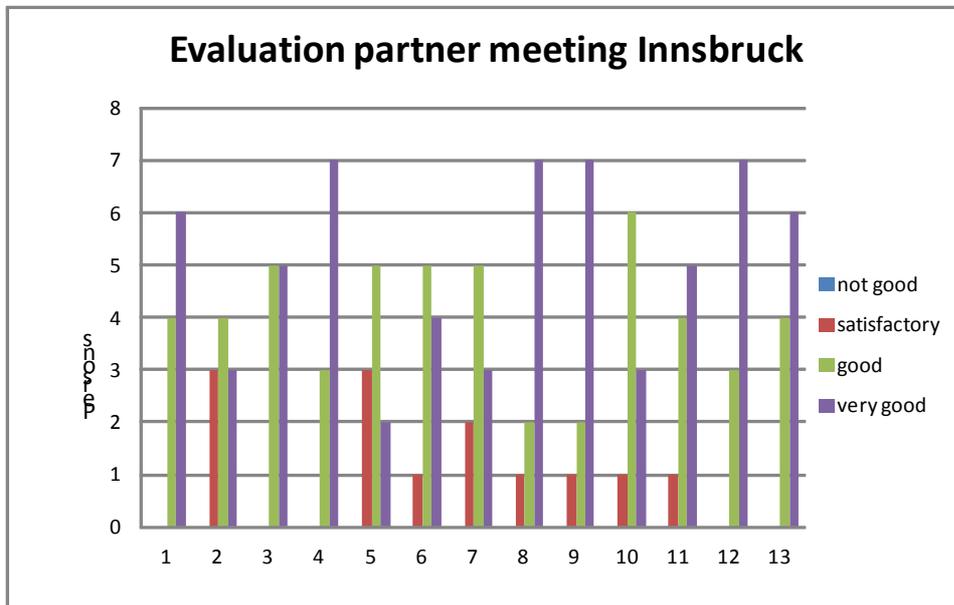
these target groups. They are education authorities, occupational and educational training providers and career counsellors, and service providers for the target group. They are also bridging institutions between the target group and the mainstream institutions and communities.

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 an evaluation grid was discussed (see appendix).

The grid includes 13 questions, ranging from the organisation of the meeting (1), to information provided before the meeting, questions on the venue, the quality of the presentations, the time and content structure of the meeting, group dynamics, coordination of work etc.

The **evaluation** of the partner meeting by the 10 participants was good or very good for almost all of the 13 questions (see form in the Appendix). The only questions which received just a satisfactory mark by 3 were point 2 (adequate information prior to meeting), point 5 (time structure of work plan and group work); two were not overwhelmed by the group dynamics and discussions, not least because some of the partners had known each other for some time while others were newcomers, who tended to feel left out of the discussion at times. All in all 50% were highly satisfied, 40% thought it went very well and 10% were simply satisfied.

Figure 1:



In addition to the above 13 questions a form was provided, where 9 indicators try to capture the satisfaction with and the progress of the project and the partnership.

INDICATORS:

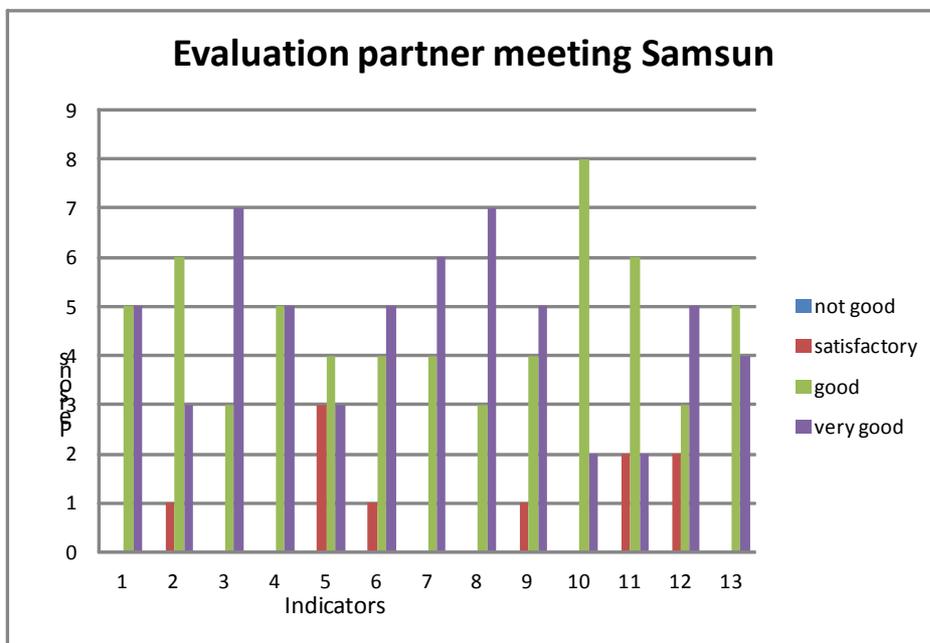
- Sufficient information was sent before the meeting and communication was efficient

- 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

The **indicators** were able to provide the information needed and served as an adequate evaluation tool. As far as the meeting in Innsbruck is concerned there was a high degree of satisfaction with the management, 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.

Figure 2:



At the occasion of the meeting, a grid for the evaluation of the phase between Innsbruck and Samsun was handed out, enquiring about the experiences in obtaining information from the target group and the position of stakeholders. While the evaluation of the individual

country state of the art reports, which followed the grid provided, involved checks of consistency (www.compass4youth.eu), 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 results of the partner meeting in Samsun (1-3 April 2011) were 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 questions received a positive reply. Of the 12% negative replies it was again the issue of unequal common work experiences, which, according to those who felt left out at times, made professional contact less cohesive in the sense that not all of them reached the same level of common understanding. This point was taken up by the evaluator by handing out another evaluation questionnaire, namely a form focusing on the pre-conditions for effective collaboration of a team. The outcome was 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, autonomy in one's work is also very important.

Monitoring the process of carrying out the needs analysis between the first and the second partner meetings:

The evaluator asked all partners to answer the following questions, which refer to *the reach out to the target groups and the embeddedness of the respective partner institutions in the network of actors and stakeholders*.

The case of Ireland:

1. What were your duties ?/Why did you do what you 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 youth between the ages of 15 to 25.

What young people did you 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 Travelers provided by 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?

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 Travelers i.e. education and other basic needs as accommodation, housing, financial resources and the need to be socially accepted by the wider community.

The case of Germany:

Germany focused on **migrant youth of Turkish origin**. The procedures undertaken and difficulties encountered are quite different to those of travelers in Ireland. All available

education and labour market data identify Turkish migrant youth as a particularly disadvantaged group in addition to having very distinct needs. Problems arise above all at the transition from school to work or at the transition from compulsory education to further (vocational) education and training. Of the 15-16year olds only 18% manage to access apprenticeship education in the first year after finishing school. The rest end up in preparatory courses, in an unskilled job, in unemployment or simply drop out. Of the 16 to 17 year old Turkish migrant youth who manage to finish middle school, 31% manage to access further vocational orientation education (data taken from BAMF (Bundesamt für Migration und Flüchtlinge), www.bamf.de).

IEIE (International Education Information Exchange), a non-profit adult education and training institution, focusing on intercultural dialogue, has been engaged in youth work for some 15 years, accompanying Turkish migrant youth through vocational and language training programmes. Brigitte Neißer, a member of IEIE, is working with them in the city library Kneippweg in Stuttgart. Martin Kilgus, the head of IEIE, is a member of the Integration council of the city and in this capacity promoting local affirmative action programmes and training courses for the target group. Accordingly, IEIE has direct access to the target group of COMPASS.

The decision on how to establish **the needs of the target group** was straightforward, namely to address youth either in the city library (which is part of the network of IEIE), or in companies which are run by Turkish migrants and who offer vocational training and who are part of the network and stakeholders, or in a vocational training school which is also part of the network and which offers preparatory courses, as well as in the city administration centre, which is involved in integration procedures.

The targeted youth were happy about the questionnaires because they took it as a sign of attention given to their needs. They said they were happy to be listened to and that somebody cared about them for the first time other than the family. In addition they mentioned that they were happy they could talk to somebody outside school and family, in particular away from the influence of the fathers, about what was important to them in a job and an occupation.

The great majority of Turkish migrant youth see themselves as part of Stuttgart, i.e. they have a local identity and feeling of belonging; about half of them say they are German, the other identify as Turks. They do not define themselves as migrants but simply as normal youth who happen to live in Stuttgart. The fact that they are migrants does not play a role in their everyday life and in their reflection about themselves. Only when you draw attention to them being migrants and ask them if they think that this fact might have had a negative impact on their chance of getting a job or to their learning outcomes, they start taking it into account as a possible personal 'problem'.

All in all 38 youngsters were addressed, of whom 31% or 82% were willing to fill out the questionnaire. One group was a class of youth, of whom 95% migrants, who were participants of an occupational preparatory school (BEJ). They filled out the forms under the guidance of their teacher. Before providing guidance to the youngsters, the teacher received training as a „Coach“, covering the various aspects of the questionnaire.

As the students themselves were in transition from school to work, they were happy to run a pilot parcours in which they were turning to the different institutions which provide information on the various occupations. The teacher also informed the parents in evening gatherings about the occupational choices open to their children. The project COMPASS could be used by the teacher to explicitly address the topic of occupational choices with his students.

The project COMPASS was presented to the indirect target group, the public authorities, Ministries, and other institutions who are stakeholders in the process of youth integration. Of particular importance was the meeting with the Minister for Education and Cultural Affairs of Baden-Württemberg, Monika Schick. She and her personnel were immediately convinced by the project and the need for developing supplementary programmes for the target group. Immediately after the first meeting, the person responsible for migrant youth integration in the Ministry was eager to develop a programme targeting Turkish youth. The Turkish Consulate was happy to enter as cooperating partner. COMPASS and with it IEIE could become part of this German-Turkish youth integration initiative. The Ministry became an important door-opener to other decision makers in the area of education and training. The platform of the Ministry acted as a multiplier in that IEIE could use it to inform other institutions about the project of COMPASS.

The results of the questionnaire have come up with similar information about Turkish migrant youth as the above data taken from BAMF. In addition it was corroborated that the German school system is selective at too early a stage of schooling, thereby reducing chances of slow learners to catch up. By the end of primary school, i.e. at the age of 10, many children have not yet developed their potential, making decisions about their future educational and occupational choices a premature exercise. Particularly migrant youth is disadvantaged in such a system as it takes time to understand the complexities of the German school system and the middle to long term implications of early educational choices. This became very obvious in the interviews of the target youth. They argued that they had felt left out and at the same time overburdened by the expectations to make occupational decisions at the age of 10. Their arguments are similar to those made by the OECD in the PISA study results on Germany.

Other important information provided by the interviewees was the desire to get occupational advice and guidance from a mentor or counsellor outside of family and school. Almost all of the youngsters had concrete ideas about a possible occupation, did not know, however, if they would ever be able to realise their dreams. They did not really know what was needed in terms of further education and other prerequisites to access that occupation. Due to their disadvantaged position in school they were often discouraged to even dare mention their occupational desires, as they did not expect any help from school. A 'neutral' person or mentor was in their eyes the ideal, a companion and friend at the same time, who would respond to their individual wishes.

An **appraisal of the questionnaire results** by IEIE led to the conclusion that individual counselling would have to be an integral part of the 'Urban Orienteering Race' as well as a mentor for Turkish migrant youth. This was also the understanding of the stakeholders and network partners like the Agency for Work (Agentur für Arbeit), the Consulate, JobConnection (city employment service), youth organisations (Jugendhausgesellschaft

Stuttgart), the German-Turkish Forum (Deutsch-Türkisches Forum), Jobcentres, the Federation of Turkish Parents in Baden-Württemberg and others. The major barrier to implementation is lack of funds to make sufficient numbers of mentors available.

The main **indicators for the evaluation of the potential for success of COMPASS**, in the main the **UOR (urban orienteering race)**, are the following:

1. **Number of network partners**, who are willing to **participate in the UOR** (access points for contact) and who welcome the concept of COMPASS;
2. **Positive feedback by youth**, the target group, to the initiative and their satisfaction that 'somebody cares and does something for them';
3. **Impetus given to the Ministry** to start an initiative to provide occupational counselling along the lines of COMPASS (**proof of sustainable impact** of the project);
4. Satisfaction of the COMPASS-Network partners with the **dissemination**, in particular the **design of logo, website** etc by Tobias Jochinke of IEIE;
5. Fact that **no major problems** or challenges arose in implementing the project, but the job was time-consuming, more so than originally expected.
6. **Budget and documentation** went well and according to plans.
7. **Contact with partners and feedback** was always timely, e.g. translation of postcards etc (Sofia, Viera, Heydi, Ömer);
8. Direct contact to Kristina (Management), Klaudia (Budget) and Gudrun (on questionnaire and grid for the State-of-the-Art-Report) was quick and efficient.

The monitoring results of Slovakia:

The target group of **the needs analysis** were young **Roma** living in places close to Banská Bystrica (BB), aged between 16 and 21. ANNWIN 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, ANNWIN used more descriptive ways of saying it, like your background, origin etc.

In the reach out ANNWIN turned to an ethnic minority association with which they have a good trust-relationship. They operate in Zvolen, which is a city just 16 km from BB and ANNWIN closely cooperate with the municipality and NGOs there for more than 12 years.

As ANNWIN found the level of the questionnaire too sophisticated for the target group, ANNWIN decided to work with the target group they have a long-standing relationship with and with whom they are engaged in various programmes. This helps as they are used by now to fill in questionnaires and to provide such kind of information. Even then, however, ANNWIN chose to provide guidance to fill out the questionnaire. The facilitator was reading each question out loud and explained difficult points to the group of 16 Roma youth.

In a next step participants were approached individually as they came to the center of ANNWIN; they tend to come on a daily basis to spend some time on the internet or for other activities. 90% of the persons 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 the short time for data collection, ANNWIN chose this route. ANNWIN addressed also the group of youth who had participated in summer in a youth Exchange programme. Only 2 out of 10 responded, filled out the questionnaire and sent it back by mail though. Probably the lack of personal contact and help reduced the 'success rate'.

The reactions were positive but rather skeptical; some of them do not believe that the UOR will help them find a job or occupation. Unemployment is high in Slovakia, a lot of people have even returned from abroad where they had worked, so Roma youth are not very optimistic. In their eyes their employment problems are 'external'; they never think that the problems may be linked to their Roma roots, even though they agree that discrimination of Roma is common.

Specific to the Slovak school system is that primary and lower secondary education are provided in the same school, and therefore no distinction tends to be made between the two. Passing from primary to secondary education is no major event and the two together are considered as compulsory education.

The needs analysis went smoothly. ANNWIN had expected some problems, but, with the exception of the group ANNWIN addressed by mail, the response rate was very satisfactory as well as the additional feedback. In the next phase ANNWIN will also address the Roma communities in rural areas, to see if there are any differences.

Relative to the stakeholders, ANNWIN is looking for the best way to make the project work and to have an impact. ANNWIN asked the Head of the Regional Government and MEP Mr. Manka to take the project under his auspices. ANNWIN also participated in the newly established vocational school in Zvolen which wants to develop an integrative education approach by reaching out to youth from disadvantaged background. They welcomed the COMPASS project. It will be a good link with similar initiatives in the region. Most helpful was the Quo Vadis association which provided a bridge between ANNWIN and integration initiatives.

The Turkish case:

Mozaik wanted to reach disadvantaged youth of various ethnic origins in Turkey via the questionnaire. Mozaik has contacted above all Roma and Kurds in Samsun. In Samsun, Kurds and Roma live in very specific and different quarters. Mozaik went into the communities and talked to youth, with the help of common friends.

What was the process you went through?

Mozaik have tried to get the confidence of youth. When talking to them and filling out the questionnaire with them, they never asked if they were members of a specific ethnic group, as this is not to be advised to do in Turkey. Some of the youngsters were very interested in cooperating; this was something new and they enjoyed the attention they got. They said that until then no one had ever showed interest in them and their occupational aspirations, and nobody had ever listened to them.

How did the target group see themselves?

The Roma and Kurds feel isolated; they want to be accepted by the Turkish society. Roma have different problems compared with Kurds. While the major part of the Roma came with the wave of forced emigration of Muslims of Turkish origin from Bulgaria in the second half of the 1980s, the Kurds arrived largely as seasonal workers from the highlands of Anatolia. The numbers of internally migrating Kurds continue to rise in Samsun. They are often small shopkeepers while the Roma tend to be labourers in the local industrial plants. The children go to school in Samsun and are facing discrimination and prejudice, just as their Roma and Kurdish parents.

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

The feedback from youth was very positive. They were happy that Mozaik showed interest in them and their problems and grievances. MOZAIK continue to stay in contact with the youngsters interviewed. They know that they can turn to MOZAIK if they are in need of support and help.

How many did you talk to?

MOZAIK approached some **45 youngsters**, of whom 32 were willing to be interviewed and 2 filled out the questionnaires themselves. 6 youngsters did not show any interest as they were convinced that it would not get them anywhere. 5 youngsters did not qualify for the questionnaire as they were too young, but MOZAIK did not want to discourage them and continued with the interviews. Their answers are not included in the results of the questionnaires.

Reaction of NGOs, labor market?

A project like COMPASS is new to NGOs and public institutions in Turkey. MOZAIK visited many education and training institutions. All of them showed interest in the project. Mozaik also approached teachers; they are willing to participate in the various phases of COMPASS.

Difficulties encountered?

It is not easy to ask somebody in Samsun about their ethnic origin as Turkey is just beginning to admit its ethnic diversity. This is why MOZAIK conducted interviews and basically filled out the questionnaires for them.

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

It is only very recent, namely since 1997, that Turkey has raised compulsory education to 8 years of schooling. Accordingly, today children have to attend school (ilköğretim) between the age of 6 to 14. Until recently attendance of Kindergarten was not considered necessary, but now more and more parents send their children to kindergarten to help them enter the school system and succeed. To attend Kindergarten is not compulsory except in Samsun, where the obligation has been introduced as a pilot for Turkey.

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

There is no information and research on the situation of Roma and Kurdish youth in Turkey so far.

Does the 'needs analysis' inform about the needs of your target group?

The questionnaire was very helpful to structure the interviews and focus on specific needs of the target youth. Ethnic minorities need help when they are to reflect on their needs and their occupational options in life. This was, to our knowledge, the first research of its kind ever undertaken in Turkey.

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

MOZAIK was always convinced that the COMPASS project could be implemented in Samsun. When MOZAIK made their first contacts with the ethnic minority youth they were asked unexpected questions like: "Will we be able to get a job or get the proper education and training for our occupation after the project?" This goes to show that youth has expectations; it will not be easy to satisfy their hopes. In a country like Turkey it is not easy to get a good job if you are from a marginalized background unless you receive help from outside. This is the hope and expectation of the youth, who provided answers to the questions of the interviewers.

The Greek case:

DIDE PIERIAS were the pedagogues of the project; accordingly, they were responsible for the needs' analysis and the syntax of the main Curricula, i.e. the "Urban Orienteering Race" training course. The target group of youth was different to the other partner countries, namely a very diverse ethnic, cultural and language mix of migrant youth.

The team wanted to establish the needs of migrant youth with the help of the questionnaires (86%) as well as interviews (14%). Those interviewed were unable to fill out the questionnaire on their own. The access point of migrant youth was through the schools (19 cases), through training centers (13 cases) and in public places (5 cases) in Katerini, North Greece. It was not possible to get an even share of male and female youth as the majority of students in 'integration classes' were female. Consequently, more than two thirds of the respondents were female. It goes to show that the need to provide for the family income is such that even in traditional family circumstance one expects girls to go out and get a job rather than to stay at home, to do housekeeping and to raise children.

The majority of youth responding in the questionnaires had finished compulsory education and was looking for a job. They tended to be first generation migrants, some of them coming as teenagers. About one third were Greek citizens, another third were Albanians and the rest had very diverse origins, largely from the Balkans and Central and Eastern Europe. The immigrants with Greek citizenship tend to be repatriates (Pontian Greeks) or Greek people who have been born abroad and decided to return to Greece. Both tend to get Greek citizenship automatically.

Almost one third of the migrant youth have upper secondary education, largely acquired in Greece. The unemployment rate amongst migrant youth is 40%; in addition some 16% are in the household, not working and not in education and training. The language spoken at home tends to be Greek plus the native language of the source country (close to 50%). Some 20% speak only the source country language, the rest speaks Greek. But more than 90% speak Greek in their neighbourhood, i.e. they tend to be fluent in both languages.

The educational background of their parents is quite high with mothers having on average a higher educational attainment level than fathers: some 13% (fathers) and 25% (mothers) have university education and 36% (fathers) and 28% (mothers) technical/vocational education. But the share of unskilled labourers with primary education as their highest attainment level is also fairly high with some 30%.

Migrant youth are on average satisfied with their educational attainment level (65%) and know what is needed to obtain the jobs they want. They have defined their professional needs and know how to reach them. They are exasperated of not finding adequate jobs, however. They believe that the major reasons are their legal status, which does not seem to let them access regular jobs, the lack of financial resources, and often also their accent or lack of occupation-specific vocabulary and, of course, their migrant/ethnic minority background. They believe that it would help most if they had a mentor to guide them into a job as they see discrimination as a major barrier to access employment.

The situation of Austria:

Austria has chosen to interview youth at the main railway station of Innsbruck, in the waiting room for youth called "Pool", about their aspirations and education and training needs. This was the most promising site for an interview of the target group, as many migrants live in the outskirts of Innsbruck and commute regularly to school. The focus is on Turkish migrant youth as well as youth from former Yugoslavia. Youth is quite willing to respond in the waiting room as this provides distraction while waiting for the trains to arrive. The waiting time is usually used to access the internet, to play games or to find out what is going on in Innsbruck and surroundings.

Some of the interviews were carried out with students of the intercultural education and training course for teaching assistants in elementary school. All of these students have a migrant background. Another group of interviewees were youngsters who turned to the education and training courses offered by Verein Multikulturell (www.migration.cc).

The majority of the interviewed youth were excited about the questions and brought in their personal experiences such that we decided to keep them in the project and integrate them as participants in the UOR. As it turned out the German language skills were not always good enough to carry out the interviews in German. Consequently, bilingual migrant speakers were used as interviewers in order to make sure that definitions and specific vocabulary were not misunderstood by the interviewees.

In total 35 individual interviews were carried out and analyzed. The analysis was carried out with SPSS, the programme the questionnaire was integrated in. The grid was supplied by the partner responsible for this work package, namely Greece. The questionnaire has been finalized by Greece with major inputs from Gudrun Biffl and Martin Kilgus.

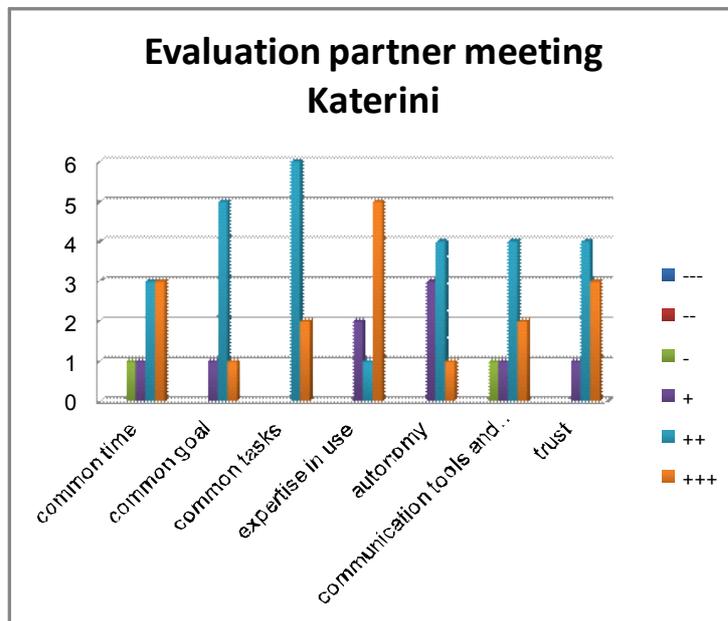
The third (Greece) and fourth (Dublin) partner meeting

The next steps of the COMPASS project were discussed in the third partner meeting in Katerini, Greece (14-16 September 2011).

The major topics discussed in Katerini concerned dissemination, in particular the project website and logo, the development of the curriculum for preparing youth for the UOR (WP4), the reach out to the targeted marginalized youth groups for the UOR (WP6), the establishment of a network of institutions included in the UOR (databank of institutions, WP5) and the development of the parcours through the various network institutions (WP8).

All in all 14 persons participated in the partner meeting. All of them except one said that they were able to cope with the workload prior to coming to Katerini. The satisfaction with the outcomes of the meeting was also almost universal (one exception), as agreement was reached on all the topics covered. Concerns were raised about the database of institutions as it was in many cases only a list of addresses. Eventually it was decided that one would have two sets of institutions, the ones the target youth would approach in the UOR and the others which were good to know but not necessarily included in the UOR. Another point of discussion was the development of a code of conduct in terms of terminology used. One agreed, among other issues, on using the word NEET-youth (not in employment, education and training) and not the word drop-outs.

Figure 3:



The work atmosphere was good, accommodation and culinary supplies were applauded by all and the communication went smoothly. Concerns were voiced, however, about a potentially negative impact of the economic crisis in Greece on the partnership, as it was not clear if the Greek partner could stay in the team.

The issue of a certain lack of cohesion of the partners remained on the agenda throughout the project. While in some cases it was the common language of some partners, e.g.

German, which irritated those who were not able to speak German, it was the limited English language proficiency, in particular of the Turkish partners, which caused irritation because not enough knowledge transfer was possible.

The fourth meeting in Dublin (19-21 April 2012) focused on the completion of the curricula for the UOR (WP4) and the finalization of the database of network partners (WP5) on the one hand, and on the reach out to target youth (WP6) and on the UOR (WP8), linked with that also on sensitizing the actors in the UOR (WP7). In addition, dissemination and materials for the second year were an important topic (WP11), again also the website and what to put on it as well as quality monitoring and evaluation (WP2 & 12). Forward looking was the discussion on the final conference in Stuttgart in September 2012 and on the contributions of each partner. Budget and administrative information and discussions were, as usual, part of the agenda of the meeting.

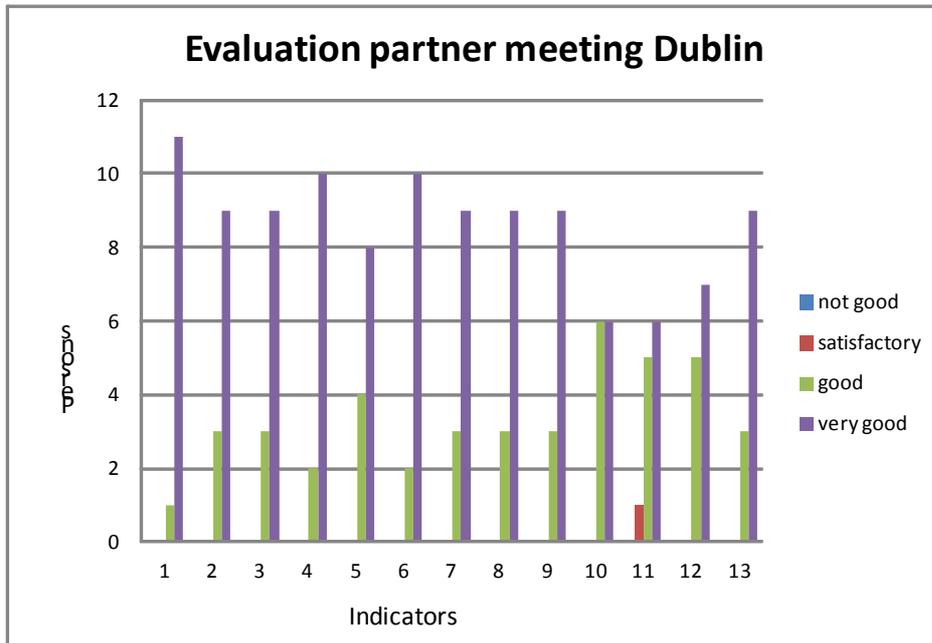
All in all only 12 participants were present as no representative of Turkey could come due to visa difficulties. The overall mark given to the meeting was very high, with 75% saying it was very good and 25% saying it was good. It can be taken from Figure 4 that everybody applauded the organization, the quality of the presentations and the content of the work plan. The only negative point referred to the coordination of work packages between the partners and between the partner meetings in the sense that there was not sufficient discipline in keeping deadlines.

What was most appreciated by all participants was the visit of a traveler site (St. Margaret's Traveller Halting Site) and the discussion with the youth trainers. It really makes a difference to see for oneself and to get a personal picture of the living conditions of the travelers. What was least appreciated was the tight work schedule – "...the days were extremely long..." - which left little time to walk around in Dublin and to let the atmosphere capture you.

A major point of discussion was the reason for the difference in attrition rates of youth during the UOR in the various countries, the highest being among Roma. As it turned out, Roma (in Slovakia as well as Austria) tend to take children out of school at the age of 15 as this is the age of achieving adulthood - also against the will of the youngsters. This is one reason among many for the large proportion of early school leavers amongst Roma and the concomitant difficulties to continue with further education and entry into the formal labour market. This habit also had an effect on the attrition rate.

Another point referred to the behaviour patterns of youth and the learning needs in this respect. Taking the case of Travelers: as they are not used to being integrated in formal structures they tend to have difficulties keeping to a strict time schedule. In addition, as they are from marginalised communities, they have their own rituals both in terms of greeting and gender specific behaviour. They have no experience communicating with mainstream institutions. Accordingly, they have to be told what is expected and train that in mock interviews. They tend to be very nervous before going into an institution and need assurance, often also personal accompaniment.

Figure 4:



Monitoring the process of obtaining network partners, developing the curriculum and the Urban Orienteering Race

The partners provided information on their experiences along the grid below, provided by quality monitoring and evaluation (WP2). The tasks were numerous, all aiming at the core of the Project, the UOR.

The case of Austria.

The tasks were complex and had two main orientations, the one towards the direct target group of youth, the other towards the indirect target group – the institutions cooperating in the UOR. As far as youth is concerned **trainers as well as participating youth** had to be selected. The trainers had to receive migrant-sensitive training as coaches, i.e. they had to be prepared for their role in the pilot UOR. At the same time the curriculum for the UOR, which was prepared by ANNWIN, had to be adapted to the Austrian needs. The reach out to youngsters and their selection took place in an information evening session in the premises of VM (Verein Multikulturell). **16 youth were selected.**

Did you encounter any problems in one or the other endeavour?

It was not so easy to find institutions to cooperate; some companies and institutions which were approached had no interest to participate. In addition, it was difficult to keep to the time schedule envisaged for the pilot UOR, mainly because of the complications arising from coordinating the network partners of the UOR.

It was also not so easy to get the number of youngsters for the UOR. On the one hand the local LMS (labour market service), which had originally sent some of their unemployed juveniles, pulled 2 youngsters out of the piloting-phase as they had an apprenticeship place

for them. On the other hand some of the juveniles dropped out because they got sick two or three times: in a small group this can be a problem!

Further, it turned out that the curriculum had to be modified to fit the network partners. As it turned out, 4 weeks are too short a time to pilot the UOR. COMPASS should have lasted one or two weeks longer to get enough time for reflexion, feedback, evaluation and to prepare documents. VM needed more time than envisaged to gather and document the learnings from the UOR.

What feedback did you get on the UOR (target group, institutions and trainers)

Target group:

For the project in general VM got and continues to get very positive feedback from the **participating youth**. Some of the participants come to the follow-up meetings where they say how valuable COMPASS was for them. The participants also pointed out some important critical points and made suggestions for improvements.

During the piloting phase the trainers constantly reflected on the experiences and impressions of the participants. As this was very important information for the success of the UOR, a **reflection tool** was developed, namely **a personal logbook**. In that personal logbook the participants documented on a daily basis what they did, how they felt about it and how motivated they were that day as a consequence. Through this daily routine the juveniles learned how to evaluate the project and practiced to reflect their experiences and in so doing gained confidence.

On the last day of the COMPASS pilot the trainers asked the juveniles to answer four questions in writing and to provide an oral feedback on the project. Youth took this evaluation task very seriously. They answered the questions in a mature way and gave interesting feedback.

The four questions and the frequently used answers/catchphrases were:

- a) What did you like about the project COMPASS?
Trainers, teamwork, climbing, museum, urban orienteering race, Hip Hop, visiting the institutions, feedback to each other, laughing together, writing an application, the participants, song writing, working with the computer
- b) What did you not like about the project COMPASS?
The breaks were too short, too many hours a day, urban orienteering race, Hip Hop, the PowerPoint presentation, sometimes childish, walking around, sometimes boring, the COMPASS project is too short
- c) What would you like to change with COMPASS so that you can recommend COMPASS to a friend? What would you like to change if you would be the boss of this project?
More breaks, fewer hours a day, urban orienteering race (too many stations a day), more learning-effects fun, more creativity, more experiences, the trainers, no bad words/no harassment
- d) What would you like to keep unchanged with COMPASS?
Trainers, location, job interview training, urban race orienteering, staying together always, applications, multicultural group, no racism, the direction of the project is the right one.

Another **evaluation tool** was the **questionnaire for participants** of COMPASS. VM asked the juveniles to fill out the anonymous questionnaire on the last day of the project. The anonymity could not be assured, however, as some participants had problems to answer the questions on their own because of a lack of language skills. Even participants with adequate language skills had problems to understand the questions though. VM learned that one should use a simpler language/vocabulary in a questionnaire addressing distant learners and NEET-youth. The main result of the questionnaire was that almost all juveniles said that the project was very good or good. In addition they tended to get more self-confidence through COMPASS. Two juveniles did not think that COMPASS and the skills acquired would be beneficial to their future life or their working life. In contrast, nine participants thought that COMPASS and the acquired skills would be very useful or useful for their future life and working life. The remaining participants were quite neutral to that question.

Their **self-assessment** regarding the skills and attitudes they would need to obtain their desired jobs reflects their understanding and self-reflection. They mentioned:

- To practice the things I learned
- To learn the German language and to keep motivation up
- Motivation, concentration and punctuality
- Vocational training and work practice
- To speak out more and also to be more open to others
- To learn/study more.

Network-institutions:

VM received an email from Mr. Sila from the local museum and also one from the university-laboratory with very positive feedback about the UOR. The university-laboratory gave the juveniles the opportunity to train their language skills.

Positive oral feedback came from the IVB (City public transport service); they offered a one week internship/training to one of the youngsters. In addition, IVB joined another integration project run by VM after the experience with COMPASS.

The CARITAS - school for social workers was less excited and said that the youngsters should have exhibited more interest and empathy with the job. They admitted, however, that the youngsters were polite. Quite the opposite was the oral feedback from the public library saying that the youngsters had a positive attitude and showed interest.

Trainers:

The trainers were surprised how motivated and open the participants were from the very beginning.

They also said that the sites of the urban orienteering race should focus more on the interests of the target youth! This means that one has to pay more attention to the interest of youth at the very beginning. The information evening could be used for that purpose. The urban orienteering race and the choice of institutions visited should be targeted and therefore developed after establishing the interests and needs of youth.

The trainers indicated that the participants could assess their own skills and competences realistically and that they improved their communicating-skills and their social-skills during the

urban orienteering race. Also self-management-skills were developed in the course of the pilot.

How much contact did you have with youth, trainers and institutions?

Target group:

There was a lot of communication during the piloting-phase between the juveniles and the organiser of COMPASS, Verein Multikulturell (VM). The juveniles always had a contact person to talk to. If they had personal problems they could talk to the trainers or to Andrea (member of the VM-team). The juveniles took the offer up, which had a positive effect on the group-dynamics and on the relationship between participants and trainers.

After the piloting phase VM offered follow-up-support in form of mentoring and accompaniment to some institutions like the University. All in all four juveniles contacted VM after the piloting-phase to stay in contact; VM sent invitations (via SMS) to every participant of COMPASS.

Trainers:

The trainers have received a train-the-trainer-seminar before the piloting-phase. They communicated with each other during the piloting-phase.

Daily reflexion was also important to react to the problems and needs of every individual youth.

The trainers filled in a questionnaire after the piloting-phase about their experiences.

After the piloting-phase there were three reflexion-meetings with the internal and external trainers, the project coordination and the management of Verein Multikulturell.

Institutions:

The communication took place via email, phone and personal contacts with the institutions participating in the urban orienteering race.

Face-to-face-contact took place above all in meetings with the LMS (labour market service).

Do your results contradict the stereotypes and how could you convince the target youth/institutions to participate?

The major stereotypes in Austria tend to be the following:

1. Migrant juveniles have problems to find a job or an apprenticeship because of limited understanding of the functioning of the Austrian labour market (information about the institutions to access and the skills needed) and because of a lack of motivation
2. Migrant juveniles are largely early-school-leavers
3. Migrant juveniles tend to have limited German language skills

The reality was that the participants of the COMPASS-piloting were very motivated and interested (especially in the beginning of the piloting-phase). They enjoyed working out their own goals and occupational plans, to talk about their wishes and their plans for the future. Some of them were well informed about the Austrian institutions and their opportunities; others did not have an adequate understanding of the Austrian school system and the Austrian labour market.

Many participants had adequate language-skills, but they tended to speak better than to write. Two juveniles who migrated to Austria only a year ago had very good language skills,

while some of the less recent immigrants were not so good in German. One of them said: "I do not need another language-grammar-course but what I really need is a person who regularly speaks German with me."

Some of the participants were early school leavers without finishing certificate of secondary school, others dropped out of their apprenticeship education/training. It is they who really face difficulties and one has to help them to have a second chance both in terms of finishing compulsory education and finding an apprenticeship.

The evaluation showed that **the situation of the target group is very diverse** and that the stereotypes do not provide an adequate picture of migrant youth and their needs and aspirations.

How could you convince the institutions to join the project?

Some of the institutions VM chose because they are part of the national labour market infrastructure (WKO – chamber of commerce, AK – chamber of labour, AMS/BIZ – labour service/job information centre). They offer support to youth, in particular to unemployed youth. They provide relevant information about the labour market in Tyrol and the options open to youth. Therefore VM included them in the urban orienteering race to pave the way for youth and thereby raise their chances for employment.

VM contacted the other institutions because they tend to provide a wide variety of jobs and occupational careers (IVB – public transport service, regional museum, IKB – municipal enterprises for utilities, Caritas Bildungszentrum – school for social care professions)

The university laboratory, the multilingual kindergarten – Kindervilla and BAKIP - the secondary school for kindergarten teachers - are constant network partners in other projects of Verein Multikulturell (for example the Migrant Girls' Day). Accordingly, VM could contact many because of a longstanding tradition of cooperation in relation to migrants and their needs.

How could you convince the target group to join COMPASS?

Some of the juveniles were interested in participating in COMPASS, because the regional labour market service offered them to join this project and to attend the information evening. At the information evening it was possible to motivate some juveniles to join the project; they signed on the same evening. In addition, three participants have been clients of Verein Multikulturell before COMPASS started. For them the project was exactly what they needed to find their way and get occupational guidance.

How did you choose the Trainers?

VM had five persons in the team, three of them were regular trainers and two of them were project-coordinators, who tended to have an advisory function for the trainers as well as the juveniles. The three trainers were chosen because of their experience of working with Turkish youth; they were external staff members. The two project-coordinators were internal staff members of Verein Multikulturell.

From the point of view of the UOR-pilot did the needs analysis identify the needs of the target group adequately?

Before the piloting phase began, the needs of Turkish migrant youth were established in a survey. Almost all of the interviewed youth between the ages of 14 to 17 had difficulties choosing a career for themselves. As it turned out, Turkish migrant youth has limited

information about career opportunities. They know a small number of possible apprenticeships but have no idea about the wide range of choices.

The most important information sources for young migrants are family members, especially fathers and older siblings, and also friends. Career consultants and teachers are not the first contact point for Turkish migrant juveniles. Teachers and coaches may give advice, but parents make the final decision.

Almost all of the Turkish juveniles wish to have a mentor or an advisor for the transition phase between school and job. For the juveniles it is most important that the advisor offers impartial support and provides orientation. Important is also that the advisor structures the information about different occupations and helps in the decision making process.

The needs analysis meets the needs of the target group in some but not all points: Some of the participants did not finish compulsory schooling, i.e. they have no school leaving certificate which allows them to continue with further education. This means that it is impossible for them to get an apprenticeship place. To finish school they would need a lot of support. This form of direct support could not be provided in COMPASS, but it is possible to inform and motivate them to attend second chance schools and to work hard for the exams. One aim of COMPASS was to raise the awareness of youth about the necessity of a school leaving certificate for further education and a job beyond that of a labourer.

Some of the participants knew that already from their contacts with the labour market service. For them COMPASS was not the first active labour market policy measure they attended, but the innovative approach was helpful to find their way. Of the whole group of 16 juveniles, 12 were sent from the labour service (LMS).

Other participants had hardly any understanding of the Austrian school system and the Austrian labour market. For them it was very important to get some guidance and to find out about their personal options through the training and UOR.

The youth training process/curriculum and experiences with the pilot:

The training participants were open and interested in communication; a strong group-bonding developed very fast. The juveniles were very motivated and excited about the COMPASS-project and had a lot of questions about the urban orienteering race.

A very important element of group dynamics was the common decision on behavioural rules in the group at the very beginning. Another important aspect was to engage in common activities. Climbing was the first collective leisure activity. Even juveniles who did not want to climb accompanied the group and helped secure the participants who climbed.

After leisure activities it was possible to work on application documents and on practicing job interviews. This was a big challenge for some youngsters as they had difficulties concentrating and disciplining themselves.

In the second week the urban orienteering race started and the juveniles had their first appointments. Their challenge was to interview a contact person of the institution and to film this visit. After the interview they made a Power-point-presentation with the most important information about the institutions. The urban orienteering race lasted two weeks. For the juveniles the urban orienteering race was at times very exhausting; but they enjoyed it as well,

in particular the trust and confidence in them by the trainers, but also to take on responsibility for themselves.

To relax between the appointments the participants engaged in leisure activities like Song-writing. Song-writing was at times very emotional as some biographic elements found their way into the lyrics. The group coped well with these moments and the participants showed respect for each other.

The last event of the urban orienteering race was the World Café, which VM integrated in the curricula. VM invited successful people from different professions and backgrounds to answer questions by the youth. The juveniles had the chance to get more information about the school and professional career from the invited guests. This afternoon showed how important it was to get a clear understanding of the jobs but also of their own personal strengths and weaknesses. The guests provided the juveniles with a vision and they assured them that it is possible to find one's way and that there are many pathways to one's career. The World Café was a complete success, because some of the juveniles seemed to be very motivated to find their own way after the talk with the guests. For some juveniles the guests became something like a role model.

The last common activities were Hip Hop-dancing on the one hand and the final Power point-presentation of an interview. The juveniles did not want to have their family and friends around, but they wanted to have all five trainers present for that event. The highlight was that one of the participants, who had to leave the project prematurely because of a job offer, came to the final-presentation.

The fourth and fifth week, after the UOR, was also very intensive for the group. They had to reflect on their experiences and impressions and draw conclusions for themselves. This became a challenge for the whole team at VM as some participants mobbed one group-member. VM had to intervene through conversation, with single participants and with the whole group. There were conflicts between some juveniles, also aggression and anger. VM could always de-escalate the situation, but it was important to offer time for dialogue and mediation after such events.

One of the most impressive moments of the whole piloting-phase was the feedback-round at the end. The juveniles asked for a feedback from the trainers and they also gave feedback to each other. It was amazing how honest, sensible and caring the juveniles were when giving feedback to each other. All participants got a final video with impressions and memories about the five weeks they spent together on COMPASS. The participants wanted to stay in contact; some turned up for follow-up meetings.

Will COMPASS be sustainable? The piloting-phase showed that a project like COMPASS is a helpful supplement of active labour market policies organised by the LMS. Talks with the LMS have a good chance of introducing COMPASS into their portfolio. VM plans **a second run of COMPASS in autumn 2012 after the end of the project.** Originally it was planned to do the second run in rural areas, but it needs more time to access the participants and organise the UOR. Therefore the second run will also be in Innsbruck, but at some stage a trial run will take place in rural regions, probably in spring 2013.

The case of Slovakia:

According to ANNWIN both the formal and informal communication and cooperation between the partner organizations has improved significantly during the three partner meetings and in the period between the meetings. Awareness and respect for the particular and specific knowledge and experience of each partner organization has increased. The language differences remain, however, a challenge to communication as some of the project materials are kept in German which means that ANNWIN either does not get all the information they think they need or they have to engage in costly translation exercises.

The level of mutual exchange of learning and achievements is very good in general, however, particularly at the partner meetings. The coordination of the various work packages by the respective lead partners in the period between the meetings is very useful; in addition the coordinator, Verein Multikulturell, together with the quality monitoring and evaluation, is dealing professionally with all the issues and planning tasks involved.

Slovakia is very satisfied with the progress of the project and with the professionalism of the partner organisations. The cultural understanding and sensitivity to gender issues are omnipresent and the objectives of the project are shared by all.

The main focus of ANNWIN after Katerini was on organizing the cooperation with the local partners and stakeholders, as they are the key to success for the UOR of Roma youth. This is the work package (WP4) for which ANNWIN have the lead responsibility. In putting the database of network partners together for all partner organizations, ANNWIN have a lot of coordination work to do which helps develop a team spirit. In so doing ANNWIN are learning a lot about diversity, both as far as the target groups are concerned as well as the different institutions and stakeholders in the various countries.

The team of ANNWIN are focusing above all on raising the employment opportunities of the target group. ANNWIN turned to their longstanding partners, the job centers, with whom they tend to work when trying to find jobs for unemployed youth. ANNWIN have established a good cooperation with the regional Job Center in Zvolen, where a team helped and supported them to implement COMPASS.

ANNWIN have learned that it is very difficult for the group of 15- 18 year old Roma to get an internship in a firm. They can only do some community work but cannot be integrated in the formal labour market. There are few programmes which give youth a second chance to finish lower secondary education; in addition, Roma are in many cases not motivated to attend those classes. Without any school finishing certificate it is practically impossible to get vocational training. The most recent attempt to help Roma into employment is part of the National program for revitalisation of the country, realised by the Trade Ministry. Part of this strategy is to build dams against floods in flood-prone regions which tend to have an above average concentration of Roma settlements. The jobs on offer include also vocational training which should raise not only the employment rate of Roma youth but also their educational attainment level. The downside of this programme is that it lasts only for 6 months, after which they become unemployed again.

Network partners and sensitization for the needs of the target group (WP5&7):

ANNWIN has been working with some of its network partners for a long time e.g. the City of Zvolen, Quo Vadis and the Mediation center. With the **City of Zvolen** ANNWIN cooperate for more than 15 years. ANNWIN organized activities in cooperation with them, trained their employees (client center, caregivers, persons in contact with citizens, managers). They also provided ANNWIN with some funding – not regularly but on a project basis. For COMPASS ANNWIN succeeded to get funding for the local activities with the target group (the UOR and the work linked to it). ANNWIN also works regularly with their personnel department.

Quo Vadis is an NGO providing art classes and running a Montessori based kindergarten. They were able to supply ANNWIN with the training site and with the coaching for some youngsters. In addition, they provided one of the target Roma youth with a part time job.

Due to the diverse needs of the target group ANNWIN had to find new partners, in particular institutions that could help with second chance schools in order for Roma youth to finish education as well as employment agencies to help find possible jobs. Accordingly the **National Office for Labour** became a new partner. Even though the personnel of the state body were highly professional in their activities, they needed to be sensitized towards the needs of Roma youth. As it turned out sensitization was crucial to change their attitudes towards Roma.

Because of the significant degree of discrimination of Roma in the formal labour market in Slovakia, ANNWIN had to choose the partners for the UOR carefully. ANNWIN gave preference to private initiatives and projects as they are more likely to give Roma a regular job. The main focus remained on finalizing the education; also there ANNWIN depended more on private initiatives, in particular a high school for children from socially disadvantaged background which has been established by **Roma activists** in Zvolen County (<http://www.skolaina.sk/>).

The sensitization entailed above all discussions with trainers and coaches on how to deal with the target group and on reflecting on experiences with the target group.

Recruitment of youth team and piloting the Urban Orienteering Race (WP6):

Procedures to reach out to 16 youth:

ANNWIN started recruitment through the National Office of Labour (NOL); they sent 19 youngsters who were registered with the NOL. They were basically two groups, one from Zvolen neighbourhood - Zlatý potok - and another one from the village Sielnica. Unfortunately, due to extremely cold weather, the groups did not turn up and ANNWIN had to look for another group and find a way to make them stay with the project. ANNWIN turned to an orphanage in the village Trnie, 20 km from Zvolen, in a rural area. They have all in all 89 children, of whom about 23 in the age of the target group of the project. Approximately 90% of the orphans are of Roma origin (<http://www.ratolest.sk/>). The village does not only run the orphanage but also a shelter in Zvolen city for the youngsters who are over 18 and who learn to live independently, with some guidance by the orphanage, In addition foster families are part of the team.

In the end ANNWIN had 4 very diverse groups of Roma youth: 6 unemployed Roma youth from Zlaty potok neighbourhood (group A), 6 from the shelter (group B, 4 women and 2 men), 10-12 youth under 18 from the orphanage and foster homes (group C, 6 boys and 6 girls). And a mixed group of 6 (group D), one of them Korean, where 3 were registered at the Labour Office (2 male, 1 female) and three were their friends (2 male, 1 female).

ANNWIN started with 26 as they expected to lose some during the project and they wanted to make sure to have 16 youngsters pass through the whole programme. In the end ANNWIN had drop-outs in every group, but all in all 18 stayed for the whole course.

Reactions by the target group, differences by gender?

There were marked differences in behaviour by the participants of the 4 groups. Group A for example did not like the training method in which they had to find solutions by themselves, particularly if the solution required creativity or if the solution was not a clear one. They got the feeling that they had to make a test which they resented. Their reaction was "...you want to show us that we do not know how to do this, because we are Roma." It was very difficult to convince them that this was a way of learning and that one learns by trial and error. In the end ANNWIN had to change the "games" and give them concrete tasks which they felt they could do. To step out of their normal life and learn something new was impossible for them. They would need more time than ANNWIN were able to provide within the framework of the programme. Identifying their strengths was also difficult but they gave ANNWIN enough examples of what they had done in their lives, so ANNWIN could build on it and give them some confidence. It was amazing to see how much they enjoyed drawing and other non-verbal tasks.

In general, this group found it difficult to express itself in writing. While discussions were easy, understanding the language and expressing their ideas in fluent Slovak, writing was difficult and their level of communication skills regressed to a very low level, just as in reading. As a consequence ANNWIN chose unfinished sentences or pictures to help them to express themselves.

The groups B, C and D were more comfortable with experimental learning. On the other hand it was more difficult to keep their attention. The excursions to firms did not interest group C as they have some practical education in their vocational training programme and they are not really seeking a job yet.

Difficulties encountered: The first difficulty of the NOL was to identify the Roma amongst their unemployed youth as the selection criteria could not be on ethnicity but rather on early school leavers, the area they live in, their names, as well as personal contacts with the assigned officer in the NOL. Those with the most pronounced difficulties to find a job were the ones who remained with ANNWIN until the end of the project.

Expectations and outcomes: ANNWIN have expected that the NOL would support them in the project. This was not the case, however. ANNWIN were told at the end of the project, when complaining about the lack of cooperation, that they should have written an application committing themselves to give credit to NOL for their help. As ANNWIN did not know that these were their expectations ANNWIN did not write this petition, which explains

why there was not much willingness on their side to support the programme. They also did not provide social security for the COMPASS youth team for the time they were on the project, even though they could have made arrangements. Now ANNWIN knows that they should have looked into the administrative procedures and expectations more carefully.

Also the cooperation with the community workers was disappointing. Their response tended to be like this: "...we are not here to motivate the unemployed Roma to participate in your program". Even though the City of Zvolen was supporting the project by small funds this did not trickle down to the community workers. Also the cooperation with NGOs, who are included in the official community development plan of the city, was more declaratory than real.

Some of the results of the group members are:

- 2 persons from group A found a part- time job (cleaner and worker)
- 1 person will be finishing elementary school
- 2 - 3 youngsters will study at the private school which was part of the network
- Group D will continue the education and cooperation with ANNWIN in youth projects.

Development of Orientation material, dissemination (WP8)

As some of the youth were very young, ANNWIN focused on excursions in small groups, followed by discussions and reflections on their experiences. ANNWIN also invited network partners to explain to small groups their occupational options and educational requirements. ANNWIN also invited a counselor/psychologist to inform the youngsters who wanted to finish elementary school on what was best for them to do. Some of the youth did not turn up again after counseling without telling ANNWIN why. ANNWIN found out later that they had found some casual job here and there.

Train the trainers (WP7): as most of the trainers of ANNWIN have been working with the target group for a long time, ANNWIN went about sensitization basically by reflecting on the activities and on how to go about team building in the various activities. ANNWIN used the training pack developed by Exchange House, the lead partner responsible for this WP7. ANNWIN translated it from English into Slovak and used it in the training. It was very professionally done and useful.

Difficulties encountered: the personnel of the various public institutions ANNWIN worked with think they know everything that has to be known about Roma. The sensitization and information provided on Roma did not change their attitudes and stereotypes about Roma. ANNWIN had to realise that a lot of work still needs to be done....

Efforts to ensure sustainability: ANNWIN will prepare a program for youth coaches and for community workers based on the experiences with COMPASS. The Ministry of Labor, Social Affairs and Family will be informed about the results and methods of the project. ANNWIN have been asked by the Slovak Academy of Sciences to inform about the situation of young Roma on the labour market and share the outcomes of Compass with the participants of the project Evalvet (<http://www.evalvet.eu/home>).

The case of Germany:

Germany is in charge of graphic design, the website, logos and the design of final products. To make the project known is one of the key functions and responsibilities within the project. Martin Kilgus, who is an editor with SWR Public Radio, TV & Online, specializing on migration and integration, is well placed to make projects such as COMPASS known to a wider audience. According to Martin, working on projects like this is the best way to learn about disadvantaged groups like the Travellers in Ireland and the situation of Roma in Eastern Europe. This is of particular value during the EU Year for the Roma. He was able to place special reports on air and thus transfer selected topics from COMPASS into the mainstream public debate in Germany.

IEIE also supports Sofia/Greece with the development of modules and curricula. They also give guidance and provided a graphical design for the urban orienteering race.

The Experiences of IEIE with the network partners (WP5) and with sensitizing for the needs of the target group were diverse. IEIE Stuttgart intended to link the needs of the target group to the selection of network partners for the urban orienteering race in the Stuttgart area closely. IEIE met with the young people at Kerschensteiner Schule (vocational preparatory class for early school leavers) with 19 young people, school social workers, teachers and the City of Stuttgart's integration commissioner. The reason for this meeting was to learn as much as possible about the needs of the young people regarding their vocational orientation, finding a possible job or vocational training program and the obstacles they are facing.

The main outcome of this meeting, the talks with the young people and the results of the Compass needs analysis indicated a lack of knowledge about possible jobs and vocational training options, too narrow a perspective of industries which offer vocational training, but a keen interest in "discovering something new".

We focused on enterprises and institutions in manufacturing industries and crafts ("Industrie und Handwerk"), on public institutions and cultural institutions since these were the three fields the young people, our target group, were really interested in.

We decided to select our network partners on the basis of:

1. open to offer vocational training for young people with lower educational outcomes (suitable procedures in the human resource department)
2. prepared to appreciate the talents and skills of the young people and willing to participate in the urban orienteering race (UOR)

We **contacted 22 potential network partners** in the Stuttgart area, **15** of them fulfilled our criteria and wanted to **participate in the urban orienteering race**. The human resource managers or the individuals prepared to meet the selected youngsters during the UOR were invited for a preparatory meeting. During this meeting the company and institutional representatives received background information on Compass, the situation of the target group and their needs, an update from their social workers on the life situation of the 19 youngsters and an indication of their vocational interests.

This preparatory meeting was extremely helpful for the members of the network. They did not only learn about Compass and the methodology of the race but also got to know each

other. One public institution (State Theater) adapted its administrative rules to those applied by a large private company (Mahle with 15.000 employees) for the recruitment of migrant youth with low educational achievements. The regulations of the private sector are now also applied by the public sector in Stuttgart. These rules allow potential employers to hire early school leavers which otherwise would not have been possible as school finishing certificates are a prerequisite for employment in the public sector. The latter is still the prerequisite for anyone to follow an apprenticeship in the German dual vocational training ("Berufsschule"). With the new rules companies and public institutions can offer in-house training for the target group which will eventually allow them to get a school finishing certificate.

During the race, all networking partners received follow-up calls and were asked to briefly report about their experience. An evaluation meeting with all members of the network was scheduled for end of May 2012.

Recruiting youth team for piloting the Urban Orienteering Race (WP6):

The youngsters were recruited from Kirschensteiner Schule, a "Berufsschule" in Stuttgart-Feuerbach. All of them were members of the "Berufsvorbereitungsjahr" (BVJ). This "preparatory vocational training year" is offered by the school board and the state government to young people with no grade or a very low grade achieved at the end of compulsory school (Hauptschule). The BVJ offers additional education and training based on the school curriculum of Hauptschule, vocational guidance and orientation and tries to lead the young people to a 'Hauptschulabschluss', i.e. a finishing certificate, and help them into an educational training program. Since Kirschensteiner Schule itself is a vocational training school (Berufsschule), the members of BVJ have a chance to "test" specific jobs on the premises.

For Compass, 19 young individuals – most of them with migrant background (16 migrants, 3 non-migrant Germans) – were recruited from the BVJ class. The migrants have Turkish, Bosnian, Croatian, Greek and Russian roots. They all underwent a 5 week Compass preparatory training based on the Compass curriculum. The training was done by their school social worker and took place at school.

The integration of the Compass training was of special importance for the young people. For some it was difficult to allocate extra time for such a training due to their tense agenda (school, sports, other training programs, internships, volunteer work etc.), their parents non-approval of out-of-school activities or activities with an institution which they did not know and the participants' emotional wellbeing to be at a place they knew, where they felt safe and where they met people they already knew.

The school social worker (as a trainer) did the Compass curriculum with the participants for five weeks every Thursday and Friday in the afternoon at school (as part of the "normal" school service provision) for 4 to 5 hours every Thursday and every Friday. This was also important for the Turkish girls who did not have to ask for approval of their parents since this was an activity at school and thus accepted by the parents.

During the training it was interesting to note that both boys and girls preferred to stay in groups by gender during specific training sessions. The social worker reported that all sessions which concerned personal interests, skills, dreams, hobbies etc. were extremely intense. The young participants opened up to a degree not experienced before. They openly talked about their situation at home, about boyfriends and girlfriends, about sex and experiences with puberty, about vocational dreams and their dream jobs, about future life (married, having children, type of partner etc.). It was more important for the boys, so they said, that they had these sessions without the girls. It became apparent that all of the boys had difficulties coming to grips with their "role as man" and "what is expected from me as a man". They all said that they were not really prepared for all these expectations.

The girls found it safe to be in a female-only group environment during these sessions. For them their role within their families, the talk about boyfriends and job expectations were of highest importance. All of them – and this was of great interest to the social worker and trainer – had a clear idea of their role as mother on one side (they all wanted to have kids) and of a professional career on the other side.

They all left the training with a higher degree of self-respect, personal stability and felt truly empowered.

Development of Orientation material, dissemination (WP8):

In Stuttgart we prepared a COMPASS-Passport with information on all 15 participating institutions and enterprises. A map indicated the location of the enterprises. Contact data, background information on the institution and enterprise was available too, in addition to suggested questions and points to look out for at each specific institution. The 15 potential points of interest were divided into public administration, enterprises/industry and cultural institutions/media/arts.

On the map the young participants found QR codes (Quick Response Codes). When scanning these codes with a mobile phone with a QR code reader, participants received additional information and contact data and could get into contact with the relevant person for their visit and interviews at a specific place by the touch of a button or a simple touch on the screen. All participants had phones suitable for these applications and they all really enjoyed this innovative technical "gadget".

The outcome has been very positive. Two participants most probably will get into a vocational training program, another boy found his "dream job" and will apply with the state of Baden-Württemberg administration, one girl got into an internship and three boys decided to go for continuing secondary education. ("Wir haben kapiert, dass es ok ist, unseren Arsch hochzukriegen. Mit Realschule oder Fachschulabschluss kann ich den Beruf machen, den ich will und ich weiß, dass ich den Beruf dann auch kriegen werde. So gut bin ich! Das traue ich mir jetzt zu!" / We understood that it was ok to finally get our ass up and to continue with secondary school or high school. With such a degree I will be able to apply for the job I really want to do. And I know I will succeed. I know now that I can do that!)

Train the trainers (WP7):

The trainer, who was the school social worker, had a solid and professional knowledge about the needs and the intercultural characteristics of the target group. She also had exercises on how to write a CV and on interview training. Additional exercises on these topics from the Compass curriculum were a great asset. The outdoor adventure exercise for example and the visit to 'Europapark' were of high pedagogical and didactic value relative to the motivation of learners, appreciation of learners and team building.

The Compass curriculum was developed by IEIE and provided in German and English to all Compass partners. The curriculum was developed on the basis of the needs analysis and the reports from all partners during the Samsun meeting. The curriculum was presented during the Katerini meeting, refined and adapted and translated into English.

For us in Stuttgart, the train-the-trainer module was an easy-going part of the project due to the excellent qualification of the trainer and her high motivation. A success for us and an indicator for the sustainability of our work is that some of our materials will now be used in mainstream school social service provision by the Stuttgart school board. Our trainer presented our materials (curriculum) at a school board meeting and 3 out of 4 elements (chapters) were approved for inclusion in the school board library of documents and materials for teachers, trainers and school social workers (for our target groups).

The case of Greece:

The partners in Greece were very happy with the results of the UOR in Katerini and Dublin. The training course was successful. Not only did the target group get a better understanding for their occupational choices in Greece but the trainers learned a lot about the diversity of behavior patterns of migrants. The project will also help DIDE PIERIAS to improve their teaching and guidance competencies in the training schools and organisations they cooperate with. DIDE Pierias represents, as an educational authority of the district of Pieria, more than 40 secondary schools (general and vocational, plus adult centres). With the help of Compass it has started to develop a network of potential employers and counseling agencies in the region such that they as a school authority can give better advice to their pupils, thereby paving the way towards a smooth transition into the labour market.

The lack of interest in the subject of COMPASS on the part of the local authorities was, however, very disenchanting.

The Trainers: DIDE PIERIAS started in November 2011 to find the 4 educators / counselors who were qualified to manage and complete the "urban orienteering race" process following the guidelines of the "training pack for the implementation of Urban Orienteering Race". They are teachers in the public schools with a 20 year experience in professional orienteering as counselors in the high schools. We chose 1 counselor each for the 4 groups of students, consisting of 4 students each.

The reach out to the team of students: In December 2011 DIDE PIERIAS sent 2 calls of participation to all high schools of Pieria (general and technical / vocational), to the second

chance school (adult school), to the Youth Center of the Municipality of Katerini, to the educational private service centers, to all local and regional newspapers, to OAED (National employment exchange), to the government department on learning and training in Katerini, to the Prefecture and to the post secondary professional school in Katerini (IEK). DIDE PIERIAS repeated the call in January 2012 and gave a new deadline, the 2nd February 2012, as not enough students applied.

In February 2012 DIDE PIERIAS decided to visit all high schools personally; Sophia and Nikos also went to the National employment exchange in Katerini. The interest to participate was lower than expected. We only had a small reply to our calls even after the notice in newspapers, the contacts with the training services and youth centers. The national employment exchange could not provide us with unemployed migrant youth and they informed us that the migrants would never participate in such seminars; they said that it was a waste of time if there is no money or any other kind of reward for the participants involved. They themselves had tried to organize training courses for migrants which were subsidized/ funded by the Greek Government, i.e. the migrants were paid to complete the courses, but without luck! The migrants only wanted a job to survive!

In spite of the discouraging experiences, Sofia and Nikos managed to get the 4 groups of 4 together, only through their personal contacts with educators, teachers, directors, friends and migrant associations.

The youngsters were migrants from Romania, Poland, Serbia, Germany (of Greek background), Russia, and Albania. They have different educational attainment levels, group A and B having finished school and/or university education abroad. All of them speak foreign languages but many of them continue to have great difficulties speaking Greek. Group C went to vocational/ professional high schools in Katerini. They spoke perfect Greek. Their parents are thinking of returning to their source countries but the youngsters don't want to go as they feel Greek! Group D were unemployed and hoping to get at least into volunteer jobs. Many of the participants find it hard to satisfy one or the other of their basic needs, e.g. housing, nutrition, health. But all of them were very optimistic; they liked the activities, e.g. how to create a CV online or a portfolio, to participate in mock interviews, but above all to have real interviews with HR managers of the participating enterprises. All of them stayed the full 4 weeks in the UOR.

The network partners:

The network of partner institutions which provide general and vocational training as well as guidance could incorporate the "urban orienteering race" into their curriculum. They adapted their training packages to the needs of the migrants.

The enterprises which are part of the network as well as the local job placement partners were all under the influence of the crisis. The unemployment rate rose rapidly and a lot of families with immigrant background started to move back to their countries of origin. The employers and job placement centres were supportive by allowing our participants to visit work places with their trainers and to discuss job options with the employers.

The experiences with /evaluation of the UOR:

Feedback from youth:

- The target youth was highly motivated and wanted more time on the various activities.
- The discussions and the common activities helped build up the self confidence and to better understand their capabilities and skills.
- They enjoyed meeting new people and making new friends.
- They were happy to create their own portfolio and CV, to practice how to behave in an interview, to identify their occupational interests and to gain confidence in talking about them.
- The internet research has taught them how to get information about enterprises, ways to find a job, keys to make a better and effective browse.
- The visits to the enterprises were seen as an excellent way to enter the labor market, to have the first such live experience, to have a contact with a real HR manager.
- They were happy with their Certificate of Completion: "...this Certificate is the first important document I will add to my portfolio!"
- They wanted more training seminars /courses and youth exchanges.

Feedback from trainers:

- They learned a lot about different behaviour patterns of youth, it was an intercultural learning experience.
- The trainers / counselors were very satisfied with the training material, the organization of the UOR and the active participation of migrant youth.
- They intend to continue to train some of them.

Feedback from participating institutions:

- They were happy to welcome the youngsters, to present themselves and their work.
- They were positively surprised about the rationale of the project and its objectives.
- They were very positive about the collaboration with DIDE PIERIAS and to share their knowledge and experiences with the youth participants.

Technical problems:

It was sometimes difficult for Sophia and Nikos to get staff permission to go out and search for the migrant groups and to organize the training courses. The crisis has influenced the character of the public services. More and more state employees get less money while at the same time being expected to work harder and more efficiently. Sometimes they become rude and are not helpful.

Recommendations:

- The seminar is excellent for young people who are living with their families and who do not bear the full brunt of the fight for survival. For those who are chasing a job to make ends meet it is seen as a waste of time, as the disappointment of not getting a job is even more pronounced.

- The groups that had common meetings and brainstorming exercises were more efficient than those working on their own at doing job research. It is important to do group work where there are group dynamics. The common activities have to be complemented by "one to one" training sessions for the preparation of CVs and portfolios.
- The "Urban Orienteering Race" is a training course for all young people, not only for migrants. Greece became an enormous life and work battle field. We recommend it for all students in the school as an excellent professional orienteering method. (Vocational, technical, general high schools, adult educational schools, second chance schools, post secondary schools etc)

The information provided by **Exchange House (EH) for Ireland** has elements of the experiences of one or the other partner, which will not be repeated here. A specific problem of EH was to keep to the original timeframe for the Urban Orienteering Race. Therefore EH ran a follow up to continue training with some of their young travellers. All in all the UOR was a success story and EH will continue to use the curriculum developed by COMPASS in their career and training services for young travellers. The UOR was useful in many respects; one aspect was that it highlighted specific needs of the target group which so far had not been taken into account by EH. It has also provided the opportunity to build stronger links with employment and education services in Ireland.

The focus of EH was on WP7, i.e. the provision of a plan for coaches and trainers on sensitization of the target group. The plan can be taken as a carbon copy by all other partners as it is specific as well as general in its approach towards identifying and combating discrimination and prejudice.

Gaining information from **Turkey was somewhat complicated as MOZAIK** could not attend the meeting in Dublin and communication in general was limited. But MOZAIK fulfilled all the tasks assigned nonetheless. In order to build up a network of institutions for the UOR, MOZAIK contacted several companies and institutions like the health service in the city of Samsun as well as local authorities and NGOs, for whom the project was interesting but a very new idea.

The authorities included were:

Government of Samsun, Municipality of Canik, Atakum, İlkadım, Büyükşehir, KUR, KOSGEB, Social services agency, Special Provincial administration, Public Education Center İlkadım, Atakum

The Companies/institutions contacted were:

Private Hospital Atasam, Private Hospital Medicana, Private Hospital Anadolu, Gürmed Medikal, Hayal Fotoğrafçılık, Özen Elektrik, Harika Çocuklar Kindergarten, Yapı Kredi Bank, ING Bank, Akbank, Teknosa, Vatan Computer, Interior architecture Atakum

The NGOs contacted were:

Roma NGO's, Youth Center İne Deli, Karadeniz Yeni Ufuklar, Balkan Türkleri, Yerel Tarih, Samsun Genç Adamları Derneği, Genç Yaşam Topluluğu Derneği

Apart from establishing a network of institutions which were willing to participate in the Project, MOZAIK engaged in establishing the needs of the target youth, organised the trainers who were to work with the youngsters and adapted the curriculum for the UOR. As it turned out the families of the target group had to be informed and their agreement to the participation in the project was essential.

The participating youth was very excited about the UOR and the training going with it. It was important to split them up in small groups (4 groups) in order to promote learning; in addition, to keep the interest up, social activities had to be combined with learning. Youth concluded that it is important to work hard, to acquire job and social skills and to learn foreign languages. They were hoping that in so doing they would have greater opportunities to find a job, if not in Turkey then abroad.

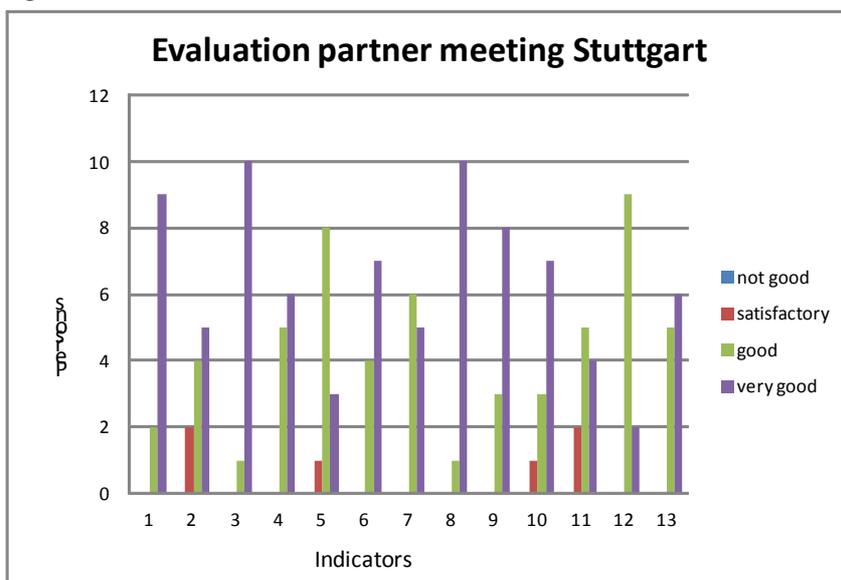
Monitoring and evaluating the final meeting and the first end-of-project conference in Stuttgart

The final steps of the COMPASS project were discussed in the fifth partner meeting in Stuttgart, Germany (6-9 September 2012).

The major topics discussed in Stuttgart concerned the finalization of the technical programme of the press conference in Stuttgart on the second day of the meeting, the regional conferences, modeled after the press conference in Stuttgart, the finalization of the various work packages, the recommendations flowing from the UOR (WP8) and the evaluation of the conferences and the final evaluation of the project.

All in all 12 persons participated in the partner meeting. All of them said that they were able to cope with the workload prior to coming to Stuttgart, but many added that it was a lot of work. They all were satisfied with the project, had a full understanding of their tasks and were satisfied with the outcomes of the meeting.

Figure 5:



The work atmosphere was good, accommodation and food were valued highly by all and the communication went smoothly. The overall mark given to the meeting was high, with 55% saying it was very good and 45% saying it was good. It can be taken from Figure 5 that everybody applauded the organization, the venue and the quality of the discussions which clarified open questions. Least satisfactory was the provision of information before the meeting and the coordination of work between the partners, particularly with Turkey.

What was very appreciated by all participants was the press conference in Stuttgart, which gave all partner institutions a voice.

Regional Conference monitoring and evaluation:

The conference evaluations follow the grid provided by Gudrun Biffel in the partner meeting in Dublin (see Appendix). The major aspects in the first conference in Stuttgart were the following:

1. Quality of the transnational element:

Links between the aims and objectives of the conference and those of Leonardo:

The Stuttgart Conference at the city hall highlighted the transnational elements of the project: all project partners presented their lead work packages, their target groups and their project recommendations. This was first hand evidence of the transnational aims for all guests and participants. The focus was on vocational training which is in line with the objectives of Leonardo and the LdV priorities.

A discussion between the presenters and the conference participants gave first hand information about the various challenges of the target groups, such as migrants, Irish Travellers and Roma.

It was an opportunity to explore integration and learning environments of disadvantaged youth in various socio-economic and cultural settings.

The recommendations from the UOR, the installment of networks and the interaction with stakeholders (some of them present at the Stuttgart conference) demonstrated how disadvantaged youth can be successfully integrated into mainstream and special learning service provision. It was pointed out that socio-economic settings and cultural settings have to be taken into account via sensitive reach-out, building bridges and "door openers" to worlds normally not within the scope of young migrants and minorities.

2. Planning, content and structure of the conference:

Planning processes:

The conference idea was agreed upon during the Dublin meeting of partners. MV and IEIE developed this idea into a preliminary conference agenda. This agenda was then filled and

implemented by IEIE in Stuttgart (inviting partners, stakeholders, participants, decision makers etc.) and by partners preparing their presentations.

Clarity of the programme:

The template for all presentations, a clear agenda and the anchoring / hosting of the conference helped to keep it structured, within the time frame, transparent and open for discussion and exchange.

Achievement of the main aims of the conference:

The main aims were achieved via the

- presentation of the Compass project
- presentation of the partnership
- presentation of the UOR
- presentation of partners, stakeholders, decision makers
- inclusion of media partners (Amtsblatt, Stuttgart Zeitung)
- inclusion of City of Stuttgart officials
- inclusion of teachers, migrant youth

An additional achievement of the conference was:

- kick-off for inclusion of UOR into the recruitment strategy of the City of Stuttgart for young trainees with migrant background.

Effectiveness and impact of the individual presentations:

The presentations were clear, well structured and within the time constraints.

The discussions went well, questions could all be answered, after conference contacts during lunch were valuable and lead towards new partnerships and collaborations, e.g. between the city of Stuttgart and Greece.

Adequacy of the social programme:

Lunch, contacts within city hall and follow-up contacts via email etc. were very effective for all partners. The Greek partners were included in a conference hosted by the City of Stuttgart in Thessaloniki by the end of September. All partners were able to position themselves, to interact and to contribute their special skills, knowledge and competences.

The positioning of the conference at the end of the programme made a lot of sense as it was at the occasion of the last partner meeting; this was a first hand learning experience from the pilot conference; it was helpful to discuss the implementation in the partner countries and certain adaptations at the meeting following the conference.

Social activities of partners in the evening were good; the final BBQ in the garden of a member of the IEIE team was enjoyed by all and offered a new frame for final project social

farewell activities; one idea was that participants from the city hall should have been asked to join as well. This idea will be noted for next time.

Quality of the domestic arrangements and accommodation:

Overall organization: Good

Meeting places: Meeting room and hotel were fine. IEIE gave feedback to hotel management that some of the guestrooms needed renovation (which is foreseen for 2013 by the hotel).

Resources and equipment: Everything needed was there, both at the hotel as well as at City Hall.

Accommodation and food: Fine, both at hotel and City Hall. Dinners in the evening could have offered some more international variety and less concentration on regional food (despite the fact that in former meetings everyone put emphasis on regional cuisine, the new trend seems to go back to international again – which will be taken into account next time).

The Evaluation of the conference applied different evaluation methods proposed by the external evaluator (Gudrun Biffli) and agreed upon in the partner meeting in Dublin.

Tasks for the External Evaluator

Before the conference

i) Attendance of the planning meeting in Dublin: The meeting in Dublin was important for the final meeting in Stuttgart and the Stuttgart conference at city hall. In Dublin, partners agreed upon standards, content, presentations, location of venue and number of guests (for the city hall meeting).

ii) Production of a discussion document outlining possible evaluation methodologies, e.g.:

- notice board in evaluation zone? or
- questionnaire to be filled out after the conference and handed in at the front desk
- interview of selected participants (stakeholders, trainers, youth, management)

In the event a notice board was put up in the City hall; this turned out to be a good choice. Discussions and individual interviews were helpful as well. The participants reported that all their expectations had been met.

During the conference

An Open Space evaluation session was implemented which went very well; all partners came up with good input. A **Notice board** (listening wall) was set up, it was pointed out to the participants and a supply of suitable cards was made available. All the participants took advantage of the opportunity to spell out their impressions. They ranged from interesting,

informative, necessary, educational, adventure ... to: helpful for our youth work, keep up with it, particularly the job pass....

Time was given for **whole group reflection** at the end of Open Space session in the last meeting in Stuttgart. Gudrun provided some prompts ('What am I taking away from this session'). The comments received from the partners were all very positive; the group reflection could have been a bit more critical about their own internal processes, however, which had become clear via personal interviews with the evaluator but which were not spelled out in the group. As mentioned in earlier passages above, not everything went well during the project; queries had arisen relative to Turkey, where little could be learned about their experiences with minorities as they were not always present or not able to communicate well in English; also some female project staff members mentioned tensions between them and partners from Slovakia. In a real evaluation, this also needs to be mentioned and discussed but is often "forgotten" due to politeness and the wish not to "spoil the end-of-project enthusiasm".

Following the pattern of the Stuttgart regional conference all the other partners organized such events, inviting the network partners as well as participating youth. Apart from Austria no other partner sent a report to the evaluator. Accordingly, no additional insight can be given, apart from the Austrian. In Austria the venue was the national head office of the Labour Market Service (AMS) as it was the main stakeholder of the project. The event took place on Wednesday, October 10, 2012. All stakeholders, with whom VM collaborated during the project lifetime, institutions and organizations which had been points of contact for the target youth during the piloting phase, as well as the target group of the project themselves were invited to join the final conference in Innsbruck. Lots of planning went into organising the conference. The conference provided full insight into the total project and its various phases, also the international elements, via a power point presentation. In addition a short video, providing some impressions of the piloting phase of the UOR in Innsbruck, was presented. During and after the presentation a lot of questions were posed on various details of the project. The LMS, the contact person of the Tyrolean regional museum for the "urban orienteering race" and one participating youth were integrated in the conference as presenters, telling their experiences with COMPASS.

The stakeholders as well as participants were very satisfied with the outcomes and the way the project went. Accordingly, a next step is envisaged, namely the implementation of an UOR in rural areas in Tyrol.

The evaluation of the conference followed the example of Stuttgart. At the end of the conference, all participants were invited to give feedback on the notice board put in place in the conference room. After presenting their views in writing, the conference-participants stayed on for a longer discussion of the project and were very interested in the whole process. The main statements written on the board were:

- Congratulations to this project, what a success,
- Very good, or simply Good,
- Not only youth but also the institutions benefitted,
- Local networks have been used optimally,

- A report on the status quo of the target youth would be interesting (for example: their family situation, why are they not motivated to learn?...)

2.3 Methodology for the evaluation of the final outcome of COMPASS

In addition to the regular monitoring and evaluation of the partner meetings and the process of work between the meetings, the whole process of COMPASS has been evaluated, based on a questionnaire, which was handed out to the implementing partners at the last partner meeting in Stuttgart in September 2012 (Evaluation grid in the appendix). Thus the evaluation reflects the views of the participating partners; they are the only ones with a full understanding of the processes involved, the outputs produced and the immediate consequences of COMPASS for the participants, trainers and institutions involved, as well as the stakeholders, in particular the local public or labour market administrations, NGOs and migrant associations.

The overall objective of the project evaluation is to assess the effectiveness of the approach of COMPASS in enabling marginalised migrant and minority youth to learn about their job opportunities and occupational choices. More specifically, the evaluation provides information on the relevance, efficiency, effectiveness, impact and sustainability of an 'urban orienteering race' as a learning method, namely of career management skills for marginalised youth. In addition, it offers recommendations for further actions.

Evaluation framework

The evaluation identifies the institutional and community structures involved in the COMPASS project, the immediate outputs and the longer term outcomes of the project as well as the processes involved in developing the outputs and the final outcomes of the endeavour (Table 2). The evaluation identifies the general stakeholders and the more immediate stakeholders of the project, i.e. by their contributions to funding and supporting the development of learning modules. It documents the human resources and networks employed in the process in addition to the funding, and evaluates them in the context of the outputs (curriculum for pilot urban orienteering, Train the trainer/coaches manual, Project report, State of the Art Report, Surveys and analyses of needs of the target group, etc) and the outcomes for participants, the adult education providers, the stakeholders and the employers.

The objective is to find out how relevant COMPASS is for the wider objective of integrating marginalised migrant youth into the labour market through helping them to find out about their career options and teach them how to manage their own careers. In particular, it wants to establish to what extent COMPASS may be integrated into the regular labour market integration instruments focusing on specific distant learner groups. The major objective of the evaluation is to find out

- what is needed to successfully reach out to the target groups (this addresses the **efficiency** of the project, i.e. the linkage between input and output),

- to what extent the UOR-curricula are useful for the labour market service, trainers of the target group or special institutions aiming at the target group to raise their motivation to continue learning and to decide upon an occupation (to understand the **effectiveness** of the modules in terms of internal consistency and achievement of the goals originally set up),
- To what extent this learning method is conducive to motivating the target groups to engage in further learning (to judge the **impact** of learning of the target groups and the larger social consequences of the take-up for their integration and participation in the labour market, and thus **sustainability**).

Table 2: Evaluation scheme

INPUT / RESOURCES		OUTPUTS		OUTCOMES		
				Short term	Medium term	Long term
EC/Leonardo	Funding: EC-Leonardo Co-Funding national	Processes/ Interactions/ Activities	Pilot UOR train the trainers Modules/ UOR-Curricula Project Report Flyers	for participants	for participants	for participants
Public administration	Personnel/Staff:	within and between	Press kit/reports, Newsletters, TV & Radio documentation	own institution	own institution	own institution
Labour market institutions	Partners/Networks:		2 Surveys & analyses State of the Art Report	stakeholders	stakeholders	stakeholders
NGOs, NPOs						
Providers of education and training						
Firms						

Inputs and Resources:

The stakeholders and their interests

By identifying the stakeholders and their interests, a first step towards sustainability may be taken. When focusing on the various outputs, tools for motivating target youth to identify their career options become available to teachers and trainers in the various countries, thereby motivating them to engage in youth work with a special focus on learning and work. Through dissemination various migrant associations as well as municipalities and labour market institutions may be enticed to organise an occupational orienteering parcours for NEET-youth, thereby raising their chances for their social and labour market participation their quality of life.

It can be taken from Table 3 that the stakeholder interests are in some instances very broad, e.g. in the case of municipalities and labour market institutions, whose aim is at greater economic and social participation of youth, not least to promote social cohesion and to combat social fragmentation. In other instances they are focused on the migrants and their communities, in the case of providers of education and training and of employment services the aim is to learn about better ways to raise the employability and the learning outcomes of the target youth.

Table 3:

Stakeholder Interests		
	General Interest to promote greater participation in society	Interest of COMPASS to promote education and employability of disadvantaged youth
Immediate target group		
migrant/ethnic minority disadvantaged youth	to be able to participate in learning useful to everyday life	to reach out to a new learner group
Wider target group:		
migrants and ethnic minorities	to raise the social status and integration into society	to raise the educational attainment level
Public sector Donors		
EU, governments, local public authorities	promote inclusion of the disadvantaged groups, regional social development programme	help reduce discontent and social problems of disadvantaged groups
Civil society actors		
NGOs involved in supporting migrants and ethnic minorities	Help disadvantaged community members	subsidise education providers and intercultural competence building
Implementing partners		
adult education providers	integration is part of the mission statement	
intercultural trainers/coaches	promote inclusion	help bridge the knowledge gaps
Employers	corporate social responsibility and diversity HRM as a trade mark	provide further education and training as well as jobs for disadvantaged youth to reduce labour scarcity

The structure of donors indicates the role of the **stakeholders in the COMPASS project**. The major bulk of funding comes from the EU-Leonardo programme, namely 75% of the total costs of 348,300 Euro. Every one of the 6 partner institutions bears 25% of the respective partnership costs. The partner institutions themselves tend to depend on public funds and transfers from the various interest groups as they tend to be NGOs engaged in promoting the integration of the target group into the labour market and the society at large.

In the case of the project COMPASS various stakeholders acted as co-funding institutions: in Stuttgart the City of Stuttgart, Department for International and European Relations (Stabstelle Außenbeziehungen, Internationale und Europäische Angelegenheiten) and the Department for Integration of the City of Stuttgart (Integrationsbeauftragte) were co-funding institutions. In Austria it is largely the LMS and the Tyrolean integration service, in Ireland the Department of Social Protection, the city of Dublin vocational education committee, the youth service board, various religious associations etc., in Slovakia it is the Ministry of Labour, Social Affairs and Family, the city of Zvolen, the Healthy City Community Foundation and others, in Katerini DIDE PIERIAS is a public body in its own right.

To provide some reference framework we illustrate the role and proportions of co-funding of COMPASS in the case of Germany. While IEIE bears the cost of 13,255 Euro (25% of the total budget allotted to IEIE), the city of Stuttgart added somewhat more, namely 13,500 Euro (€ 9,000 euro by the International Relations Department and € 4.500 by the Integration Office). In addition, IEIE received in-kind support from the City of Stuttgart, the Ministry for Integration of State of Baden-Württemberg, the Robert-Bosch Foundation, the IHK (Chamber of Commerce) Stuttgart. In-kind support comprised free availability of conference rooms for local and regional meetings and for the final conference, free drinks and coffee during meetings at the City Hall during the entire project (i.e. for meetings with networking partners, enterprises participating in urban orienteering race, teachers, training courses for teachers and school social workers), use of press office and media mailing list via the city's public relations and communications department, direct access to city council (Gemeinderat) in order to inform relevant stakeholders and political decision makers directly and without any regulations of permission or "protocol" and experts' support and supervision by Robert-Bosch Foundation for the design of urban orienteering race, reach-out to target group and feedback / follow-up on piloting and implementation of the Compass booklet.

Unfortunately, the European Commission no longer pays respect to in-kind support and does not accept in-kind support as "value for money". However, we wish to mention this at this point of the evaluation, as this in-kind support IEIE was of great value, contributed to a good work atmosphere, and as such was of immense importance for the successful outcome and the long-term usage of project materials and products (integration into mainstream service provision for the target group).

The reasons for co-funding differ by stakeholder. Again we turn to Stuttgart to provide insight into a wide spectrum of interests which tend to play a role in the other partner institutions to a larger or smaller extent. The city's department for International and European Relations of Stuttgart, for example, wishes to support Stuttgart based NGOs in the implementation of EU supported projects. The main interest is to increase the number of EU projects within the City of Stuttgart and to maintain a high quality of project outcome. The main emphasis is on educational projects, integration and intercultural exchange, cooperation of city governments, demographic change, public transport and alternative forms of urban life. IEIE with its focus on migrants conforms in many respects to the city's top 3 political goals. The clear interest of the city government is to improve educational levels of migrant youth and to increase the number of successful transitions of migrant youth from end-of-school into the local and regional labour market.

The city's department for Integration on the other hand has – in addition to the above mentioned political priorities – a clear interest to lower the number of migrant early school leavers, who are not in employment, further education and training (NEET) and unemployed migrant youth. A secondary target of the integration department is to motivate enterprises and their human resource departments to continue to increase their investment in in-company diversity of work force and to create a friendly environment for a multicultural and multilingual workforce.

Personnel and cooperation between the partners

The personnel engaged in running COMPASS is, on average, not very large as the partner institutions tend to be small associations. In the case of VM permanent staff amounts to less than 5 full-time persons, as is the case of IEIE, ANNWIN and MOZAIK. Exchange House and DIDE PIERIAS are larger as the former is a major player in education and training and social services for the Irish Travellers and the latter a major educational authority in the North of Greece, the province of Pieria, with both having some 50 regular staff members. But the first group of associations could count on more personnel as they contracted in specialists, e.g. intercultural youth trainers to run the UOR training, a designer, Tobias Jochinke, the “inventor” of the urban race Compass booklet with QR codes², and networking experts/social workers to link up with the networking partners, mainly companies, schools and youth groups. In addition, persons employed with the stakeholder institutions provided training, advice, counselling.

On average no major unexpected challenges occurred; the major challenge for all tended to be to keep the target youth group motivated during the curriculum training sessions and during the urban orienteering race. Special emphasis had to be put on punctuality, reliability and behavioural issues (being polite, greeting, ability to “smalltalk” etc.). This was true for travellers, Roma as well as the targeted migrant youth. As the target groups do not usually have contact with officials, recruiters and other administrative personnel, this afforded a major training/learning input both on the part of youth as well as the counterparts (awareness raising to the challenges involved). Another challenge was to guarantee reliable communication structures in large enterprises or public institutions, one example being Mercedes-Daimler where the human resource department alone counts some 1.500 employees. As the Mercedes HR person, who had participated in the preparatory intercultural training, was out of office on the day when participants of the UOR called, other staff members could not provide help or information necessary for the participating youth. In the case of Stuttgart, the large scale enterprises involved in the UOR reacted and changed their internal structures after receiving criticism from outside for bad internal communication management. In the case of two project partners conflicts between members of the youth group occurred, which were addressed accordingly and worked out with the group, under the guidance of youth social workers. The conflicts had on the one hand gender connotations on the other intercultural aspects.

As far as the communication between the partners and the lead organisation were concerned, no major queries arose. The cooperation worked well. Targets and perspectives of the Compass project were clearly communicated. Financial management was strict and transparent. Sometimes information flows were too slow and information from the project promoter arrived a bit too late or at too short a notice. But this didn't cause any major

² The QR codes offer direct access to phone numbers, email addresses, street and office address of contact persons, in some cases including a photo, name of assistants and – in all cases – Google map showing the way from the participants current position to the selected office by both public transportation and by car / bicycle.

problems since all challenges could be handled, deadline had to be re-defined at times and working schedules altered in order to meet the project targets.

The accompanying evaluation and monitoring process by Danube University was very valuable. It ensured the quality of the project, kept the project in focus, offered guidance to all project partners and guaranteed comparable results by the definition of common data, shared data sources and scientific definition of terms which resulted in a common understanding of vocabulary used during the project lifecycle.

Cooperation between the partners was uneven. Exchange with DIDE tended to be good during the project. The approach to the race was discussed widely and Sofia was always happy to give and take advice. One example of a happy side-effect was that flyers were translated from German into Greek by Sofia, allowing the inclusion of Greek owned companies in the Stuttgart area into the regional network.

Also cooperation with ANNWIN was good. Exchanges over email were always quick; the questionnaires were sent out in a timely fashion and could be easily handled. However, as far as information about the target group of Roma and the forms of implementation of the urban orienteering race are concerned, cooperation was limited. Accordingly, it was difficult to identify common grounds for the work with Roma and migrant youth. Further, on a personal level, female team members from IEIE and other partner institutions (EH from Ireland) complained about the behaviour of a male team member of ANNWIN. This was especially due to the fact of photos being taken which were not relevant to the project content and project work but rather related to secondary sexual attributes of female project team members.

Cooperation with Exchange House tended to be excellent on personal as well as professional grounds. Ideas for training, recruitment and implementation of urban race were exchanged and applied between the partners readily. Particularly IEIE worked closely with EH as they faced the same challenge of motivation of the young target group, who felt socially excluded and saw not much sense in engaging themselves. While ANNWIN mentions the same challenge in its evaluation report, there was apparently not much communication with the other partners.

All partners except VM mentioned that they were sorry for the limited contact and cooperation with Mozaik in Samsun. There was no exchange in terms of project content, project implementation and evaluation. During the final phase of the project, cooperation set in on aspects of graphic design and project folders (between Tobias and Ömer).

Networks and the partners

Apart from the above mentioned stakeholders, who form part of the network of the partner organisations, additional institutions have to be taken into account, be it private industry, cultural institutions, School boards, Chamber of Labour, Chamber of Commerce, including the Turkish one in Germany, integration networks, migrant networks, round table of religions, Media Networks, regional employment platforms, Service providers and consultants in favour

of equal opportunities, Job information centres for youth, regional museums, multilingual kindergarten, career counsellors, Production schools (vocational preparatory schools).

They all supported the project idea of an innovative approach to vocational orientation, the new forms of direct access to human resource departments and the new forms of training of youth to improve their skills in job search and interview situations. Their main interest tended to be in the curricula of the "urban orienteering race". The guidance counsellors were above all interested in training materials developed for the training of coaches and the UOR. The companies were interested in offering jobs to migrant youth as labour scarcities were expected in the long run.

Outputs of COMPASS

The outputs differed by partner and work package. While every partner was to write a State-of-the-art-report, develop a Regional Compass network in the respective area of work and organise an urban orienteering race with a curriculum attached to it, others were developing a train the coaches/trainer manual to work with marginalised youth, or to develop a questionnaire to find out about the needs of the target group. This information was to feed back into the curriculum of the UOR. In addition, all partners had to organise a regional conference informing stakeholders and other network partners as well as target groups about COMPASS.

Apart from these central features of the project COMPASS, dissemination material had to be developed and implemented, amongst them are:

- creation of Compass logo and design
- creation of Compass buttons and postcards
- creation of website based on Compass logo and movement as form of orientation
- Compass Urban Orienteering Race booklet
- Compass Urban Orienteering Interactive city map with QR codes
- Design of final products and final product folder.

According to the majority of the partners the most important output/products were:

- The analysis of the needs of the target group
- The curricula including the methodology, because they can be used for a variety of youth and adapted to different challenges
- The UOR as a procedure because it helps to reach out to youth which is normally difficult to access and to work with them on their specific needs.

Outcomes of COMPASS

The product with the highest value in the short-, medium and long-term is for some the Compass Booklet with the city map and the QR codes. For others it is the curriculum, for others still it is the website. The website can serve as document library and documentation centre for the training curriculum, it can inform about the implementation of the urban orienteering race adapted to the needs of the various target groups, it allows to follow-up contacts, to access country reports and the project evaluation report. The website should also contain recommendations and “lessons learned” for those who wish to apply an urban race in their own cities or regions.

A closer look at the **short-term impact** envisaged by the various partner networks provides a more differentiated picture:

Most network partners were intrigued by the choice of a game, i.e. a playful environment such as an orienteering race, to motivate young migrants to learn new skills and competences. They also thought that the short training sessions for migrants on punctuality, reliability and politeness were important and useful just as the short introduction to the needs of the migrant youth and their cultural specificities were for the employees who were to work with the migrant youngsters.

It turned out that the inclusion of the families of the target group was important for the success of the project. They are important partners in any youth project as they guarantee the support at home and encourage youth to stay on. In some cases mothers are more active and more supportive of their children, particularly for Turkish youth, but only after they themselves had built a trust relationship with the project organisers. Also in the case of Irish Travellers and Roma the communities have to be involved and their support ensured.

As far as the participants are concerned the response is in the main positive, not least because they feel that they are taken seriously. The method of learning allows them to overcome a certain resistance to learning and the positive feedback they receive via other than academic criteria, e.g. for writing a song or doing a break-dance, keeps their motivation to stay on going. They were also motivated to learn because of the incentive of a movie ticket upon successful completion of the race or a visit to an amusement park after successful attendance of interview training.

Compass addressed the needs of the target groups in a very direct manner, e.g. by engendering intercultural sensitivity, respect for religious traditions etc. into the training of the trainers as well as network partners, in particular municipalities, employers and labour market institutions. On the other hand, Compass asked youth directly about their needs and their job occupational aims. This approach proved to be extremely successful. Participants appreciated the direct identification of their problems and challenges, the “good to use” advice and the direct contact to companies and enterprises.

The project contributed also to a better linkage with the stakeholders and the partner institutions. The stakeholders learned more about alternative approaches to reach out to migrant and minority youth. The final conference offered even greater insight into challenges of the target youth groups. Participating enterprises could also improve their in-company

training by including vocational trainers with migrant background and some bi-lingual expertise.

As far as **the medium-term impact** is concerned it is still too early to say what will happen. But indications are that some of the **participating youth** have started to go back to school to finish high school. Others have been able to find a job or get an internship with one of the companies of the UOR-network. Others have not given up and continue to apply for jobs, something they had given up before participating in the project. All participants increased their self-esteem and are less afraid of directly addressing or calling a company, making phone calls, asking for help or advice and arranging for interviews or appointments. Some also improved their abilities to network, to smalltalk and to communicate on different linguistic levels.

Participants learnt to better appreciate and use their own talents and competences which they acquired outside compulsory school education. Several participants talked about the UOR in their ethnic communities. They brought friends and fellow-community members to training courses, meetings and are requesting a new go for an UOR, modelled after the 'old one'. This holds for Stuttgart, Innsbruck, Greece as well as Ireland. All of them plan on another run; EH is implementing the UOR in their regular youth training programmes for Irish Travellers.

Turkish participants talked about the project in their Mosques, which triggered off an interest by imams and Muslim youth workers of two Turkish communities in integration activities by the project partners.

As far as **network partners** are concerned some say that they will adapt their reach-out rules and integrate migrant youth in their future traineeships. They plan to adapt their regulations and become more youth-friendly and flexible towards the specific needs of certain migrant groups. For large-scale enterprises the Compass project contributed towards their human resource diversity regulations and policies³. In some companies secretaries and hotline staff underwent special phone training, focusing on communication skills and communication patterns of young migrants. Thus staff members answering hotlines learn about the importance of patience, careful listening, slow and easy language, repetition of facts agreed upon (such as dates, time of appointments etc.), reconfirmation of addresses etc.

For **the partner institutions** involved in COMPASS the project helped to increase links to municipalities, private foundations, political stakeholders and other network partners. This can be very useful for future projects and to the inclusion of the UOR into mainstream labour market practices.

As far as **the long-term impact** is concerned the project contributed to set the scene for a greater inclusion of youth of migrant/minority origin to learning. According to the partners this was via the following means:

- It has developed a methodology and curricula for the training of immigrants
- It has developed a global training (for trainers, institutions, employers etc)

³ Daimler / Mercedes and Bosch integrated these special training courses into their mainstream internal education and training programmes.

- It is focusing on increased diversity and the need to adjust
- It does not “hide” the differences across different cultures, ethnic backgrounds and religions but it is working with them and building on them.

Recommendations:

- to see young migrants as an asset as part of increasing diversity
- to respect talents and competencies of young migrants which were acquired outside compulsory education
- to offer in-company training to overcome educational deficits migrant youth may have (i.e. language courses, communication training, cultural awareness etc.)
- to introduce new quality monitoring instruments in order to check how a company handles and recognizes the needs of young migrants
- to include migrant-owned companies in campaigns and to motivate them to offer in-company training for migrant youth.

The **scientific guidance provided** throughout the project was universally appreciated. To cite a partner: Scientific guidance was an added value due to:

- keeping the project on track
- serving as “correcting” element to respect project goals and targets
- guarantee comparable numbers, statistics and evaluation procedures
- supporting discussions by scientific up-to-date input
- asking questions which were challenging to all partners to reflect upon their work
- compensate for some minor lacks in project guidance by project promoter
- serve as tutor for the various work packages in order to guarantee successful outcome
- giving positive feedback and motivation, i.e. to Tobias for graphic design and thus keeping up good spirits even when the project went through some hard times at times.

In addition, It was felt that it was good to bring in a voice with clear knowledge of the international labour market, access to latest numbers and statistics, clear knowledge of latest research on special needs of our target groups, i.e. Roma youth, and linking our discussions and work with the academic discussion process. Another important element was the “control” of the academic correct form of reports, quotes, citations etc. i.e. for the state-of-

the-art reports etc. which helps to provide these documents for further academic research and analyses.

4. References

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5. 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)

Evaluation of the pre-conditions for effective collaboration (2nd & 3rd partner meeting)

These are a crucial foundation for team building. If one of the conditions is lacking collaboration can face bigger challenges.

To carry out the evaluation mark in the table what is the situation in your team on each topic. The scale varies from negative (-) to positive (+), the more negative the results the more improvement is needed.

	---	--	-	+	++	+++
Common time The team has enough common time to meet (virtual & face to face) to support, discuss, manage, lead solve problems etc.						
Common goal The team has a shared and clear understanding of the purpose and expected results						
Common tasks The team has to do tasks which need two or more people to work together						
Expertise in use Each team member is respected and acknowledged and may use his/her expertise and special skills						
Autonomy The team and its individual members have enough responsibility and power to make their own decisions and use their creativity						
Communication tools and skills The team has and uses the best possible tools to communicate and has agreed on how to use them						
Trust Team members know that each member will deliver and do what is expected of them The team is able to create an open and appreciative space for diverse opinions						

Quality Monitoring guidelines for the period 5.11.2010 to 1.4. 2011

- Drawing up questionnaire, procedures and learning process
- 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
- 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:

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

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

What was the process you went through?

How did the target group see themselves?

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

How many did you talk to?

Difficulties encountered?

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

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

Quality Monitoring guidelines for the period 1.4.2011 to 14.9. 2011

- Development of the curricula, procedures and learning process (WP4)
- development of the database and network of stakeholders (WP5):
 - a. Presentation of contents,
 - b. methods and
 - c. applications:
 - d. Reactions by authorities, NGOs, migrant associations etc chosen as network partners
 - e. Difficulties encountered
 - f. Expectations and real outcome

Questions:

Selection of trainers as well as participating youth: how many did you contact/how

Did you encounter any problems in one or the other endeavour?

What feedback did you get on the UOR (target group, institutions and trainers)

How much contact did you have with youth, trainers and institutions?

Do your results contradict the stereotypes and how could you convince the target youth/institutions to participate?

The youth training process/curriculum and experiences with the pilot: opinion of trainers, youth, institutions? And how did you establish their opinion/evaluation

Will COMPASS be sustainable?

Quality Monitoring guidelines for the period 14.9.2011 to 19.4. 2012

- Experiences with the network partners, procedures and learning process (WP5), continued process, sensitizing for the needs of the target group and the need for support

- Recruiting youth team for piloting and piloting the Urban Orienteering Race (WP6):
 - a. Procedures to reach out to 16 youth,
 - b. Groupings, from where, why and who (composition by sex, ethnicity..)
 - c. Procedures, expectations and experiences
 - d. Reactions by the target groups, differences by gender, ethnicity?
 - e. Difficulties encountered
 - f. Expectations and real outcome

- Development of Orientation material, dissemination (WP8)
 - a. how did you go about it?
 - b. were the partners in the orienteering race helpful,
 - c. any surprises?
 - d. Expectations and real outcome

- Train the trainers (WP7),
 - a. how did you go about it? Select, sensitize,
 - b. did you get the necessary support from the Compass partners?
 - c. Did you develop material? On what basis?
 - d. Difficulties encountered
 - e. Expectations and real outcome

Quality Monitoring guidelines for the period 19.4.2012 to 9.9. 2012

Every partner has to organize a conference as the finale of the project. The Conference design of Stuttgart serves as an example for the other partners. As the conferences have to be evaluated this is the

Conference Evaluation Plan:

This document aims to set out a sequential plan for the evaluation of the 5 conferences.

What is the evaluator looking for?

Quality of the transnational element:

- Links between the aims and objectives of the conference and those of Leonardo
- Provision to explore integration and learning of disadvantaged youth in various socio-economic and cultural settings

Planning, content and structure of the conference:

- Planning processes
- Clarity of the programme
- Achievement of the main aims of the conference

Effectiveness and impact of the individual sessions:

- Presentations
- Working groups initiated through Open Space Technology
- Other sessions

Adequacy of the social programme:

- Appropriateness for all participants
- Positioning in the programme

Quality of the domestic arrangements and accommodation:

- Overall organisation
- Meeting places
- Resources and equipment
- Accommodation and food

How will these be evaluated?

Noticeboard (listening wall) in an 'evaluation zone' - this needs to be identified to the participants and a supply of suitable cards made available. The participants need to know that they may be anonymous in this and other, evaluation activities.

Time for **whole group reflection** at the end of the conference. The evaluator will provide some prompts ('What am I taking away from this session') and record the proceedings appropriately.

Summative evaluation (with variations for different stakeholders).

Grid/guideline for the Evaluation of the impact of COMPASS

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 3 reporting 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/counselors, 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

Questionnaire to establish the needs of the target groups (developed in December 2010/January 2011):

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 nobody: 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.

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 disvantaged migrant and ethnic minority youth “

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**