IRIS

International Research Institute of Stavanger

FINAL REPORT

Analysis of Best Practice in lifelong learning for older workers, migrants and women

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The first version (July) of this report was consulted with Alfonso Álvarez Lafuente

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Best Practice in lifelong learning
for older workers, migrants and women

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Appendices:

BEST PRACTICE IN LIFELONG LEARNING
FOR OLDER WORKERS, MIGRANTS AND WOMEN

1. Introduction to *Keeping on Track* and a summary of the analysis process

This report shows the results from the analysis and selection of the best practice projects in the Keeping on Track (KOT). The purpose of the KOT-project was "to draw attention to European funded project outcomes focusing on the matching the anticipation of skills and training provisions of older workers, migrants and women working in the service, social and healthcare sectors in Europe" [an extract from the KOT-proposal]. To this end a range of Leonardo, Grundtvig and Equal-ESF projects have been analyzed. The task was to find 5-8 Best Practice projects, in line with the project goals to "examine and analyse products and methods developed in within the LLP Programme from 2007 (and its predecessor) and ESF programmes as well as some national initiatives" [an extract from KOT-proposal].

Two external experts[1] were invited to carry out the best practice analysis. This work was supported by the KOT coordinators. The analysis process was divided into three phases. An illustration of the expert analysis process is presented in Appendix 1. The **first, preparatory phase** included parallel processes of defining the criteria for the best practice (Tikkanen) and finding the Leonardo, Grundtvig and Equal-ESF projects that fulfill the *Keeping on Track* selection criteria (*Keeping on Track* coordinators). In the **second phase,** an initial selection of about 30 projects was made from all the projects included in *Keeping on Track* project (Lafuento). The **third phase** was a more detailed analysis towards the 5 - 8 best practice cases. The final results, six best practice projects, were presented in the conference (Tikkanen). The final results, six best practice projects, were presented in the KOT-conference in Prague, 4-5 June, 2009.

2. The grid

For preparing the grid, the KOT project assessment task (analysis) was placed in the broader contexts of the European Commission's LLP and the sub-programmes selected for KOT (LdV, Grundtvig, ESF-Equal). Figure 1 illustrates this setting. When building the grid, some previous corresponding assessments were consulted[2]. The final grid consisted of three assessment dimensions.

1. Excellence of the overall project quality (General excellence)
2. Excellence in strategy and implementation
3. Excellence in promotion of LLL of/for migrants, women and older workers in social work, health care sector and service sector (public, private)

These are explained in the following.
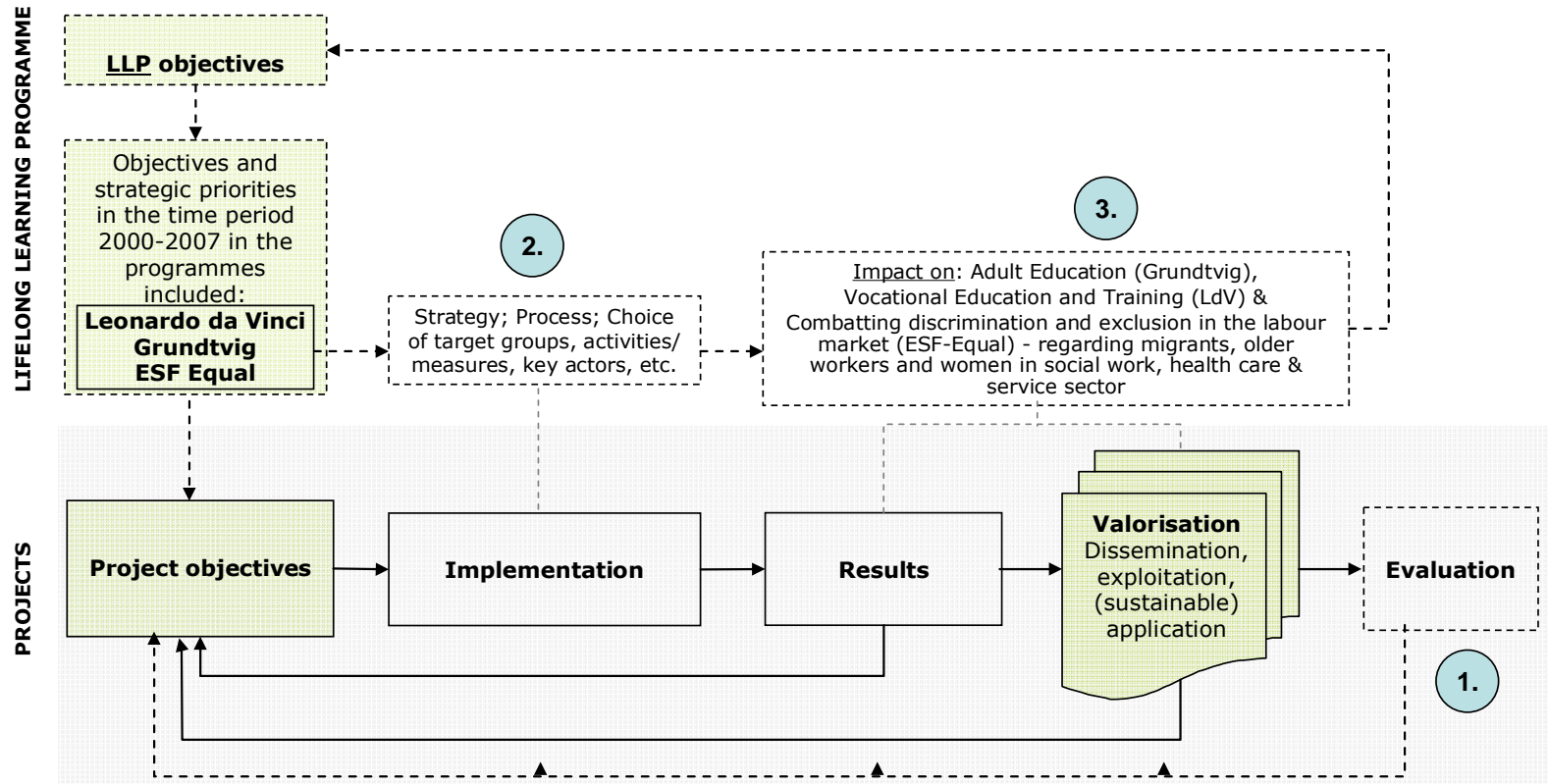
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1 Alfonso Álvarez Lafuente, EU programme consultant (www.impacts.eu) & Dr. Tarja Tikkanen, International Research Institute of Stavanger (IRIS)

2 Helsinki Award for Best Practice LdV Projects (2006) & The Voice of the Users in Guidance (2007).

Figure 1. The "best practice" assessment model in the keeping on Track -project

1. *Excellence of the overall project quality (General Excellence)*

   Assessment of the extent to which the project does and delivers what it has planned to do, and achieves its goals accordingly. On this dimension the assessment is about *the general quality of the project*.

2. *Excellence in strategy and implementation*

   Assessment of the implementation, covering the process and related choices, and how these have contributed to the success of the project in regards its outcomes.

3. *Excellence in promotion of LLL for migrants, women and older workers in social work, health care sector and service sector*

   Assessment of the extent to which the project has had an impact on promoting LLL to migrants, women and older workers in social work, health care & service sector. This is the most central area in the grid and it is divided in sub-areas.

Each of the three sections covered several items. At the end of each section a free-worded expert statement of the project is included. The grid in full is attached to this report (see Appendix 2).

3. Initial selection of LdV, Grundtvig and ESF –projects to the KOT

The KOT-coordinators carried out this task. The following criteria were set for selection of the projects:

- The project has 7+ as expert evaluation mark
- EN language products/ability to communicate the results in EN
- Strive to have all 3 target groups covered among the products
- Sector diversity / title of the project should relate to sectors

Table 1 shows an ideal, even breakdown of the initial project selection according to the three target groups - women, migrants and older workers – as well as the three sectors, services, social work and

Table 1. Pre-selection criteria and expected number of cases/projects to be analysed.

Program	Time-frame	Sector	Target / at risk groups			Total number of cases/ projects
			Migrants	Women	Older workers	
LdV, Grundtvig, ESF Equal	2000-2007	Services (public & private)	(8-11)	(8-11)	(8-11)	(24-33)
		Social work	(8-11)	(8-11)	(8-11)	(24-33)
		Health care	(8-11)	(8-11)	(8-11)	(24-33)
		Project total	(24-33)	(24-33)	(24-33)	70-99

health care. However, the availability of the projects did not allow following such an even representation of the target groups and sectors in the initial selection.

4. The first phase of the "best practice" selection

4.1 Analysis of the KOT –project database

A major issue for the initial selection of the *Keeping on Track* projects into the analysis was to include/select projects with a balanced representation of target groups vs. sectors. The issue of unbalance/uneven representation mentioned in section three continued as a challenge also in the first selection of the 15 - 30 "best practice" cases for the final analysis. The projects nevertheless appeared to result in a rather balanced representation of the target groups, although less so with the sectors. Table 2 below shows the distribution of the projects included in the analysis separately across the target groups and across the sectors. A total of 101 projects from the Leonardo, Grundtvig and Equal-ESF programmes were included in the analysis.

Table 2. Distribution of the projects included in the analysis by the target groups and sectors

Target groups	Number of projects	Sector
Migrants	36	
Women	44	
Older Workers	27	
	12	**Services**
	45	**Social sector**
	11	**Healthcare**
	28	Not sector related
	5	Select a sector
Total	**101**[3]	

 As the table above shows, while not included in the original plan of the KOT-project, new categories appeared when these projects were analysed in more details. These had to be taken into account, because sticking strictly only to the projects which were possible to cross-tabulate across *both* the target groups and sectors would have meant a rejection of a good number of projects from the best practice -analysis. Indeed, this would neither have been a sensible thing to as it is rather natural these target groups overlap in various ways. The largest of the new categories was "not sector related". These were projects, which were not related to any of the three sectors specifically but had a target group specified.

Related to the final analysis of the KOT best practice, the 101 projects were further analysed. The intention here was in finding out how about the balance/imbalance in how these projects represented the KOT target groups and sectors. This analysis would also provide interesting information about the three European Commission programs (Leonardo, Grundtvig and Equal-ESF). The starting point for the analysis was a large Excel-table made by the first evaluator (Lafuente). In it all the 101 projects were described in detail, including the three target groups and the sectors. The results are presented in Table 3. The presentation follows the outline in the Table 1 earlier in this report. The goal was not to force each of the 101 projects to represent one of the target groups vs. sectors –categories (3x3), but to count each project in to the cells which they represented (the nine cells and the cells formed by the new analysis-produced categories). That means, some

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3 Questions for further details about the table should be targeted to Alfonso Álvarez Lafuente (www.impacts.eu).

projects were counted in several cells. For example, a social sector project representing all the Table 3. Presentation of how the 101 projects analysed represent the KOT target groups and sectors. <u>Note</u>: The total number of the projects listed in the table is higher than 101, because one project could represent several of the target groups vs. sectors –categories (e.g. be a social sector project targeted to both women and migrants).

Program	Time-frame	Sector	Target / at risk groups				Sectors Total	Total number of projects (expected)[*
			Migrants (MI)	Women (WO)	Older workers (OW)	No target specified		
LdV, Grundtvig, ESF Equal	2000-2007	Services (public & private)	6 (8-11)[*	5 (8-11)	5 (8-11)	6	22	12 (24-33)
		Social work	13 (8-11)	29 (8-11)	17 (8-11)	-	59	45 (24-33)
		Health care	8 (8-11)	10 (8-11)	3 (8-11)	-	21	11 (24-33)
		Not sector related	9	10	14		33	
		No sector given	3	2	1	5	11	28
		Target groups Total	39	56	40	11	146	
		Total number of projects (expect)	36 (24-33)	44 (24-33)	27 (24-33)			96/101 (70-99) 107*)

(* The grey numbers in the outermost colon and row show the expected count for the projects in the different cells as presented in the Table 1 in this report. In other words, they represent an ideally balanced distribution of the projects across the target groups and sectors as a basis for the selection of the KOT best practice. Questions concerning the number of projects in the outermost row and colon should be addressed to Alfonso A. Lafuento.

three target groups would be counted in the table three times. As a result, the total number of project counts in the table (Table 3) is higher than the actual number of projects (N=101) in the analysis.

The following are the main results in table 3:

- The projects were representing the three KOT target groups more evenly than the three sectors.

- Most of the projects represented social sector. It is important to note here that also projects with a focus on education and training have been counted into this category.

- A majority of the projects were targeted to women.

- A most typical project was one targeted to women in social sector.

- The projects were targeted in a rather balanced way to migrants and older workers within the social sector, albeit somewhat less to migrants.

- The least represented sectors were health care and services. However, the three target groups were rather evenly presented in both sectors.

4.2 Selection of the projects to the final analysis

When it comes to the criteria for how to select the 30 projects to be included in the final KOT best practice analysis, it was agreed together with the coordinators that the <u>target group</u> representation was to used as primary criteria/characteristic and the <u>sector</u> as secondary. This was partly because a

target groups was more often specified, or it was possible to identify it in the analysis, than the sector.

The material, which this first selection of the "best practice" projects was based on, was formed by the brief information sheets produced by the project promoters (for the KOT project) and the project websites. In some cases additional material was requested from the promoters already at this phase. This material was used for assessing the projects and filling in the grid (Appendix 2) for each of them accordingly. Unfortunately, not enough material was made available from all 101 projects for to be able to use the grid. Either the material available and/or provided by the project promoters simply was not enough, or it did not provide enough information for the assessment. A possible, albeit very unfortunate, outcome from this may have been that some good projects were excluding from further analysis simply because the lack of enough information from them. On another note, this issue may be an indication of shortcomings in valorisation, or language (most of the analysis was carried out in English, although French, German, Spanish and all Nordic languages were also used). At the end, the total number of projects assessed with the grid was 28. All these projects were entered into the final selection of the KOT best practice, even if they indicated very different levels of quality.

5. Final selection of the KOT "best practice"

5.1 Excellence in the promotion of lifelong learning (LLL) for migrants, women and older workers in social work, health care and in services

The starting point in the final analysis was the results from the grid for each of the 28 projects entered in this analysis. The most important part in the grid for the KOT best practice analysis was the third and final section concerning the excellence in promotion of LLL for migrants, women and older workers in social work, health care sector and service sector. Therefore the results will be presented in more details for that part. The section was dived in four main areas. Additionally, an open question of the main products from the project was included.

Projects overall successful in promoting LLL. The first area was describing the extent to which the project overall was promoting LLL for migrants, women and older workers within the three KOT sectors. The results are shown in table 4. Only a few projects have received top assessment for the three items with which this area was characterised[4]. Nevertheless, most of the projects have successful in their overall promotion of LLL. On a scale from one to five the most typical ranking for all items was 4 and the average for each of them was nearly 4 (x = 3,8). The projects which have been weak in this regards, represent well below ten percent of all projects.

Table 4. Overall promotion of LLL for migrants, women and older workers within the KOT sectors.

Items	1	2	3	4	5	x
The project outcomes have clearly made a difference to the at-risk target group(s) in relation to their motivation/opportunities for/participation in lifelong learning.		2	6	16	4	3,8
The organisations participating in the project have demonstrated increased interest, knowledge and skills, and/or improved methods in addressing LLL among the target group(s).		1	6	20	1	3,8
The project has succeeded in increasing awareness of the LLL needs and challenges concerning the target group(s) among the participating actors, local communities, nationally and Europe within the sector(s) in question.		1	5	19	2	3,8
Scale for the evaluator: 1=very weak/strongly disagree, 5=very strong/strongly agree	0	4	17	55	7	3,8

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4 All items in the grid were assessed with a quality scale ranging from 1 (very weak) to 5 (very high) (See Appendix 2).

Projects innovative in regards the target groups, but somewhat less so regarding their thematic focus and LLL. The second area was designed to cast light to the added value and innovativeness of the projects, on one hand regarding the KOT target groups and sectors and on the other their thematic focus and LLL. The results are shown in table 5. The results indicate good level of innovativeness and added value in regards the former area (most projects assessed with value '4'), but somewhat less so in regards the latter (assessment most typically with value '3').

Table 5. Added value / innovation

Items	1	2	3	4	5	x
The project addresses an existing/new challenge in regards the target group(s) and in the sector (needs-analyses carried out)		1	5	20	2	3,8
The products are innovative and give added value to the target group(s) (e.g. employability, competence, self-esteem, etc.)		1	8	13	6	3,9
There is an innovative element in the project in relation to its thematic focus.		1	15	11	1	3,4
There is an innovative aspect in the project in relation to the lifelong learning and its promotion.		1	13	10	4	3,6
Scale for the evaluator: 1=very weak/strongly disagree, 5=very strong/strongly agree	0	4	41	54	13	3,7

Moderate success with valorization, but good sustainability. The third area assessed the quality of the projects in regards dissemination, exploitation, sustainability and transferability (valorisation). Findings are presented in table 6. On average, the projects have succeeded moderately with valorization. The situation was somewhat better in regards involving beneficiaries in the project activities. The projects showed best quality in this area in regards sustainability (most projects assessed with value '4'). In comparison to the other two areas discussed above, the projects showed out to be somewhat weaker in the area of valorization.

Table 6. Valorisation (dissemination, exploitation, sustainability, transferability)

Items	1	2	3	4	5	x
The valorisation activities of the project have a demonstrated impact and they are of high quality.	1		16	11		3,3
Target groups/beneficiaries of the project have been involved in project activities (designing, piloting, implementing, delivery aspects, etc.) to ensure the relevance of the results/products to the target group.		2	11	13	2	3,5
The partnership the relevant management and/or institutional capacity and commitment to continue to provide services beyond the project's lifetime.		1	8	18	1	3,7
The partner country governments/public authorities/trade organisations/employers' unions/employees unions have demonstrated their support for the continuation of the project services.		1	8	13	1	3,6
Scale for the evaluator: 1=very weak/strongly disagree, 5=very strong/strongly agree	1	4	43	55	4	3,5

The main products showed a good deal of variety. A complete list of the various products from the projects analysed is shown in Appendix 3. Overall, the products were assessed to be of high quality. However, project websites got an average assessment as moderate (x = 3,2). The form of majority of the products was rather traditional and text-based. Large projects under Equal seem to have more latitude to experimenting with new ideas than smaller projects. However, also among the latter there were some very creative exceptions. Most products were also available in digital form and accessible through the project websites.

Within the final and fourth area the projects were assessed in regards to what extent had they addressed some key issues concerning LLL in the three programmes - Leonardo, Grundtvig and Equal-ESF. Table 7 shows the results of the assessment. As the table shows, almost all projects

addressed the issues listed at least to some extent. The issues, which were addressed to a great extent by well above half of the 28 projects (in which the issue was relevant), dealt with (shown bolded in Table 7):

- employability
- career guidance
- skills and skills-needs identification
- tailoring of learning programs, and
- motivation and awareness raising.

Table 7. The extent to which the projects addressed key issues in lifelong learning, also across the target groups

Key issues in lifelong learning	The extent to which the project addressed the issue in question [1]				
	1-NR	2	3	4	x
Awareness raising of E&T			11	16	**3,5**
Motivation to and interest in E&T			10	17	**3,6**
Equal access to E&T			10	17	**3,6**
Vocational and career guidance	2		8	17	**3,7**
Identifying learning and skills/training needs	1		9	17	**3,7**
Skills recognition and validation	3		18	7	**3,3**
Transparency of competences	1		15	11	**3,4**
Increasing participation in E&T	1		11	15	**3,6**
Developing the learning environment (learning tools, delivery methods)	1		11	15	**3,6**
Forms of training and their suitability to the target group (informal, non-formal, formal)	2		12	13	**3,5**
Training methods and their suitability to the target group			12	15	**3,6**
Individual learning skills (learning-to-learn)	2	1	16	8	**3,0**
Learner-identity, self-image as a learner	1	1	18	8	**3,1**
Language skills (teachers/learners)	14	1	5	7	**3,5**
Developing of flexible learning pathways			12	15	**3,6**
Developing of learning programs tailored to the target group	1		9	17	**3,7**
Fostering creativity and entrepreneurship	6	2	14	5	**3,2**
Links between E&T and employment (in regards learners' participation/teachers' liaison)	1	1	14	11	**3,4**
Development of the role of VET Professionals	1		15	11	**3,4**
Development of pedagogy (teachers, trainers, tutors)	1		13	13	**3,5**
Quality and attractiveness of VET	1	1	14	10	**3,4**
Creating of learning networks (incl. stakeholders)	2		15	10	**3,4**
Creating learning-conducive workplaces for all	3	4	15	5	**3,0**
Validation/recognition of skills and competence	3		18	6	**3,3**
Accreditation of prior learning	3	2	18	4	**3,1**
Sector-specific learning and skills needs	2	2	8	12	**3,5**
Increased employability	1		8	18	**3,7**
"Intensity distribution" of addressing of the various LLL issues	53	15	339	310	

1)Scale: 1-NR = Not relevant; 2 = Not at all; 3 = To some extent; 4 = To a great extent; x   = average

Language skills development singles out as an issue, which has least been addressed in the projects evaluated. In half of the projects the theme has not been relevant. When it comes to project relevant themes, the results suggest that promotion of learning conducive workplaces, accreditation of prior learning, and fostering creativity and entrepreneurship, are themes either not addressed or in most projects only to some extent. The same type of results can be found in regards issues of supporting individual learning skills and a learner identity.

5.2 The KOT best practice projects and a commentary

Besides the information through the grid, additional material and information was collected for the final selection of the KOT "best practice" projects. All the promoters of the 28 projects were contacted with an e-mail and/or over phone to carry out interviews and a project-adjusted survey. Unfortunately, not all responded regardless of extra contact rounds. Those who did not, represented both projects which had received very high and low points from the grid-based assessment. The project websites were also explored in more details, especially to learn more about the project products and the valorization.

As a result, **six best practice projects** were selected**.** The projects were as follows:

1. Ben Adim Einar (Grundtvig)
2. mature@work (LvD)
3. Equal at Work
4. EqualITEC
5. Value of Work (LvD)
6. Social Return (LdV)

The reasoning for the selection of these cases as best practice is presented at the end of this report (Appendix 3), one page for each project.

The best practice cases are excellent examples of projects, which, on one hand, have showed fresh thinking and innovativeness when it comes to promoting the goals of the LLP and the sub-programs they represent. We are primarily talking about incremental innovation here, although sometimes the resulting learning could be defined 'radically new', eye opening (e.g. Ben Adim Einar). The resulting products and/or services often represented new angles to approach the target group and/or the sector to promote their learning and competence development. Or they were an outcome of fresh ways to use or combine existing tools and methods within or across the three sectors (services, social work, health care) or beyond. On the other hand, the best practice projects exemplify high-quality and disciplined work in following the principles and practice - tried and tested - of effective project implementation and valorization. Besides other factors, the best practice projects excelled at building strategic alliances and cooperation.

Most of the learning products in the projects analysed were text-based, digitally or on paper, more often than not requiring a good deal of reading. Therefore, a crucial factor to the best practice products was that they communicate well to the KOT target groups, directly or indirectly through other relevant actors. The analysis revealed a range of projects where the products – while high quality as such – were likely to be less attractive to or beyond the reach of the (low-literate or low-readers) target groups, due to mismatch with their literacy skills.

Overall, the KOT-analysis gave evidence that the projects funded under the LLP and the sub-projects in question, have managed both to reach women, migrants and older workers in Europe in impressively high numbers and strongly contributed to the development of their skills, knowledge, and employability. Inarguably, evidence of (too many) projects, which poorly managed to deliver, what they had set out to do, was also found. Finally, we wish to give credit also to many very good

projects, which we analysed but which did not quite reach to the top. It is also highly likely that a number of potentially excellent European projects were excluded from the KOT analysis, due to the strong focus on the English language in the KOT best practice analysis.
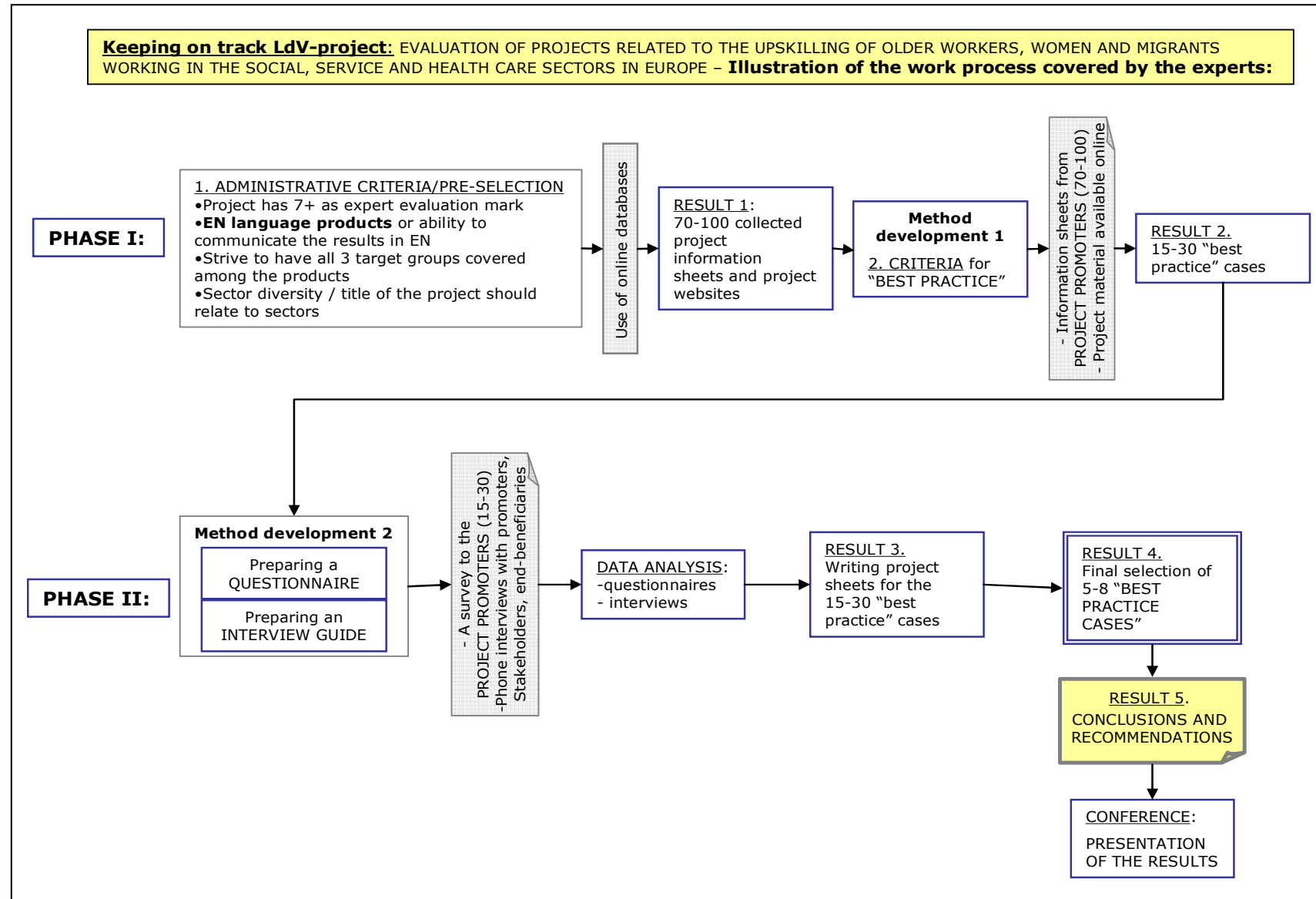
7. Recommendations

Based on the analysis described in this report some suggestions and recommendations can be made. In the following these have been made, on one hand, in regards the KOT -focus and -contents for promoting LLL, and on the other, in regards more technical aspects concerning carrying out corresponding analyses in the future.

1. *More focus on the possibilities of and potential to LLL in service sector or in health care through the programs Leonardo, Grundtvig and Equal-ESF*. Does their somewhat thin presence in the KOT analysis be interpreted to reflect a situation in which these sectors' learning needs are satisfactorily covered by the existing relatively high learning activity in these sectors on a national level, which again would place less need for cooperative learning on a European level?

2. *Higher activity to target LLL to migrants and older workers specifically in services and health care sectors.* Starting point should be in the particular issues raised by the various combinations of these groups and sectors (e.g. focus could be in better utilising the learning/employment potential or in the more amendatory aspects of LLL).

3. *Further attention needed to promote creativity and innovative solutions in projects on LLL.*

4. *More attention to promoting broad literacy skills among the vulnerable groups.* Even if the learning materials are made easier available through digitalising and internet, the strong focus on and requirement to master textual material in order to 'learn' in many cases may overestimate the literacy skills among the vulnerable groups.

5. *Strengthen the impact of the projects through (still) more attention to valorisation.*

6. Further analysis of projects promoting LLL should take various combinations of the now separated KOT target groups explicitly in focus (older migrants, older women, older migrant women). Within these vulnerable groups their combinations – as natural as they are – can mean even higher risk of marginalisation, also in the context of LLL.

7. The projects promoters should be advised to – as well as those who administer programmes like Leonardo, Grundtvig and Equal-ESF should - secure that the main products and other important material produced by the projects, should be kept easily available at least 3-5 years after the completion of the projects.

Appendix 1. An illustration of the KOT expert assessment process

Keeping on track LdV-project: EVALUATION OF PROJECTS RELATED TO THE UPSKILLING OF OLDER WORKERS, WOMEN AND MIGRANTS WORKING IN THE SOCIAL, SERVICE AND HEALTH CARE SECTORS IN EUROPE – **Illustration of the work process covered by the experts:**

PHASE I:

1. ADMINISTRATIVE CRITERIA/PRE-SELECTION
- Project has 7+ as expert evaluation mark
- **EN language products** or ability to communicate the results in EN
- Strive to have all 3 target groups covered among the products
- Sector diversity / title of the project should relate to sectors

Use of online databases

RESULT 1:
70-100 collected project information sheets and project websites

Method development 1

2. CRITERIA for "BEST PRACTICE"

- Information sheets from PROJECT PROMOTERS (70-100)
- Project material available online

RESULT 2.
15-30 "best practice" cases

PHASE II:

Method development 2

Preparing a QUESTIONNAIRE

Preparing an INTERVIEW GUIDE

- A survey to the PROJECT PROMOTERS (15-30)
- Phone interviews with promoters, Stakeholders, end-beneficiaries

DATA ANALYSIS:
- questionnaires
- interviews

RESULT 3.
Writing project sheets for the 15-30 "best practice" cases

RESULT 4.
Final selection of 5-8 "BEST PRACTICE CASES"

RESULT 5.
CONCLUSIONS AND RECOMMENDATIONS

CONFERENCE:
PRESENTATION OF THE RESULTS

Appendix 2. The KOT assessment grid

Each statement should be individually evaluated (1=very weak/strongly disagree, 5=very strong/strongly agree). Additionally a final grade should be given to each topic. The final grade does not have to be the mathematical average of the given points but is should reflect the overall significance of each topic.

1. EXCELLENCE OF THE OVERALL PROJECT QUALITY (GENERAL EXCELLENCE)

1. OVERALL PROJECT QUALITY					
Scale 1-5	**1**	**2**	**3**	**4**	**5**
Overall, the project implementation and its outcomes give an impression of good quality.					
The results and products are in line with the project objectives.					
All partners have been actively involved in the project work.					
The project rationale, its approach and methodology selected and actors involved all indicate a strong centrality of the beneficiary/target group(s)					

Expert statement concerning the key issues defining the overall project quality:

2. EXCELLENCE IN STRATEGY AND IMPLEMENTATION

2. STRATEGY AND IMPLEMENTATION					
Scale 1-5 (1= not at all, 2= to little extent, 3= to rather high extent, 4= to high extent)	**1**	**2**	**3**	**4**	**5**
The choice of and process for involvement of the target group(s) shows considerate work.					
The selection of activities and measures					
The implementation process is clearly structured and logical.					
The implementation process builds on broad and active involvement of a variety of key actors.					

Expert statement concerning the key issues in strategy and implementation contributing to the successful outcomes of the project:

3. EXCELLENCE IN PROMOTION OF LLL FOR MIGRANTS, WOMEN AND OLDER WORKERS IN SOCIAL WORK, HEALTH CARE SECTOR AND SERVICE SECTOR

3.1 Overall promotion of LLL for migrants, women and older workers					
Scale 1-5	1	2	3	4	5
The project outcomes have clearly made a difference to the at-risk target group(s) in relation to their motivation/opportunities for/participation in lifelong learning.					
The organisations participating in the project have demonstrated increased interest, knowledge and skills, and/or improved methods in addressing LLL among the target group(s).					
The project has succeeded in increasing awareness of the LLL needs and challenges concerning the target group(s) among the participating actors, local communities, nationally and Europe within the sector(s) in question.					

3.2 Main project outcomes (products) and assessment of their quality in regards the target *Please, list products and assess its quality with the scale the scale (1=very low /.../ 5=very high)* [Add lines if needed]					
Scale 1-5	1	2	3	4	5
1.					
2.					
3.					

3.3 ADDED VALUE / INNOVATION					
Scale 1-5	1	2	3	4	5
The project addresses an existing/new challenge in regards the target group(s) and in the sector (needs-analyses carried out)					
The products are innovative and give added value to the target group(s) (e.g. employability, competence, self-esteem, etc.)					
There is an innovative element in the project in relation to its thematic focus.					
There is an innovative aspect in the project in relation to the lifelong learning and its promotion.					

3.4 VALORISATION (DISSEMINATION, EXPLOITATION, SUSTAINABILITY, TRANSFERABILITY)					
Scale 1-5	1	2	3	4	5
The valorisation activities of the project have a demonstrated impact and they are of high quality.					
Target groups/beneficiaries of the project have been involved in project activities (designing, piloting, implementing, delivery aspects, etc.) to ensure the relevance of the results/products to the target group.					
The partnership the relevant management and/or institutional capacity and commitment to continue to provide services beyond the project's lifetime.					
The partner country governments/public authorities/trade organisations/employers' unions/employees unions have demonstrated their support for the continuation of the project services.					

EXPERT SUMMARY STATEMENT OF THE QUALITY OF THE PROJECT IN REGARDS PROMOTING LIFELONG LEARNING FOR MIGRANTS, WOMEN AND OLDER WORKERS:

Key issues in lifelong learning and its promotion. Please, assess to what extent, if any, were the issues listed addressed in the project and indicate (X) the target group(s) included.

* Several of the issues could have various reference (e.g. 'Awareness raising of E&T' could concern individuals, the target group or an organisation). Therefore, we also ask you to indicate the reference in the right column: individuals (IND), target groups (TG), organisations (ORG), sector(s) (SEC).

3.5 Key issues in lifelong learning	Target group(s) addressed			The extent to which the project addressed the issue in question [1]				*Ref.: IND/TG/ORG/SEC
	MI	WO	OW	1-NR	2	3	4	
Awareness raising of E&T								
Motivation to and interest in E&T								
Equal access to E&T								
Vocational and career guidance								
Identifying learning and skills/training needs								
Skills recognition and validation								
Transparency of competences								
Increasing participation in E&T								
Developing the learning environment (learning tools, delivery methods)								
Forms of training and their suitability to the target group (informal, non-formal, formal)								
Training methods and their suitability to the target group								
Individual learning skills (learning-to-learn)								
Learner-identity, self-image as a learner								
Language skills (teachers/learners)								
Developing of flexible learning pathways								
Developing of learning programs tailored to the target group								
Fostering creativity and entrepreneurship								
Links between E&T and employment (in regards learners' participation/teachers' liaison)								
Development of the role of VET Professionals								
Development of pedagogy (teachers, trainers, tutors)								
Quality and attractiveness of VET								
Creating of learning networks (incl. stakeholders)								
Creating learning-conducive workplaces for all								
Validation/recognition of skills and competence								
Accreditation of prior learning								
Sector-specific learning and skills needs								
Increased employability								

1) Scale: 1-NR = Not relevant; 2 = Not at all; 3 = To some extent; 4 = To a great extent

EXPERT SUMMARY STATEMENT OF THE QUALITY OF THE PROJECT IN REGARDS PROMOTING LIFELONG LEARNING FOR MIGRANTS, WOMEN AND OLDER WORKERS:

Appendix 3. List of the main project products and assessment of their quality in regards the target groups and LLL. Quality assessed with a scale: 1=very low, /.../ 5=very high

Product	1	2	3	4	5
1. Project Website		4	4	5	1
2. Book				3	
3. Project reports				1	
4. DVD				2	
5. e-Learning/On-line learning or training platform/Resources and exercises			2	3	1
6. Toolbox and bibliography					1
7. Survey report /Research documents				2	1
8. Handbook (for the coach/trainer, for organizations, for the trainee)			1	4	
9. Careers for the21st Century (report/book)				1	
10. ITEC Career Opportunities for Women Returners (report/book)				1	
11. Health Informatics: An Area of Emerging Opportunities (report/book)				1	
12. Widening of Employment Opportunities in ITEC (report/book)				1	
13. New networks of target groups					1
14. New curriculum			1	1	
15. National and comparative studies				1	
16. Guide (for unemployed/ Labour officers/ for Stakeholders)				2	1
17. Project leaflet		1			
18. PowerPoint presentations concerning the implementation of pilots				1	
19. Handbook on Social Inclusion				1	
20. Comparative Research on National Training Programmes in the Care Sector				1	
21. Comparative Analysis of the Vocational Integration of Migrants				1	
22. Integration Guide			1		
23. Book of recommendations/Policy recommendations		2		1	
24. Training modules/programme			1	1	
25. Computer course			1		
26. Competence tests for immigrants				1	
27. Multilingual glossaries				1	
28. Adult training methods		1			
29. Enquiry and analysis or its results		1			
30. Handbook of competence standards				1	
31. Handbook of Methods and Tools				1	
32. Personal Work Review				1	
33. Management tool			1		
34. Equality Reviews in companies				1	
35. Interview Skills Pack for Competency Based Interview Processes				1	
36. Diversity Matters – Mainstreaming the outcomes of the Equal at Work Project in the Health Service				1	
37. Guidebook of good practices				1	
Total quality distribution		9	12	43	6

Appendix 4. Reasoning behind the selection of KOT Best Practice projects

1. **Ben Adim Einar; Proffessionals' Experience Integration in Turkey** (2005-2007)
   "…as if all of a sudden everything has changed"…"I have reached my goal"

The project aimed to promote integration and cross-cultural understanding through sensitizing the professionals and policy makers who work with integration of migrants. To this end focus was sat on promoting intercultural education, communication and competence. The project has chosen a fresh and important approach: it challenges the knowledge, understanding, attitudes and expectations of the actors behind the migration adaptation programs and policies relative to people their target group. To a high extent the competence of these actors tends to be taken for granted and we assume that its has high transferability across target groups. However, the skills of the immigrants are constantly under discussion.

Why KOT Best Practice?

The Ben Adim Einar –project shows excellence in overall project quality and implementation, with products of very high standard. The project has promoted lifelong learning and the goals of Grundtvig through multicultural dialogue and intercultural awareness rising as well as an innovative pedagogic approach. The following issues have been central to the project success and its selection as KOT Best Practice:

- The project has promoted learning among people who work with migrants. It has helped them to overcome their mental barriers in regards their own learning and competence development. The pedagogical choice to use first hand experiential learning has resulted in powerful learning effects and radically new understanding, both in regards meta-reflection of their own professional practice and the experiences of their target groups in learning and more generally in the process of cultural adaptation.
- By selecting to target adult education to the people who work with immigrants, rather than immigrants themselves, the project impacts have been wide in all the partner countries.
- The quality of the products – a DVD/Film a book and the project website - is excellent.
- The impact of the project is being multiplied through the dissemination of the products, especially the film. The film dissemination and its success are impressive: it has been used by almost 650 European organizations, also in governmental organizations and universities, including two American Universities. The products have received several awards, including the Grundtvig Award in 2008 and the Best Practice from EU Programmes Award in 2009 (Creativity and Innovation in Lifelong Learning), and special interest from the European Commission.

Transferability. The products are useable and accessible world-wide. In principle, the project approach and idea based on experiential learning, could be transferred to other vulnerable target groups, but the implementation in practice might be difficult.

Sustainability. The project has resulted in sustainable outcomes. The products continue to rise interest with impressive results. For example, a city in the Netherlands has agreed to finance the program for the next five years.

2. mature@eu Supporting Employers Recruiting and Selecting Mature Aged Persons (2006-2008 & 2008-2010) *"…The economic situation has no impact on the demographic situation…. Talent shortage will still remain!"*

mature@eu is concerned with the demographic development in Europe and the human resources (skills) as the main asset of an organization. Indirectly, the concern was of situation of older workers in the labour market. The goal was to develop tools to promote age-diverse human resources management (HRM) by developing innovative learning tools and material for recruitment in a pilot in ICT sector. The project theme has high social relevance from various perspectives. Firstly, recruitment policies and practice tend to be highly age-segregating. Secondly, being non-traditional, hard-to-reach learners, mature workers are often neglected from learning in the workplace, in many cases simply because of a low or no awareness of their learning needs by their employers. Thirdly, there is a further aspect of awareness involved in that the clientele in trade, sales and services is ageing, calling for changes in the clients' (age) preferences regarding those in service for them.

Why KOT Best Practice?

The overall project quality of mature@eu is excellent. The project has promoted lifelong learning and the goals of Leonardo through innovative choices and solution.

- Although e-Learning as such is widely used, it is a rare choice to tackle the challenges related to the demographic change.
- Further, by choosing an organizational perspective - to make an impact on the "voices" crucial to the situation of mature workers in workplaces - the project outcomes reach more effectively the secondary beneficiaries (mature workers) than if targeted directly to them.
- Also, the choice for a broad range of relevant actors selected as primary targets - Business Leaders, Equal Opportunities Agencies, HRM, trade unions and workers' representatives - added the project impact.
- Finally, the choice for the target sector, ICT, shows a fresh approach to the demographic challenge – a challenge interwoven with the future workplace skills/talent discussion.

The project products are of a very high standard: the e-Learning platform, the toolbox with a collection of innovative training material and the website in eight languages. The value and impact of the product is added by the fact that is available free of charge. Special effort has also been placed on promotion of the product, among others through a union network, which covers about 900 trade unions in Europe.

Further impact and sustainability. In case of products like this, the ultimate key to success is the extent to which the product will be taken in use. The open-source learning environment of mature@eu, including the toolbox has been, and continues to be widely used, across sectors as it is not sector-specific. Besides having been implemented in eight countries, another nine countries have joined in through a new Transfer of Innovation –project continuing the work. The e-learning platform has been set up to the servers in 1-4 institution in each partner country and is actively used for training. Some partners are end-users themselves (unions), some connected to large national further education institutions. More than 60 other websites are connected to the mature@eu website. There has been more than 30.000 visitors on the page from all over the world. The testimonies in the website from the companies, which have used the product, signalize of both user-friendliness and of practical usefulness of the products – and of its impact on awareness rising on the mature worker issue.

Transferability: The products are highly transferable to other countries. They could possibly be even adjusted to other target groups (e.g. immigrants) although with some alterations.

3. Value of Work (2005-2007)
".. in the beginning I did not believe in this project… but now I am impressed…"

This project focused on women, who were also in many cases older workers, with low formal education but high competence through informal learning at work. This is a typical situation for many in the latter group. Regardless of their solid competence in their daily job tasks, the lack of formal qualifications makes them vulnerable in the labour market, especially in case of major changes in their workplaces or redundancies. Their disadvantage is added by the fact that they are not typical, well-rehearsed learners in the educational markets.

Why KOT Best Practice? VOW made a significant impact in promoting lifelong learning for low-educated women in banking sector. It also promoted the goals for Leonardo by making informal workplace-learning more visible and valued approach to professional skills development. The project Value of Work (VOW) is overall of high quality and it has adopted an excellent strategy for implementation of the project. The tools developed - competence standards, implementation guidelines and guidance for the stakeholders - are of high quality. The overall high standard outcomes indicate a successful choice of methodology, with a good balance between the target group involvement in learning, provision from the part of the training organizers, and involvement of the companies and social partners. An important part of the success has been overcoming the practical issues in the workplace in order to make systematic learning and the project implementation possible.

VOW has made a difference in the lives of the target group women, professionally and personally. VOW has:
(i) improved their labour market value and employability,
(ii) found a way to reach these non-traditional learners and to address their learning needs,
(iii) developed a learning approach that has helped the target group to break the barriers to their participation in lifelong learning
(iv) helped to build learning motivation as well as motivation for further professional development also after the project.

The project outcomes include also strong personal gains. VOW has helped to strengthen the women's professional identity, with strong experiences of empowerment. The new engagement in lifelong learning, has resulted in better coping skills, improved self-esteem and feelings of greater control over their lives. VOW has also contributed to a new awareness of their future career opportunities and prospects in a fragile economic situation in the society.

The project has made a positive impact to the image the target group has in the eyes of the employer and in the banking sector. In some cases the process also led to positive changes in the workplace, guided by the women who participated in VOW. Also, the project helped the companies to better identify their competencies. Overall, it contributed to a greater awareness of the significance of a workplace as a learning arena.

Finally, the outcomes of VOW have in some countries challenged the higher education to think anew of their approach to informal learning in the workplace and its validity to open new pathways to continuing learning in higher education.

Transferability. VOW has already showed to have high transferability to new settings and target groups, across sectors and countries. The broadly inclusive methodology applied in the skills validation process could as such have high transfer value to countries using more institutional approach.

Sustainability. The outcomes confirm that VOW has made a sustainable impact in the lives of the women who participated in the project, but also among the training providers and in the companies and branch involved. A new Transfer of Innovation application has also been submitted.

4. Equal at Work – Increasing access to employment through open HR practices
(2007-2009) - *"…the effects will be felt for years to come…"*

The project aimed at creating a more equal and accessible labour market and at widening mobility in jobs through tackling discrimination and social exclusion in the workplace. To this end focus has been on a large scale reform and development of HR policies and practice in public, private, health and community/voluntary sectors.

Why KOT Best Practice?

Overall the Equal at Work project is of high quality and its effects are broadly felt and highly sustainable. It has demonstrated excellence in strategy and implementation through broad mobilization of key stakeholders at the local level. It has also included partners from regional and national level, as well as transnational partners. The project has widely promoted lifelong learning and innovation. Besides grass-root learning in the workplaces, major learning effects have been experienced in the HR management systems of the private sector, local authorities, health sector and NGOs. The results strongly promote the Equal-ESF goals as more equal employment policies and practice and social inclusion in workplaces and in society at large. The following issues further characterize the project success:

- The project was targeted widely to vulnerable groups in labour market (migrants, women, older workers) with poor formal qualifications.
- The project has managed to develop broad strategic cooperation through the comprehensive approach adopted. It has brought together 50 organizations to work together to reach the project goals. Of particular value in this cooperation has been the involvement of "mainstreaming" organizations, which have helped to transfer the learning effects from particular projects and actions and promote them across whole sectors.
- A good deal of the success is based on utilizing of an inclusive method of social dialog in learning and innovation in public social policy initiatives. To involve partners in each sector - through "clusters" - to identify themselves the needs and opportunities to be addressed through the project, was a very successful approach.
- The project has demonstrated added value to local employment and development. A total of 14 projects have been implemented, all aimed at benefiting people experiencing inequalities and discrimination in the labour market and employers who have problems with recruitment, retention, progression and skills shortages.
- A range of innovative products, new solutions and activities, have been developed and many of them have been mainstreamed also across other sectors.
- A major product has been the development of competency-based recruitment for entry-level jobs, an innovation which also has been mainstreamed throughout Irish local authorities, being now part of national policy. Furthermore, tools have been developed (an Interview Skills Pack for the Competency Based Interview Process) to help workers to benefit from job interviews and lifelong learning opportunities. Mainstreaming of the product led to a potential opening up of thousands of jobs to people with the necessary skills but without the formal qualifications.
- A formative evaluation, which was built-in the project implementation, through involvement of an independent evaluator, helped to support the work and keep the project on track.

In a time of booming economy, Equal at Work has been very successful in realizing the idea of making the labour market "more accessible to people rather than trying to make people change to fit the labour market".

Transferability & **Sustainability.** As an Equal project, the impact is mostly felt locally, regionally and nationally. There is evidence of high transferability across sectors. Transnational transfer effects were also felt. However, transfer appeared to be more difficult in the New Member States.

5. Equalitec: Advancing Women in ITEC (2005-2007)

> *"…a fantastic learning opportunity…I am not the same person any more…"*
> *"Change can be delivered!"*

The project sought to address individual and organizational barriers faced by mothers returning to work after a career break. Focus was on women's employment opportunities in the ITEC sector (Information, Technology, Electronics and Communication). As female professionals in this sector are few and their representation is declining, the project also sought to promote diversity in the workforce and the talent market. The project also highlights the fact that high education does not necessarily secure employability in case of women returning from career breaks.

Why KOT Best Practice?
Overall the project quality is excellent, with high quality products and solutions. Its effect reach beyond the initial project goals. Equalitec has promoted lifelong learning and the goals of Equal-ESF by increasing workforce diversity in ITEC sector and improving the employability of women returning to work after career break.

- The project developed wide partnership with more than 70 organisations. Cooperation included also women's organizations as well as a Business School.
- The products are specific and practically oriented: career clinics, mentoring, coaching and training to assist re-entry to the work force for women. Successful guidance and awareness raising has been carried out in participating companies.
- Strong impacts have been documented both in terms of skills development and improved career prospects among women. Besides professional impact, the project has had strong personal impact as improved self-efficacy and individual empowerment. "Organizational empowerment" of the project coordinator has resulted in confidence to make new initiatives to address other social issues. Impact in participating organizations and on the level of society is demonstrated by women returners having become a mainstreamed issue.
- Specific solutions, such as showing testimonies as videos from interviews with women who have benefited from the products, add the attractiveness of the product and, thus, the impact of the project.

Transferability. The products can be transferred to other countries due to the relative homogeneity of the IT sector industry across countries. An application for a Transfer of Innovation funding seeks to transfer the products specifically to migrant women.

Sustainability. The project has produced sustainable results both in the lives of 100 women and in organizations, which participated in it. An example of the latter is that the Royal Academy of Engineering, a leader in the industry, took the findings of the Equalitec Diversity Forums in their diversity strategy, spreading thereby the impact to the rest of the industry. Furthermore, the project website is still operational after one and half years from the project completion, offering consulting services on the basis of the project results.

6. Social Return (2004-2007)

"The methodology of Social Return has proved to work in every country and we have witnessed convincing outcomes."

The project was targeted to a hard-to-reach group of people with various disabilities. The aim was development of low cost rehabilitation through an innovative, multi-disciplinary, and home-based services approach, in order to contribute to personal development of the target group and to promote their employability.

Why KOT Best Practice?

Overall the project is of a very high quality. The holistic approach applied to social inclusion has highly successful and the results have made a strong, wide-spread impact. The project has promoted lifelong learning and the goals of Leonardo among some of the most vulnerable groups in our societies. The project success is further characterised by the following:

- Successful mobilisation of key actors from different sectors into constructive cooperation in the different partner countries.

- The product was a social innovation. A new professional approach - an "ideology" - and practice was developed into social and labour market integration, consisting of comprehensive, multidisciplinary and cross-sectoral cooperation and home-based services.

- This approach challenged the mindsets among the professionals in all countries. The result has been fundamentally new ways of thinking about social and labour market integration. The state of the art in social work has been renewed. Barriers that previously stood on the way to this type of approach, have largely been overcome.

- Through rehabilitation and vocational training the socially excluded men and women have found their way back to labour market. There have even been some new business start-ups, as enterprise training has also been provided. Concerning the target group, the integration success rate has been very good: 60-75% have returned to active work or education.

- Dissemination has been broad and active.

Transferability. The methodology developed can be and has been transferred to other countries. This is already happening as the project has resulted in a new Transfer of Innovation project.

Sustainability. The project impact and products are sustainable. The project concept is being applied and further developed in a Transfer of Innovation project. The project success has been especially strong in Iceland, resulting in mainstreaming the methodology (ideology) as a part of the public rehabilitation system of the disabled.