

(Re)engagement of disadvantaged learners with education through validating informally or non-formally acquired competences

An evaluation report of pilots in Austria, Ireland and the United Kingdom

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Erasmus+

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Introduction: What is this paper about?

Despite concerted efforts at national and European level to boost adult education, large inequalities in the participation rates in adult education between the lowly and highly qualified adults still persists.

According to data on the participation of adults in education and training, it can be inferred that participation still strongly depends on the educational background of a person. In this regard, large gaps in the participation rates in adult education between the lowly and highly qualified adults still persist.

From a European level perspective (EU 27), it is worth noting that 61% of adults with tertiary education (ISCED levels 5 and 6) participated in education and training in 2011 compared to 38% of adults with secondary and post-secondary education (ISCED levels 3 and 4) and only 22% of adults with lower secondary education or less (ISCED levels 0 – 2).¹ In a bid to reduce this inequality, the European Union is supporting efforts at national and European levels geared towards ameliorating the situation.

The Erasmus+ project *in.education*² thus aims at developing strategies to increase the participation of educationally disadvantaged persons, especially those with basic educational needs as pertains to adult education. To reduce possible barriers to education access for educationally disadvantaged persons, the project focusses on developing strategies at three levels: system, individual and institutional levels.

The project *in.education* developed training courses as a starting point for (re)engagement with learning.

In its first phase, the project worked on the systemic level³ by seeking to activate and inform individuals in the social environment of educationally disadvantaged people, so that they could act as intermediaries by informing them about existing educational opportunities and motivating them to take part. The second phase of the project, on which this report is based, focussed on the individual level. It did this by developing and delivering targeted training courses in Austria, Ireland and the United Kingdom that should have been the starting point for participants to (re)engage with learning.

The main objective of these training courses was to validate and to document existing (learning) competences of the participants and, based on these competences, assess which further educational offers would be suitable for them and accordingly, support them in pursuing these offers.

Four curricula for such training courses were developed and piloted in the three partner countries: Austria, Ireland, and United Kingdom.

This paper presents the evaluation results of these training courses.

The piloting was followed by an evaluation which assessed whether the objectives of the training were achieved in all three countries. This paper presents the evaluation results.

¹ Tschank, J., Manahl, C. (2015): New Strategies to engage educationally disadvantaged people in adult education activities: An evaluation report, https://www.zsi.at/object/project/3432/attach/0_in_education_IO1_Evaluation_Report_07_10_2015.pdf.

² Please see Annex 1 for a short description of the project *in.education*.

³ Within the project *in.education* “systemic level” does not refer to the adult education system but rather to the social context of disadvantaged learners.

Methodology & Research Question

This paper aims to answer the question: Was the planned number of participants, group composition and impact at individual level achieved?

In order to assess the success of the training courses, indicators were defined prior to the project implementation and served as targets for the implementation.

Two of these indicators refer to the composition of the groups of participants whereas one indicator refers to the results of the training course at the individual level:⁴

General indicators:

- At least 45 participants altogether (15 per country)
- 2 groups per country
- At least 70% of the participants should finish the training course

Group composition:

- At least 40% of participants should be reached through “new multipliers”⁵
- Balance between male and female participants
- Balance between persons with and without a migration background

Impact at individual level:

- At least 30% of the participants should continue to participate in a training offer after the training

The main research question of this report is: Were these goals, indicated by the indicators above, achieved?

Aside from tackling the research question, the evaluation also assessed the differences between the three organisations which implemented the training courses in Austria, Ireland and the United Kingdom.

The evaluation is based on participants’ data collected during the training courses.

In a bid to answer the main research question, data at participant level was collected during the training courses: Socio-demographic data and data on the immediate results of the training course were also included.

The short-term impact of the trainings will be evaluated by contacting the participants six months after their training. This will be done in order to determine whether they were able to put their planned educational activities into practice.⁶

⁴ Indicators according to project application form

⁵ In the first phase of the project, workshops to sensitise persons in the social environment of educationally disadvantaged people were implemented. One objective of these workshops was to reach participants for the training courses through these “new multipliers”.

For more details please see: Tschank, J., Manahl, C. (2015): New Strategies to engage educationally disadvantaged people in adult education activities: An evaluation report, https://www.zsi.at/object/project/3432/attach/0_in_education_IO1_Evaluation_Report_07_10_2015.pdf.

⁶ Please find the data collection instruments in Annex 2.

Training courses: Who participated?

In total 50 persons participated in the training courses in Austria, Ireland and the United Kingdom. This was more than the required 45. Although the UK had 1 participant less than the required 15 per country.

Between November 2015 and February 2016, six training courses were implemented in Austria, Ireland, and the United Kingdom (2 per country).

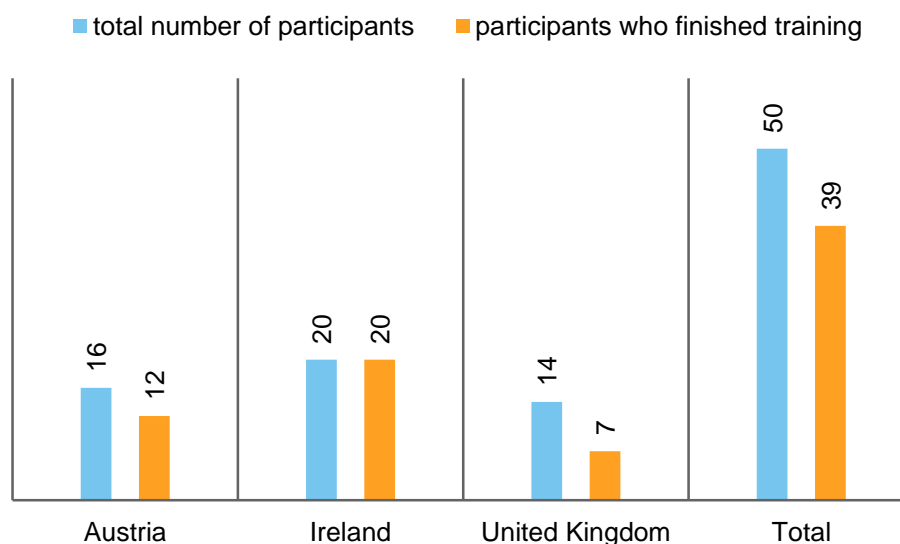
In total 50 persons participated in the trainings: 16 people in Austria, 20 in Ireland and 14 in the United Kingdom. ‘Participated’ as used in this context implies that participants attended at least one training session.

With regard to the rate of training completion, differences by country⁷ can be observed: In Ireland all participants completed the trainings. On the other hand, in Austria four out of 16 people dropped out. This happened at a very early stage of the training – after the second or third session.

In the United Kingdom, 7 out of 14 participants finished the training in the regular course setting. 7 participants were present only in one training session. Two of these participants had serious health problems that did not allow them to attend the training on a regular basis. As a result, a cooperation partner of the implementing organisation in the UK worked with these two persons separately using the same materials and methods used in the training course.

Therefore in sum 39 out of a total of 50 people finished the training courses within the regular training setting and 2 additional people in an individual setting. These two participants are not included in the next figure.

Figure 1: Participation and completion of trainings in regular training setting by country



The objective of a completion rate of 70 % was achieved in two out of three countries.

From the above statistics, 78% of all participants finished the training course: In Ireland the rate of completion was 100 %, in Austria 75% and in the United Kingdom 50%.⁸ Therefore the objective of a completion rate of 70 % could be achieved in two out of the three countries. In total 4 persons more than the planned target of 35 were motivated to participate in the training programme

⁷ In this report the data analysis gives results by country.

⁸ If the two persons trained at an individual basis are included, the completion rate in the UK is 64%.

until the end. As for the United Kingdom, the target was short by three persons. Campaign for Learning, the implementing partner in the UK, identified two main challenges for reaching training participants and keeping them engaged until the end of the training:

- Campaign for Learning does not normally deliver learning directly. Therefore partnerships to reach out to participants had to be developed from scratch.
- With their training, Campaign for Learning targeted especially vulnerable people from a social housing project. Many of them had physical or mental health problems and/or chaotic lives which made it difficult for them to remain in the training.

Taking into account these difficult circumstances Campaign for Learning is fairly pleased with the modest progress made during the training course.

One objective of this project was to reach training participants through people in their social environment that were involved in the first phase of this project (“new multipliers”).

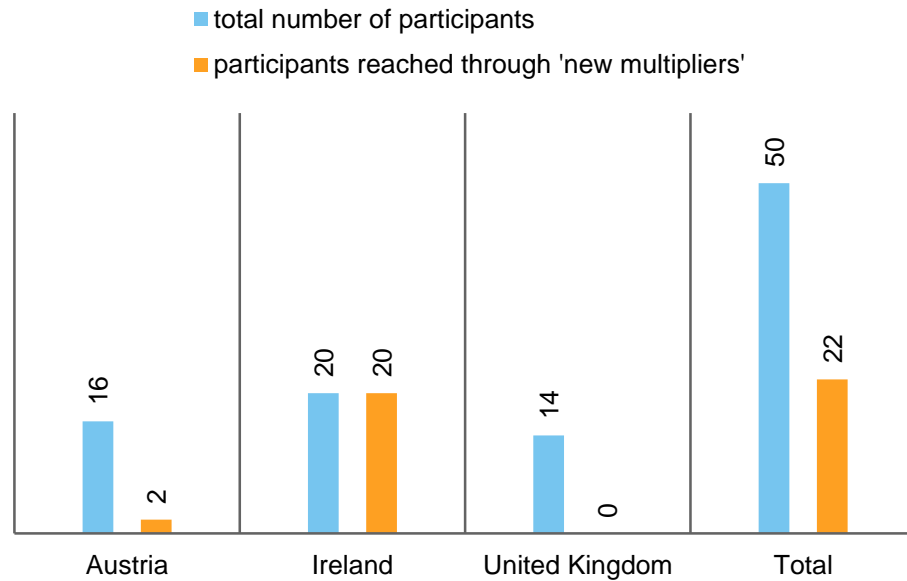
The first phase of the project involved the implementation of workshops aimed at sensitising persons in the social environment of educationally disadvantaged people about existing barriers to education, how they come about, and how to overcome them as well as potential benefits of education. One objective of these workshops was to reach participants for the training courses in the second phase through these “new multipliers”.

The workshops in the first phase of the project resulted in 22 of the 50 participants in the second phase being recruited through “new multipliers”. In Ireland all participants were reached through institutional links - through the North Galway learning network and through Gréasán na Gaeltachta network – of which both were involved in the first phase of the project. In Austria the links to two participants were made through “new multipliers” who participated in the multiplier workshops in the first project phase in their professional context.

Besides these two “new multipliers”, in Austria other modes of reaching training participants were through other training offers of ISOP (the implementing partner in Austria) or through existing contacts to other organisations. It is worth mentioning that 4 participants were reached through a person that can be regarded as ‘new multiplier’ but who did not take part in the multiplier workshops in the first project phase.

In contrast, in the United Kingdom it was quite difficult to reach participants through “new multipliers” as the multiplier workshops were implemented at a national level whereas the training course was implemented in one region. Therefore, Campaign for Learning (the implementing partner in the United Kingdom) used mainly institutional contacts to find participants for their training course, in particular the housing association in the North West of England, near Manchester.

Figure 2: Reaching training participants through “new multipliers”



The results of the training courses confirm the conclusion of the first phase of the project that workshops can only be seen as a first step of sensitisation of “new multipliers”.

It is therefore quite evident from the above graph that it was only in Ireland that the target of reaching 40% of the participants through “new multipliers” was attained.

The evaluation of the first phase of the project led to the conclusion that the multiplier workshops can only be seen as a first step of sensitisation. In addition, the establishment of lasting links between adult education providers and “new multipliers” would need follow-up activities. The results of the training courses lend credence to this conclusion: Only in one case was it possible to reach a training course participant through an entirely “new multiplier”. With regard to the other multipliers, there were already pre-existing network structures or links to their organisations. However prior to this project, these links were not used for recruiting of participants.

However, in a longer-term perspective, the cultivation of “new multipliers” may offer a promising additional path of recruiting training participants among the educationally disadvantaged.

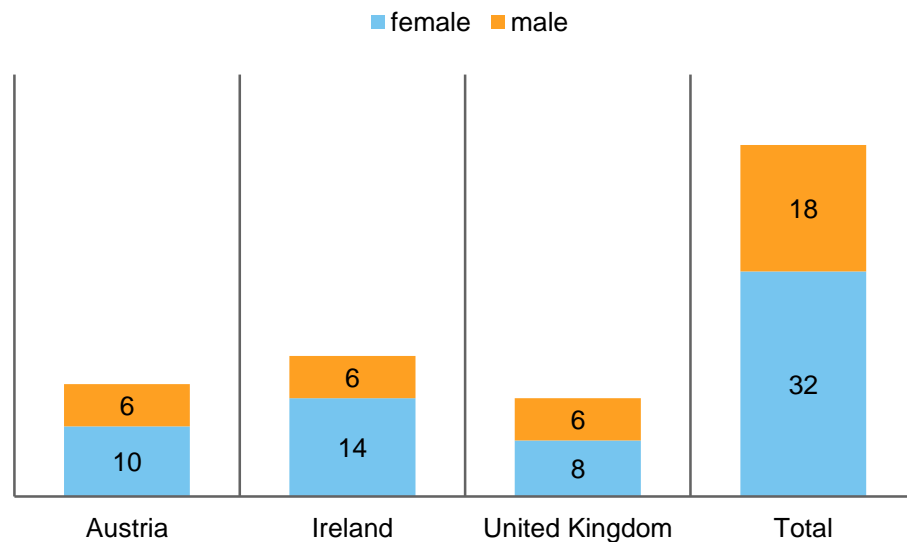
Participants characteristics

In all countries involved, women were overrepresented in the training courses.

This chapter describes the socio-demographic characteristic of the training participants.

32 out of 50 training participants were female, making women overrepresented in each of the three training courses. This is a reflection of previous experiences of adult education programs as observed by organisations involved in the project.

Figure 3: Training participants by gender



After some participants left the training, the majority of participants in all countries were clearly women.

As can be deciphered from figure 3 above, in the United Kingdom, the proportion of men in the training course was higher than in Austria and in Ireland. However, though not captured in the graph, the drop-out rate among men in the United Kingdom was also very high with only 2 out of 6 men attending more than one training session. A similar scenario was observed in Austria whereby two of the four participants who did not finish the training course were men.

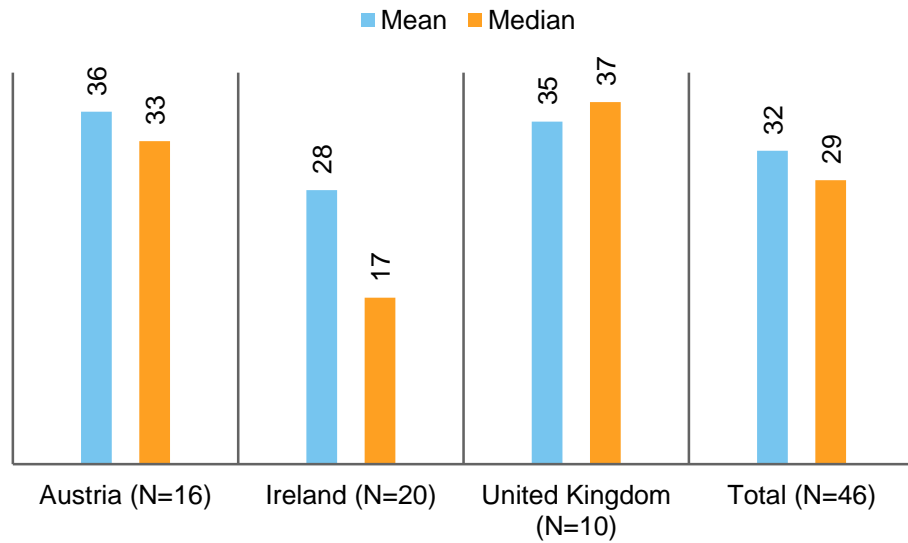
Therefore from the onset of the training courses, it was not possible to achieve gender parity and this situation was exacerbated when mostly male participants left the training courses.

The average age of the training participants was 32 years. In Ireland participants were younger than in Austria and the United Kingdom.

The average age of the training participants was 32 years. As can be seen from the graph, it is worth noting that in Ireland, the training participants were considerably younger than in Austria and in the United Kingdom. The median of 17 years in Ireland indicates that the majority of participants were younger than 20 years. The reason is that one of the two groups in Ireland targeted people aged between 16 and 18. In the United Kingdom, the age of four participants was unknown with these four participants attending only one training session.

In addition, no correlation between the participants' age and drop-out from the training course was observed.

Figure 4: Average age of training participants, in years

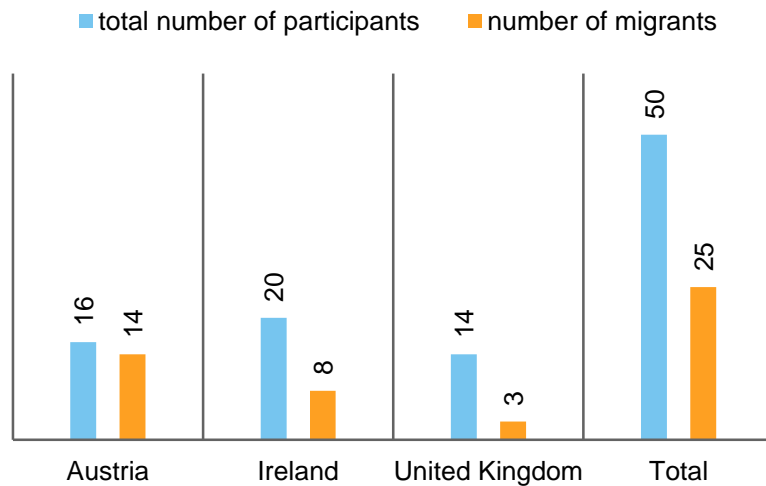


As can be noted from figure 5 below, 25 of the 50 training participants were not born in the countries in which they now live. In Austria, 14 out of 16 participants were migrants. This high number of migrants among participants in Austria can be explained by ISOP’s strong position as an adult education provider for persons with a migrant background.

Most participants in the United Kingdom did not migrate themselves. Besides the three persons who were born abroad, two other participants had parental roots in Asia.

In Ireland the number of migrant participants and non-migrant participants was quite balanced with 8 out of 20 participants (40%) being born abroad.

Figure 5: Training participants by country of birth



On average, migrant participants had already spent about 1/3 of their lives in AT / IE / UK.

Only five of the participants who were not born in their current countries of residence have lived there for less than 5 years. On average, the participants had already spent about 1/3 of their lives in either Austria, Ireland or the United Kingdom.

To conclude this section, notably it was difficult to motivate men for the trainings and to keep them engaged until the end of the course. During a project meeting, reasons for the low recruitment and persistence of male participants in courses were discussed. According to these discussions and to relevant literature, reasons for this are quite diverse.

According to the project partners, the strongest arguments are related to the labour market. In general, men would have stronger relationships with the labour market than women, who face more barriers in this regard. Therefore, men would often lack the time to engage with education due to employment – in this sense it is difficult for them to do training unless it is directly linked to their work or to finding a specific kind of job. In addition, men are able to find unskilled jobs more easily (and with still better pay than women) and therefore are in a sense able to get by without education.

Furthermore, from their experience, the project partners claimed that education and specifically lower levels of education are more socially acceptable for women than for working-class men as they are not considered very “manly”. Furthermore, women would be traditionally responsible for assisting the children with homework. This means that they may develop an extra interest in learning and improving their basic skills beyond their own labour market perspective.

Findings of research carried out by Gächter⁹ on the Austrian labour market reflect to some extent the thoughts of the project partners. It shows the different positions men and women, with and without a migration background hold in the labour market with regard to employment rates especially taking into account the working hours. At the top of labour market participation are Austrian native men followed by foreign men and native and migrant women are found in the third and fourth place respectively – with considerable variation among different countries of origin.

⁹ Gächter (2013): Kosten unzureichender sozialer Integration von EinwanderInnen, http://www.staedtebund.gv.at/fileadmin/USERDATA/Service/Dokumente/studie_oestb_unzureichende_integrati on2_01.pdf.

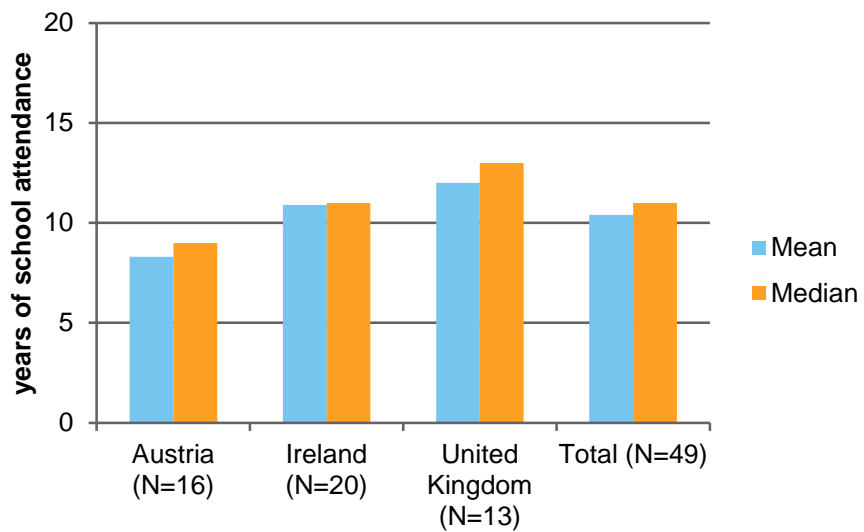
Formal education level of training participants

On average the training participants attended school for 10 years – differences between participants in AT, IE, and the UK could be observed.

Figure 6 below shows that on average the training participants have attended formal school for 10 years. This includes school attendance in Austria, Ireland and the United Kingdom as well as abroad (in the case of migrant participants).

Differences between countries can also be observed: The average duration of schooling of the participants in the UK was 12 years compared to 11 years in Ireland and 8 years in Austria.

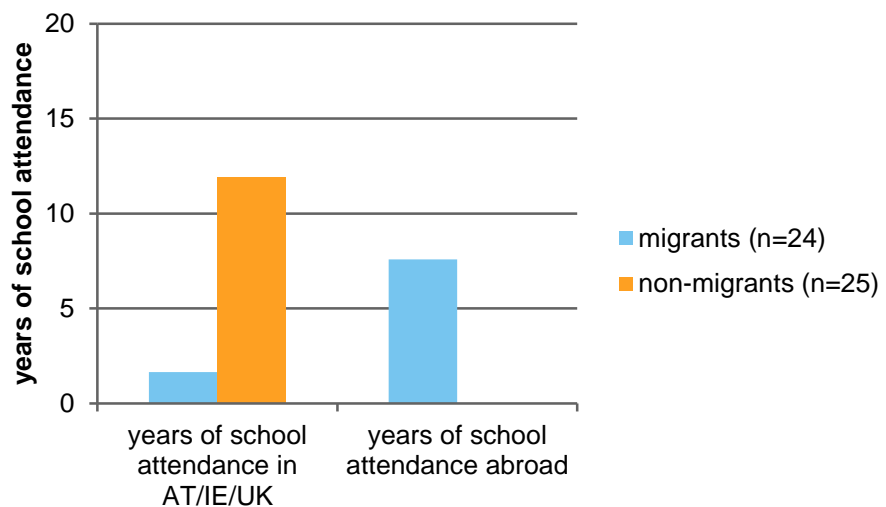
Figure 6: Years of school attendance by country



The average duration of school attendance among migrants was lower than among non-migrants.

Among Austrian participants the average duration of school attendance was lower than in Ireland and the United Kingdom due to the high proportion of migrants among participants. Participants not born in Austria, Ireland or the United Kingdom had only little or no experience at all with the formal education system in those countries. In addition, the average duration they attended school (also abroad) is shorter than that of non-migrants as captured in figure 7.

Figure 7: Years of school attendance (means) by migrant background



These differences by country can be traced to the educational goals formulated by the participants during the training course. While participants in Austria especially aimed at improving their basic skills, in Ireland a lot of participants worked at obtaining a school leaving certificate. In the UK the trainings were more strongly focused on labour market participation. Therefore the training participants hardly formulated educational goals (for details see chapter “How did the training course benefit the participants and which educational plans were developed?” p.17).

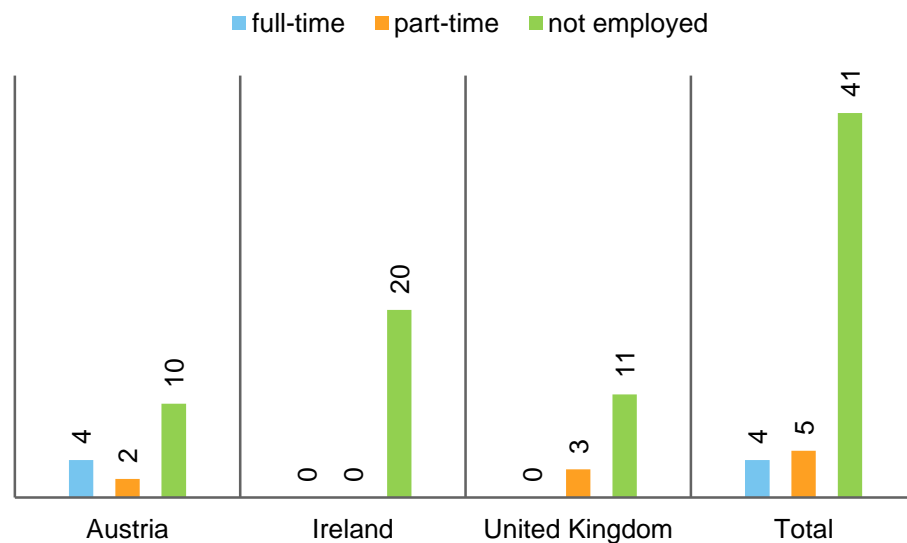
Employment status of training participants

Most participants were not employed during the training course.

As the trainings were scheduled during the day (3 to 5 hours per day¹⁰) it was not surprising that the number of participants who were employed during the training was rather low. In total, only 9 people (18%) were on part-time or full-time employment during the course of the training.

It can be drawn from figure 8 that in Ireland none of the participants were employed whereas in the United Kingdom 3 part-time employed people participated. In Austria, 2 training participants were part-time employed whilst 4 people were in full-time employment. The attendance of participants in full-time employment during the lifetime of the course was possible due to arrangements with the employers or because these persons worked night-shifts.

Figure 8: Training participants by employment status



People who were part or full-time employed did not drop-out more frequently than participants who weren't employed.

With regard to the drop-out rates during the training, there was no observation that persons who were part or full-time employed dropped out more frequently than person who were not employed.

¹⁰ In Austria, the courses took place twice a week for 10 hours for duration of 8 weeks. In Ireland one course took place three times a week for 3 to 4 hours at a time over 8 weeks. The second course in Ireland took place twice a week for 5 hours at a time over 8 weeks. In the United Kingdom the course took place once a week for 5.5 hours with some follow-up activities. In addition all participants who completed the training courses in the UK took part in 2 days work experience or volunteering at the end of the training period.

Training courses: What were the underlying motivations and expectations of the participants?

The underlying motivations of the participants to enrol in the training program were many fold. Some people had very clear motives: for example they wanted to improve both their reading and writing German skills in Austria - in order to be able to pass the exam needed to obtain a residence permit. Others wanted to improve their employment prospects or to build up self-confidence and self-esteem. Other than the aforementioned reasons, some people also wanted to prepare themselves using the *in.education* trainings for further educational activities leading to a formal degree or qualification.

In addition, the social aspect of the training – meeting new people, getting out of the house – was a motivating factor. Finally, some participants were attracted by specific training contents and learning methods.

Participants' motives to join the trainings reflect very much the organizational contexts of the three organisations involved.

The participants' motives to join the trainings reflect the organisational contexts of the three organisations implementing the trainings as well as the four curricula (one per country for Austria and the United Kingdom and 2 different curricula for the two groups in Ireland) and the regions of implementation. As already mentioned, ISOP is an organisation with a strong focus on persons with a migrant background. In ISOPs trainings in Austria, the motive of improving reading and writing skills (in German) to be able to pass exams needed for residence permits dominated.

One of the curricula developed by GRETB in Ireland focused on media production. This new learning approach as well as the interest in these technologies or in acting was the main motive for these participants to engage in the training. This is mainly because the training course took place in the Gaeltacht (the Irish speaking region in Ireland) and specifically in Connemara, a rural area faced with high unemployment. The main employment sources for the people in this area are fishing, tourism and media as the national Irish television and radio stations are located here and present a labour market for Gaelic speakers. As a result, the project partners in Ireland targeted young people who were interested in joining the media industry. In contrast, the second group in Ireland was very different and the training course was also organised very differently. The course took place in a local community centre and targeted disadvantaged learners in a disadvantaged area in Galway. Examples of topics given are money management, drug awareness and elderly and child care. Some of these were topics that were least liked by participants and it may be better to change the examples given to ones that were better received such as Team Building, IT, Horticulture, Learning to Learn etc.

As a result of the various topics covered in this curriculum, the motivations of the participants to join the course were very different. Some hoped to get more information on further educational opportunities, to improve job prospects, improve their learning competences in order to be able to help their children with homework or return to formal education and improve self-confidence among others. Finally, in the United Kingdom the participants' motives to join the course were strongly employment-driven – one group included participants interested in working and the other contained participants who were further away from the labour market but interested in gathering job experience and improving their employability for example through volunteering.

Training courses: How did the training course benefit the participants and which educational plans were developed?

A main benefit for the participants in all three countries was more confidence in one's own skills and capabilities.

In a bid to gauge the benefits of the trainings, the trainers of the different training courses were required to conduct short interviews with the participants at the end of the courses to explore the benefits of the trainings on the participants from the participants' perspective and as part of professional self-evaluation.

However, this had a methodological disadvantage: Participants in Austria understood this exercise as an assessment by the trainer. Therefore, the answers on the benefits at participant level reflected the (assumed) trainer's perspective and not the participants' own views. In general, the trainer from ISOP assessed the participants' benefits as better communication and writing skills as well as improved social skills and higher self-confidence.

According to the participants in Ireland, the training course boosted their confidence in their own skills and capabilities. Two participants stated that they felt more confident helping their children (e.g. with homework) as a result of the training. The Irish participants also saw a strong benefit in having gained better knowledge in the skills required in the media industry through the training course.

Improved self-confidence was also a concrete benefit of those participants who took part in the *in.education* trainings course in the United Kingdom. The participants observed that their performance in job interview situations improved remarkably. In addition, improvements in communication skills as well as a better knowledge of volunteering and labour market opportunities were regarded as benefits of the training.

Participants in Austria and in Ireland were able to formulate educational goals at the end of the training course.

The main objective of the training courses in *in.education* was to offer an opportunity for participants to (re)enter the learning realm. Therefore these courses were foreseen as a first step towards further educational activities. During the course, the competences of the participants were assessed in order to develop a pathway to further education together with the participants.

The educational aims of the participants which were identified during the training courses differed by country. In Austria the participants' aims focused strongly on improving their basic skills (especially numeracy, writing, and reading). In Ireland most participants described their educational goal as participation in further courses. Whereas some participants wanted to improve their language, IT or mathematic skills, others hoped to participate in more hands-on courses – especially further training courses related to the media industry. It was also observed in Ireland that some participants aspired to pursue a mandatory school leaving certificate.

In the UK the participants had a stronger focus on employment opportunities than on further educational activities.

The participants in the United Kingdom developed goals with regard to employment or volunteering rather than further education. As already mentioned, the curriculum developed by the Campaign for Learning focused rather on labour market integration than on motivating participants to take part in further educational activities – a pragmatic adaptation of goals due to severe budget cuts in the UK in the field of adult education.

Hence, participants' aspirations are mostly "realistic" and sensitive to the context of local labour markets, requirements of their everyday life and social inclusion, and also shaped by the opportunities and constraints of the respective institutional context of training. They articulate individual and institutional motives and aspirations, but the majority benefited from improved "hard" and "soft" skills.

36% of the people who started the training course and 46% of the people who finished it enrolled directly into further trainings.

In Austria, 7 out of 12 participants who finished the training course enrolled directly afterwards in other educational offers with 4 of them enrolling in basic skills training courses whilst 3 enrolled in German language courses (different levels).

From the remaining participants who finished the training in Austria, four planned to attend basic skills training courses in the near future. As for the remaining one participant, no suitable training offer could be identified at the time.

In Ireland, 8 out of the 20 participants enrolled in another educational offer immediately after the training. These people enrolled in different programmes of the Irish Back to Education Initiative (BTEI) such as ICT or communication courses or the "Early Start" Programme. According to our partner from Ireland all other participants plan to start pursuing the compulsory school leaving certificate in 2017.

In the United Kingdom 2 of the 7 participants who finished the training course enrolled in further educational activities. One person enrolled in a course on health and nutrition for children and one person in a course that leads to the European Computer Driving Licence (EDCL). In addition, one person enrolled in a volunteer programme which can be regarded as a step towards the labour market and for a second participant an interview with a volunteering programme was arranged at the time of the evaluation.

In Austria and in Ireland the objective that 30% of participants continue to participate in a training offer after the courses was achieved.

Though results differ by country, in total 36% of the people who started the training courses and 46% of the people who finished it enrolled directly into further training. In addition, some other participants had concrete educational plans. As to whether they will be able to realise these plans will be known in a few months' time.¹¹ Therefore in Austria and in Ireland the objective that 30% of participants continue to participate in a training offer after the course was achieved.

Obtaining a mandatory school leaving certificate was only a relevant educational goal for some participants in Ireland.

Another objective of the trainings was to assess during the course if the (informally) acquired competences of the participants were likely to shorten their pathway to the completion of a mandatory school leaving certificate. In Austria it turned out that obtaining the mandatory school leaving certificate was not an educational goal of the participants (e.g. they were either far from having the necessary competences or they already had the certificate). In the United Kingdom this was of little relevance as well as the participants had a stronger focus on finding employment rather than on obtaining formal qualifications. Nevertheless, 12 training participants in Ireland were interested in obtaining a school leaving certificate in future. Based on the validated competences of the participants however, it was not possible to shorten the participants' path to completing their mandatory school leaving certificate.

¹¹ Participants will be asked in June 2016 about their educational activities after the training course in order to assess the short-term impact of the training.

Outlook: What's next?

The main objective of this project phase was to develop a training that serves as a starting point to (re)engage into education.

This paper evaluated the *in.education* training courses with regard to group composition, drop-out rates, participants' motives to engage in this educational activity, their expectations from the training and immediate outcomes.

The objective of creating a training that is a first step towards further educational activities was accomplished for at least 1/3 of the training participants. To measure the short-term impact of the training, the participants will be contacted again in 4 months. With this, we hope to find out more about their educational paths after the training was completed and be able to answer the question to what extent the project's aim to open up further educational possibilities for educationally disadvantaged groups was achieved. This report will then be updated with these findings.

Annex 1: Project description ‘*in.education - inclusion & education*’

Development of strategies to increase the enrolment of educationally disadvantaged people, especially those with basic education needs, into relevant educational programs

Existing data as well as practical experiences show that educational programs - including those that specifically address educationally disadvantaged people - are not utilised enough by "all potential" target groups and sufficient diversification of participants groups is achieved only rarely. The reasons for this phenomenon are many and varied. They arise as a result of mixed organisational patterns, educational behaviour of individuals and are caused by structural, procedural and individual initial conditions, which have a common relevance to adult education. The often-mentioned structural change facing Europe in general and specifically each Member State, which particularly refers to migration and in diversity in society, can only be dealt with by providing equal and suitable conditions for accessing educational opportunities to people, who because of their personal situation, for example due to lack of educational qualifications, have difficulties in accessing education. The responsibility of the provision of these fair and adequate conditions for the participation in education should also be borne by adult education providers that obviously require adequate resources and legitimacy to overcome inequalities and lacks of opportunity for particular disadvantaged groups. They must be empowered to develop solutions to reduce barriers and offer diverse and targeted educational programs to especially those people who may not yet have found a satisfactory entry route into education or for those who have “finished” with education; so that they can reopen the education window for them.

In.education focuses on the development of strategies to increase the enrolment of educationally disadvantaged people, especially those with basic education needs, into relevant educational programs. The project therefore develops strategies to reduce possible barriers by focussing on system, individual and institutional related levels.

Systemic level: Following the hypothesis that people are deeply influenced by their socio-economic environment, methods and strategies are developed that proactively raise awareness and motivate enrolment in education. This will result in the activation and expansion of multipliers. Besides the identification of relevant target groups, application-oriented settings (pilot workshops) targeted towards stakeholder groups are developed. From this experience, *in.education* develops an application oriented curriculum.

These activities are evaluated in this report.

Individual level: The hypothesis that the enrolment rate in education increases when informally acquired educational qualifications are collected, described and recognised, leading to the admission of those concerned into the education system, emerges from a cycle of transnational cooperation in the collection and validation of informally gained educational competences of educationally disadvantaged people with basic education deficits. This is implemented by the provision of formal compulsory education measures in each partner country in order to validate whether faster possibilities of accomplishment of compulsory education for adults can be developed through this cooperation.

Organisational level: Starting from the presumption that adult education institutions have not yet adjusted sufficiently to the challenges generated from a diverse society and based on the implementation experience of *in.education* specifically derived from the learning outcomes and the competence-based training events on the systemic and individual levels, implementation competences that organisations dealing with educationally disadvantaged

individuals must have in order to increase enrolment and guarantee the quality of results for this group of people is extracted. From these defined implementation competences, trainings are designed in which educational managers and trainers can participate.

As a consequence, curricula for three target groups (new multipliers, educational disadvantaged people, and educational managers and trainers) are developed and tested. The products are user-oriented, prepared to be self-explanatory and include information on the process, content, methods used and allow a glance into the used materials.

Annex 2: Data collection instruments

Personal data form¹²

Name of participant:	
Reached through a new multiplier?	<input type="checkbox"/> Yes Who exactly? <i>(please indicate the name of the new multiplier as well as the target group and date of workshop he or she attended)</i> Name:..... Workshop target group:..... Workshop date:..... <input type="checkbox"/> No How exactly did he or she find out about the offer?
Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female
Date of birth (DD/MM/YYYY):	
Country of birth:	
Mother's country of birth:	
Father's country of birth:	
How long has the participant been living in AT / UK / IE?	
Mother tongue:	
Highest academic qualification:	<input type="checkbox"/> Without compulsory school leaving certificate <input type="checkbox"/> With compulsory school leaving certificate <input type="checkbox"/> Completion of a special needs school <input type="checkbox"/> Lower secondary education <input type="checkbox"/> Upper secondary education <input type="checkbox"/> Post-secondary education but non-tertiary education <input type="checkbox"/> Bachelor's or equivalent level <input type="checkbox"/> Master's or equivalent level <input type="checkbox"/> Doctoral or equivalent level
Years of school attendance in AT / UK / IE?	

¹² To be filled in at the very beginning of the training course

Years of school attendance in a country other than AT / UK / IE?	
Is the participant (self-) employed?	<input type="checkbox"/> NO <input type="checkbox"/> Yes, part-time <input type="checkbox"/> Yes, full-time
Participant's motivation to participate in the training course:	
Participant's expectation of the training course:	

Planned activities form¹³

Name of participant:

<p>How did the training course benefit the participant? (Self-assessment from participant! E.g. I can help my children more/better with their school work; I'm more confident at interviews etc.)</p>	
<p>Which educational goals/aims have been identified?</p>	
<p>Has the participant enrolled in another educational programme which will help to attain this objective?</p>	<p><input type="checkbox"/> Yes Which one?.....</p> <p><input type="checkbox"/> No, but concrete plans have been made Please explain.....</p> <p><input type="checkbox"/> No Please explain.....</p>
<p>Was the path to completion of a mandatory school leaving qualification for this participant shortened on the basis of the informally acquired and documented competences highlighted by / during this training offer?</p>	<p><input type="checkbox"/> Yes Please explain.....</p> <p><input type="checkbox"/> No, but an attempt was made Please explain.....</p> <p><input type="checkbox"/> No, no attempt was made Please explain.....</p>

¹³ To be filled in at the end of the training course

Education activities after training course form¹⁴

Name of participant:

<p>On reflection of the past 6 months, does the participant think that the course has helped them with their personal, work or social life?</p>	
<p>Did the participant take part in any educational activities within the last 6 months?</p>	<p><input type="checkbox"/> Yes <i>Which one(s)?</i>..... </p> <p><input type="checkbox"/> No, but concrete plans have been made <i>Please explain</i>..... </p> <p><input type="checkbox"/> No <i>Please explain</i>..... </p>

¹⁴ To is be filled in 4 to six months after the training course ended as a follow-up with all the participants