



WP1 – FINAL PROJECT REPORT

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DiversityWorksNI



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**Lifelong
Learning
Programme**

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1.0 INTRODUCTION

This report tracks and reviews the Foundations for Work project from inception to conclusion.

It initially provides background to the project including requirements of the Leonardo da Vinci programme and the project need as illustrated in the original application. Following an overview of project description, aims and objectives, partners, their roles, the partnership and project schedule, the report looks at the work packages, project management processes and evaluation. Finally the report looks at key challenges and learning and concludes with project achievements.

2.0 PROJECT BACKGROUND

2.1 Leonardo da Vinci Programme

The European Commission has integrated its various educational and training initiatives under a single umbrella, the Lifelong Learning Programme. The programme enables individuals at all stages of their lives to pursue stimulating learning opportunities across Europe. There are four sub-programmes focusing on different stages of education and training and continuing previous programmes, one of which is the Leonardo da Vinci programme.

Leonardo da Vinci is available to public and private bodies and institutions involved in vocational education and training. The potential beneficiaries range from participants in initial vocational training, to people already in the labour market, as well as VET professionals and private or public organisations active in this field.

The aim of Leonardo da Vinci Multilateral Transfer of Innovation (TOI) Projects is to improve the quality and attractiveness of the European Vocational Education and Training system by adapting and integrating innovative content or results to new settings through working with transnational partners.

Leonardo da Vinci enables VET organisations to work with European partners, exchange best practices, increasing the expertise of their staff and respond to the teaching and learning needs of people. It therefore supports efforts to make vocational education more attractive to young people. By helping European citizens to acquire new skills, knowledge and qualifications, the programme also aims to bolster the competitiveness of the European labour market. Innovation projects have always been at the core of the Leonardo da Vinci programme. It aims to improve the quality of training systems through the development and transfer of innovative policies, contents, methods and procedures within vocational education and training.

2.2 Project Need

The successful integration of migrants is a Europe-wide priority. Employment is recognized as a key strategy (Common Basic Principle #3, 2004) as well as a route to migrant independence and wellbeing. Yet, migrants face higher unemployment than native citizens and the gap is rising,

proving largest in Spain (rising from 4.4 % in 2007 to 12.2 % in 2010), Sweden (7.1% to 8.9%) and Ireland (1.5% to 4%). (Migration and Immigrants Two Years after the Financial Collapse, Papademetriou et al, 2010). With youth unemployment reaching 41% in Spain, 37% in Sweden and the exodus from countries like Romania continuing (where nearly a third of emigrants are 20-29 years), young migrant workers are most at risk. They are overrepresented among the low-skilled and tend to work in cyclical industries with higher layoffs. Long term unemployment causes economic scarring: a degradation of skills and confidence.

The EU & partner countries offer skills upgrade programs (eg under Europe 2020, New Skills for New Jobs), but aimed at nationals. Immigrants are unlikely to access or benefit for linguistic, cultural or technological reasons. This is counter to EU policy which states “access for immigrants...to public & private goods and services, on a basis equal to national citizens and in a non-discriminatory way is a critical foundation for better integration.” (Common Basic Principal #6.) 3 of the 5 urgent issues identified by LLP policy (2008 Action Plan) also relate:

- To increase the integration of migrants in society & labour markets.
- To offer a second chance to those who enter adulthood without any qualifications;
- To reduce poverty & social exclusion among marginalised groups.

Projects like Improved Future contribute awareness to facilitate equality of access, but difficulties are emerging, not least due to the illusion that migrants are a homogenous group. Ranging from Czech engineers to Peruvian school dropouts, the disparity in migrants’ education is a critical variable. In the previous Pathways to Work project on which many of the partners worked, it proved almost impossible to cater for the spectrum and online learning was unsuited to low skilled migrants, who required more personalized support. Our search of EU programs found no foundation level workskills resources suitable for migrants and despite trends towards online courses, we believe only high quality, personal contact training at the most basic level will be effective in helping those most at risk.

3.0 PROJECT DESCRIPTION

EU Foundations for Work worked towards a very clear aim to increase the integration of young immigrants into the labour market of their host countries by producing a multilingual, multicultural training course which will allow them to acquire the basic competences and transferable work skills needed to open up progression opportunities either directly into employment and/or to further vocational qualifications. A secondary aim is to make VET providers more aware of the variety of needs within the migrant population and thus better equipped to support this subgroup.

Specific objectives of the project include generating an up-to-date analysis of the needs of this particular group relating to standards in basic competences; transferring and adapting the existing FfW course materials into a multimedia DVD and resource pack for VET teachers and thoroughly testing it with both migrants and trainers. Over the 24 month project timescale, Foundations for

Work produced a tailored multilingual training course is accessible in content and low-tech in delivery to engage learners with low qualifications and self-confidence.

By focusing on skills such as oral communication and team work, ICT and personal finances, and using a learner-centric methodology, the project will effectively facilitate the acquisition of basic competences needed to succeed in the world of work, while also boosting confidence and attitudes of value in host countries, leading to more successful employment recruitment and retention in a wide range of occupations. This involved drawing from existing materials which had been used to train young people marginalized from the mainstream employment market in Northern Ireland, for use throughout the UK, Ireland, Spain and Sweden. It sought to update and develop a monolingual, monocultural course into a range of multilingual and multicultural resources.

3.1 Type of Transfer

In line with the requirements of the Leonardo da Vinci transfer of innovation funding strand, the Foundations project aimed to utilise the following transfer strategy.

(1) Export of Innovation i.e. geographical transfer exporting innovation from UK to other partner states - this involved the export of learning materials which previously had simply been in use in the UK, for use in Sweden, Spain, Belgium and Ireland.

(2) Sectoral transfer from one sector i.e. post secondary non-tertiary education to educational support activities - this involved the transfer of learning materials targeted at a particular level in the UK education system to becoming applicable as educational support activities within Europe.

(3) Target group transfer from young people from deprived backgrounds to new target group of migrants/immigrants - over many years DiversityWorks had delivered original training materials to young people from deprived backgrounds, materials were adapted to target a new audience of migrants / immigrants.

(4) Transfer is technological and pedagogical, as special multimedia content will be developed to facilitate the more effective teaching of concepts which, in the current training course, are only explained on paper and which, given the low educational background, and linguistic and cultural obstacles faced by migrants, are more easily grasped through multi-sensorial stimuli rather than by the written word.

4.0 PROJECT AIMS & OBJECTIVES

The overall aim of the EU Foundations for Work project was to upgrade young immigrants' employment level by facilitating access to training, better jobs and lifecycle career plan. The project had the following objectives:

- To increase the integration of young immigrants into the labour market of their host countries by producing a multilingual, multicultural training course which will allow them to acquire the basic

competences and transferable work skills needed to open up progression opportunities either directly into employment and/or to further vocational qualifications;

- To make VET providers more aware of the variety of needs within the migrant population and thus better equipped to support this subgroup;
- To generate an up-to-date analysis of the needs of this particular group relating to standards in basic competences;
- Transfer and adapt the existing FfW course materials into a multimedia DVD and resource pack for VET teachers and thoroughly testing it with both migrants and trainers;
- Ex ante and ex post dissemination through stakeholder networks, focused communication, high-profile events and the mapping of routes to accreditation will further maximize mainstreaming potential.

5.0 PROJECT PARTNERS & PROJECT ROLES

5.1 Partner – DiversityWorks

Project Role – Lead Partner, Materials Development and Dissemination / Exploitation

Diversity Works has supported the positive development of disadvantaged and vulnerable groups through building capacity and intercultural understanding. Alongside with its sister organisation, DiversityWorks, has worked with over 2000 people in a range of training programmes including Wider Horizons which offers vocational education in retail, administration, drama, childcare, media etc. Diversity Works espouses a person centred ethos, and believes in a two way learning process with the learner actively engaged and owning their development and achievement. The organisation has designed and developed bespoke non accredited and accredited courses in a variety of sectoral areas and has high levels of expertise in training design targeted at assisting vulnerable groups within the labour market.

5.2 Partner - Fundacion Laboral del Metal (FLM)

Project Role – Pilot Test

Fundacion Laboral Del Metal (FLM), is a non-profit organisation founded in 2004 to provide training activities and solutions for the metal industry in Cantabria, Spain. FLM carries out joint projects with government, trade and labour unions and designs bespoke education plans for companies and public organisations on new technologies and methodologies related to qualifications, skills updating and competences development.

5.3 Partner - Folkuniversitetet Kursverksamheten vid Lunds Universitetet (FOLK)

Project Role – Training Needs Analysis

Folkuniversitetet is an association of 5 extensions attached to the Universities of Stockholm, Uppsala, Göteborg, Lund and Umea, which offer a wide range of adult education all over Sweden, including upper secondary schools, schools in higher vocational education, courses for seniors and training, labour market education and further education and training for working life.

5.4 Partner – Canice Consulting (CC)

Project Role – Technical Realisation

Canice Consulting is an international consultancy operating in the fields of local and regional development, enterprise and employment development, and management and technical support to EU networks and programmes.

5.5 Partner – Doras Luimni (DL)

Project Role - Evaluation

Doras Luimni is an independent NGO founded based in Limerick. It was founded in 2000 to further the rights of asylum seekers, refugees and all migrants by supporting them on a personal level while also engaging in advocacy for their collective interests. The organization's values are rooted in the human rights framework, with a belief in equality and non-discrimination in both public and private life and a strong commitment to welcoming new communities and to extend particular support to the most vulnerable amongst them.

5.6 Partner - European Forum of Technical and Vocational Education and Training (EFVET)

Project Role – Dissemination / Exploitation

EfVET has over 200 members in almost all the member states; also members in Turkey, Canada and Russia. It is able to reach out to over 1500 VET institutions across Europe. This European network also has direct links to other European organisations including EUCIS, EVTA, EUA, Solidar, CSR, Workers Education Association (Europe) and the Youth Forum

6.0 PARTNERSHIP

The project partnership, characterised by diverse and complementary nature of its constituent organisations representing immigrant support organisations, policy influencers, SME, education and vocational training providers, provided a robust combination of skills and resources. They also had access to extensive networks and some had previous EU funding experience.

DiversityWorks led the project and also coordinated the materials development phase, given they authored of the range of original Foundations for Work materials, as well as an experienced provider of vocational training to disadvantaged youth and coordinator of internationally funded projects .

In terms of expertise, Folkuniversitetet stands out for its experience in the Improved Future project and academic rigor, and so led the Training Needs Analysis. The geographic proximity of DW and CC favours a productive collaboration in the development and technological transfer of the learning materials and the choice of FLM to lead the pilot test is linked to their extensive work with young, male, unskilled migrant workers and the severe impact of the economic recession on this sector in Spain.

Doras Luimni represent target group interests more extensively than any other organisations, and have extensive experience in the delivery of National & EU funded Programmes and this allied to

their close understanding of the target group will see them, well placed to lead WP8, Quality Management and Evaluation.

EfVET was carefully selected for their unparalleled reach to mainstream VET Organisations and providers, thus ensuring that FfW impacts was not restricted to specialist Immigrant Support Organisations, but was adopted by VET providers throughout Europe who frequently work with an Immigrant population.

7.0 DESCRIPTION & REVIEW OF WORK PACKAGES

7.1 Training Needs Analysis (led by Folkuniversitetet Kursverksamheten vid Lunds Universitetet (Folk))

The Training Needs Analysis and Good Practice Report was designed to gain an in depth understanding of current immigrant attitudes and perceived barriers and obstacles facing young immigrants in partner countries in accessing fulfilling employment and to gain a thorough understanding of training needs required by young immigrants. On the basis of this knowledge principle themes and modules were to be proposed for learning materials.

The report was produced in May 2013 and presents findings from research conducted in four partner countries: Ireland, Sweden, United Kingdom and Spain.

The report was prepared on the basis of focus group interviews (FG), desk research, stakeholder input and cumulated data from on-line questionnaire surveys, conducted in collaboration with all partners involved in the project. Reports have been uploaded to the Foundations website and disseminated to Foundations database of contacts.

Below follows a summary of the key conclusions made from the interviews and questionnaires with the involved professionals and young immigrants.

Adequate language skills

It is very evident that language skills are still regarded as a fundamental factor when trying to integrate into a new society and culture. The awareness with the young immigrants is very high regarding language skills, not only language skills in general terms but also in terms of official language (legislation, civic rights, employment rules etc.) and occupational language (specific language and terms in the desired occupational choice).

Employability skills

Education and training is seen as major components regarding employability, many of the young immigrants feel there is a need to get proper employability skills either as a means to be able to initially enter the labour market or to strengthen their position in their present work. One of the most common barriers is the strong competition in the labour market.

Strong social network and community connections

Creating immigrant networks, organising meetings with immigrants who have already been successful in the destination country, creating web-based forums, etc., constitute opportunities to exchange information and experiences about searching for employment and the culture and habits of the destination country. Social networks constitute an important source of information about existing employment and niche jobs. Improving social connections can accelerate both the job search and adaptation to a new environment.

Built on the individual

The counsellors interviewed agreed that advising should be focused on individual needs and should not be generic. It is essential to work individually with each immigrant, taking into consideration each person's personal circumstances and situations.

Organisations and stakeholders who succeed are those who take a proactive approach with not just immigrants but also with the host communities.

7.2 Materials Development (led by DiversityWorks)

The Foundations course has been developed for use with young migrants throughout Europe who are increasingly at risk of unemployment and marginalisation.

It has been designed especially with new immigrants in mind, and will help learners consider all of the skills they have, even if not gained in a work situation. Classroom or one-to-one learning was deemed most suitable for our target group given that low educational attainment levels are linked to low literacy levels, and this, compounded with a lack of self-confidence, inhibits participation in education and training especially self-directed, autonomous learning through ICT (online courses, materials etc). Person-to-person contact is a more proven means to increasing basic skills and the confidence needed to implement them.

The course comprises seven modules, each module includes a differing number of sub-modules. All of the modules are self contained and can be completed in any order.

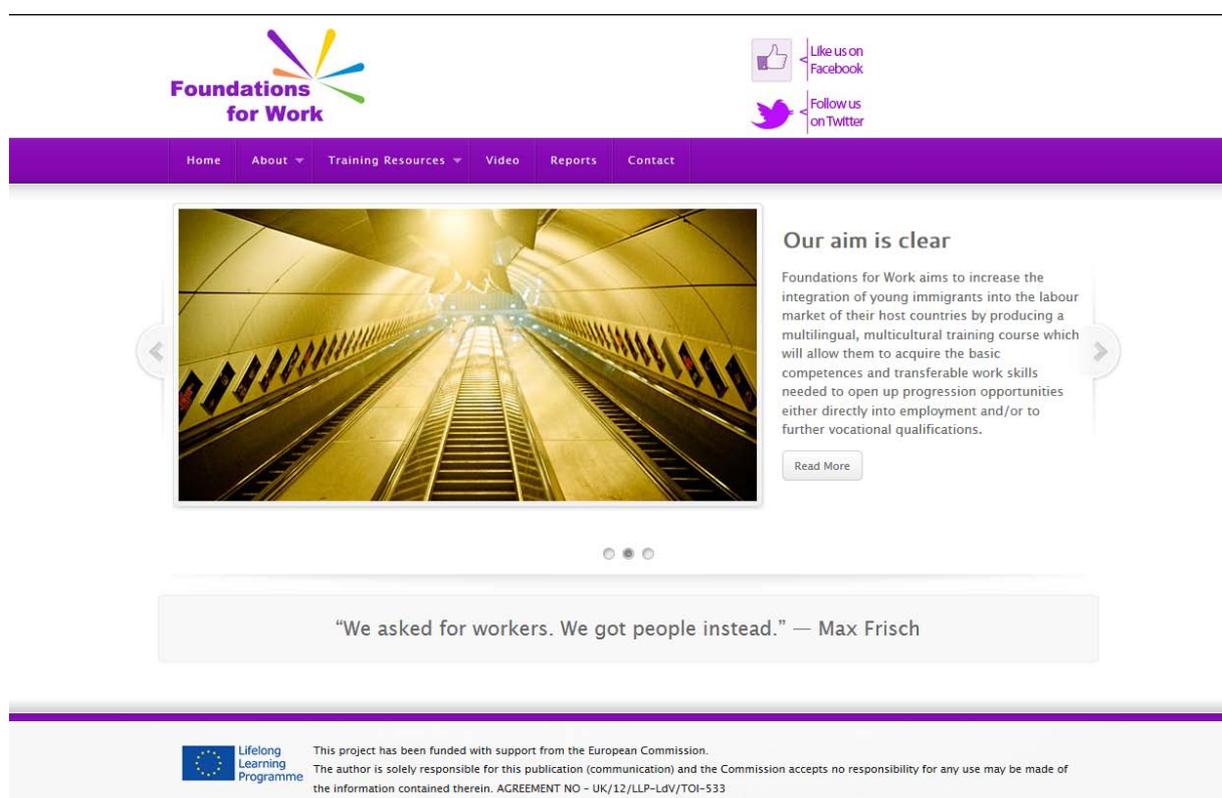
- Module One - Teamwork Skills
- Module Two - Oral Presentation Skills
- Module Three - Self Development
- Module Four - Personal Money Management
- Module Five - Applying for Work
- Module Six - Using the Internet for Work and Learning
- Module Seven - Cultural Awareness

Each module includes a Tutor Manual, Learner Workbook and PowerPoint presentation.

Through the adaptation and transfer process the materials were transformed into a multicultural and multilingual English, Spanish & Swedish blended learning training resource, therefore providing greater accessibility to a wide range of immigrants across Europe.

7.3 Technical Realisation (led by Canice Consulting)

This work package was designed to develop an effective suite of materials on DVD and downloadable from the website in the five partner languages and to create a unique, multilingual, project website (screenshot below)



The website was a quality design, was aesthetically pleasing and offered good navigation and had a clear site interface in terms of style, font and layout.

8.3.1 Website performance

To date the website has performed outstandingly well, it surpassed 12000 visits in the last 12 months up to September 2014 comfortably exceeding the internal target of 7000 visits in the project lifetime. September 2014 showed a daily average of 43 visits which again surpassed the internal target daily visits of 25.

7.4 Pilot Testing (led by Fundacion Laboral del Metal)

Pilot Testing of all materials with target group(s), provides qualitative and quantitative feedback and basis for subsequent changes, therefore ensuring relevancy and quality of the new training resource and achievement of desired project impacts. The work package leader is Fundacion Laboral del Metal.

Once reviewing the 7 modules:

- 100% of participants considered FFW training materials would help them to improve their job prospects and that overall information provided was scored useful and very useful.

Considering the majority of marks given, participants rated the volume of the materials as fair, the content as useful – very useful, the clarity of modules between very clear and fairly clear and the activities planned as useful – very useful.

When asked for an overall rate from 1 to 10, 86% gave marks from 8 to 10.

- 98% of participants would recommend the materials for their contacts.

The lowest scores came from the Irish test and was a result of the testing being carried out with a group of migrants who had very low levels of English ability. However 60% of Irish trainers considered material entirely suitable and would use it with their users.

7.5 Evaluation (led by Doras Luimni)

The aim of the internal evaluation work package led by Doras Luimni (Ireland) was to ensure the maximum effectiveness of all project activities and guarantee the ability of the project to meet qualitative and quantitative objectives.

The intention of the evaluation process was to identify and correct any deviation from the operational objectives. The continuous and systematic control of the project's progress means that all activities were carefully checked, verified and, if necessary - reoriented and adapted, thus improving the partners' performance and the quality of the project results and impact.

The evaluation also had an external focus: to communicate to all other stakeholders the results and impact of the project as a means of accountability throughout and especially, at the conclusion of the project.

7.6 Dissemination (led by DiversityWorks)

Dissemination was key to the success of the EU Foundations for Work project and carried priority amongst partners from the outset. The stated aim of the work package led by DiversityWorks was to increase the value and impact of the project and its learning outcomes in relation to mainstream practice and policy development.

7.6.1 Project Logo

One of the first responsibilities for the partnership was the development of the brand for the project. Following approval of partners this was agreed as:



7.6.2 Dissemination Database

The key and primary dissemination tool was the creation of a stakeholder database of “interested parties” by each partner in partner states. The overall database included a minimum of 2300 organisations/names with at least 40% of these being VET institutions. The aim of the dissemination database was to ensure key information on the project was being regularly communicated and targeted to relevant organisations / individuals - whether service provider or policy maker.

Throughout the project dissemination activities were increased by partners following recommendations at interim report stage and from National Agency monitoring visit. Each partner database was also segmented to support a more ‘stakeholder management’ oriented approach which allowed for more targeted communications and increased support of exploitation efforts.

7.6.3 Ezines

It was agreed by all partners that ezine would be the primary communications tool and project press releases would be issued at key milestones in the project. Four ezines were circulated to a dissemination database. Ezines carried project branding and were made available to the website. The ezines had two broad categories of readers: current contacts and prospects with whom we hoped to engage in the project. The ezines were the projects best way to facilitate the transfer of information to these two distinct groups and elicit further interest in the final results.

Foundations for Work

Newsletter July 2013



[Introducing the Project](#)



[Training Needs Analysis Report](#)



[Project Website](#)

Introducing the Project

This multilingual, multicultural training course for Young Immigrants is an EU-funded project which aims to help young migrants to increase their integration into the labour market of their new host countries.

The project is funded by European Commission through the Leonardo da Vinci – Transfer of Innovation Programme.

It brings together six organisations with expertise in employment and training, education, advocacy on behalf of migrants and communications to develop a training course that can be used across the EU Member States.

The overall aim is to assist young immigrants to upgrade their basic competencies and transferable work skills needed to open up progression opportunities either directly into employment and/or to further vocational qualifications and it is hoped to achieve this by:

- Fostering greater understanding of labour market trends and employment rights
- Equipping participants with improved workplace communication and teamwork skills
- Promoting greater awareness and use of host country vocational education and training structures and other training opportunities
- Gaining an in-depth understanding of barriers faced by young migrants in partner countries and the practical ways they can be overcome
- Promoting the widespread uptake and use of the training course, focusing on social factors with access to immigrant populations, vocational education and training institutions and other training bodies with potential to mainstream the course
- Contributing to the personal development of migrants and the fulfilment of their potential to expand their contribution to the labour market and the economy
- Creating greater awareness in the workplace of the positive aspects of cultural diversity.

7.6.4 Promotional Brochures

The partnership agreed on designing and releasing two promotional brochures, one in postcard style and the other as a tri fold leaflet. The brochures were produced in language versions of English, Spanish and Swedish, prior to the project launch. Each partner country was allocated brochures for dissemination purposes.

  <p>Upgrade your job skills Gain employment</p> <p>Foundations for Work is an exciting, multilingual, multicultural training course to assist young immigrants looking for a job or upgrading to a better job.</p>	  <p>Mejora tus habilidades para conseguir empleo</p> <p>Foundations for Work es un curso formativo fascinante, multilingüe y multicultural para ayudar a los jóvenes inmigrantes a buscar un trabajo o a conseguir uno mejor.</p>	  <p>Uppgradera dina yrkeskunskaper för anställning</p> <p>Foundations for Work är en spännande, flerspråkig, mångkulturell utbildning för att hjälpa unga invandrare att söka arbete eller att uppgradera sig till ett bättre jobb.</p>
 <p><small>The project has been funded with support from the European Commission. The author is solely responsible for this publication (communication) and the Commission accepts no responsibility for any use that may be made of the information contained therein. AGRUMENT NO. - UK/12/LIP-AM/TO5-533.</small></p>	 <p><small>Este proyecto ha sido financiado con el apoyo de la Comisión Europea. El autor es responsable de esta publicación (comunicación) y la Comisión Europea no se responsabiliza por el uso de la información contenida en la misma. AGRUMENTO NO. - UK/12/LIP-AM/TO5-533.</small></p>	 <p><small>Projektet finansierades med ekonomiskt stöd från Europeiska kommissionen för utbildning i denna publikation förenar sig med ansvar för denna information. Innehållsansvarigheten för denna information ligger på författaren. PROJEKT NR. - UK/12/LIP-AM/TO5-533.</small></p>

8.0 DISSEMINATION ACTIVITIES

Dissemination was central to the success of the Foundations project. The overall aim of the dissemination strategy was to increase value & impact of Foundations to ensure the project reached a wide, targeted audience, had maximum possible impact and ensured the longevity of the project outcomes. To assist partner understanding of dissemination, 'Sharing Success' guidance note, was uploaded to the consortium's Dropbox area. In addition priority was consistently given to dissemination activities throughout the project lifetime. It was deemed dissemination activities employed were both suitable & successful.

Key Dissemination Activities

(1) Dissemination to database - A database of 'interested parties' in partner states was collated & updated through the project lifetime. The segmented database included min of 2300 organisations with at least 40% VET institutions. It was recognised database dissemination would provide ongoing project information & promote widespread uptake of the training materials by the target group. Throughout the project a range of information was disseminated to the database, which included project ezines, project reports, press releases, promotional brochures.

(2) Promotional Brochures - these were produced in Swedish Spanish and English to showcase the product. In addition postcards were also produced with summary information.

(3) Website publications, news, ezines - Partners updated networks through the Foundations sites as well as those of the organisations.

(4) Print publications - such as TNA report, pilot report, evaluation were uploaded to the website and dissemination to the database to keep networks updated.

(5) Press release / radio

Project press releases were produced. Additionally partners secured media coverage, for example FLM and DW secured radio interviews to highlight the project objectives.

(6) Meetings, conferences, workshops

A significant number of meetings etc were held where project information was disseminated. Eg UK National Agency seminars, EAECA seminar, Ceritas conference at the EECC, 5th European University Business Forum, GO-ACT conference in Brussels and at a policy debate at the European Parliament.

(7) Social media was employed for dissemination. A dedicated facebook & Twitter were established to support the project.

9.0 PROJECT MANAGEMENT PROCESSES

9.1 Partnership Meetings

The first EU Foundations for Work transnational project meeting was held in Belfast (UK) from 15th – 17th October 2012.

The first meeting placed a strong emphasis on partner introductions and building familiarisation with each other at organisational and personal levels. Work packages and results were discussed in detail and a schedule of work was agreed upon for the duration of the project.

The second EU Foundations for Work transnational project meeting was held in Sweden from 11th – 13th March 2013

The second partner meeting focused on the development of the Training Needs Analysis and Good Practice Report.

The third EU Foundations for Work transnational project meeting was held in Belfast (UK) from 22nd – 14th May 2013

The third partner meeting focused on the development of materials and allowed for the partnership to discuss course design.

The fourth Foundations for Work transnational project meeting was held in Spain from 5th – 7th November 2013

The fourth meeting focused on the development of the pilot testing phase and allowed the partnership to agree on a timeline to follow in order to complete all aspects of the pilot test.

The fifth EU Foundations for Work transnational project meeting was held in Belgium from – 8th – 11th April 2014

The fifth partner meeting focused on the pilot test report and final amendments of the course design. The national launch was also planned at this meeting.

The sixth EU Pathways to Work transnational project meeting was held in Limerick, Ireland from – 8th – 10th July 2014

The final meeting of the partnership focused on the project launch and project dissemination.

9.2 Project Management & Communications

The project was managed very tightly by the lead partner. A key tool in achieving successful project management was the utilisation of the workplan. The work plan provided a month by month

schedule of key activities and importantly key result deadlines. The workplan was updated every month, after every partnership meeting and more regularly if required. By closely monitoring deadlines and communicating any changes regularly, the project was kept on schedule.

Project communications commenced early in the project. At the first partnership meeting, DiversityWorks provided each partner with Project Information Pack which included project information, overview on each partner and contact details, description of lead responsibility, results deadlines, key milestones, timeline by month and by work package, finance information and project communications.

The project pack was intended to orientate the partners quickly to project requirements and their responsibilities in achieving objectives. The lead partner, DiversityWorks also established an EU Foundations for Work Dropbox group as a depository of important documents; including National Agency guidance documents to assist them in completing work packages and used the tool throughout to upload project documents. DiversityWorks also used extensive email contact as well as carrying out monthly monitoring calls to ensure activities were progressing and provide an opportunity to offer support if required.

Based on evaluator observations through a review of documentation, internal monitoring procedures and the feedback of the other partners project management was seen as highly effective and professional. The Interim Evaluation Report captured partner feedback at the midpoint of the project:-

‘A good lead partner who is able to manage difficulties and seems to be very intent on getting best possible results from the project.’

‘The main partner has been providing excellent leadership and doing so helped in meeting deadlines’.

‘This partnership looks better organised thanks to the lead partner. Good practices include: Monitoring call, regular updates on the deadlines, spelling out the tasks and responsibilities of each partner from the onset’

In the evaluation partners were asked to share 3 highlights of the project management function in this project. Feedback was extremely positive:

Highlight 1	Highlight 2	Highlight 2
<ul style="list-style-type: none"> - Attention to detail - Regular monitoring phone calls - Management of work plan - Currently monthly work plan delivered every month - Objective - Good project start up documentation 	<ul style="list-style-type: none"> - Fixed dates of important activities - Speedy & detailed response to all queries - Circulation of programme of activities on a regular basis - Communication - Clear - Continual contact 	<ul style="list-style-type: none"> - Good change management - Determination to keep to milestones - Partners' meeting well spread over the duration of the project - Finance management - Organized - Nice people

9.3 Financial Administration

In terms of financial administration, DiversityWorks established and maintained a compliant and effective system to meet the requirements of both the company and its audit responsibilities but also the exacting requirements of the National Agency. Partner contracts were issued at project outset and included total budget, breakdown of costs within each category and payment schedule i.e. payment dates and payments amounts for each partner.

The partners were required to submit their financial claims on a quarterly basis. Within the partner contracts a payment schedule and conditions of payment were outlined. Each partner utilised an agreed claim form and timesheet template. Completed claims were checked by the lead partner to ensure that the information was correct and costs eligible. When the partner claim was approved each partner received a finance status report, which summarised expenditure and payments to date against the each cost category and overall budgeted costs.

The project was progressed within budget, match funding provision was on target and, according to the external evaluation, all of the partners felt that financial reporting mechanisms were well understood and relatively straight-forward. To assist the lead partner in tracking costs a spreadsheet detailing spend to date, for each partner, against each cost category and against overall budget was maintained throughout the project. This was critical in ensuring robust financial management and control.

10.0 EVALUATION

10.1 Internal Evaluation (led by Doras Luimni)

Internal evaluation report validated the monitoring and evaluation strategy to take place during project life cycle, which incorporated monitoring and evaluation framework with clearly defined objectives and performance indicators. Production of evaluation form templates and completion of evaluation forms and completion of 3 evaluation forms at partner meetings, 4 quarterly evaluations and subsequent reports.

10.2 External Evaluation

The external evaluation report reviewed the effectiveness of all project activities and the ability of the project to meet quantitative and qualitative objectives, as well as review project processes such as management and partnership working. An interim external evaluation report was completed at the end of year one of the project, September 2013. The final external evaluation report was completed in September 2014.

11. IMPACT

11.1 Key Target Groups

Key target groups were VET organisations & young immigrants. In terms of impacts:

(1) Young Immigrants

Direct engagement by partners with the primary target group exceeded 1000 individuals throughout the lifetime of the project, this does not take into account the number of young migrants engaged through external organisations. This target group were instrumental in the transfer, TNA, development & testing of the training materials.

(2) VET

Direct engagement through the dissemination database, meetings and conferences with this target group exceeded 900 organisations ranging from NGO's to Higher Education Institutes.

11.2 Geographical Target Areas

United Kingdom

The project focused on N Ireland as this is the area in which DiversityWorks and Canice Consulting are established and have wide ranging contacts, and then expanded to include every UK region, with specific additions of migrant orientated organisations in England, Scotland & Wales and the creation of a further dissemination database for targeted activity in these regions. Sustainable relationships have been built with migrant organisations, which will ensure ongoing impact. Dialogue regarding exploitation is ongoing with accrediting & statutory bodies.

Spain

FLM worked with a range of organisations in their region, including the metal industries and workers, public institutions, social partners. Key contact to ensure impact was made with the highly influential Business Association Pymetal Cantabria who provide services, products and solutions for 2.000 companies in the Cantabria Region. Key media activity in regional press also underpinned impact.

Ireland

This particular issue, of un or under employed migrants had not previously been addressed in this region. We have had positive engagement from the Education and Training Board

(ETB), from the Training Needs Analysis to Pilot Testing and proactive engagement in the Project Launch.

Sweden

The Foundations modules initially were targeted at partner programs for young migrants and young long term unemployed at their office in Kristianstad, and now have expanded throughout the district which involves 8 offices in the south east part of Sweden and by next year the goal is to get a wider use in some 20 offices in the south of Sweden

At EU level EfVET we were able to networks (such as EUCEN, EUCIS LLL and others) both to stress the importance of the project and to spread the projects' results. EfVET contacts are based on the existing and long-standing EU level and national networks and umbrella organisations;

Website statistics per country were a key quantitative indicator used to measure impact on geographical target areas. Statistics at the end of September 2014 indicate

- 65.9% entered the English language site
- 16.3% entered the Swedish language site
- 14.1% entered the Spanish language site
- A remaining 3.7% was spread across the language versions

The performance of the English site stand out for mention as combined there were 3 English language partners, also it has been noted that Swedish users will often use the English version of the site in conjunction with their own language version.