INnovative and New Solutions for Sustainable Employability

INTENSE

PROJECT CHARTER

ARE YOU INTENSED?

Co-funded by the
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Index

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PREAMBLE

A preamble is an introductory and statement in a document that explains the documents purpose and underlying philosophy.

OUR UNDERLYING PHILOSOPHY

The **INTENSE** project focuses on young people / students who are not in employment, education or training (NEETs) by approaching them client-focused, from a holistic vision and by the humanistic psychology in a structured environment in which autonomy and self-responsibility are the main issues. The project consortium believed the current closed and employment-centred approach of NEETs ineffective and was supported in that line of thought by Eurofound, which in 2015 examined the effectiveness and implementation of **YOUTH GUARANTEE** plans. This publication draws attention to the inadequate results of the employment-centred approach.

> *"Concerning the implementation of the youth guarantee plans, the member states should refrain from choosing a close and employment-centred concept and decide on a more comprehensive and integral approach which aims at reaching those who are unemployable and more difficult to integrate." (Eurofound 2015)*

The essence of this project is that we are looking for another way of coaching based on the assumption that this other approach brings about a **CHANGE** that will make the transition of NEETs to school and work easier. This process summarised in a short text is the subject of this charter. It is primarily an invitation to follow our vision and its implementation with regard to the accompaniment of NEETs.

The participating countries decided to create a comprehensive and integral approach based on their own experiences. The client is to be placed at the centre of the project. He is the director of his or her future. INTENSE creates the conditions for the client to take the best possible direction. We called it a client-centred approach.

The approach of **INTENSE** is client-centred based on a **HOLISTIC VISION** and a **HUMANISTIC PSYCHOLOGY**.

SHIFTING THE FOCUS

With the help of INTENSE we aim to improve the possibilities for NEETs to find a job or training, an internship or education. We expect that an integral approach is probably more successful than an employment-centred one. We are going to **SHIFT THE FOCUS** from an employment-centred to an integral client-centred point of view.

IMPLEMENTATION AND EVALUATION

This other approach is elaborated in the project in all possible ways: From a holistic viewpoint and a humanistic vision the client is approached in such a way that there is much more responsibility and initiative from the client's part. The transition coaches are trained in interviewing techniques and methods of working handed down from humanistic psychology (Abraham Maslow and Carl Rogers) and also in supporting individual, organisational and even regional transitions. If we want a change in the organisation, the mindset of employees must also change. The consortium decided to include the train the trainer concept as an important part of the training programme.

The consortium also opted for a particular implementation phase because we don't want a stop of the transfer, implementation and evaluation as the project is finished so to speak "at the front door of the schools and institutions." In other words, developing an alternative approach involves the obligation to intensively evaluate. That means inter alia to show that the chosen innovation is actually effective.

In Intellectual Output 4 we picked up this aspect and asked colleagues from the University of Malaga to develop a method for the implementation and evaluation of INTENSE based on their knowledge of evaluation processes. These processes are an essential part of the development of the trained **TRANSITION COACHES.** See chapter 7 of this Charter for a short explanation concerning the implementation and evaluation strategy.

★ ***References***

- ✓ Five Characteristics of Youth Unemployment in Europe. Flexibility, Education, Migration, Family Legacies, and EU Policy. Jacqueline O'Reilly, Werner Eichhorst, András Gábos, and others.
- ✓ www.dictionary.cambridge.org/dictionary/english/preamble
- ✓ www.environment-ecology.com/holistic-view/111-what-is-holism.html
- ✓ Edith Hagenaar. Holisme. 2012. Publisher: Palaysia Productions
- ✓ Psychclassics.yorku.ca/Rogers/therapy.htm
- ✓ In wetenschap van de ziel. Ton Jorna. Eburon Delft 2015.
- ✓ Mens worden: een visie op persoonlijke groei. Carl Rogers. Bijleveld.

We address all genders with this charter. Male, female and diverse. For better readability, however, we only use the male variant in texts.

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1 INTRODUCTION

This Charter is an invitation to inform you about the INTENSE project.

The INTENSE charter is composed of a series of preparatory documents that each played a role in different phases of the development of the final project program of INTENSE.

1. The application form for Erasmus+.
2. The INTENSE roadmap
3. The INTENSE directional document
4. The INTENSE guide

Documents 3 and 4 are expired, because they were preparations for this charter.

A PROJECT CHARTER. When a project is started, what needs to be accomplished is defined and it is decided how the project is going to proceed. Each project begins with an idea, a vision, or a business opportunity--and that is the starting point that must be associated with your organisation's business objectives. The project charter is that starting point. The charter lays the foundation of the project. It also includes a statement of a coaches' requirements. It is of the utmost importance that the joint partners endorse the contents of this charter.

The project charter is a single, consolidated source of information about the project in terms of initiation and planning. Basically, the project charter defines the boundaries of the project, no matter what type of project management methodology is being used. It is much more than an effective planning tool. It serves both as an anchor, holding you to your objectives, and as a navigator, guiding you through the milestones that will mark your progress. The original project charter will not change throughout your project's life cycle. For the interested outsider, this document provides a reading guide to understand the intentions of the consortium in a relatively short time.

1.1 CONSORTIUM

This ERASMUS+ project (number: 2016-1DE02-KA202-003313) is conducted by a consortium of seven participants from different European countries:

1. SBH Südost GmbH – head office Halle (Saale) – Germany (main applicant) - www.sbh-sudost.de
2. 1 Mesleki ve Teknik Anadolu Lisesi – Izmir – Turkey – www.nsieml.k12.tr *
3. De Spinaker / Stichting Ronduit – Alkmaar – The Netherlands- www.despinaker.nl
4. LCEducational – Limassol – Cyprus – www.lceducational.com
5. Pärnu Saksa Tehnoloogiakool – Pärnu – Estonia – www.saksatk.ee
6. Eskwadraat – Sint Pancras – The Netherlands (project management)
7. University of Málaga – Málaga – Spain - www.uma.es

*It is regrettable to note that the 1 Mesleki ve Teknik Anadolu Lisesi – Izmir (Turkey) had to drop out as a partner on the 1st September 2018 by a decision of the Turkish Ministry of Education. This decision is the result of their policy to close several Vocational High schools for the purpose of normal academic High schools.

1.2 ANOTHER APPROACH

The classic approach of NEETs by coaches or supervisors is employment-centred, which is assessed by experts in Europe as being ineffective. See Eurofound, 2017. The INTENSE consortium therefore decided to develop another, client-oriented approach that, in the opinion of the consortium, will be more successful.

This **CHARTER** has been written to give the interested reader insight into the INTENSE project developed by the consortium in order to give new guidance to NEETs. 8 chapters describe how the partners have developed the project and what results are likely to come out of it. (Outputs) The project provides insight into the background of the client-centred approach to the other way of coaching, choices made by the consortium, the substantiation of these choices and the practical interpretation results from these choices.

In addition, the training program to be developed and implemented with a Train-the-Trainer concept as part of it was discussed. Implementation and Evaluation of the project were also discussed. The INTENSE project, as often happens with extensive projects, had a number of additional objectives or goals that may or may not be reflected in this Charter. See chapters 6 and 7.

PREVENTION. INTENSE is necessary in order to prevent exclusion and to avoid follow-up costs for society.

STRUCTURE. By means of an early involvement of stakeholders a basis is provided towards an overall co-operation, with a focus on formal and legislative structures of national support systems in Europe.

1.3 CROSS-REFERENCES

This charter offers the reader the opportunity to link to more detailed information in the Learning Management System (LMS) and Website at numerous moments in the texts. Look for magnifier logos (see right) or website addresses. Via the index and the magnifiers, the reader can also link directly to that part of the charter in which he is interested.

★ ***References***

- ✓ Eurofound.europa.eu
- ✓ Eurofound.europa.eu/topic/NEETs
- ✓ T. Sumsion - British Journal of Occupational Therapy, 2000 - journals.sagepub.com
- ✓ Client Centred Therapy (New Ed) C. Rogers - 2012

2 INTENSE

2.1 WHAT IS INTENSE?

In short: INTENSE is a project focussing on young people without education, training, a job or daytime activities, who are in danger of slipping away from educational organisations in European countries. INTENSE wants to help them to get back to school or find a job. We call these young people in the age of 15 to 29 NEETs. (Young people Not in Education, Employment or Training) In order to help them they need a different kind of coaching than the existing one, because the European Union (Eurofound). finds the results of the -"old" - employment-centred coaching strategy insufficient and wrote the recommendation to develop a different strategy. So, INTENSE is in essence about developing another approach to NEETs.

In order to continue building a fundamentally different approach to the target group, first of all it is important to define the target group, we call NEETs.

2.2 WHAT ARE NEETS?

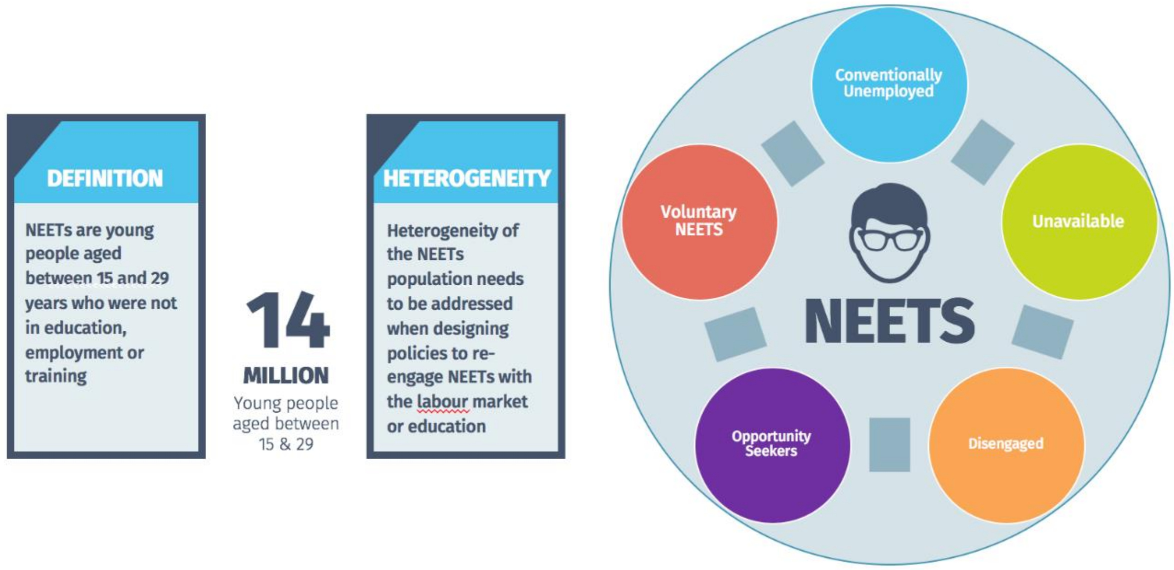
In this part of the Charter the text of Eurofound is followed (https://www.eurofound.europa.eu/topic/neets)

"Lowering youth unemployment and aiming to effectively engage as many of Europe's young people as possible in the world of work, is at the heart of the EU policy agenda. The economic crisis has led to high levels of youth unemployment and thus disengagement among young people. In light of this, researchers and government officials have sought new ways of monitoring and analysing the prevalence of labour market vulnerability and disengagement among young people. The term NEET is used to describe young people not in employment, education or training. The concept has been widely used as an indicator to inform youth-oriented policies on employability, education, training and also social inclusion in the 28 EU Member States since 2010."

Some figures from Eurostat Statistics are explained. EU-28. June 2016. Young People Neither Employed nor in Education and Training:

- ✓ 15-19 years: Total – 8 % Male – 9% Female – 7%
- ✓ 20-24 years: Total – 17% Male – 16% Female – 18%
- ✓ 25-29 years: Total – 19% Male – 16% Female – 21%

NEETs were specifically referred to for the first time in European policy discussions in the Europe 2020 flagship initiative 'Youth on the move'. The age category covered by the term was 15–24 and was later broadened to include those aged 15–29. The concept is now centrally embedded in the policy discourse at EU level. Currently, 14.2% of the population aged 15–29 are NEETs.".



© Eurofound 2012

Next item is the diversity of NEETs. Eurofound has sought to unravel the heterogeneity of the NEETs population. The latest study on the diversity of NEETs provides a new categorization into seven subgroups in order to better understand the composition of this group of young people. (See the illustration on the next page)

The aim is to better assist policymakers in understanding who the NEETs are and to assist the design of adequate support measures to meet a wide variety of needs. Each of these groups is made up of a mix of vulnerable and non-vulnerable young people who are not accumulating human capital through formal channels, whether voluntarily or involuntarily.

2.3 MAPPING NEETS

Part of the Training programme which is developed in the context of INTENSE is to map NEETs. What is mapping? Mapping is nothing but detecting NEETs. The questions are: Who is responsible? What method do they use for detecting NEETs? Answering these questions depends on the country, the region, even the city that people speak about. There is therefore no clear answer. However, partners can learn from each other.

It is important to look into the data files of different organisations. Trust and cooperation are needed. Another strategy is making use of street corner workers (if they exist in a city). They come in places where NEETs are: in the street, pubs, at home or in the coffee shops. A way in can also be a family member. When a parent talks with the local government about a benefit, their conversation is also about the child at home with no job, no school. This is called: mapping multi-family problems. One family, one plan is a method used in the Netherlands. In using a method for detecting NEETs, first make an inventory of what is already at hand before moving on to developing your own new methodology.

The purpose of Mapping in the INTENSE Training program is to exchange information between coaches about the functioning of the mapping methods in the different countries, to learn from each other and to bring the knowledge home.

In the INTENSE project the experiences of detecting NEETs in different countries and cities were discussed and compared during the meetings and training sessions. The exchange of data files is an important element.

For example: In **ESTONIA** MoNo (mobile youth work) and their network are used to find NEETs. In **CYPRUS** the NEET category is detected through the Ministry of Labour and Social Insurance, although a lot of unemployed people are not registered in the labour offices and therefore the statistics. In the **NETHERLANDS** it is a cooperation between several organisations.

2.4 INTENSE FOR NEETS

The situation of NEETs is often worrying throughout Europe because they are usually not in the picture of schools and institutions. Attempts to motivate them to go to school, to follow a course, to look for an internship or a job are seldom successful. The longer they are out of sight, the more difficult it is to motivate them. The consortium thinks this can be done by the INTENSE project.

2.5 INTELLECTUAL GAINS

The basis of INTENSE concerning the results is formed by the Intellectual Outputs (IOs) described in detail in the project application and approved by the German Agency (NA-BIBB). The chapters of this document are generally related to the IOs, but also to other products developed by the consortium.

- ✓ Intellectual Output 1 (IO1) - Chapter 4
- ✓ Intellectual Output 2 (IO2) - Chapter 5
- ✓ Intellectual Output 3 (IO3) - Chapter 6
- ✓ Intellectual Output 4 (IO4) - Chapter 7
- ✓ The website: https://intense-eu.info with all relevant downloads
- ✓ L.M.S. (Learning Management System) as a part of the website – Chapter 8
- ✓ YouTube channel
- ✓ twitter account

The relations:

- ✓ **IO1** – The development of an (new) educational concept, consisting of a client-centred and holistic approach.
- ✓ **IO2** – The development of a methodology regarding the central idea of transition management.
- ✓ **IO3** – The development of a training program for the transition coach.
- ✓ **IO4** – Implementation and evaluation of the client-centred, integral approach.
- ✓ **L.M.S.** – Digital Learning Management System (access through **WEBSITE**) and **YOU TUBE** Channel used as an appropriate platform to deliver most of the content from Intellectual Outputs.
- ✓ Communication via **WEBSITE**, **TWITTER** and **YOU TUBE.**

In the Intellectual Outputs choices were made that determine the outcome of the project. However, this Charter provides background information for the interested reader and offers the possibility to link to additional information, follow courses and view via YouTube relevant movies and exchange information via Twitter.

HOW ARE THE INTELLECTUAL OUTPUTS RELATED TO EACH ANOTHER?

As part of the INTENSE project several people from ~~Turkey~~, The Netherlands, Germany, Estonia, Spain and Cyprus (most of them already professional coaches) were trained in Berlin (Germany) in 5 days to become **INTENSE TRANSITION COACHES** in a Train the Trainer concept (see IO3). The Training programme is based on a **HOLISTIC VISION** and the **HUMANISTIC PSYCHOLOGY** (see IO1). The training programme is explained in this charter, including a number of behavioural influencing methods.

A change in the accompaniment of NEETs from an employment-centred to a client-centred approach goes together with **TRANSITION MANAGEMENT**. (see IO2) Not only the work and influence of the transition coaches is essential, but also the organisation has to go through a process of change, a change in the Mindset. Retrieving **STAKEHOLDERS** is a mission and part of the Training programme. Transition management goes along with **QUALITY MANAGEMENT**.

The consortium formulated an assumption in the application that we want to prove. That is the reason the University of Malaga was asked to become a partner and help with the implementation and evaluation of the programme. For more see IO 4.

★ ***In summary:***

In Output 1 a guidance process is developed in which the Transition Coach and the training play an important role. In Output 2, the organisation in Transition is inextricably linked to the development of contacts with stakeholders and quality management.

★ ***References***

- ✓ Eurofound.europa.eu
- ✓ Labyrinth.rienkjonker.nl/lexicon/terminology
- ✓ Youth unemployment rate in EU member states as of January 2018 (seasonally adjusted)
- ✓ VOX. The youth unemployment in Europe: causes and European Union's policies. July 26, 2017
- ✓ Jeugdwerkloosheid vraagt om beleid dat economisch herstel bevordert. By Fabian Dekker. 25 January 2014
- ✓ www.mynewsdesk.com/uk/eurofound/news/who-are-the-neets-264625

3 DIMENSIONS AND INDICATORS

3.1 DIMENSIONS

The trainers working with NEETs based on the INTENSE project should be aware of the dimensions in which the client's personality manifests. During the training (see Chapter 6), intensive attention was paid to the coherence and development of the **DIMENSIONS OF EXISTENCE**.

If a NEET will leave the path of a healthy life journey, which means growing in all dimensions of existence, it will cause more and more social isolation. The overview below gives an idea of what dimensions mean and what can go wrong; what threats there are.

This chapter is about understanding NEETs in their dimensions of existence. See the LMS.

In the **PHYSICAL DIMENSION** concerns everything to do with the material, sensory body and the natural and material world. Here safety, comfort, enjoyment, health and external beauty are important values. Threats are poverty, pain, illness, deterioration, death.

At this level, self-experience is mainly expressed in terms of whether one 'can do' or 'have' things or not.

In the **SOCIAL DIMENSION** people have an eye for someone's place in society or function in public life. Here, respect, recognition and success are important categories, but also concern for others, responsibility, friendship and sense of belonging. The big threats are: condemnation, rejection, loneliness, guilt and shame. At this level people often talk about 'having to' and see themselves mainly through the eyes of others.

In the **PSYCHIC DIMENSION** it is about character traits and psychological characteristics. With this focus on the individual, self-knowledge, autonomy and freedom are highly regarded. A rich inner life is an important source of satisfaction here. Threats are: confusion, doubt, imperfection, restriction of freedom, disintegration. The desire for self-realization is often articulated in terms of 'wanting' and self-development is personally interpreted.

The **SPIRITUAL LEVEL** includes self-transcending ideals, a broader system of meaning, ideas about man in a cosmic context, finding ultimate meanings. Threats in this dimension are: futility and wickedness. Here people are aware of 'what may be' and there is gratitude for what is. At this level, a consciousness of unity dominates.

3.2 INDICATORS

Dr. Mark L. Savickas provides in his work (see the references) a way of thinking how people choose work. Those who are willing to make chances are more likely to have adaptive resources. And these resources allow them to participate in career-related activities. (behavioural adaptation) This is a proactive behaviour.

One indicator of this proactive behaviour is the ability to analyse the professional career in particular personal and environmental factors related to the profession, and also to test the adaptability.

Psychosocial factors of employability in the job search process are:

- ✓ Self esteem
- ✓ Personal and professional self-knowledge
- ✓ Labour market requirements availability
- ✓ Job evaluation
- ✓ Unemployment caused attribution
- ✓ Job search tools

The Department of Employment Guidance of Human Sciences Foundation Institute (ICH) offers an employability questionnaire on-line where the following indexes are taken into consideration: www.ich.org/products/guidelines.html

- ✓ Determine unemployment causes
- ✓ Willingness to work
- ✓ Professional and personal self-image
- ✓ Job search resources
- ✓ Occupational maturity
- ✓ Demonstrated competences and skills to search for a job
- ✓ Socio-familiar support
- ✓ Employability needs

The above-mentioned indicators are client-centred indicators and are in this way objectives that the client ultimately has to achieve after coaching by the Transition Coach

The following is to be considered:

1. The number of indicators should be limited. One cannot do everything.
2. The indicators show the progress made during the programme.

During client supervision, the focus is on the following **5 INDICATORS** that the INTENSE partners have defined as "to be developed."

1. QUALIFICATIONS. A quality or accomplishment that makes someone suitable for a particular job or activity. It is necessary to develop professional performances. Both academic qualifications, such as professional experiences and skills acquired through courses and more specific training should be considered.

This indicator should consider the dropouts, and, as success rate, the number of people that return to school to complete their training or accept specific training for particular jobs.

INDEXES TO BE CONSIDERED:

- ✓ school diploma
- ✓ knowledge in occupational field
- ✓ VET degree
- ✓ professional experience
- ✓ specific courses
- ✓ certified previous experiences

2. SOCIAL SKILL Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. They are defined as behaviour establishing effective social competence, with positive effects on job research ability and chances of retaining employment.

INDEXES TO BE CONSIDERED:

- ✓ empathy
- ✓ motivation
- ✓ assertiveness
- ✓ basic interaction skills
- ✓ self-awareness
- ✓ self-regulation

3. PERSONAL SKILLS Personal skills are those that allow you to interact with others, express yourself, and manage yourself. Your personal skills shape not only the way you work, but also the way you live your daily life. They are defined personal features that determine the competence level and ability to perform a profession.

INDEXES TO BE CONSIDERED:

- ✓ openness to new experiences
- ✓ openness to the outside world
- ✓ willingness to help others
- ✓ ability to experience unpleasant emotions
- ✓ self-esteem
- ✓ personal maturity
- ✓ adaptive capacity (career exploration)
- ✓ motivation

4. METHODICAL SKILLS The definition of methodical is having careful attention for detail and doing things in a precise manner or following a procedure. These skills are defined as procedural skills determining the competence level to search for a job.

INDEXES TO BE CONSIDERED:

- ✓ orderly and systematic in habits or behaviour
- ✓ ability to search for information and using it in a structural way to gain knowledge

- ✓ job search resources and techniques
- ✓ demonstrated job search skills

5. SOCIAL STABILITY The quality or attribute of being firm and stable. Defined as relationships that people have: family, friends, social context, etc. It provides a needed support for employment and professional development.

INDEXES TO BE CONSIDERED:

- ✓ optimism
- ✓ acceptance
- ✓ solution oriented
- ✓ quitting the victim role
- ✓ taking responsibility for your own life
- ✓ building a new network
- ✓ shaping and planning your own future

These indicators are part of the Evaluation process carried out by the University of Malaga. The definitions and indexes of the indicators are important for the Transition Coach to work with. No client is the same. The coach has to pick up at the point where the client is. We talk about the need to differentiate. In order to monitor the development of the indicators throughout the coaching process we recommend using testing tools. Depending on the country, the organisation, the programmes the coaches are in, and many other factors, testing tools available to the Transition Coach. Therefore, in order to get a holistic picture of the client's progress the testing method should be the choice of the coach and the test results should be combined with the information the coach gets from other people in contact with the client such as course instructors, partners, peers etc.

We understand these indicators to be individual fields of development for the client, which can be measured to document progress throughout the coaching process. Rolling out these indicators, we end up with different dimensions.

★ ***References***

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- ✓ Career counselling. Author Auteur: Mark L. Savickas Publisher: American Psychological Association. December 2006

4 A CLIENT-CENTRED & INTEGRAL APPROACH

4.1 SUMMARY

The starting point of this chapter is Intellectual Output 1 (IO1), as described in the Application Form of INTENSE, in which the partners speak up for a different approach to the category of young people we call NEETs. The Eurofound 2015 authors recommended abandoning existing ready-made approaches for the transition from school to work with young people. In the approach developed in this document, the coach plays a central role. The details regarding this function are further elaborated on chapter 6, but it is important to mention the function at this point.

More information can be found on: http://ec.europa.eu/eurostat/web/education-and-training/data/database

The underlying holistic vision and humanistic psychology is discussed briefly. The same applies to the Functional Analysis (FA) and the Experiential Learning Theory (ELT) as parts of the Holistic Theory. These theories aren't the tools for the coaches, but each coach has to gain knowledge and a feeling for the underlying theories in order to understand the whole story and link explaining models with the main idea.

Changing the mindset is important for organisations, coaches and clients, and therefore here the theory is explained.

In summary, INTENSE explains a **CHANGE** in the approach and guidance of NEETs. Central concepts in this chapter, related to Output 1 showing the choices and implications step by step, are:

- ✓ Changing the mindset
- ✓ Holistic vision (Holism)
- ✓ Humanistic psychology
- ✓ The personality theory
- ✓ Non-directive coaching
- ✓ Motivational interviewing
- ✓ The Gordon Model
- ✓ Other methods
- ✓ Functional Behavioural Analysis
- ✓ S.O.R.C.
- ✓ Experiential Learning Theory
- ✓ Self Determination Theory
- ✓ Assessment & Skills

In this summary, it is of utmost importance that the position of the client (NEET) and of the coach is emphasized. The client's cooperation is always on a voluntary basis and decisions are never taken without the client.

The methods discussed in this document are examples of proven techniques that can be used by the coaches. But it is also possible and even likely that coaches will choose their own methods. (see the SORC paragraph) However, the methods should always serve the vision and principles of INTENSE and their value has to be proved.

Based on the assumption that the integral approach supported by the EUROFUND 2015 research leads to the (re-)integration of the more socially disconnected and disadvantaged young people. The INTENSE partners think it is essential to provide Transition Coaches with actual methods that have solid scientific foundations.

The core of these methods consists of integral, holistic and humanistic approaches that contribute to changing the mindset of their users. The consortium is convinced that when training these methods, one must start by teaching some essential theories in line with the given objectives.

The following matrix serves as an introductory overview. On the one hand, it shows what methods of intervention serve which purposes; on the other hand, it displays the theories and scientific approaches on which the methods are based. During the training, we focused on a certain number of intervention methods that are of great importance according to our point of view. In addition, we look at the scientific ranges and theoretical backgrounds of these theories. Please use the LMS to familiarize yourself with the methods of intervention and to prepare for the practical training.

OBJECTIVE(S)	METHODS OF INTERVENTION	THEORY	SCIENTIFIC APPROACH	POINT OF VIEW
CHANGING THE MINDSET STEPS TOWARDS CHANGING THE MINDSET CAN BE EVALUATED BY SELF-EXPLORATION	NON-DIRECTIVE INTERVIEWING/ COACHING MOTIVATIONAL INTERVIEWING	THEORY OF PERSONALITY / CLIENT-CENTRED THERAPY	HUMANISM	**HOLISM**
	INTERVIEWING TECHNIQUES	GORDON MODEL		
		FOUR SIDES OF A MESSAGE		
		SELF DETERMINATION THEORY		
	INTERVIEWING TECHNIQUES IMPROVEMENT OF AUTONOMY	TRANSACTIONAL ANALYSIS		
CHANGE OF BEHAVIOUR		S.O.R.C.	BEHAVIOURISM	
	BEHAVIOURAL ASSESSMENT COGNITIVE RESTRUCTURING	FUNCTIONAL BEHAVIOURAL ANALYSIS	BEHAVIOURISM / COGNITIVISM	
		EXPERIMENTAL LEARNING		

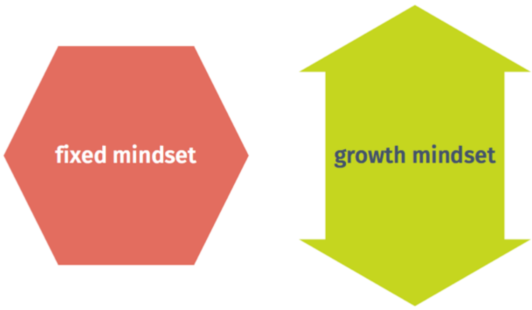
4.2 CHANGING THE MINDSET.

In this chapter the INTENSE project focuses on changing the client's (NEET) mindset. This is what we want to achieve throughout the INTENSE project. Client change is self-evident. The starting points are described in this Charter, they elaborate new approaches to NEETs, the training of the coaches, all based on a growth mindset but the thinking and acting of coaches must also develop within the framework of the new approach. This actually applies to everyone in the organisation.

Benjamin Barber, a well-known sociologist once said:

> *"I don't divide the world in weak and strong or in successes and fiascos..... I divide the world in people who learn and people who don't learn."*

In this perspective the term Mindset means a habitual or characteristic mental attitude that determines how one interprets and responds to situations.



Changing the mindset is based on the book by Carol S. Dweck:

"Mindset. Changing the way, you think to fulfil your potential."

World-renowned Stanford University psychologist Carol Dweck has discovered a truly ground-breaking idea – the power of our mindset- in decades of research on achievement and success. Dweck explains why it is not just our abilities and talent that bring us success-but whether we approach them with a **FIXED** or **GROWTH MINDSET**.

If you are born as a dime, you never become a quarter. How is it possible that some people grow from setbacks and others are completely upset by them? In her research Dweck distinguishes herself by being particularly interested in the underlying beliefs, attitudes and mind-sets of people regarding the possibility of developing their personal characteristics and their own intelligence. The impact of these beliefs is enormous.

Dweck makes a distinction between a static mindset and a mindset focused on growth or change. In a growth mindset, people believe that their most basic abilities can be developed through de-dication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

Nowadays it is possible to test your mindset. In literature, but also on the internet there are a lot of tests available. One example:

https://mindsetonline.com/testyourmindset/step1.php

There is a lot of literature for coaches to learn how to influence the client's mindset and what pitfalls can arise in this process.

4.3 HOLISTIC VISION (HOLISM)

INTENSE is based on a holistic vision. The words 'holism' and 'holistic' come from the Greek word "holos" that means "completely". Holism is a Mindset. Within the holistic vision man is seen as a unity of body and mind. This unit has physical, mental, emotional, social and spiritual aspects that continuously interact with each other. Holism is related to complexity. In general, it is assumed that, when there is a complexity of all the components a variety of interaction forms is shown, and this complexity is, in any case, related to the total number of components. Each of the features is, of course, characterized by the constituent parts, but also (and perhaps more) by the coherence or arrangement of these parts and their interaction. Holism is also the name given to the belief of which the essence is that everything is inextricably

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linked. A holist sees himself constantly as part of the whole and considers the other (human, animal, plant or object) as the other self.

Holism is the opposite of atomism. While atomism perceives society as consisting purely of individuals, holism sees society as made up of more than the sum of individuals. In the INTENSE project a NEET is seen as a complex individual with many psychological, physical, spiritual and social influences.

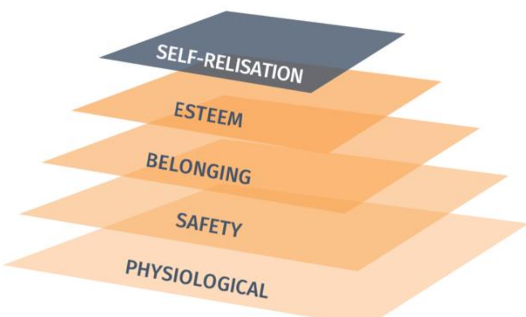
A NEET is a unique individual that should be treated as such; this can be by means of client-oriented approach and starting with the individual, with his own needs and desires.

The five most important principles of Holism:

1. Look at the whole.
2. Grow to the best version of yourself.
3. There is no right or wrong.
4. Put negative feelings in a different perspective.
5. Love yourself.

4.4 HUMANISTIC PSYCHOLOGY

A second important concept or Mindset in the INTENSE project, reflected in the preamble, is Humanistic Psychology. The movement was founded by Abraham H. Maslow and Carl R. Rogers and was a reaction to behaviourism and psycho-analysis. In this Charter a lot of attention is paid to the Humanistic Psychology, because the Trainers of the INTENSE Training Programme use the methods related to the Humanistic Psychology.



The humanistic school of psychology is often more philosophical than psychological.

Maslow rejects the quest for legitimacy and, on the other hand, his starting points are theories based on the consciousness and free will of man. People are able to make their own choices. This focuses on the unique whole human being, rather than on specific components. According to Maslow, psychology must help people to develop themselves.

In the above text we see points of agreement between Holism and Humanistic Psychology. Maslow and Rogers are the key representatives of humanistic psychology. Their work will provide material for future coaches and their activities.

The methods in which Transition Coaches are trained derive mainly from Carl Rogers' humanistic psychology and are an essential part of the INTENSE Training Programme.

CARL ROGERS (1902-1987) was a humanist psychologist who agreed with Abraham Maslow's, main assumptions, but added that for a person to **"GROW"**, they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood).

Roger's positive human vision is typically humanistic. A characteristic of Roger's view is that man is seen as an experiential being. People cannot be reduced to 'objects'. Without relationships healthy personalities will not develop as they should.

Rogers believed that everyone can achieve their goals, wishes and desires in life. When, or rather if they do so, self-actualization takes place. This was one of Carl Rogers' most important contributions to psychology. Also, for INTENSE self-actualisation is the main goal.

Roger's help was in the form of an interesting and empathetic follow-up of someone's thinking. Empathy works better than control or advising. Through the absolute acceptance of a client's thinking by a feeling and an involved therapist, the client is encouraged to develop and follow his own ideas. (self-actualisation)

The core values of Humanistic Psychology are:

- ✓ Belief in human the worth and dedication to the development of human potential.
- ✓ An understanding of life as a process, change is inevitable.
- ✓ An appreciation of the spiritual and intuitive.
- ✓ A commitment to ecological integrity.
- ✓ A recognition of the profound problems affecting our world and a responsibility to hope for a constructive change.

An overview of the most important elements of the Humanistic Psychology is part of the INTENSE Training programme.

4.5 THE THEORY OF PERSONALITY

In Rogers opinion the core of man's nature is essentially positive, and he is a trustworthy organism. Rogers maintains that the human "organism" has an underlying "actualizing tendency which aims to develop all capacities in ways that maintain or enhance the organism and move it toward autonomy. (Self-actualized is "What You are Meant to Be")

This tendency is directional, constructive and present in all living things. An actualizing tendency can be suppressed but can never be destroyed without the destruction of the organism.

The concept of the actualizing tendency is the only motive force in the theory. It includes all motivations; tension, need, or drive reductions; and creative as well as pleasure-seeking tendencies.

Indicated more as an advice than a law, Rogers describes a fully functioning / psychologically healthy person by using **5** indicators:

OPENNESS TO EXPERIENCE. This is the opposite of defensiveness. It is the accurate perception of one's experiences in the world, including one's feelings. It also means being able to accept reality, again including one's feelings. If one cannot be open to one's feelings, one cannot be open to actualization. The hard part, of course, is distinguishing real feelings from the anxieties brought on by conditions of worth.

EXISTENTIAL LIVING. This is living in the present. Rogers, as part of getting in touch with reality, insists that we not live in the past or the future -- the one is gone, and the other is not anything at all, yet! Being in touch with reality is living in the here and now.

ORGANISMIC TRUSTING. We should allow ourselves to be guided by the organismic value process. We should trust ourselves, do what feels right, what comes naturally. This has become a major sticking point in Rogers' theory.

EXPERIENTIAL FREEDOM. Rogers felt that it is irrelevant whether people really have free will or not. We really feel as if we do. Rogers says that the fully-functioning person acknowledges that feeling of freedom and takes responsibility for his choices.

CREATIVITY. If you feel free and responsible, you will act accordingly, and participate in the world. A fully-functioning person, in touch with actualization, will by nature feel obliged to contribute to the actualization of others, even life itself.

4.6 NON-DIRECTIVE COACHING.

Non-directive interviewing / coaching focusses on 5 aspects:

1. It is a humanistic approach and the main concept is that people are generally trustworthy, resourceful, capable of self-understanding and self-directional and are able to make constructive changes.
2. The client-centred approach focuses on the person being able to develop a greater understanding of him/herself in an environment.
3. Self-exploration in this context means reflecting on one's thoughts, feelings, behaviours and motivations and asking why.
4. For a successful coaching process, it also focusses on the quality of the coach, who needs ability of emphatic understanding in a non-judgemental way.
5. Which leads both, the coach and the client, to a relationship, that allows the client to resolve problems and helps him/her to be able to make changes for him/herself.

This method allows the client to lead the way, forming his or her own conclusions. This coaching skill requires listening to and questioning the client to gently guide him/her through their inner growth. (See also the theory of Thomas Gordon on the next page)

The benefits of non-directive coaching are long lasting. In fact, when business managers tell an employee something, only 10% of the people are likely to recall it correctly after 3 months. If they give non-directive coaching, that number goes up to 95%!

In the **CHAPTER** for the training of the Transition Coach, you will find the theory of personality and non-directive coaching as important themes of Rogers humanistic psychology and as the main focus of the INTENSE trainings programme.

4.7 MOTIVATIONAL INTERVIEWING (MI)

Motivational Interviewing (MI) is a directive person-oriented style of conversation to promote change of behaviour by helping to clarify and resolve ambivalence towards change. The client is encouraged to take (partial) responsibility for the treatment.

Convincing a client (NEET) of the necessity of behavioural change often costs a lot of energy, especially because the approach does not always have the desired result. Motivational Interviewing is not about convincing the client. The coach has an accompanying, understanding role. Together, the client's life is discussed as well as suitable solutions. The coach encourages self-management, which increases the chance of results.

4.8 THE GORDON MODEL

Another representative of the Humanistic Psychology is Thomas Gordon. He was an American clinical psychologist. He became famous for his so-called Gordon method. This method focuses on better communication with young people. He introduced concepts such as "active listening" and the “I-message.”

His theories concerning communication, an important element in working with NEETs, are easily accessible. Widely recognized as a pioneer in teaching communication skills and conflict resolution methods to parents, teachers, youth, organisation managers and employees, Dr. Thomas Gordon was the founder of Gordon Training International. His Gordon Model concepts are now known world-wide.

4.9 OTHER METHODS

Within the INTENSE holistic and humanistic vision there are other, important methods as well. These other methods are not explained in this charter but are given a place in the training programme with reference to literature and the internet. In this Charter they are mentioned and discussed briefly. However, reference is made here via a link to the LMS for more extensive information. (videos and exercises)

4 SIDES MODEL OF COMMUNICATION or **COMMUNICATION SQUARE** (F. Schulz von Thun) The communication square is the most familiar, and by far the most widespread communication model. This model also became known as the ‘four-ear-model’. The four levels of communication are not just significant for private companionship, but especially for the vocational domain—where the professional and human are constantly interlocking.

TRANSACTIONAL ANALYSIS (Eric Berne), Transactional Analysis is a practical theory of behaviour and communication. The models and concepts are useful if you want to understand yourself more effectively and interact more effectively with others. TA is a direct approach focused on change, which is based on the respectful care of clients. It is basically a grounding and no repertoire conversation techniques. In the light of INTENSE and the training of the coaches, Transactional Analysis is an important theory that is extensively discussed in the LMS.

COGNITIVE RESTRUCTURING. Cognitive restructuring is a technique used in cognitive therapy, one of the larger movements in psychotherapy. With cognitive restructuring, people learn to replace twisted ideas with realistic positive thoughts.

In the training programme developed in IO3 for the coaches, holism and humanistic psychology will of course be discussed as a vision, but even more as a basis for the methods and materials used by the coaches in their work with clients.

4.10 FUNCTIONAL BEHAVIOURAL ANALYSIS (FBA)

The term Functional analysis comes from computer science. An example of Functional Analysis: Before you can write a computer program, you must have an idea what purpose the program should serve and how it should function. Therefore, a functional analysis has to be made. The functional analysis describes all the functions we want to have in the program.

Transformed to the psychology, pedagogy, the behaviour and coaching of students, the FBA defines it as:

> *"Functional Behavioural Analysis emphasizes careful examination of the causes, and the impact on the environment of a given response repertoire." (Meichenbaum, 1981, p. 195)."*

In the FBA, an accurate analysis is made of specific behaviour in a specific context, and all that is the result of that behaviour and influenced by it. This puts behaviour into a chain of events and is therefore seen as functional in this chain. There is, in fact, a logical connection between behaviour and context. In a cognitive function analysis, the self-perceptions and cognitive schedules that someone still uses are taken into consideration. Therefore, it is not easy to analyse.

For adequate analysis it is necessary not being to ambiguous. In any case, it is sensible to analyse problem behaviour at the place.

This is just one part of the behavioural problem consisting of the functional analysis and the holistic theory. In this tailored hypothesis the functional analysis covers the micro level. The behavioural problems selected for treatment are examined. The crucial antecedents and actuators are analysed again in the context in which the behaviour takes place. The holistic theory concerns the analysis at a higher level. It describes the relationship between the various problem areas. This is a macro level. The function analysis and the holistic theory complete each other well. But there is more: both constantly communicate back and forth. Thus, function analysis is a vital source of information in preparing the holistic theory.

In this regard, it is important to know something more about behaviour because the key concept of this project is influencing behaviour, behaviour modification and behavioural change. INTENSE is about transition of behaviour.

Without a change in behaviour nothing is going to happen.

With this statement we immediately address the most complicated part of this project, because telling people that not only the mindset has to change from NEETs, but also the coaches' mindset has to change, and that the behaviour has to change as well. On the other hand, knowing how to influence behaviour in educational relationships is a very difficult task.

It is important in INTENSE to spend the utmost attention to observing behaviour, interpreting behaviour and changing behaviour. For this we can use the S.O.R.C.-model.

4.11 S.O.R.C.

The S-O-R-C scheme is one of the cornerstones of behavioural therapy:

S (STIMULUS) represents situations that precede a certain experience.

O (ORGANISM) includes everything that happens within the human system: thoughts, emotions, physical sensations and reactions.

R (RESPONSE) is observable behaviour.

C (CONSEQUENCE) is short- and long-term consequences, positive, neutral and negative.

In all our work to influence behaviour we must deal with this schedule.

Knowledge of the SORC-model and behavioural programs are useful tools for coaches who want to induce behavioural change. SORC can be understand as kind of foundation for a lot of behavioural programmes. The explanation of the model's content and its essence:

The theoretical perspective of learning uses the concepts of stimulus (S - cause in the environment), response (R - reaction of the youth) and consequences (C- consequences for the youth). The consequences are also a new stimulus. The basic starting point is: If the reaction produces positive effects, the students will repeat his reaction. If there is no stimulus or no positive effect or even a negative result, then the students will stop this behaviour.

In addition to the concepts of S, R, C, there is a fourth concept, which is mainly used in the cognitive approach: The O of organism, which is placed after the S: S-O-R-C. These are personal factors such as intelligence, health, attitudes, core beliefs, expectations, motivation and fatigue.

Programmes that are often used for influencing behaviour are:

- ✓ Behaviour management
- ✓ Classroom instructions by Robert J. Marzano
- ✓ Interpersonal Circumplex (by Timothy Leary)
- ✓ The ABC model (Albert Ellis)
- ✓ Positive Behaviour Support (PBS)

There is more, but it is up to the coaches and the institutions at home to decide which programmes are going to be used, depending on what is available in the different countries.

4.12 EXPERIENTIAL LEARNING THEORY (ELT)

A further phase in the Holistic Theory is that INTENSE has to develop an insight into the cycle of learning processes. How do people learn? The coaches need this information in their activities with clients. There are a lot of theories about learning and there is also a lot to find on-line. This is a matter of preference for the coaches and the organisation back home.

In this Charter we use ELT a theory by David A. Kolb, who placed experience at the centre of the learning process, envisioning an educational system that was learner centred.

ELT is a dynamic view on learning, based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction.

It is a holistic theory that defines learning as the major process of human adaptation involving the whole person.

Besides the development of the theory of learning styles Kolb has developed tests to determine which learning style someone has. Depending on the subject matter and the situation, one uses a particular style of learning. However, people also have a favourite way of learning, or a preferred learning style. If you know what your client's favourite learning style is, then you know what is best for him/her in terms of learning material and schooling.

4.13 SELF DETERMINATION THEORY (SDT)

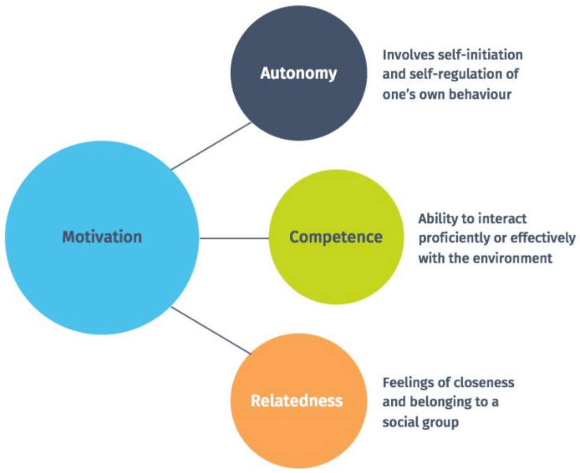
There are several theories about motivation. By far the most popular theory is Deci & Ryan's Self Determination Theory (1985; 2000). This is used in many studies and tested in practice.

Consequently, the main lines of this theory can also be translated relatively easily into a number of handles for coaches.

The self-determination theory first distinguishes between intrinsic and extrinsic motivation. Intrinsic motivation is motivation that comes from within, the student is motivated to learn something that he/ she is interested in. In extrinsic motivation, external incentives make the student motivated, such as a reward in the form of a high grade.

Intrinsic motivation often results in better learning outcomes.

According to Deci & Ryan coaches can increase intrinsic motivation as they respond to three psychological basic needs of their clients:



AUTONOMY. The client has the freedom to carry out an activity at his own discretion and influences what he / she does.

FEELING OF COMPETENCE. The faith that the client must have in his or her own ability.

RELATIONSHIP, SOCIAL AFFILIATION. The connection with the environment as well as trusting others.

4.14 ASSESSMENT & SKILLS

What is an assessment?

All the ways in which people have to perform a task in order to obtain information about the person's characteristics (knowledge or a competence), with the aim of making a statement about that person in terms of certification, placement or diagnosis in a formative and summative context.

The main objective of an assessment is to find out what skills the client already has got. In an assessment the client will be observed in a surveyed work situation with tests, role-playing, task assignments and interviews.

In order to coach it is necessary to collect the most relevant skills and competencies together with the client. This will help the coach to get to the bottom of the client's problem and stimulate his self-exploration. In this context, we will only describe some major items that will also be differentiated. We cannot suggest making a particular psychometric assessment because of the different tests used in EU countries. Understandably if we want to get valid results the test must be scientifically aligned on a national reference group.

At this point it is useful to talk about the Big Five personality test. With this test one quickly gains insight into the score of the five main dimensions of personality. From years of long and worldwide psychological research, there appear to be five words (themes), the so-called Big Five, with which you can describe someone's personality in fully.

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Several independent sets of researchers discovered and defined the five broad factors based on empirical, data-driven research. Ernest Tupes and Raymond Christal advanced the initial model, based on work done at the U.S. Air Force Personnel Laboratory in the late 1950s.

J.M. Digman proposed his five-factor model of personality in 1902, and Goldberg extended it to the highest level of organisations in 1993. See also with chapter 5 of this Charter.

Traits of the Big Five personality test

Human resources professionals often use the Big Five personality dimensions to help place employees. That is because these dimensions are considered to be the underlying traits that make up an individual's overall personality.

The **BIG FIVE** traits are Openness, Conscientiousness, Extroversion, Agreeableness, and Neuroticism or OCEAN:

OPENNESS - People who like to learn new things and enjoy new experiences usually score high in openness. Openness includes traits like being insightful and imaginative and having a wide variety of interests.

CONSCIENTIOUSNESS - People that have a high degree of conscientiousness are reliable and prompt. Traits include being organized, methodical, and thorough.

EXTRAVERSION - Extraverts get their energy from interacting with others, while introverts get their energy from within themselves. Extraversion includes the traits of being energetic, talkative, and assertive.

AGREEABLENESS - These individuals are friendly, cooperative, and compassionate. People with low agreeableness may be more distant. Traits include being kind, affectionate, and sympathetic.

NEUROTICISM - Neuroticism is also sometimes called Emotional Stability. This dimension relates to one's emotional stability and degree of negative emotions. People that score high on neuroticism often experience emotional instability and negative emotions. Traits include being moody and tense.

Skills

As we talk about a client-centred approach in INTENSE we have to think about knowledge and skills with which the client can realise the objectives and indicators. What do we expect of the client in our transition concept?

- ✓ **RECOGNITION**: Acknowledgement by the client of the existence, validity of a problem.
- ✓ **INITIATIVE**: The client is able to use the support on his own initiative.
- ✓ **OBJECTIVES**: The client is able to develop his own objective/goals.
- ✓ **PURSUIT**: The client learns how to pursue his own objectives.

- ✓ **DEVELOPMENT**: The client develops his own competences.

To conclude this chapter and for information for the Transition Coaches to have an overview of the communication skills that will help a client (NEET) to manage today's job market:

LISTENING. Being a good listener is one of the best ways to be a good communicator.

NONVERBAL COMMUNICATION. Your body language, eye contact, hand gestures. All give colour to the message you are trying to convey.

CLARITY and **CONCISION**. Good communication means saying just enough – do not say too little or talk too much.

FRIENDLINESS. People find it enjoyable to be approached in a friendly way.

CONFIDENCE. It is important to be confident in all of your interactions with others.

EMPATHY. Even when you disagree with an employer, co-worker, or employee, it is important for you to understand and respect their point of view.

OPEN-MINDEDNESS. A good communicator starts any conversation with a flexible and open mind.

RESPECT. People will be more open to communicate with you if you show respect for them and their ideas.

FEEDBACK. Being able to appropriately give and receive feedback is an important communication skill.

At the beginning of this skills paragraph there is a link to the LMS. This link gives access to an extensive part of the LMS. We have done so because there is much to report on the content aspects and the methodical facets of the development of skills. Far too much to include in this Charter.

AT THE END: Chapters 3 and 4 are mainly intended to provide the Transition Coach with information about the client through observation and assessment. In addition, the Humanistic Psychology is introduced, which is mainly intended to change the communication between the client and the Transition Coach; to change the mindset. All efforts are intended to show the client a way so that he is able to take control of their own life and to find and keep a job or to start a schooling or education.

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5 THE DEVELOPMENT OF A METHODOLOGY WITH REGARD TO THE CENTRAL IDEA OF TRANSITION MANAGEMENT

5.1 SUMMARY

This chapter is part of INTENSE, because in the opinion of the consortium a training of a limited number of Transition Coaches does not offer sufficient guarantee for a development in an organisation. That is also the reason the consortium developed a **METHOD OF TRANSITION MANAGEMENT** in IO2, because **TRANSITION** is a process characterised by the emergence of new structures, cultures and practices. A separate training makes that developments stagnate at the level of individuals. A fact that is often seen in educational projects: The change stays with few employees and does not find the way within the organisation. This is what we want to avoid in INTENSE. This project is too important and has too many essential change characteristics to let it get away.

Transition is a process of change the consortium wants to realise. Such a process can already occur in the preparation phase before the training, but just as well as when a Transition Coach has completed the training and returned to the home organisation.

Thus, the partners of INTENSE think a client-centred approach for NEETs must have consequences in terms of transition for the organisation, because the holistic, humanistic-oriented working method cannot be an isolated phenomenon. Therefore, two essential aspects are included in the project:

- ★ ***Train the Trainer method***
- ★ ***Implementation of a Transition Plan***

This chapter aims to begin the conversion of IO2 (A Method of Transition Management), as described in the application of the INTENSE project, into concrete activities. The following aspects were mentioned:

- ✓ Network orientation and involvement of relevant stakeholders
- ✓ Establishment of a systematic approach
- ✓ Integration of client-centred content in the professional environment
- ✓ Involvement of all participants
- ✓ Methodical approach
- ✓ Continuous personal development
- ✓ Multiplier functions and reflecting teams
- ✓ Supervision strategies

The following text from the application form clearly shows what is meant in this chapter

The question of organizational conditions requires maximum flexibility. The central point on which the project development focuses is the client. In doing so, different structural and organizational connections are imaginable [...] The task of a project team is to develop possible organizational propositions adapted to the different national conditions [...] Examples are:

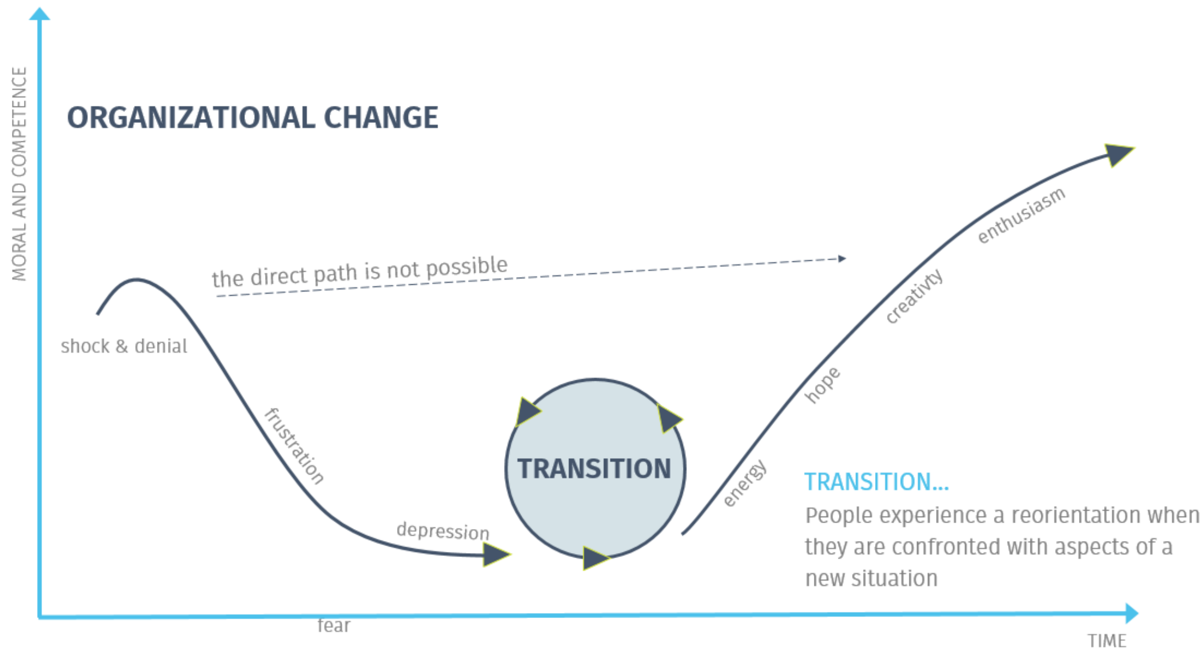
- *A transition office which is an institute for secondary education*
- *An independent organizational unit like a mentor office*
- *An organizational unit based on the part of the company which is docked to the recruitment*

In clarification this chapter is only an advice or support for possible changes in an organisation today and in the future. The management decides together with employees, the board and stakeholders which changes will be realised. This is not the responsibility of only a few transition coaches.

Part of chapter 4 discusses in what way, from what vision and by what methods the client-centred approach can be implemented.

This chapter deals extensively with the consequences of the choice for a client-oriented approach, based on a holistic vision and a humanistic working method for (parts of) the organisation.

In order to concretise and support this approach, the consortium has developed two documents that are part of the LMS. The first document is named **TRANSITION PLAN FOR INTENSE.** The second document contains, as an example, an elaboration of a transition plan.



5.2 THEME CENTRED INTERACTION (TCI)

The introduction of a client-centred and integral system for guidance of and working with NEETs not only asks the coach and the client to change their mindset but shall affect other parts of the organisation; maybe even the whole organisation. (see the Summary and the above image).

The coaches returning from their training programme in Berlin will not work independently and insulated as a Transition Coach with their clients back home, but must also train other coaches in a Train-the- Trainer programme.

That is why INTENSE requests the consortium of Transition Coaches, teams and management of participating organisations in Germany, the Netherlands, Cyprus, ~~Turkey~~, Spain and Estonia to develop a program in the second phase of the project (2018-2019) regarding the **TRANSITIONS** that will be introduced and implemented in their own organisation.

A transition process as described above is difficult to start and implement and cannot be forced in a top-down way. To help an organisation and the teams with this process we introduce **THEME CENTRED INTERACTION** (TCI) and the **FOUR FACTOR MODEL**.

What is Theme Centred Interaction (TCI)?

Theme Centred Interaction can be described as a system and a methodology. As a system, TCI has a world-view which is based on humanistic psychology and group dynamics. It is also a methodology for promoting human development and enhancing human effectiveness.

In essence the goal of TCI is to facilitate the interaction between tasks and individuals in order to encourage the development of factual, social and self-competence.

- ✓ TCI has been developed in the United States by the psycho-analyst and psychologist Ruth Cohn and others.
- ✓ TCI is a concept for working with groups and teams
- ✓ Teaching in schools, the university or in continuing, adult education
- ✓ Counselling and Coaching
- ✓ Directing institutions and their employees
- ✓ A conceptual design for the art of living.

During the past 30 years the concept of TCI has spread rapidly and is one of the most widely used methods in the areas of **HUMANISTIC PSYCHOLOGY** and of **EDUCATION**.

What are the uses of TCI?

- ✓ TCI aims to assist people to present and structure their interests in a responsible and self-determined way and to use resources creatively.
- ✓ The TCI training programme is intended to have a lasting effect, in the knowledge that quick successes are often unrealistic.
- ✓ People who think differently are treated with respect.

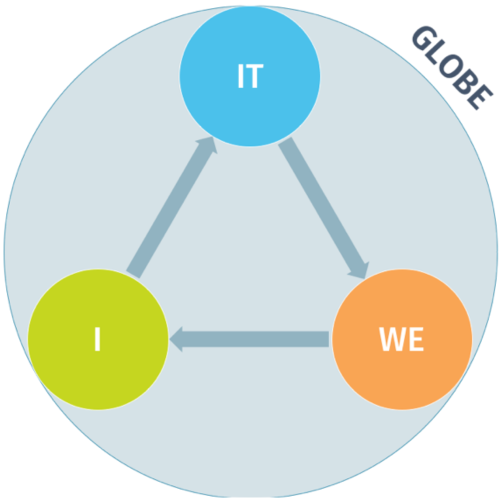
How does TCI functions?

Individuals are seen holistically, meaning that there is room for the three dimensions of body, soul and mind. This allows for a working atmosphere that frees motivation and creative potentials. Disturbances are not disregarded. but used for improving cooperation thus making a climate of esteem and mutual respect possible.

TCI emphasizes both methodical skills and personal authenticity.

Practical use

Theme-centred interaction is being used in diverse applications: in management, at the university, in psychological guidance and therapy, in supervision, in education, in social and special pedagogy, in adult education, in pastoral care, in care of patients, etc. It is the explicit goal of TCI not only to support the leader, but also to enable a group to lead itself.



The Four Factor Model is part of TCI.

Each learning situation can be seen as determined by **FOUR FACTORS**:

I (Individual): The motivations, interests, personal histories and levels of involvement of the individual participants.

Characteristics-Needs-Ambitions-Competences-Emotions/Thoughts and Private circumstances.

WE (group): The relationships, dynamics and types of cooperation within the group.

Team composition-Collaborative Culture-Collegiality-Open / Closed-Trust-Power / Rivalry

IT (topic): The subjects and content of the training. Mission-Vision-Goals-Strategy

GLOBE: The training and organisational environment. Working environment-organisational Culture-Organisation Structure-Relevant internal and external parties-social developments

Every group is defined by these four factors: I (the individual), WE (the group interaction), IT (the task), the GLOBE (context). Appreciation and support of balance among the I-We-It-factors in context represents the foundation of the TCI group work.

It is the task of the TCI group leader to pay attention to the **DYNAMIC BALANCE** among the four factors. Balance between intellectual and emotional participation, exertion and relaxation, speaking, silence and activity are all a part of the **DYNAMIC BALANCE**.

The term **DYNAMIC** means that balance is not static like a scale, but it is more like a bicycle, it is a part of the process.

A crucial goal in a TCI team is to create a harmony and balance between the individual, the group, the topics explored and the environment in which all of this takes place, while recognizing that this balance is dynamic. There is a continuous flow and counter flow from the individual needs to the group needs, to the topic, to the individual, and onwards.

The essence in this model is the cooperation between the four factors, the mutual relationships and the individual task setting.

5.3 DEFINITIONS OF TRANSITION MANAGEMENT

The INTENSE definition of **TRANSITION MANAGEMENT** was created by comparing several descriptions from Derk Loorbach and Jan Rotman's work at the Erasmus University in Rotterdam and a definition from the School of Management in Maastricht.

The consortium developed a definition tailor made for the guidance of NEETs:

> *"Transition is a visionary process characterized by the emergence of new structures, cultures and practices. Transitions are developed when we need system- and social innovations concerning the persistent societal problems of young people not in education, employment or training. (NEETs) Based on their ability, these target groups are unable to get a qualification, yet they can work. The people working with NEETs like coaches, managers, in fact the whole organisation must broaden there thinking and change themselves, even though it is complex and creates uncertainty."*

5.4 TRANSITION PHASES

PHASE 1 - URGENCY.

PHASE 2 - LETTING GO.

PHASE 3 - NOT KNOWING.

PHASE 4 - CREATION.

PHASE 5 - NEW START.

All phases are necessary for a meaningful change. Each transition phase has its own indispensable contribution to the change from A to B. If you manage to see and acknowledge that contribution, you can go to B. more easily and quickly.

In every change, in every organisation these phases are the same. To get a successful transition, an organisation has to go through all phases. The colour of these phases, and the way you have to manage the phases, is different in every organisation. This is determined by the dynamics of the organisation (the history and the patterns in the organisation). Without intervening in that dynamic, there will be no change.

Finally, the transition is influenced by factors from the context. The change has consequences for the context; the context influences the change. For a successful transition there must therefore be an interaction with the context in which the organisation operates.

Behaviour during the transition can not only be read as an expression of the different phases of transition, but also as an expression of the patterns of the organisation. Particularly in the 'not knowing phase' the dynamics of the organisation play an extra role: the weak spot of the organisation is getting much worse here. That is the normal, and thus predictable, reaction of the system to change. Resistance to change therefore provides you with an incredible amount of information about the dynamics in the organisation, and therefore leads to intervene. If an organisation wants to keep a grip on the Transitions they want to develop, it is necessary to analyse the developments continuously, for embedding a project like INTENSE in the organisation it must be done properly, otherwise the project is doomed to fail.

Transition is a process in which not only the structures change, but also and especially the people. And only if the people change **TRANSITION** is possible.

5.5 TOTAL QUALITY MANAGEMENT

TQM is a system of management based on the principle where every member of staff is committed to maintain high standards of work in every aspect of an organisation.

In this sense Total Quality Management complements and optimizes **TRANSITION MANAGEMENT** and focus on long-term change.

Quality management is a holistic approach to long-term success that views continuous improvement in all aspects of an organisation as a process and not as a short-term goal. It aims to radically transform the organisation through progressive changes in the attitudes, practices, structures, and systems.

Total Quality Management transcends the product quality approach, involves everyone in the organisation.

How does TQM work?

TQM, also called Integrated Quality Assurance is an extensive and structured approach to organisational management focusing on continuous improvement of products and service quality based on continuous feedback.

Besides William Edwards Deming, Joseph Juran is also one of the founders of Total Quality Management.

Total Quality Management is used primarily in business but can very well be used in the non-profit sector as well, provided that several terms are changed. The product stands for the educational goal to be achieved and the customers are students and / or teachers.

★ ***Customisable***

It is of utmost importance to realise that customers always determine the level of quality. Regardless of what efforts are being made in the field of staff training or improvement of processes, the customer ultimately determines, for example, whether the measurement of satisfaction or the efforts made have helped to continuously improve product and service quality.

★ ***Processes are central***

Process thinking, and processual handling is part of the foundation of TQM. Processes are leading, and systems and people support these processes based on the goals that are linked to the mission, vision and strategy.

★ ***Decisions based on facts***

Decision-making within the organisation takes place only based on facts and not on the basis of opinions (emotion and personal interest). Data must substantiate this further.

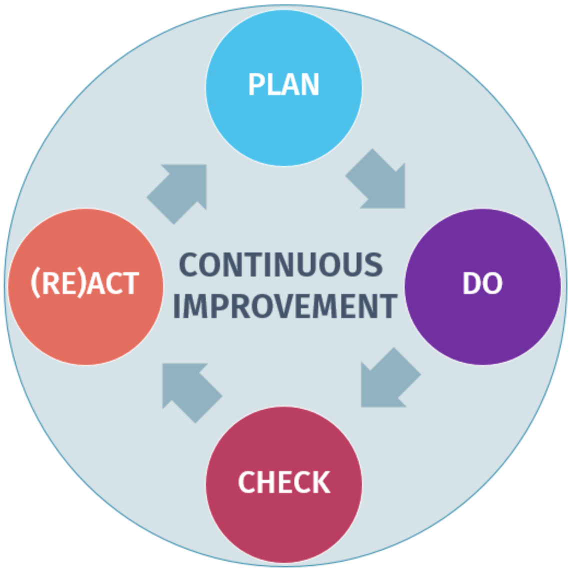
★ ***Communication***

A communication strategy must be formulated that is in line with the mission, vision and objectives of the organisation. This strategy includes stakeholders, the level within the organisation, the communication channels, the measurability of the effectiveness, timeliness, etc.

★ ***Improve continuously***

Based on the right measuring tools and innovative and creative thinking, continuous improvement proposals are initiated and implemented to develop the organisation to a higher quality level.

A supporting method is the PDCA cycle



In process work, organisations will always be driven by results. But how can organisations actually send themselves to achieve the desired results?

This so-called Deming Circle is a good control tool for monitoring the quality of changes and improvements within the organisation.

The PDCA cycle represents the abbreviation of the four main steps in the circle: Plan, Do, Check and (Re) Act.

The practical approach to Total Quality Management. Implementing TQM is the implementation of a concept. It is not a system that is being implemented, but an idea that needs to be integrated into the organisation and its culture.

Practice has taught that there are several basic starting points that contribute to the successful rollout of TQM within an organisation.

5.6 INCREASING INVOLVEMENT IN YOUR OWN RANKS

The participating partners, if they have not already done so, have the task of presenting the INTENSE project in their ranks. The importance of this task lies in the fact that the way of thinking and working with the guidance of NEETs requires not only a Transition from parties (managers, coaches) directly involved, but also from colleagues in the organisation's departments. One must be aware and understand why the approach in working with NEETs has changed.

PowerPoint or Prezi presentations of the Transnational Project Meetings (TPM) can be used for internal meetings or for partners outside its organisation. In general, it can be said that a project like INTENSE must be embedded in the organisation as a whole. If this is not done properly, the project is doomed to fail in the long run. The consortium partners are advised to pay a lot of attention to these presentations.

A paragraph has been devoted to changing the mindset. Not only changing the mindset of clients, managers and coaches, but also of people working in the organisation.

5.7 CREATING AN INFLUENTIAL STRUCTURE WITH STAKEHOLDERS

A stakeholder: A person, group or organisation that has interest or concern in an organisation.

Stakeholders can affect or be affected by the organisation's actions, objectives and policies. Some examples of key stakeholders are creditors, directors, employees, government (and its agencies), owners (shareholders), suppliers, unions, and the community from which the business draws its resources.

> *"In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, parents, families, community members, local business leaders, and elected officials such as school board members, city councillors, and state representatives.*
>
> *Stakeholders may also be collective entities, such as local businesses, organisations, support groups, committees, media outlets, and cultural institutions, in addition to organisations that represent specific groups, such as teachers' unions, parent-teacher organisations, and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines. In one word, stakeholders have a "stake" (participation) in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern. Generally speaking, the use of stakeholder in public education is based on the recognition that schools, as public institutions supported by state and local tax revenues, are not only part of and responsible to the communities they serve, but they are also obligated to involve the broader community in important decisions related to the governance, operation, or improvement of the school." (The GLOSSARY OF EDUCATION REFORM is a comprehensive online resource that describes widely used school-improvement terms, concepts, and strategies for journalists, parents, and community members.)*

Based on the text above the coaching of NEETs and the way of working with this vulnerable group is eminently an activity in which stakeholders can/must play a role. Developing a network of stakeholders is important to gain an understanding of institutions, persons and groups to the initiating organisation.

The idea of a "stakeholder" intersects with many school-reform concepts and strategies—**SUCH AS LEADERSHIP TEAMS, SHARED LEADERSHIP, AND VOICE**—that generally seek to expand the number of people involved in making important decisions related to a school's organisation, operation, and academics. For example, shared leadership entails the creation of leadership roles and decision-making opportunities for teachers, staff members, students, parents, and community members, while voice refers the degree to which schools include and act upon the values, opinions, beliefs, perspectives, and cultural backgrounds of the people in their community. Stakeholders may participate on a leadership team, take on leadership responsibilities in a school, or give "voice" to their ideas, perspectives, and opinions during community forums or school-board meetings, for example.

Here it is important to distinguish between stakeholders that are essential to an educational organisation and stakeholders who play only a small role.

So, an organisation has to decide: who are the important stakeholders for us, what are they going to do, how are they are going to do that and how do we keep them involved?

Some action must be taken in increasing the involvement of stakeholders and the establishment of a regular consultation structure to maintain the stakeholder's involvement.

1. Determine an approach.
2. Look for good practices.
3. Find links to existing arrangements.
4. Inventory internships in companies.
5. Approach the relevant municipal and regional institutions to get and maintain support.
6. Make someone responsible for direction of these activities.
7. Make someone responsible for reporting.

Stakeholder Analysis

As the term 'stakeholder analysis' already says, you picture all stakeholders around your organisation, looking into their interests, and asking in what way they can help and how do we keep them involved. On the internet you can find a lot of Analysing Instruments. After this process of analysing you have to decide: who are the important stakeholders, what are they going to do, how are they are going to do that and how do we keep them involved?

Some action must be taken in increasing the involvement of stakeholders and the establishment of a regular consultation structure to maintain stakeholder's involvement.

1. Determine an approach.
2. Look for good practices.
3. Find links to existing arrangements.
4. Inventory internships in companies.
5. Approach the relevant municipal and regional institutions to get and maintain support.
6. Make someone responsible for direction of these activities.
7. Make someone responsible for reporting.

Stakeholder mapping in 4 steps

1. Define your stakeholders
2. Analyse stakeholders by impact and influence
3. Plan Manage stakeholder communications and reporting
4. Engage with your stakeholders

Mapping of Stakeholders on different levels

Client	Transition Coach
peers	other coaches
friends	network
family	social workers
teachers	team
social workers	colleagues in the organisation
instructors	managers
job centres	experts on various levels
employers	employers
sports and cultural organisations	job centres

5.8 LAWS AND REGULATIONS

In all participating countries deal with legislations. It is obvious that there are many differences. It is also clear that laws and regulations have a major impact in practice in schools and institutions. Also, the laws and regulations in one country are stricter than in others. Some countries have a lot of the government influence. In other countries the laws and regulations are more like a framework: schools and institutions are free to shape the practice within the limits of the regulations/framework.

For INTENSE it is important to have an overview of the laws and regulations in the different countries concerning the guidance to work, commitments for job seekers, unemployment benefits.

A possible proposition might be: that governments ensure that they do not over regulate, thereby making initiatives based on creativity impossible. Experience with INTENSE and the other way of coaching shows that having some, good regulation is useful.

For more information the laws and regulations please contact the INTENSE partner(s) to inform you.

5.9 A PLACE TO COACH

The INTENSE project in the European countries can develop different structural and organisational connections. The task of the project teams in the participating countries is to develop possible propositions adapted to the different national conditions:

- ✓ A transition office located in the institute for secondary education.
- ✓ An independent organisational unit in the form of a mentor office.
- ✓ An organisational unit based in the part of the company which is attached to the recruitment.

In the SORC-scheme (see page 26) the S stands for stimulus representing situations that precede a certain experience. In behaviour, there is always a cause in the surroundings, in the environment of the client.

That is why attention is to be paid to the location where the coaching takes place. In view of the problems of the target group and the corresponding behaviour, it could be advantageous to furnish stimulus-poor/free surroundings.

5.10 QUALITY POLICY, QUALITY CONTROL AND QUALITY ASSURANCE.

When the introduction of a new approach in education (INTENSE) has been proven to be effective, delivering results that are better compared with previous methods. The new approach must be guaranteed in the future. Therefore, every project that intends to change the practice of teaching needs a quality programme.

★ ***Quality policy (definitions)***

1. Everything the institution wants to do in the coming years to provide good quality and improve that quality.
2. Descriptions of the objectives in terms of quality, quality level, and paths that should lead to it.
3. The objectives of an institution regarding quality, as well as the ways and means which lead to the attainment of these objectives. These should be formally reflected in a management statement.

★ ***Quality control (definitions)***

1. That part of the quality management that focuses on meeting the quality requirements.
2. Testing the quality standards of a product or service.

★ ***Quality assurance (definitions)***

1. All activities of the overall management function that determine the quality policy, objectives and responsibilities and implement it through quality planning, quality control, quality assurance and quality improvement within the quality system.
2. Quality assurance can be defined as "the control of a process of continuous improvement in order to meet the quality requirements". This always concerns the relationship between its own goals and aspirations, securing them in policy, management and processes and how the results relate to the goals.

★ ***From quality control to quality assurance***

Quality control and quality assurance are two concepts that play an important role in the context of quality of education. Quality control implies the checks afterwards whether the desired quality is achieved.

By quality assurance we do not only look at the results of the pupils or students, but we look in particular whether all conditions are met in order to achieve good results, so we also look at the learning process, to the support, to the facilities, materials and tests. Unlike quality control that leads to corrective actions, quality assurance focuses on prevention, preventing poor quality products are delivered.

In the LMS we provide more about quality assurance – one example is witch data we should collect during a coaching process and how a strategy of supervision helps coaches to keep professional distance and support clients to achieve their goals.

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6 THE DEVELOPMENT OF A TRAINING PROGRAMME FOR THE TRANSITION COACH

6.1 SUMMARY

The development and implementation of a training programme for Intense coaches is the logical consequence of chapters 1 to 5. After all, INTENSE is a project with a philosophical background, a new approach to Young People Not in Education, Employment or Training and the practical application of many instruments and methods in the field of Integral Client approach and Transition Management. For coaches from the different participating countries, these are more or less new, different skills that need to be trained. The skills do not just appear out of the blue.

Moreover, the coaches are the key figures of the new client-centred approach.

Therefore, the consortium decided to organize a five-day, intensive training programme keeping in mind that only an integral approach with the use of intervention methods with an origin in humanistic psychology, based on **HOLISM** can be a solution to integrate NEETs. The programme broadly serves two purposes:

1. To train coaches coming from Germany, The Netherlands, Cyprus, Estonia, Spain and Turkey to transition coaches as intended in this project. In total three courses with 3 x 12 coaches.
2. To train coaches to become an expert in a Train the Trainer concept.

Two partners are responsible for The Training programme: LCEducational Ltd. (Cyprus) and SBH Südost GmbH (Germany) supported by Eskwadraat (The Netherlands).

- ✓ LCEducational presented different PowerPoints during the meetings in The Netherlands, Estonia and Cyprus. These PPPs are used for the charter and are also available on the LMS as added information.
- ✓ SBH Südost GmbH and LCEducational developed the actual training programme with extended workshop descritpions which are published along with this Charter.
- ✓ A program that is carried out by two trainers from SBH Südost GmbH – Germany who both have years of experience in training and been introduced to **HUMANISTIC PSYCHOLOGY** and its derivatives.

Attention!

To be clear: It is not possible to train the participants to become a fully trained TRANSITION COACH in one week. (5 days) That would be an illusion. These five days are only a start to become a transition coach. An intensive start, but nothing more than a start. The overall objective and the daily objectives provide just an overview of what should be *covered in an intensive training of many weeks spread over a longer period.*

In the INTENSE training programme that the participants receive a few weeks before the actual training themes to be discussed are shown. Special attention will be payed to encourage the participants to continue working on their skills and knowledge during the training.

The participants are asked to prepare the training week by doing some "homework." Every participant is expected to read the Charter and some parts of the Learning Management System.

A separate **TRAINING PROGRAMME** with several **WORKSHEETS** will be published so it is not obvious to publish much more in this Charter than general information about the objectives, aims and learning outcomes, selecting coaches, the qualities of the **TRANSITION COACHES**, the **TRAIN THE TRAINER** concept, the coaching environment and the question of what coaching is and what not. An overview of the themes. For the complete Training programme with extended workshop descriptions see the LMS.

The University of Malaga (Spain) will establish the training course in their educational programme. All participants received a certificate with a marked **"CERTIFIED BY THE UNIVERSITY OF MALAGA."**

6.2 OBJECTIVES

The overall objective: The general objective of a Transition Coach is to implement the INTENSE programme in his organisation/country. To achieve this the Transition Coach will work towards a holistic, humanistic and client-centred approach. He will gain practical experience by working with clients. The Transition Coach will spread his knowledge, apply the INTENSE concept and create and use a network of Transition Coaches in his country/ organisation by using the Train-the-Trainer method.

The daily objectives: The daily objectives are the Learning Outcomes of the five days face to face training programme as shown below.

The main issues of the five days program are:

1. Introduction
2. Conceptual Background
3. Communication
4. Conflict Management Tools, Action Plan, Learning Management System
5. Implementing INTENSE

Both, the overall objective and the objectives of the face-to-face training are offered to the participants as a starting point for further dissemination of the INTENSE concept. In general, the training programme will be divided in several themes which are spread over the five training days. The first training period is scheduled in May, 2018, the second in November, 2018 and the last training in December 2018.

The consortium sees the **TRAINING PROGRAMME** as a dynamic process. Based on the first training, changes and / or improvements will be made in the second and third programme.

Part of the training programme is the Train the Trainer model and we also see a dynamic process in this approach.

Terminology

- ✓ Trainers: the SBH trainers who perform the training programme in Berlin three times.
- ✓ Participants: A total of 30 participants in the training programme in Berlin.
- ✓ Transition Coach: the certified coach who is going to coach a client in his own organisation conformity with the INTENSE programme.
- ✓ Train the Trainer coach: the certified Transition Coach who disseminates the knowledge and skills of a Transition Coach and thereby develops a Network.

The Training objectives

The Training programme is divided over (3-times) a period of five days.

★ ***Day 1: Introduction (10/12 participants)***

AIM: By familiarizing themselves with the basic training curriculum as well as the concept of transition coaching, the Transition Coaches become aware of themselves and their future role. The Transition Coaches shall understand the background of the INTENSE project and realise the importance of coaching. In addition, the transition coaches get motivated to initiate the training programme themselves following a list of suggested instructions. As well, the participants are able to define and distinguish the concept of coaching from other counselling and consulting models.

OBJECTIVES. At the end of day one, the participants (future Transition Coaches) will be able to:

- ✓ Explain the purpose of the INTENSE project and its workshops
- ✓ Describe the concept, background and objectives of the training
- ✓ Share their pervious knowledge in the field of coaching with their fellow participants
- ✓ Set goals for their professional development as a Transition Coach
- ✓ Understand and define the terms Transition Coaching, Coach, NEET, Trainer.
- ✓ Define the concept of coaching and separate it from counselling, psychotherapy, consulting, advising and mentoring
- ✓ Comprehend the basic Transition Coaching curriculum and train coaches towards a predefined list of suggested points.

★ ***Day 2 – Conceptual background***

AIM: The participants comprehend the psychological framework on which transition coaching is based. Moreover, the participants are able to apply the techniques to the NEET target group.

OBJECTIVES: At the end of day two, the Transition Coaches will be able to:

- ✓ Grasp Carl Rogers' theory of personality and the humanistic and holistic approach to coaching
- ✓ Apply basic techniques of non-directive client-centred interviewing
- ✓ Reflect emotions
- ✓ Relate the theoretical background to their practice of coaching
- ✓ Use systemic interviewing techniques, such as circular questioning and reflective questioning

★ ***Day 3 – Communication***

AIM: The participants acquire appropriate communication techniques that are crucial for coaching NEETs. These techniques are active listening, rephrasing and reflecting emotions in a positive way, among others. In comparison to the communication methods the future Transition Coaches are already experienced in, the participants learn how to apply **TRANSACTIONAL ANALYSIS**, the **FOUR SIDES OF A MESSAGE** and **NON-DIRECTIVE INTERVIEWING** in the process of coaching NEETs. Thus, the participants learn how to motivate coaches and to productively conduct a coaching process.

OBJECTIVES: At the end of day three, the future Transition Coaches will be able to:

- ✓ Communicate appropriately on the verbal as well as the nonverbal level.
- ✓ Communicate in a positive and productive way
- ✓ Make NEETs talk about their thoughts, feelings and ideas.
- ✓ Listen actively and empathically.
- ✓ Interview NEETs in a non-directive manner

★ ***Day 4 – Conflict Management Tools, Goal Setting, LMS***

AIMS:

1. The participants learn how to manage and solve conflicts throughout the coaching process using the related methods.
2. The participants are able to set and follow up goals with NEET coaches.
3. The participants learn to use the learning management system, as they need information during the training and coaching process.

OBJECTIVES: At the end of day four, the future participants will be able to:

- ✓ Apply non-directive interviewing, Transactional Analysis and the Four Sides of a Message to manage and solve conflicts between coach and client
- ✓ Help clients to solve problems and conflicts
- ✓ Develop an individual action plan with their client

- ✓ Let clients set their own SMART goals and follow them up according to the GROW model
- ✓ Use the LMS for their purposes

★ ***Day 5 – Implementing INTENSE***

AIMS:

1. The participants familiarize themselves with the thoughts behind Transition Management.
2. The participants learn how to find and apply coaching tools that are suitable for the specific NEET coach. The future Transition Coaches are able to do this by sharing their experience, networking, as well as their own research.
3. The Transition Coaches are able to develop ideas and individual plans how to actively include stakeholders by mapping, prioritising, communicating and thus creating their INTENSE-network.

OBJECTIVES: At the end of day five the future Transition Coaches will be able to:

- ✓ Work in line with acknowledged ethical principles of coaching
- ✓ Research coaching tools and apply them in the individual process of coaching NEETs
- ✓ Reflect on and give feedback on the INTENSE training course and their experiences with it
- ✓ Use a new network of fellows from the training course

In addition to this training programme (objectives) there are a few themes to be discussed and inserted randomly according to the needs and wishes of the participants and trainers.

- ✓ How to deal with severe behavioural problems?
- ✓ Explaining the scope of transition (changing the organisation through TCI) see chapter 5.
- ✓ Visualizing techniques.
- ✓ Create a Network of Transition Coaches.
- ✓ Create a community of participants of the training week.
- ✓ Create moments of reflection and relaxation in the Training programme.
- ✓ How to Train the Trainer?
- ✓ How to access the client's needs?
- ✓ Stress the importance of finding appropriate testing tools.

6.3 THE REQUIREMENTS OF AN INTENSE COACH.

Coaching is a profession. In training, coaches are given the means to keep a good coaching conversation. That is not as easy as it seems, because a good coaching discussion has to meet all kinds of conditions.

In the training programme the qualities of a coach are discussed and trained. The most important of these qualities are the ones below.

What is a good coach?

★ ***A good coach gives his attention to THE CLIENT for 100%.***

This means that the coach is not concerned with his own problems or challenges during coaching.

★ ***A good coach keeps his opinion to himself, unless asked.***

In general, the coach does not advice. This is because the solution that works for the coach doesn't have to be right for the client. And the client is responsible for him/herself.

★ ***A good coach does not judge.***

There is no good or bad. All that matters are what the client needs.

★ ***A good coach is always supportive and positive.***

A coach provides support and lets the client know that he understands what is on his/her mind.

★ ***A good coach guides you in finding a solution that works for you.***

Coaching is customized. So, solutions that work for someone else need not be right for this client. The solution must also be realistic and feasible.

★ ***A good coach asks questions that make the client think.***

A good question comes at the right time and helps the client to go on. A good question never starts with a verb.

★ ***A good coach continues asking in a friendly way until he gets to the core.***

With questions you come to the point where details do not matter and matters of minor importance are no longer relevant. At this point, significant changes can take place.

★ ***A good coach is genuinely interested and curious.***

A good coach is curious about your motives and wants to know what motivates a client.

★ ***A good coach works based on mutual respect.***

There must be equivalence between coach and client. Respect means taking each other into account.

★ ***A good coach never gives information about the conversation to third parties.***

Coaching is extremely confidential.

★ ***A good coach focuses and gives structure to the conversation.***

★ ***A coach makes a clear goal at the beginning of the conversation.***

At the end of the interview a summary is given with a conclusion and, if necessary, a plan of action.

6.4 SELECTION OF THE TRAINEES

The candidate coaches are each selected from the group of employees and/ or stake-holders. This document is a tool for all partners in preparation for the actual training.

To select the coaches to be trained the partners need information from which to select candidates. It goes without saying that this section only offers ideas that can benefit the partners and future users. Our advice is to stay as close as possible to your own habits when selecting Transition Coaches.

The base level of the skilled employees to be trained in the INTENSE programme as a Transition Coach and a Trainer him- and herself can be characterized by a number of criteria. On the next page we follow the Application, which is compulsory.

The skilled employee requires:

- ✓ a degree as a master craftsman / university degree
- ✓ pedagogical or psychological experience
- ✓ experiences with the target group of disadvantaged youth
- ✓ experience in networking especially in the involvement of social institutions in pedagogical work and in case management, if necessary

See below the overview of more skills required by a transition coach and the qualities candidate coaches should/could be selected on for the training programme:

1. Not be "too shy"
2. Have a basic knowledge of English
3. Have some experience in social work
4. Have some initial coaching experience
5. Be able to keep a professional distance
6. Be a good communicator
7. Have a sense of humour
8. Be able to solve/manage problems
9. Think in possibilities
10. Be curious and show interest
11. Have basic knowledge of psychology, regulations and laws
12. Be a good listener – ask questions
13. Be consistent
14. Be a motivator – empowerment
15. Be flexible
16. Have a positive mindset – Yes, I can

In the search for good coaches these qualities and others can be discussed to ultimately recruit the right candidates to follow the training and become Transition Coach.

6.5 TRAIN THE TRAINER CONCEPT

What exactly is the Train the Trainer concept?

The **TRAIN THE TRAINER** model is a training strategy widely used in the workplace. The trainer, a subject-matter expert, trains other employees – in the use of a teaching programme, for example – and simultaneously teaches them how to train others in the use of this programme. The method offers distinct advantages over other training models because trainees typically learn faster and retain the information better than in other teaching models. INTENSE is primarily a project focused on change. A new, different approach to NEETs is introduced in the previous chapters.

- ✓ We want to prepare our coaches to present information effectively, to lead activities that reinforce learning.
- ✓ We want them to lead discussions, listen and make accurate observations.
- ✓ We want them to help participants to link training to their jobs and experience.

Things to keep in mind when using the **TRAIN THE TRAINER** approach:

1. Choose the right candidates to be trained
2. Be prepared for mistakes
3. Be prepared for constructive criticism

Researchers (Ross-Gordon 2001) have found that trainers who prepare themselves for the training/mentoring role by participating in Training of Trainers type workshops increase their potential to enhance the professional growth and development of classroom teachers and increase learning outcomes for children as well. Findings from this same study also report that trainers of trainers (ToTs) experience growth in the following areas:

- ✓ Exposure to new and diverse perspectives as they work with classroom teachers,
- ✓ Improved coaching and listening skills,
- ✓ Increased job satisfaction,
- ✓ Leadership skills,
- ✓ Professional involvement.

The LMS will be introduced during the fourth day of the training week, related to the INTENSE Charter and the intervention methods, techniques and / or theories mentioned therein, so that its value becomes clear to the coaches.

First of all, we want them to become excellent Transition Coaches for their clients and for the organisation.

6.6 COACHING ENVIRONMENT

This section is not an actual part of the coaching programme. We will focus here the environmental setting or the coaching atmosphere. An honest atmosphere in which a client will be coached also affects the coaching outcomes. (See the SORC model) Indicators of a fruitful coaching atmosphere are:

- ✓ Trust
- ✓ Creativity
- ✓ Free expression of opinion
- ✓ Participation
- ✓ Space
- ✓ Not too many distractions
- ✓ A quiet place to work

6.7 WHAT IS COACHING AND WHAT NOT?

The boundary between coaching and therapy is just a fine line. But there must always be a difference.

A coach is not a therapist.

In general, a coach does not delve into a person's past and does not go into personal issues. The coach especially wants to ensure that ways are found and developed that can increase self-effectiveness so that the goals that one wishes to achieve can be achieved. Where the therapist focuses primarily on reducing the psychological complaints and dysfunction of the client in order to restore his well-being, the coach focuses on improving client's performance and productivity. In addition, the client's goals are centred on, although the client's well-being is kept in mind. The starting point for coaching is that everyone has all the talents, but often does not make use of it. This makes one less effective or happy. A coach ensures that a person utilizes his / her powers optimally and acts as a sound board and catalyst, allowing people to grow and live in balance with more satisfaction and pleasure.

Coaching is not counselling

6.8 CODE OF ETHICS

The European Mentoring & Coaching Council (EMCC) developed a Code of Ethics. This code of ethics sets the expectation of best practice in coaching (and mentoring) and promotes the development of coaching (and mentoring) excellence.

EMCC is registered as a 'not for profit international association' (IVZW -Internationale Vereniging zonder Winstoogmerk) in Belgium under registration number 0819.495.590. The registered address is: EMCC, 63A Scepterstraat, 1050 Brussels, Belgium

Our correspondence address is: PO Box 3154, Marlborough, Wiltshire, SN8 3WD, United Kingdom

★ ***References***

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- ✓ HET GEHEIM VAN DE TRAINER. Lianne Kaufman & Janneke Ploegmakers, ISBN 9789 0430 213 64. tweede editie
- ✓ https://work.chron.com/train-trainer-model-5463.html

7 IMPLEMENTATION AND EVALUATION OF THE CLIENT-CENTRED & INTEGRAL APPROACH

7.1 SUMMARY

Thinking about the INTENSE project, the idea arose to support the project scientifically during the implementation phase and the subsequent evaluation phase. It is a good idea to develop a new approach for a client-centred way of working with NEETs, but beside that it is important to measure the change in the different approaches of NEETs. In other words: to investigate how the client-centred approach offers better results for NEETs.

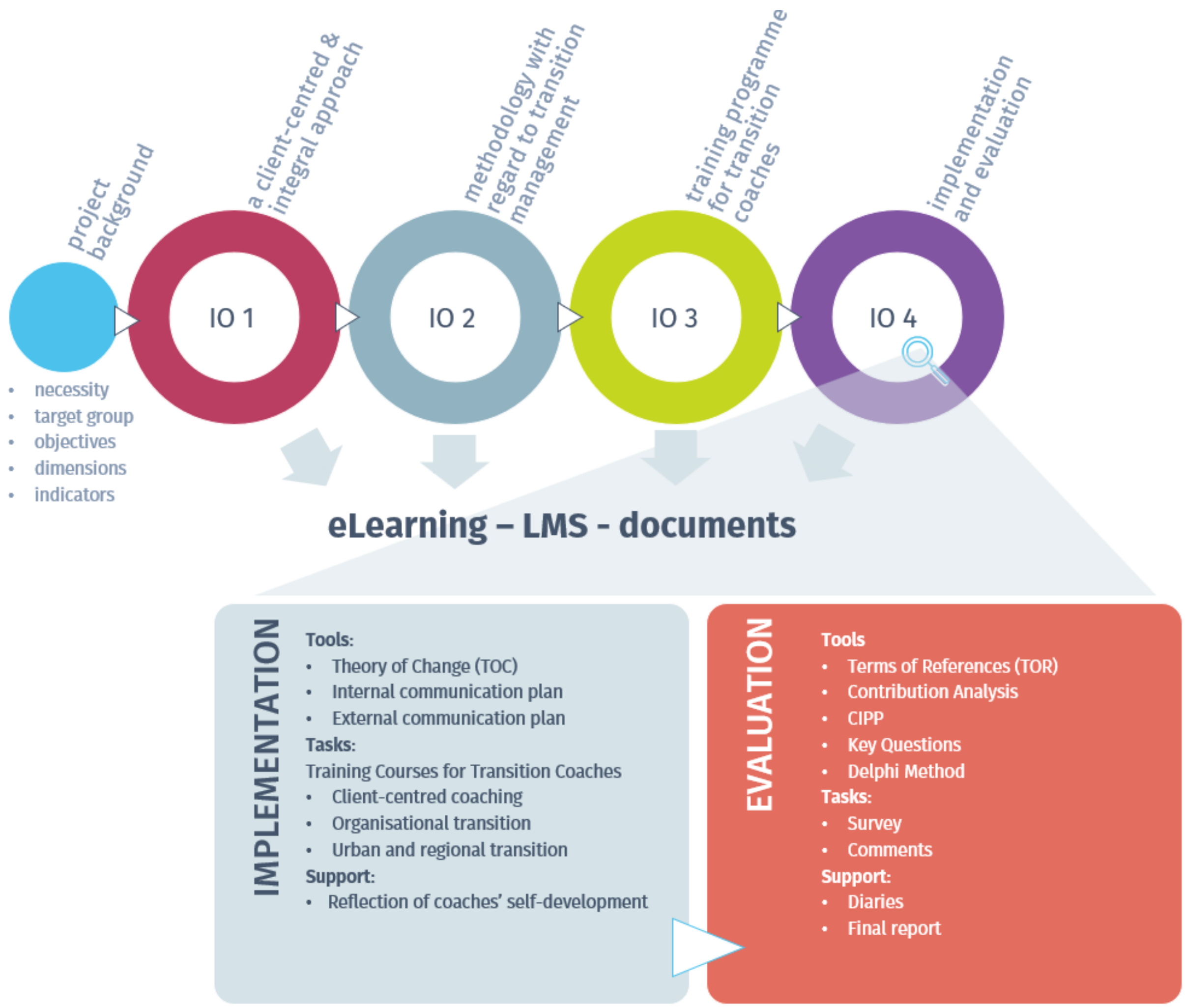
The consortium decided to ask the University of Malaga (Spain) to carry out this assignment, because other participants in the consortium had good experiences with the UMA in previous European projects.

The Director of the Department of Research Methods and Educational Innovation of the University of Malaga (Spain) agreed. From the beginning of the project the University of Malaga has been involved in developments and was present during the four transnational meetings in the first two years of the project. During the regular meetings, the participants of the UMA have continuously exchanged information regarding the evaluation methods. These meetings took place in Alkmaar (The Netherlands), Pärnu, (Estonia), 2x Limassol (Cyprus). The second transnational partner meeting in October 2018 (Limassol) marks the end of the first phase of INTENSE. The third year ends in August 2019.

This chapter contains two main elements that are important for the completion phase of INTENSE.

1. The **IMPLEMENTATION** (7.2) of the various project elements and
2. The actual **EVALUATION** (7.3)

The **DIAGRAM** on the next page provides an overview of what is described in this Project Charter, what has been developed in terms of Outputs and which products belong to it. Next to the LMS, the Training Programme with work sheets, detailed descriptions, evaluation sheets and learning diary we have the Implementation and Evaluation phase. These are the two final results of the project - the final products of everything that is described in this charter. The principles have been formulated, the ideas described, the underlying theory discussed with each other in the consortium, the goals set and the transition coaches trained. Now it is time for implementation in the organisations. From theory to practice. How are the results? Is the client-centred approach better than the employment-centred approach? Are the collected instruments working in a new humanistic and holistic way? To understand the Implementation – and Evaluation Phase of INTENSE in relation to the whole project look at the next Diagram.



7.2 IMPLEMENTATION

Before one can evaluate, there must be a PLAN (A Strategic Plan) to implement the INTENSE project. In INTENSE the basis for the implementation process is the theoretical content of chapter 5 and the resulting three documents:

1. The Theory of Change (TOC)

GOAL	INPUT	ACTIVITIES	OUTPUT	OUTCOME	IMPACT
Implement technique in coach-client relation	coaching methods HR time budget	training	more clients will reach project goals	clients will continue efforts and apply for vocational education / job	lower youth unemployment rate in different regions
change the mindset internally and externally	coaching methods and transition methodology HR time	teach the colleagues and the stakeholders	colleagues will get an idea of the approach and the goals	colleagues want to implement coaching methods in own contexts	colleagues / stakeholders actively ask for training
implement a new project	coaching methods and transition methodology HR / partner	Build a consortium, share the idea and formulate an	Application concept	contract	create new projects together with funding authorities in

	time Budget / public call	application concept			different regions

Table: example of a possible Theory of Change

2. The Internal communication plan.

When	What	To whom	What level	From whom	How	Why	Date inception and progress (0+5)	Observations
development month 1-6	Roadmap	Project staff	Operational	Project manager	Internal meetings	Get knowledge of project framework, rules and regulations	5	Feedback from project staff
concept IO 1, 2 and 3	content methods, methodology	Project staff, manager, interested social worker and teacher	Operational	Project manager	Internal meetings	Get knowledge of the content and its further use	5	Feedback from project staff
...	...	...	...	...	...	...	...	...

Table: example of a possible internal communication plan

3. The External communication plan.

When	What	To whom	What level	From whom	How	Why	Date inception and progress (0+5)	Observations
1st phase of the project	Objectives, content to be developed,	stakeholder of every partner was invited to be a participant in a certain meeting event	Strategic, operational, field	Project staff	Conference, workshops, talks	Dissemination and current feedbacks of stakeholders	5	Feedbacks project staff
Course phase	Methods and instruments	External participants (not coming from the core partners)	Field, operational	Project staff, trainer	Actual course	Strengthen the direct cooperational context of particular core partner	5	Feedback participants
...	...	...	...	...	...	...	...	...

Table: example of a possible external communication plan

Of course, both templates need to be adapted and extended to suit the organisation's circumstances.

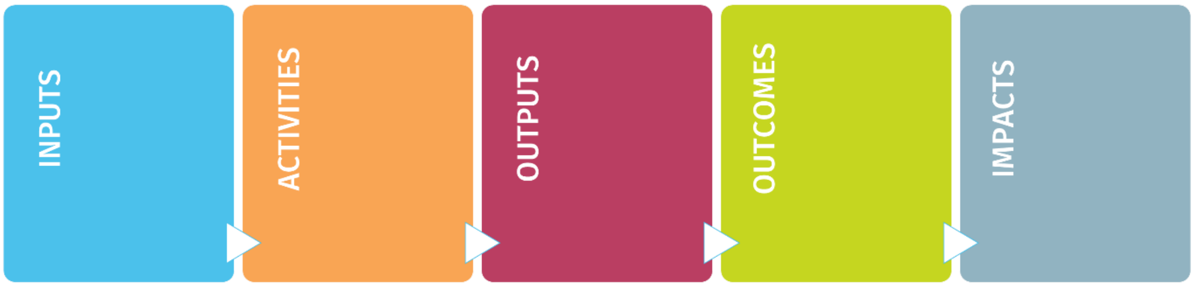
“Every intervention in an organization is based on assumptions that together form a theory. The Theory of Change approach tests the theory of performers – because nothing is as practical as a good theory.” (Erik Snel, 2013)

The result chain you see below is simple and linear. We understand it as a timetable. In Wikipedia you see that a Theory of Change (ToC)

"... explains the process of change by outlining causal linkages in an initiative, i.e., its shorter-term, intermediate, and longer-term outcomes. The identified changes are mapped – as the “outcomes pathway” – showing each outcome in logical relationship to all the others, as well as chronological flow. The links between outcomes are explained by “rationales” or statements of why one outcome is thought to be a prerequisite for another".

The ToC must run parallel to the implementation process. The plan and the programme that is part of it is a guide to ensure a successful implementation. It is also a programme in helping to change the mindset of the people in an organization, because without a change in the mindset nothing will change in an organization, at least if we want it to be a jointly supported process. A successful implementation process depends on many factors, such as adequate training, theoretical knowledge, support from management, but first and foremost a clear commitment to change. If that commitment is not there, it is almost impossible to implement INTENSE as a total concept and it is advisable to offer parts.

RESULTS CHAIN



To gain an understanding of implementation strategy we must first define what a STRATEGIC PLAN is.

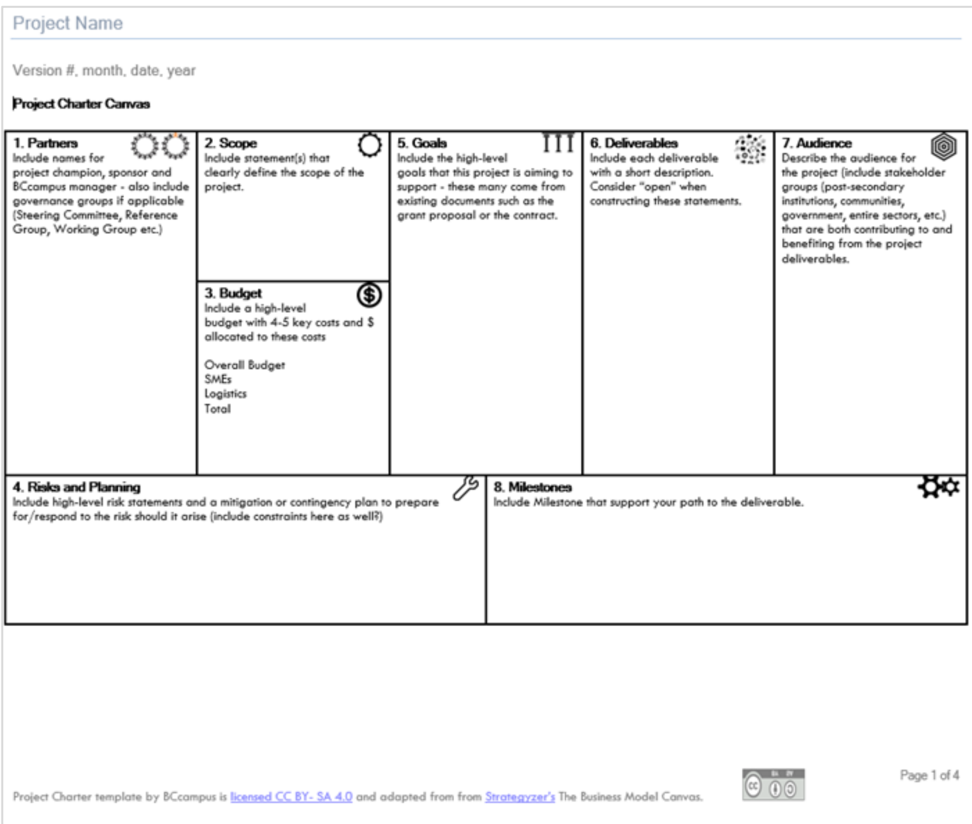
A strategic plan is the process of defining the strategy by which one (or a team or organization) is going to accomplish certain goals or make decisions. Organizations make strategic plans to guide the organizational direction. And again: it is also a process of Transition.

★ *Implementation strategy*

It is the process of defining how to bring a TOC plan to life. To execute the objectives outlined in the strategic plan, one must define how each aspect is to be implemented, from funding and personnel to organization and deliverables. Therefore, without an implementation strategy, it can be difficult to identify how one will achieve each of its stated goals and objectives. An implementation process is a process of Transition, where the term Transition stands for "gradual development." TRANSITION is most of the time the term we use for strategy or implementation.

It is also important to use a template for a project charter. The best way is to use Google and search for open educational resources:

1. Go to Advanced Search
2. In the "all these words box", type "project charter template."
3. In the "Usage rights" section use the drop-box to choose what kind of licence you want the content to have.
4. Select Advanced Search.


Project Name

Version #, month, date, year

Project Charter Canvas

1. Partners
Include names for project champion, sponsor and BCcampus manager - also include governance groups if applicable (Steering Committee, Reference Group, Working Group etc.)

2. Scope
Include statement(s) that clearly define the scope of the project.

3. Budget
Include a high-level budget with 4-5 key costs and $ allocated to these costs

Overall Budget
SMEs
Logistics
Total

5. Goals
Include the high-level goals that this project is aiming to support - these many come from existing documents such as the grant proposal or the contract.

6. Deliverables
Include each deliverable with a short description. Consider "open" when constructing these statements.

7. Audience
Describe the audience for the project (include stakeholder groups (post-secondary institutions, communities, government, entire sectors, etc.) that are both contributing to and benefiting from the project deliverables.

4. Risks and Planning
Include high-level risk statements and a mitigation or contingency plan to prepare for/respond to the risk should it arise (include constraints here as well?)

8. Milestones
Include Milestone that support your path to the deliverable.

Project Charter template by BCcampus is licensed CC BY- SA 4.0 and adapted from from Strategyzer's The Business Model Canvas.

Page 1 of 4

Example of a project charter licenced according to creative commons as open educational resource (OER)

Considering the composition of the consortium, it has been agreed that the implementation will take place in the following partner countries and the mentioned organizations:

- ✓ Germany – SBH Südost GmbH
- ✓ The Netherlands – Ronduit – De Spinaker
- ✓ Estonia – DTS Pärnu
- ✓ Cyprus – LCEducational Ltd.
- ✓ Spain – University of Malaga

The partners are responsible for the development of the client-centred approach of NEETs in their own country, region, organisation, depending on the “couleur locale.” Here we are talking about different backgrounds, circumstances, laws and regulations. It is difficult to impose a uniform plan from the consortium, but every partner will take responsibility for shaping the approach.

As stated before the implementation of a project is a Transition process. There are different definitions for Transition:

1. Transition is the psychological reorientation that people go through as they come to terms with events of a new situation.
2. A movement, development or evolution from one form, stage, condition or style to another.
3. A transition plan is a document that describes how the current situation is converted into a new situation with the help of a step-by-step strategy.

One thing is clear: the partners will implement the new working method (client-centred) in their own organisation or in regional partnerships by a transition process on different levels.

Transition as a Concept of Change.

LEVEL 1. CLIENT (PERSON)-CENTRED COACHING

LEVEL 2. ORGANIZATIONAL CHANGE

LEVEL 3. URBAN AND REGIONAL CHANGE

These levels can be developed independently of each other, depending on the development that an organization wants to go through now and in the future.

It all starts with the Transition Coaches coming home from the training in Berlin with the decision of the partners to develop the INTENSE project or participate in it. The training courses are an initial spark in the implementation of the transition process.

First several questions of interest to be answered before the implementation of a coaching programme can be launched.

1. Who is responsible for the coaching process in the organisation?
2. What is the position of the coach in relation to a necessary change process?
3. What is the time investment?

4. How is the funding regulated as a NEET is coached during the project and after the project? An amount per client? The financing during the INTENSE project is clear. The question is: how to continue after the project. (2019) Who pays?

THE INTENSE COACHING PROGRAM HAS SEVERAL IMPORTANT FEATURES TO REALISE:

- ★ ***The main goal of INTENSE is based on CHANGING THE MINDSET of people involved.***
- ★ ***Work is to be done on a HUMANISTIC and HOLISTIC APPROACH, where the client is at the CENTRE.***
- ★ ***In INPUT EVALUATION an answer to the next question is needed: is the client-centred approach the best to reach the main project goal?***
- ★ ***The coaches are trained in the humanistic and holistic approach. Which is the initial spark to start a process of change and SELF-DEVELOPMENT. They must be able to control their SELF-TRANSITION process.***
- ★ ***The University of Malaga plays the key-role because monitoring the coaches' transition is a central aspect in the 2nd phase of INTENSE.***
- ★ ***The coaches are trained to become TRANSITION COACHES.***
- ★ ***The transition coaches are also trained to be able using the TRAIN THE TRAINER concept.***
- ★ ***Clients are approached like as they are in their thinking, their feelings, their physical condition, their energy and the way they give sense and meaning to their life. This is the HOLISTIC aspect in INTENSE.***
- ★ ***Progress measuring on CLIENT'S TRANSITION by using validated tests and common assessments – like communication abilities which can be measured and assessed in a group discussion or other common settings like presentations.***
- ★ ***The client and the transition coach identify the OBJECTIVES to be achieved.***
- ★ ***A network of STAKEHOLDERS is developed***
- ★ ***Each coaching process starts with a comprehensive personality test. The key to change is often found here.***
- ★ ***Recognizing the client's talents and the development of skills.***

All the elements mentioned above are part of the coaching structure of a transition coach and become part of the Theory of Change.

Strategic plan of action[1]

At the end of this section an overview of steps that can or should be taken in the development of a strategic plan of action, including the Implementation.

1. Choose an appropriate goal and clearly define your objective.

[1] Please note: You will find in the text the terms theory of change, implementation plan, transition plan and strategic plan. The terms are used synonymously in this context, because only the differentiated explanations provide marginal differences - for us negligible in this con-text.

2. Use a team to create your plan of action.
3. Choose action steps that are concrete, measurable and obtainable.
4. Identify who is responsible for each step of action and who will be supporting them.
5. Provide a clear schedule for completing steps of action.
6. Review and update the plan of action as it is implemented.
7. Communicate with key people about the plan's progress and effects as it is carried out.

7.3 EVALUATION

What is program evaluation?

There are many definitions about program evaluation. In this Charter we describe programme evaluations used to improve programme services, using the definition below.

★ ***Programme evaluation is:***

> *"...the systematic assessment of the operation and/or outcomes of a program or policy, compared to a set of explicit or implicit standards as a means of contributing to the improvement of the program or policy..." Carol Weiss, quoted in Introduction to Program Evaluation.*

This may involve valuing the results of individuals or companies, but also the valuation of alternative solutions. On the other hand, "programme evaluation" is understood to be a systematic process of gathering rigorous, valuable, valid and reliable information, aimed at the quality and the achievements of the programme for making decisions to improve the programme and persons involved (stakeholders).

Why evaluate?

Evaluation is valuable because it provides feedback to improve intervention. Data gathered from evaluation facilitates decision making and allows identifying areas of opportunity and thus makes recommendations.

As Daniel L. Stuffelbeam and Anthony J. Shinkfiled wrote in their book Evaluation Theory, Models, and Applications March 21, 2007: "There are four main reasons for evaluating:"

1. Planning 2. Accountability 3. Development 4. Knowledge.

The **PLANNING** helps the project design; the **ACCOUNTABILITY** allows one to know how public funds were used; the **DEVELOPMENT** improves organizational learning and institutional changes; and the **KNOWLEDGE** provides an explanation of how public interventions are developed. So, the evaluation process is developed to help the INTENSE intervention team to conceptualize, design, implement and judge the project and the degree of compliance of its goals and objectives.

The purpose of all the activities around the evaluation process is to realize a product or better a procedure, that can be used for internal, but certainly also for external users, to make the evaluation process, as developed by the University of Malaga, a useful process. It must be comprehensible. No complicated scientific procedure, but a product that can be used without too much effort in relation to the project.

We start with the **TERMS OF REFERENCES (TOR)** which is a specification of the amount and type of work we must do for the evaluation.

Second, we have our **EVALUATION GOAL**: The evaluation of the INTENSE project shows that the integral, client-oriented working method with NEETs produces better results than the closed, focused on the outside world, approach or the traditional employment-centred method. The figures show that NEETs find and keep a job easier, go back to school or start a training earlier by being more accountable on their own responsibility.

But first a side step: We must make a distinction between the assignment of the participants of the project (staff, experts and attendees of the training) - and the work that the University of Malaga (UoM) did.

What the participants did: (staff and experts)

- ✓ Forming evaluation groups. (staff group and expert panel)
- ✓ Creating and filling in the expert questionnaire
- ✓ Developing a Delphi strategy on two waves. The Delphi Method seeks to achieve a consensus among group members through a series of questionnaires
- ✓ Sending in the Theory of Change
- ✓ Sending in the Communication Plans (Intern and Extern)

What the attendees of the training did:

- ✓ Sending in their evaluation forms
- ✓ Sending in their diaries

Tasks of the University of Malaga:

The questionnaires are based on a set of Key Questions which have been drawn up from a few criteria (relevance – effectiveness – efficiency) on which the project must be assessed. Other relevant criteria are the macro, meso and micro level, which are then divided based on the CIPP model. (context – input – process – product)

The panel experts have a few months' time to react on the staff questionnaires.

The data integration is the next phase. All data resulting from questionnaires and contextual information is analysed by the Evaluation Team developing a Focus Group strategy, publishing a Communication plan. This data integration is performed by the University of Malaga.

The Evaluation work of the UoM consists of three steps:

Co-funded by the Erasmus+ Programme of the European Union

1. Gathering data (from staff team, panel experts, Delphi strategy, attendee courses questionnaires, INTENSE documents, contextual information and more sources if needed)
2. Integrating data
3. Writing a report (Communication plan) – Focus Group

If you want to know more about INTENSE evaluation, please see this blog.

For their evaluation work (design and evaluation) the University of Málaga used:

The Terms of Reference (ToR) document of an evaluation provides a clear description of the following critical information:

- ✓ The rationale behind carrying out the evaluation with a link to the goals of the project.
- ✓ The proposed methodology of evaluation, with work plans and activities.
- ✓ The expected resource requirements
- ✓ Reporting rules and requirements

The CIPP model.

All what we have to say in the CIPP model about Context, Input, Process, Product, actions, goals and outcomes is based on the **CORE VALUES** of our educational organisation and comes back to it.

It is the assignment for the management and the board of an educational organization to formulate the core values together with the team and stakeholders. For INTENSE, the core values can be found in the **CHARTER**, the **TRAINING PROGRAM** for Transition Coaches, **DISCUSSIONS** with stakeholders and the **TRANSITION PLAN** for the organization. See below.

Contribution Analysis and the Theory of Change.

In the final stages of the INTENSE project several actions must be carried out. First, we want to inform the reader that the work of John Mayne is used especially for the Attribution theory, Contribution analysis and the Theory of Change. The Theory of Change has already been discussed extensively in 7.2 Implementation.

In our evaluation process of INTENSE we want to find out what the impact is of an educational or management intervention. In other words: what will be the impact of the client-centred approach of NEETs?

First, we have to say something about Contribution analysis as the start of the evaluation process of INTENSE.

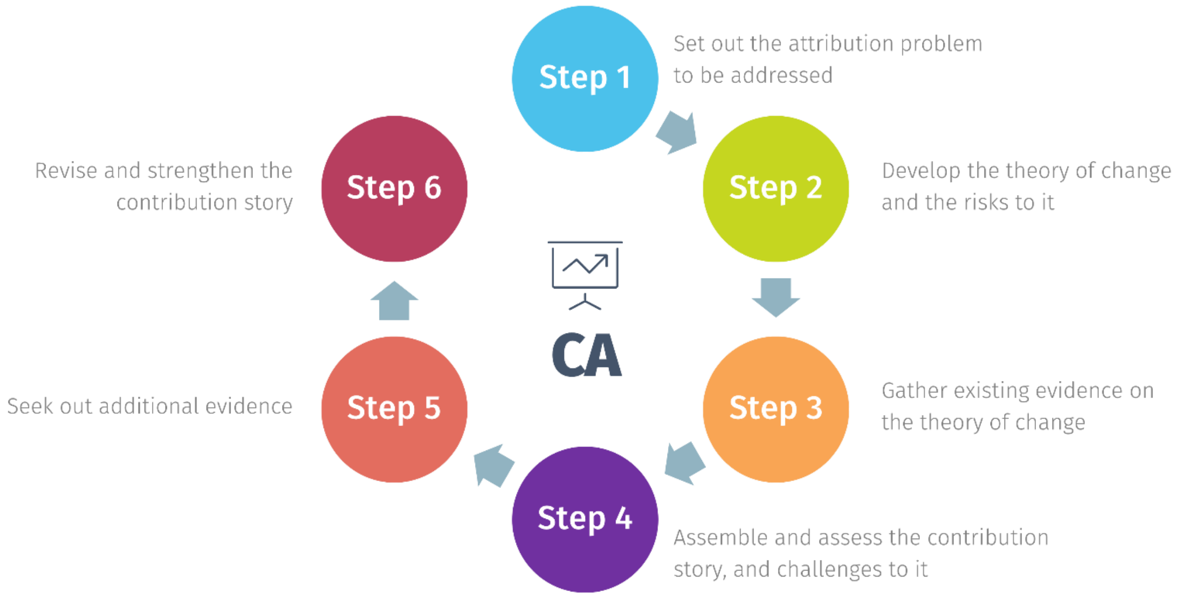
> *"Questions of cause and effect are critical to assess the performance. When it is not practical to develop a project to assess the performance, contribution analysis can provide credible assessments of cause and effect. Verifying the theory of change that the programme is based on and paying attention to other factors that may influence the outcomes, provides reasonable evidence about the contribution being made by the programme."*
>
> *John Mayne*

Contribution Analysis: An approach to exploring cause and effect. 2008

To be clear: It is not intended to prove direct causality. It would be unlikely in the complex social world we work within for any intervention to be the only influence on particular outcomes. Therefore, we must formulate an **ATTRIBUTION PROBLEM**. To what extent are observed results due to programme activities?

Contribution analysis is a structured approach to understand to what extent observed outcomes are a consequence of a particular activity, as opposed to other factors. It is not intended to prove direct causality. It would be unlikely in the complex social world we work within for any intervention to be the only influence on particular outcomes.

Contribution analysis focuses on increasing understanding of why the observed results have occurred, the roles played by the activity, and other internal and external factors. By gathering and providing evidence around a line of reasoning (a Theory of Change), a reasonable conclusion can be drawn. There are six iterative (repeating) steps in Contribution analysis. Each step building the **CONTRIBUTION STORY** and addressing weaknesses in the previous stage. See below.



★ ***Step 1. Set out the attribution problem to be addressed.***

This step is necessary for formulating all the different questions.

- ✓ Acknowledge the attribution problem. The fundamental attribution error explains why we often judge others harshly while letting ourselves off the hook at the same time by rationalizing our own (unethical) behaviour. In Contribution Analysis one must be always aware of the attribution error.
- ✓ Determine the specific cause-effect question being addressed.
- ✓ Determine the level of confidence required.
- ✓ Explore the type of contribution expected
- ✓ Determine the other key influencing factors
- ✓ Assess the plausibility of the expected contribution in relation to the size of the programme

★ ***Step 2. Develop the Theory of Change. (ToC)***

This step together with the Results Chain are the key tools of Contribution analysis. The ToC and the Results chain are directly related to each other.

Every intervention by means of a project (INTENSE) is based on assumptions about what the project (by interventions) will bring about. So, a Theory of Change is an explanation of why you believe your project will lead to positive outcomes.

When an organization wants to create a Theory of Change one must think about a few thinks:

1. What are the assumptions in realising the goals of INTENSE?
2. What are the risks?

Representing a ToC:

- ✓ Determine the level of detail

- ✓ Determine the expected contribution of the programme
- ✓ List the assumptions underlying the ToC
- ✓ Include consideration of other factors that may influence outcomes
- ✓ Determine how much the ToC is contested

3. How to realise a Results chain in relation to the ToC?
4. Formulate the Results chain in terms of inputs – activities – outputs- (intermediate) outcomes and at the end impacts.

★ ***Step 3: Gather the existing evidence on the Theory of Change.***

Assess the logic of the links in the ToC. Reviewing the strengths and weaknesses of the logic, the plausibility of the various assumptions in the theory and the extent to which they are contested, will give a good indication of where concrete evidence is most needed. Gather the evidence. Evidence to validate the theory of change is needed in three areas: observed results, assumptions about the theory of change, and other influencing factors.

- ✓ Evidence on results and activities
- ✓ Evidence on assumptions
- ✓ Evidence on other influencing factors

★ ***Step 4: Assemble and assess the contribution story, and challenges to it.***

The contribution story, as developed so far, can now be assembled and assessed critically. There are questions to be asked at this stage. Some significant examples:

- ✓ How credible is the story overall?
- ✓ Which links in the results chain are strong?
- ✓ Do stakeholders agree with the story?
- ✓ Is it clear what results have been achieved?
- ✓ Are key assumptions validated?

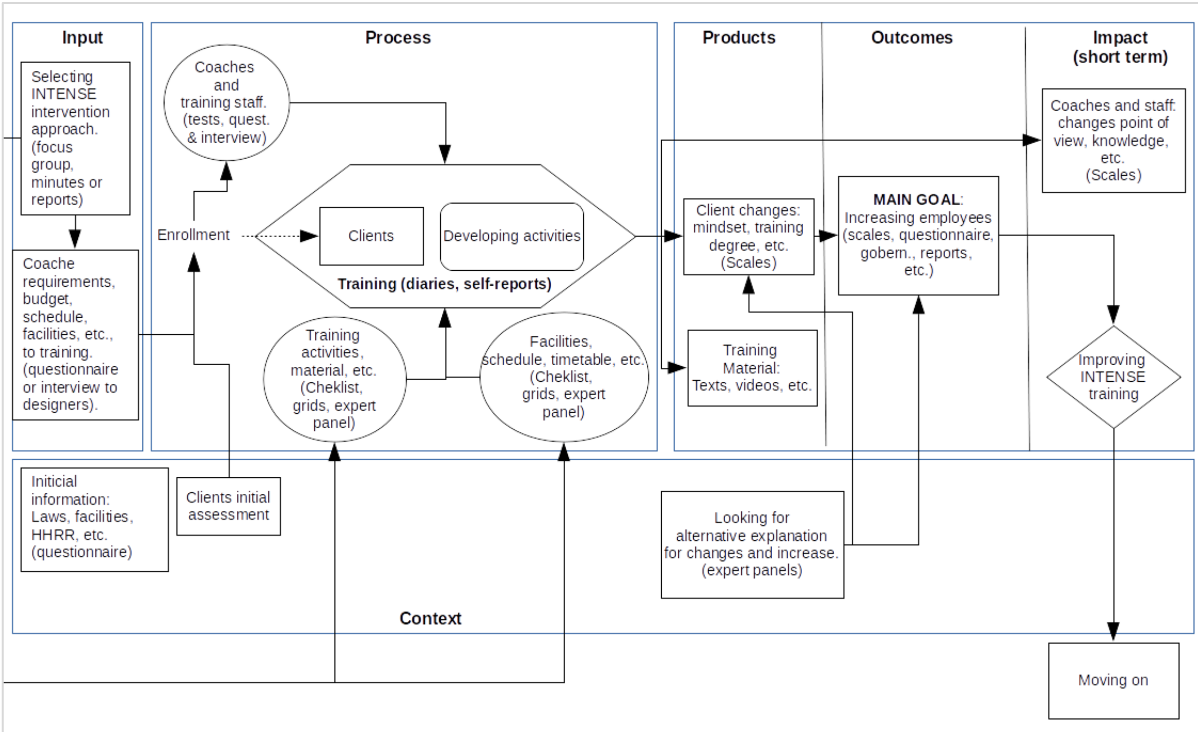
★ ***Step 5. Seek out additional evidence.***

- ✓ Identify what new data is needed.
- ✓ Adjust the ToC.
- ✓ Gather more evidence.

★ ***Step 6. Revise and strengthen the Contribution story.***

- ✓ New evidence will build a more credible Contribution story.
- ✓ Supporting the weaker parts of the earlier version or suggesting modifications to the ToC.
- ✓ It is unlikely that the revised story will be fool proof, but it will be stronger and more credible.

Contribution analysis works best as a repeating process. Thus, at this point the analysis may return to Step 4 and reassess the strengths and weaknesses of the contribution story.



Source: University of Malaga

In order to gather information and data, the following instruments can be used, depending on the partner who chooses them:

- ✓ Official statistics
- ✓ Official reports
- ✓ Interviews
- ✓ Questionnaire or Survey
- ✓ Scales and Graphs
- ✓ Tests
- ✓ Observation: self-report, diaries, checklist.

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8 THE LEARNING MANAGEMENT SYSTEM

What is a Learning Management System?

A Learning Management System (LMS) is a software application or web-based technology used to plan, implement, and assess a specific learning process. Typically, a learning management system provides an instructor with a way to create and deliver content, monitor student participation, and assess student performance. A Learning Management System may also provide students with the ability to use interactive features such as mutual discussions, video conferencing, and discussion forums.

There are many types of Learning Management Systems and the functioning and application varies greatly per system. For example, the very extensive commercial systems are mainly used within large companies and multinationals. In recent years, GNU systems such as **MOODLE**, **ILIAS**, **DOKEOS** or **CHAMILO** have also become popular, especially at universities.

These systems are also very extensive and the choice for a GNU or non-GNU system often lies in the consideration of whether technical support and development can be provided internally.

GNU (GNUs Not Unix) is a project launched in 1984 by Richard Stallman with the aim of creating a completely free operating system for computers.

The goal of INTENSE is to make the entire content usable for competence-oriented and professional development of all pedagogical personell. That is why all **INTELECTUAL OUTPUTS** are integrated in a complex learning management system - accessible via the project website. https://intense-eu.info/courses/

In addition, the methods, techniques, approaches, ideas and tools presented there can be used in package form or in document format. https://intense-eu.info/downloads/ Thus, the entire project content can be integrated into a learning management system and used and processed both completely and partially.

★ ***References***

✓ Overview of the GNU System. Sponsored by the Free Software Foundation.
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