1.0 Introduction 3
2.0 Project Background 3
3.0 Project Description 4
4.0 Project Aims & Objectives 5
5.0 Project Partners & Roles 6
6.0 Description & Review of Work Packages 9
7.0 Dissemination Activities 12
8.0 Project Management Processes 12
9.0 Evaluation 14
10.0 Impact 14

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1.0 INTRODUCTION

This report tracks and reviews the EnGage 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 was 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 Transfer of Innovation (TOI) Projects were 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 enabled 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

Young people in particular have been hit hard by the rising unemployment and economic crisis, in 2011 only 34% were employed, the lowest figure ever recorded by Eurostat, and in July 2012 youth unemployment had reached 22.6%. A key target group identified by Eurofound (2012) are those...
young people ‘not in employment, education or training’ (NEET) and the number of this ‘lost generation’ is growing to record levels.

Considered to be one of the most disengaged from the labour market; the NEET rate across Europe has seen significant increases. From 2008-2011 NEET levels increased by 34.4% in Spain, 18.3% in UK, 22.1% in Poland and 17% in Italy. Also identified are vulnerable subgroups within the NEET category-young people with an immigrant background are 70% more likely to become NEET than nationals; and young people suffering disability are 40% more likely. If youth disengagement persists, it can lead to long term unemployment, growth in the growing phenomenon of ‘discouraged workers’ leading to long term labour market exclusion and ultimately to serious long term consequences for Europe. (Eurofound 2012).

In response the European Commission has underlined the urgency of increasing labour market participation to ensure the long term economic and social sustainability of Europe (Europe 2020 Strategy). To address increasing disengagement, Barnardos UK identified effective preventative interventions by VET providers were key for the successful inclusion and retention of NEET young people on a pathway to employment. (Second Chances: Barnardos 2009). This view was reiterated by Eurofound (2012) who underlined, given increasing levels of youth disengagement and in particular of discouraged workers, the engagement strategies employed by VET providers for NEET young people must be ‘innovative and introduce new ways of reaching out to engage disfranchised young people’.

As participation in adult learning continues to fall-only 9.1% in 2010 (Council resolution on a renewed European agenda for adult learning 2011), there is an urgent need for VET providers and organisations to reach, motivate and support NEET young people, as their disengagement means ‘that they will not come looking’ and a powerful role can be played in engaging vulnerable groups back into learning (Rethinking Education European Commission, 2012). Our search of EU programmes found no resources for VET providers to engage NEETS young people onto a sustainable pathway to employment.

3.0 PROJECT DESCRIPTION

EnGage aimed to increase participation of NEET young people, particularly vulnerable subgroups of young disabled and immigrant, into VET by upskilling VET providers in effective engagement methodologies. It produced a multilingual, multicultural Train the Trainer toolkit for VET providers. This will aid the successful inclusion and retention of NEET young people, thereby providing sustainable pathways to the labour market.

A secondary aim is to raise awareness of heterogeneity of the NEET population across member states so that adaptation can accommodate diversity of NEET profile. Our specific objectives included upskilling VET providers in innovative methodologies to engage NEET population; to gain in depth understanding of good practice in engagement methodologies by VET providers for NEET young people and to gain in depth understanding of needs of NEET young people and variation in characteristics of NEETs across partner countries.
The project addressed an EU priority of support to initial and continuous training of VET teachers, trainers, tutors and VET institution managers by upskilling VET providers in effective NEET engagement methodologies.

The diverse partner consortium and choice of partner country, which reflect variations of NEET profile, supported development of innovative practices in engaging NEET population to sustainable pathways to employment.

3.1 Type of Transfer

In line with the requirements of the Leonardo da Vinci transfer of innovation funding strand, The EnGage project used the following transfer strategy.

(1) Export of Innovation ie geographical transfer exporting innovation from UK to other partner countries - this involved the export of learning materials which previously had simply been in use in the UK, for use in Spain, Sweden, Italy and Poland.

(2) Sectoral transfer from one sector ie voluntary 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 NEET young people from deprived backgrounds to new target group of migrants/immigrants and disabled youth - over many years Springboard had delivered original training materials to young NEETs in the UK, the materials have now been adapted to target a new audience of migrants / immigrants, disabled youth and partner country NEETs.

(4) Transfer & adaptation of existing training materials based on an entirely paper based classroom format to blended/multimedia learning format. This involved adapting classroom materials, so as to facilitate wider uptake throughout partner countries and Europe in general and make the course more accessible.

(5) Transfer & adaptation from monocultural, monolingual (English) to multicultural and multilingual (English, Swedish, Italian, Polish and Spanish) allowing for wider use.

(6) Transfer of resources from sole provider to multi-actor consortium - as the resources originally had only been used by Springboard, the project allowed materials to be adapted to a range of providers thereby facilitating a degree of mainstreaming of materials, increasing quality and promoting their use as a VET continuing professional development tool to be applied by a much wider range of organisations.

In relation to the transfer strategies outlined, there were no negative experiences and indeed through testing it was observed that the term NEET and the specific engagement strategies used were a new methodology to most trainers, particularly in Sweden, Spain and Poland.
4.0 PROJECT AIMS & OBJECTIVES

EnGage aimed to increase participation of NEET young people, particularly vulnerable subgroups of young disabled and immigrant, into VET by upskilling VET providers in effective engagement methodologies. It produced a multilingual, multicultural Train the Trainer toolkit for VET providers. This aimed to help the successful inclusion and retention of NEET young people, thereby providing sustainable pathways to the labour market. A secondary aim was to raise awareness of heterogeneity of the NEET population across member states so that adaptation can accommodate diversity of NEET profile. Our specific objectives were:

- to upskill VET providers in innovative methodologies to engage NEET population, particularly young immigrants and disabled young people, and increase their participation of onto a sustainable pathway to employment, meeting (LEO-SpObj-b) (LEO-TralInno-8)
- to gain in depth understanding of good practice in engagement methodologies by VET providers for NEET young people, meeting (LEO-OpObj-3)
- to gain in depth understanding of needs of NEET young people and variation in characteristics of NEETs across partner countries
- to assist improvements in quality and innovation of NEET engagement methodologies in vocational education and training systems, institutions and practices
- to ensure high quality of the new training resource by carrying out thorough testing with VET providers and NEET young people, including immigrants and disabled young people
- to transfer (including adaptation) existing train the trainer materials to create a multilingual and multicultural multimedia DVD and resource toolkit for VET providers to effectively engage NEET young people
- to promote the widespread uptake and use of the EnGage toolkit focusing on universities, vet institutions, social partners with access to NEETs and other training bodies with potential to mainstream and accredit the toolkit

Project addressed EU priority of support to initial and continuous training of VET teachers, trainers, tutors and VET institution managers (objective LEO-TralInno-8) by upskilling VET providers in effective NEET engagement methodologies. The diverse partner consortium and choice of partner country, which reflect variations of NEET profile, will support development of innovative practices in engaging NEET population to sustainable pathways to employment.
5.0 PROJECT PARTNERS & PROJECT ROLES

5.1 Partner – Springboard Opportunities Ltd (SB)
Project Role – Lead Partner, Materials Adaptation
Since 1992, Springboard has supported positive development of disadvantaged young people through building capacity. They have worked with over 7000 beneficiaries in a range of training programs, including Wider Horizons which offers vocational education. Central to their success, has been the innovative design of training resources for delivery by VET providers. The organization espouses a person-centered ethos, believing in a dialogic learning process as the learner becomes actively engaged and owns their own development and achievement. They are also committed to ongoing innovation by responding to evolving beneficiary needs.

Springboard collaborates closely with Department for Employment and Learning (UK) and their projects have been funded by a variety of government and independent sources. These networks, and 23 years of grass-roots work give Springboard unparalleled depth of experience in design and delivery of vocational training for NEETs young people.

5.2 Partner - Fundacion Laboral del Metal (FLM)
Project Role – Pilot Test
A non-profit organisation, FLM provides 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 orgs on new technologies and methodologies related to qualifications, skills updating and competences development.

FLM currently has 10 employees and 30 teachers who work with 1,200 students per year. It is part of the Metal Foundations Group, which in turn reaches more than 10,000 students per year. FLM is a signatory of the UN Global Pact on Social Responsibility, spurring the development of successful programs in relation to the employment of Vulnerable Groups. Since 2006, FLM has run “Aprendiz”, a program funded by the government education authority offering training, apprenticeship and employment mentoring for Youth Immigrants/At risk Youth and since 2007 “MujerMetal”, which focuses on women at risk of social exclusion.

5.3 Partner - Folkuniversitetet Kursverksamheten vid Lunds Universitetet (FOLK)
Project Role – Exploitation
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.

Folkuniversitetet is an independent, nonprofit provider whose core values include international cooperation, pedagogic development, democracy and person-centred training. They have made a significant contribution to Swedish VET, for example through evening schools, language centers, Swedish for immigrants, ICT-based education. They develop and test ideas for better learning in project groups, often in international cooperation. Coaching, mentorship, validation, learning in working life, empowerment and active guidance based on individual needs are areas they are developing and implementing to our own organisation.
5.4 Partner – Uniwersytet Szczecinski (US)
Project Role – Training Needs Analysis
The University of Szczecin (US) is the largest university in the West Pomeranian region. Presently over 30,000 students are following full-time, evening & part-time studies in 27 subject areas at 13 faculties. Key objectives of the University is the engagement and education of students and their preparation for entering labour market. Therefore the University actively take part in many programmes aimed at achieving their objectives. International collaboration to apply innovative solutions to improve provision comprise an extremely important aspect of US’s activity. The Faculty of Management & Economics of Services (responsible for the project) is highly skilled in undertaking rigorous research activities, based not only on theoretical frameworks but also on application of practical experience. By applying their extensive knowledge of the structural and institutional changes in Poland and the EU, US bring considerable value to research methodologies.

5.5 Partner – TIME Associates
Project Role - Evaluation
Established in 1998, TIME are a consultancy with a passion for excellence. Their focus is on creating an impact, driving positive, tangible change and assisting clients to harness resources to secure greater efficiencies and performance. Their work is based on best practice research and tailored designs for organisations across all sectors, to accommodate learning preferences, personal objectives and goals and desired organisational impact. Their UK client base includes education, local government, sectoral skills councils, housing, NGOs, labour market intermediaries, registered charities as well as private sector clients. TIME have vast experience of coordinating and partnering in European projects including ESF, ERDF, Interreg and the LdV TOI programmes which have involved the design and development and management of vocational education and training programmes for a range of target groups including VET trainers, senior management and labour market entrants.

5.6 Partner - Parsec - Associazione di Ricerca e Interventi Sociali (PARSEC)
Project Role – Dissemination
Parsec is a consortium of non profit organisations aimed at exchanging information, networking and training and mainstreaming of good practices carried out by its members. The organisation's main objectives are to: promote fundamental rights and social autonomy of disadvantaged people; to promote innovative methodologies and experimental actions for strengthening social autonomy and integration of those targets; to analyse new social phenomenon and trends related to social disadvantaged people; to promote social cohesion and interculturality and to enhance dialogue and understanding among different cultures, backgrounds and religions.
6.0 DESCRIPTION & REVIEW OF WORK PACKAGES

6.1 Training Needs Analysis (led by Uniwersytet Szczecinski (US))

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

The report was produced in June 2014 and presents findings from research conducted in five partner countries: Italy, Spain, Sweden, Poland and United Kingdom.

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 Engage website and disseminated to the project’s database of contacts.

Arising from the findings, it was agreed materials to include The analysis indicates that the training materials were designed to meet needs of both people who want to get a start as NEETs trainer, as well as those who are more experienced in this field. Training for both groups should result in improving support systems dedicated to socially and professionally excluded young people in the partner countries.

6.2 Materials Adaptation (led by Springboard)

The EnGage course adapted and added value to the existing NEET Engagement Practices paper-based course into a range of multimedia materials suited to the needs and learning requirements of VET trainers in a multilingual, multicultural setting, for optimum delivery to NEET young people.

The training units for EnGage focused on the following themes:

1. Support Young People who are not in Employment, Education or Training (NEET)
2. Understanding Engagement & Intervention Strategies
3. Understanding NEET Principles & Practices
4. Understanding Principles, Knowledge and Skills
5. Resource pack - series of engagement tools and techniques

Also the addition of two new modules for delivery to young NEETs:

6. Self Development
7. Applying for Work

By adding new multimedia resources to the EnGage course we ensured less dependence on the written / spoken word and cater for a wider range of learning styles, more effective for work with
groups, particularly those within the NEET category and specifically vulnerable subgroups of immigrant and disabled young people.

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.

6.4 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 modules:

- 95% of trainers consider the materials could enhance their skills on working with NEETS.
- 97% of trainers consider it is worthwhile to work with these materials.
- 98% of trainers would recommend Engage materials.
- 88% of participant trainees were able to understand the content given.
- 90% of participant trainees were able to follow the teachers and their classes.
- 83% of participant trainees believed they could apply the knowledge received under the new methodology.

All recommendations received were addressed in the form of improvements to modules, whether in formatting or content. The partnership discussed these changes at the Spain partner meeting and agreed on the relevant changes to the entire course and also the changes needed only within partner countries for example more Italian external links.

6.6 Dissemination (led by Parsec)

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

6.6.1 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:
6.6.2 Dissemination Database

A segmented database of "interested parties" including a minimum of 250 contacts from each partner country was created. The aim was to increase the value and impact of the Engage project and its learning outcomes between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe. The dissemination database also increased value and impact of the project in relation to mainstream practice and policy development.

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.

6.6.3 Electronic Newsletters and Press Releases

The electronic newsletters (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.

6.6.4 Project Website

The partnership created a unique, multilingual, promotional project website which serves as a central project resource allowing access to all key information for partners, VET providers and stakeholders. Final course materials were also uploaded here, available as a download to those who did not receive the final product on flash drives and also module by module for VET delivery. The website can be found at www.llpengage.eu

6.7 Exploitation Plan (led by Folkuniversitetet Kursverksamheten vid Lunds Universitetet (FOLK))

The Exploitation Plan defined the plan that was followed by the partnership, when the results of the project are produced.

The Exploitation Plan presented the beneficiaries to the project as well as possible tangible and intangible assets of the project. It clearly illustrated the possibilities of using marketing tools to promote the project and its results properly. The plan was prepared based on the communication (marketing) and dissemination strategy, adopting the most suitable dissemination tools and channels elaborated so far in order to exploit the results achieved during the project implementation.
7.0 DISSEMINATION ACTIVITIES

Dissemination was central to the success of the EnGage project. The overall aim of the dissemination strategy was to increase value & impact of EnGage 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 and a dissemination plan was developed in the early stages of the project. 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 2000 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 (cards and flyers) - these were produced in Swedish, Spanish, Italian, Polish and English to showcase the product. Pop up stands were also produced.

(3) Website publications, news, ezines - Partners updated networks through the EnGage 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 Springboard 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, EU Launch event (Rome), partner country launch events, NI NEET Forum annual conference.

(7) Social media was employed for dissemination but as a partnership we feel this was not successful as our primary target group did not use this medium. A dedicated facebook & Twitter were established to support the project.
8.0 PROJECT MANAGEMENT PROCESSES

8.1 Partnership Meetings

The first EnGage transnational project meeting was held in Belfast (UK) from 25\textsuperscript{th} – 26\textsuperscript{th} November 2013

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 EnGage transnational project meeting was held in Szczecin (Poland) from 15\textsuperscript{th} – 16\textsuperscript{th} April 2014

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

The third EnGage transnational project meeting was held in Belfast (UK) from 21\textsuperscript{st} – 22\textsuperscript{nd} October 2014

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

The fourth EnGage transnational project meeting was held in Kristianstad (Sweden) from 24\textsuperscript{th} – 25\textsuperscript{th} February 2015

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 EnGage transnational project meeting was held in Santander (Spain) from 12\textsuperscript{th} – 13\textsuperscript{th} May 2015

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 EnGage transnational project meeting was held in Rome (Italy) from 5\textsuperscript{th} – 6\textsuperscript{th} July 2015

The final meeting of the partnership focused on the project launch and project dissemination.
8.2 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, Springboard provided each partner with a 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, Springboard also established an EU EnGage 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. Springboard 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.

8.3 Financial Administration

In terms of financial administration, Springboard 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.
9.0 EVALUATION

9.1 Internal Evaluation (led by TIME)

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.

9.2 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 2014. The final external evaluation report was completed in September 2015.

10. IMPACT

10.1 Key Target Groups

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

(1) VET

Direct engagement by partners with the primary target group exceeded 4000 individuals throughout the lifetime of the project, this does not take into account the number of Vet tutors engaged through external organisations. This target group were instrumental in the transfer, TNA, development & testing of the training materials.

(2) NEET young people

Our secondary group also had high levels of impact, throughout the 2 year period of the project we engaged directly with over 1000 NEET youth and reached a further 3000 through our partners in the VET sector.

10.2 Website statistics

The website is available in English, Swedish, Spanish, Polish and Italian representing the partner languages. We have also added a Google Translate function which will enable users from outside the 5 partner countries to access the promotional material and the EnGage training modules.

Key project results such as the TNA & Good Practice Report, Pilot Test Report and External Evaluation Report are uploaded to the website. Each language version of the course materials is available as both a Zip file download and to work through online.
Website statistics per country were a key quantitative indicator used to measure impact on geographical target areas. Statistics at the end of September 2015 indicate

33.2% entered the English language site
16.3% entered the Swedish language site
16.1% entered the Italian language site
14.1% entered the Spanish language site
20.3% entered the Polish language site

The performance of the English site stand out for mention as combined there were 2 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.

At Interim Report stage the website had 280 visits, with a peak of 108 in September 2014, we had aimed to reach a monthly total of 120 visits by June 2015.

Year 2 of the project has seen a massive increase in visits, necessitating a move to a larger hosting server in April 2015. We have far surpassed our target of 120 visits a month with the latest monthly visit total for November 2015 standing at 3264, with 2667 of these being “unique visitors” or first time visitors to the site. This bodes well for the continued use of the course materials and the further exploitation of the project beyond the lifespan of the funding.

Springboard (lead partner) has committed to host the website for a minimum of 2 years post funding to December 2017 when visitor numbers will be reviewed and the continued life of the website will be decided. If numbers continue to show promise we envisage carrying out security upgrades at this time and allowing the website to continue.