Education and Culture
Lifelong learning programme
GRUNDTVIG

adaale

Analysis of Dropout Among Adult Learners Throughout Europe

QR code

http://adaale.wordpress.com/

EXECUTIVE SUMMARY

The aim of the Analysis of Dropout Among Adult Learners in Europe (ADAALE)project is to analyse and evaluate non-completion of second chance education among adults in seven participating countries in order to develop pedagogical interventions and supports for those who teach or provide guidance to adults intending to return to education. Retention of adults in education is important at both a European and national level in terms of economic and social inclusion. There are also strong reasons at a personal level to focus on retention in second chance education such as personal achievement/ failure or social and economic inclusion.

Both qualitative and quantitative data were collected from both students and staff in each of the seven participating countries. The research findings in this study demonstrate that adults drop out of second chance education for a wide variety of reasons. Two main categories were identified: policy related issues and educational or institutional issues. The key policy issues concerned finance, student funding, grant and access issues. These fall outside the scope of the project aims and objectives.

The aims of the project are:

- To contribute to research into the reasons for dropout in each of the seven participating countries.
- To use the skills and experience of adult educators and counsellors from a variety of educational sectors to develop guidance and teaching interventions.
- To enhance understanding of the reasons for adult dropout from second chance education.
- To develop pedagogical interventions to prevent adult dropout and to increase retention.

The educational/ institutional issues that were identified fall under four key themes: poor motivation, atmosphere or supportive environment, unrealistic expectations and language difficulties. The project focussed on these four areas in order to develop practical pedagogical interventions to address the key issues.

GLOSSARY OF TERMS

The following define the particular meaning of terms used in the ADAALE project, as understood and agreed by the partner organisations:

Adult Learner
A person over eighteen who returns to formal education to pursue a national qualification having dropped out at a previous stage or not having had the opportunity to complete their studies.

Atmosphere/Supportive Environment
A supportive atmosphere/environment is built on three main pillars: school, family and state, all of which influence the adult learner in differing ways.

Dropout
A person who starts a formal national qualification, as an adult learner, and who does not (for any reason) complete this qualification.

Second Chance Student
A person who, for any reason, has dropped out of formal education and later returns to complete their studies.

Unrealistic Expectations
Over or underestimation of the academic, personal, financial and/or time commitment required to successfully complete an educational course.

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Section 1: Introduction

Adults who return to education at any level have taken a brave step to improve their qualifications and in turn their career and life chances. Research demonstrates that individuals who have completed education at primary, secondary, further or higher education increase their job opportunities, social skills, life chances, health and wellbeing, civic and social engagement (Baum et al. 2010; OECD 2007). Aontas, Ireland's national learning organisation, published a report on the costs and benefits of adults undertaking second chance education. They concluded that there was a net benefit from an economic perspective in relation to improved career opportunities. While in Austria Oesterreichisches Institut fuer Erwachsenenbildung (OEIB, 2008) found that in vocational training participants earned 11% less before they did the course. A German study found that there were significant economic benefits for adults between 20 and 44 on training courses (Timmerman, 2010), although there is evidence of economic benefit for both the individual and society. Second chance education also offers benefits beyond those associated with career which are less easily quantified. A study of risk and capability expansion in Irish higher education by Kelly (2009) demonstrated that mature students experience and identify significant benefits in the form of personal achievement, a sense of well-being, being a good role model for children and immediate family. While Bynner and Hammond (2004) identified the benefits of adult learning on health, family life and social capital .

Adult education is therefore good for both society and good for individuals. Adults who do not graduate from second chance education face another possible failure in their education career. The effect of this may be significant for the individual in terms of self-esteem or self confidence. It also has an impact on the individual's career options and how potential employers may perceive someone who has dropped out of education.

In light of this one of the common concerns for adult educators is the issue of adult dropout. The ADAALE project was developed in order to contribute to the work of addressing this issue. It a learning partnership Grundtvig[1] project funded by the European Union in recognition of the importance of facilitating adults to complete their education at all levels.

Beginning in 2010 seven institutes and organisations from Austria, Portugal, Norway, Catalonia (Spain), Germany, Lithuania and Ireland identified adult dropout from second chance education as a major concern. Each of these organisations are involved in teaching adults or providing guidance and counselling for adults who return to education. Among the partner institutes there is a range of experience in teaching adults at primary, secondary, vocational, further and higher education levels. The aim here being to research the causes of adult dropout and to develop pedagogical interventions to address some of these issues.

The first stage of the project concerned collecting data on the reasons for dropout. Quantitative data was collected in the form of questionnaires to teachers, trainers, lecturers and guidance counsellors (Appendix 1). Qualitative data was collected through a series of semi-structured interviews with mature students (Appendix 2). Finally, life stories were gathered from students who had dropped out of education at an earlier stage in their learner career but who had successfully completed second chance education (Appendix 3).

[1]The Grundtvig project is part of the EU Lifelong Learning Programme (2007-2013). Grundtvig project focus on adult education through formal, non formal and informal education.

The result of this research was the identification of four key areas for the project to develop further in terms of pedagogical interventions for those involved in teaching adults: motivation, unrealistic expectations, supportive environment and language difficulties.

1.1 Project Team



Ireland, Austria, Catalonia, Germany, Lithuania, Norway and Portugal

Name of Participant	Country	Job Title	Name of Organisation	Email Address
Dr. Veronica Kelly Project Leader	Ireland	Lecturer	Wexford Campus – IT Carlow	Veronica.kelly@itcarlow.ie
Klaus Hochreiter	Austria	Training Manager	murad & murad Gmbh	andrea.murad@muradundmurad.at
Montserrat Milian	Catalonia, Spain	Manager of organisation offering adult education	Dpt. Ensenyament	montserrat.milian@gencat.cat
Mercedes Thiel	Germany	Project Manager	Schule für Erwachsene Osthessen Bad Hersfeld und Fulda	mercedes.thiel@t-online.de
Daiva	Lithuania	Training	Centre for	daiva@mtc.lt

Stasiulioniene		Manager	School Improvement	
Leonora Forseng,	Norway	Gen.Manager of Career Centre	Karriere Mo i Rana	gerd.forseng@nfk.no
Elsa Dias	Portugal	Project Manager	ETP Sicó	elsa.dias@etpsico.pt



1.2 Background to the Project

All of the participants of the project were involved in the education of adults. The project was developed as a result of the key concern with dropout in education. Although there is much data on retention and dropout in education there appears to be little research in the area of adult dropout.

1.2.1 Project Methodology & Activities

The core of the work took place over seven project team meetings (representatives from each of the Participating Partnership organisations) in , Barcelona (Catalonia, Spain), Mo i Rana (Norway), Avelar (Portugal), Vilnius (Lithuania), Vienna (Austria), Bad Hersfeld (Germany) and Wexford (Ireland).

The purpose of the project team meetings was workshop planning, sharing of information related to activities carried out by partners and allocation of tasks. Outside of these meetings preparatory work for workshops and additional activities related to dropout amongst adult learners were carried out. Workshop participants included the project team and additional staff from each organisation who are actively involved in adult education. Each team meeting provided an opportunity to visit adult education providers in each of the countries and explore each national system.

Learning methodologies used during the project included; presentations of best practice in member organisations; case studies and reflections from adult learners who had previously dropped out of education; quantitative and qualitative research, local seminars; group discussion; expert inputs on adult learning related topics and theory and relevant guided tours of adult schools and colleges.

All sessions were participatory in nature, involving group work, discussion and feedback. Each partner organisation has been involved at local and regional level in dissemination of information on this project through their own networks. A final seminar was also held for adult educators in Ireland in May 2013.

1.3 Participating Organisations

Ireland

Wexford Campus is an outreach campus of the Institute of Technology, Carlow. It is a provider of higher level education from level 6-9 under the Irish national framework of qualifications. Providing courses from certificate and degree level to Master's programmes.



The Campus has over 500 full time and 400 part time students and was set up to address educational disadvantage in the region. The ethos of the campus is to address social exclusion and educational disadvantage in the region. Wexford Campus currently has a high number of mature students / second chance learners, this level currently stands at 40%.

The Campus is involved in the development of this project on prevention of dropout among adult learners, as it reflects the mission and direction of the Institute in relation to lifelong learning.

Institiúid Teicneolaíochta Cheatharlach
INSTITUTE of TECHNOLOGY CARLOW
At the Heart of South Leinster

Institute of Technology Carlow
Kilkenny Road,
Carlow,
Ireland
Tel: 059 91 75000
Fax: 059 91 75005
Email: info@itcarlow.ie
http://www.itcarlow.ie/

Austria



murad & murad gmbh is a private educational institution based in Vienna operating in the eastern region of Austria.

It provides mainly vocational training for unemployed people and other measures for integration in the labour market in cooperation with the local labour offices.

Vocational training focuses on the fields of logistics, office work and media training, however other qualifications and training are also provided. Acquiring new skills and formal vocational education makes access to the labour market easier. Integration courses for the labour market include career planning, career coaching, educational counselling ,soft skills training. Support is also provided to the participants to find suitable employment.

The main target groups are; permanently unemployed, young adults, women and migrants, many of them with poor language skills and/or at risk of social exclusion.

murad & murad gmbh also offers train the trainer courses as well as courses in diversity and intercultural competence, training of teaching methods and communication.

murad&murad gmbh
Holzmanngasse 3
Wien
Tel.: 0043-1-9551655
Fax: 0043-1-9551656
Email: office@muradundmurad.at
www.muradundmurad.at

Catalonia



The Catalonia Education Ministry has the responsibility for developing the education competencies in Catalonia. These responsibilities include:

- designing curricula, developing and monitoring rules and regulations in compulsory education levels for adult learners and teachers.

-providing support and resources to students and families

-training adult learners and teachers

-providing resources to counsellor teachers



One of the objectives of adult schools is to promote the acquisition of the primary and secondary certificate for students who over 18 years old. This certificate gives students the chance to access to the post-compulsory education system.

In relation to lifelong learning, supports offered include:

- General education and access to the educational system,

- Education for transferable professional skills,

- Guidance counselling and education for cohesion and social participation.



Generalitat de Catalunya
Departament d'Ensenyament

Departament d'Ensenyament
Via Augusta 202-226
08021 Barcelona
Tel. 0034935516900
Fax:0034932003695
educacioadults@gencat.cat
http://www.gencat.cat/ensenyament

Germany



In terms of the Hessian educational law, the second chance education " Schulen für Erwachsene" (Educational Institution for Adults) conforms to constitutional requirements and educational policy in Hesse. The role of the "Schulen für Erwachsene " is to educate adults for certificates in primary and secondary education.

The formation of the educational institution for adults, Eastern Hesse in Bad Hersfeld and Fulda, this has impacted on the area of Hesse in terms of adult education and development.



The educational institution for adults allows adults the right to education and develops opportunities for equality.

It allows adults the opportunity to achieve a secondary level education through equity of access to second chance education. As a result the students get the chance for social advancement through educational qualifications.

Contrary to normal state run schools, students of Schulen für Erwachsene join up voluntarily to upgrade their educational level or in order to get into employment.

Every semester there are quite a number of dropouts and a number of tools have been developed to keep the students in the institution for example: tests for personal requirements and flexible conversation opportunities with social workers.

Schule für Erwachsene Osthessen Bad Hersfeld und Fulda
Geistalweg 9
Bad Hersfeld
D – 36251
Tel: +49 6621 76282
Fax: +49 6621 916030
Email: sfe-osthessen@t-online.de
www.sfe-osthessen.eu

Lithuania



The Centre for School Improvement is an independent, non-profit organisation based in Vilnius. The role of the Centre for School Improvement is to encourage the schools of Lithuania to join the movement towards self-improvement.



The Centre for School Improvement organises professional school-based training for teachers and other school staff. It takes an active role in the education of society and different civic groups in discussing and solving the issues of education by providing consultation and training services to education institutions in Lithuania and abroad.

The Centre for School Improvement is involved in various projects on education : development of an attractive learning environment in order to reduce drop out of the education system.

In the city of Vilnius there were public consultations regarding the national education strategy; “Time for leaders”, a project initiated by the Ministry of Education and Science and aimed at developing basic infrastructure for support of leaders in educatio. In 2012 Centre for School improvement became of “Teach for all”- global network for expanding educational opportunity.

CENTRE FOR SCHOOL IMPROVEMENT

Contacts:
Vilniaus str. 39
LT – 01117, Vilnius, Lithuania
Phone/Fax No. + 370 5 212 71 73
Email : mtc@mtc.lt
www.mtc.lt

Norway



Karriere Mo i Rana (career Mo i Rana) is located in North Norway, Nordland County. The clients are mainly adults with an average age of 33 years. We also facilitate counselling for groups of pupils aged from 13-15.
A six week course – for young adults who have not completed Upper Secondary Education is also provided.



Our organisation provides guidance mainly to adults who want to change their career path - or finish what they once started. Our office also helps people to get an assessment of real competence and skills.

In Norway, industrial plants have closed down in the last two years, and many unemployed adults want to get a formal education to give them access to other professions. We also provide guidance and recognition of foreign education for migrants and refugees.

Karriere Mo i Rana
Nordahl Griegs gt 2
Mo i Rana
boks 1333,8602 Mo i Rana
Norway
Tel: 0047 751 42800
Fax: 0047751 42802
Email: karrieresenter.mo@nfk.no
www.karrierenordland.no

Portugal



The New Opportunities Centre of Technological and Professional School of Sicó aims to ensure that all citizens over 18 years old have the opportunity to gain qualification and certification in basic level, secondary or vocational, appropriate to their profile needs. It is developed through Competences, Recognition, Validation and Certification Process Process (RVCC) where adult educators will recognize, validate and certify the knowledge and skills that result from experience that adults have acquired in different contexts of life.



The centre works with target groups such as emigrant learners, vulnerable social groups and unemployed people. All of these people left the educational system early without basic qualifications. This programme is considered as an alternative opportunity to access adult education and therefore be eligible to qualify for certain types of employment.

As the centre is in a specific geographical area where people have special needs and where the unemployment among illiterate people is growing our aim is to help these people to achieve their goals by increasing their qualification levels. According to official statistical data (INE) in 2010 74.6% of unemployed people had a scholarship level lower than the national compulsory system. In 2012, the numbers decreased but there were still 69.1% of unemployed with low scholarship qualifications (below national compulsory system). ETP SICO also provides guidance and counselling due to the high level of unemployment in Portugal (16.9% Feb 2013) people want to get a formal education as a way to access other professions and to be well prepared for the labour market.

ETP SICÓ

ETP Sicó – Technological and Vocational School of Sicó
(Sicó Formação, Sociedade de Ensino Profissional, S.A.)
Rua 5 de Outubro, nº 54
Ansião
Tel: 00351 236620500
Fax: 00351 236620509
Email: sico@etpsico.pt
www.etpsico.pt

Section 2: Theoretical Framework

'No one is born fully-formed: it is through self-experience in the world that we become what we are.'

Freire (1970)

Developing mechanisms to facilitate adult completion of second chance education at primary, secondary, vocational or higher level is an important contribution to combating social exclusion among adults. Freire summarizes the role that education has in the achievement of adults personal, social, civic and vocational development. This project has an overall aim of enhancing and contributing to the education of adults. This is all the more relevant for adults who have enrolled on a second chance education programme and have not completed this course. For some adults this may be viewed as something of a personal failure. This is the context that this project explores. However dropout from education may not always be negative for adults. It may be a rational choice; such as deciding to take time out of a course or perhaps it may be more constructive in identifying that perhaps the time is not right to complete a course at this stage of life.

In terms of the perspective taken on the project, Tinto's (2012) work on dropout / retention in higher education has been used as a reference point. In particular he refers to patterns of student retention which are 'a reflection of the academic and social environments of an institution and therefore of the academic and social environments' . This points strongly to the role of the institution and its staff in student retention. There is little literature or research available in the area of adult dropout from second chance education. Although Tinto refers to dropout from higher education and the focus in his earlier research is on traditional students. It is significant that Tinto in his 2012 revision has identified factors particular to adult retention in education. He points to key differences between adults and traditional students. Adults for example tend to take longer to complete a degree than traditional students. He clearly refers to institutional factors which support (or hinder) completion. This was a particular finding of this study. There are strong parallels between Tinto's work and the findings of this project (Table 1).

2.1 The development of the project

The genesis of the Grundtvig project comes from experiences of teaching adults in education. This project looks at the specific issue of dropout from second chance education among adult learners. The aim is to look at adult dropout and to research and develop teaching strategies and methods to counter dropout from education. Partners from diverse areas of adult education identified similar problems in relation to the issue of adult dropout. This suggested that although adult students are a heterogenous group coming to education due to a variety of motivations. The reasons for dropout have underlying similarity. However, quantifying adult dropout is challenging as adults may not perceive themselves as dropouts.

2.2 The impact

The impact of adults dropping out of education has social, economic and personal impact. Tinto however cautions against perceiving dropout from education in purely negative terms as students may choose to dropout from education for positive reasons such as getting a job, deciding a course does not suit their needs or for other personal reasons. These motivations can also be attributed to adults dropout.

Although educators and institutions should not view all dropout as negative. It is, however, necessary to address the issue. In particular Tinto focuses on three key areas: sources of student departure, models of institutional departure and dimensions of institutional action.

Although Tinto (1993) refers to dropout from education among traditional students from higher education this model has been used in the ADAALE project. Tinto refers to his principles of effective retention (1993). The ADAALE project in its research has identified Tinto's principles. However rather than consider these merely principles the ADAALE project has idenitified these as challenges which need to be addressed by institutes through its adult educators and counsellors. This has informed the research methodology of the project.

Tinto's findings	**ADAALE findings**
Causes of Student Departure: Academic difficulties ● The inability of individuals to resolve their educational and occupational goals ● Failure to become or remain incorporated in the intellectual and social life of the institution. **Stages of retention** ● Starting school or college ● - developing realistic expectations so for the student to enhance completion ● Orientation: Bridging the Gap to College ● - providing new students with information about the character of institutional life and about the requirements of the academic system that they are entering ● Pre-entry Assessment and Placement: Identifying Student Needs ● - placing students in appropriate first year courses ● - assessing students for counseling and advising purposes ● The First Year: Making the Transition to College	Causes of Student Departure: Unrealistic expectations ● Academic expectations ● Personal expectations ● Budgeting expectations ● Time management ● Personal relationships Language Difficulties ● Literacy ● Academic Language ● Non-native speakers Unsupportive environment ● Relationship/family commitments Poor motivation **Retention Support** ● Pre-course support and guidance ● Identifying needs ● Induction programmes ●

Table 1: Comparison of Principles of Effective Retention (Tinto, 1993) model and ADAALE (2012) model

Section 3: Four Key Themes

3.1 Poor Motivation

From the perspective of the project, poor motivation has been conceptualised as a students demonstrating lack of interest in their chosen course. Motivation sustains and energises not only what a student will learn but also how they will learn and whether or not they will persist at learning.

3.1.2 Key issues identified by the project in relation to adult dropout included lack of personal learning goals, poor study habits, not knowing how to behave and what was expected of them, poor social skills and low self esteem.

3.1.3 Possible teaching and guidance tools identified by the project to counter these particular problems include:

- Setting individual targets for students,
- Providing written guidance given to students at the start of a programme of study to help with behaviour and expectations
- Encouragement from teachers/lecturers
- Proper training for teaching staff that should equip them with psychological and motivational techniques for students.

3.1.3 It was agreed that teaching staff need to be given the skills to enable them to adequately motivate students and help them to set and meet learning targets and that these should be part of teacher training programmes.

Case Study 1: Mo i Rana, Norway – Project 300

The following techniques are used to enhance students' motivation:

- A 6 week course for a group of 10 persons who have not completed upper secondary education
- Individual career guidance every week ("exclusive" attention given to each student. About being "seen and heard", information, dialogue etc.)
- Use of external "motivators" and "role models" (For instance: leaders from organisations, teachers, former attending course members who have reached their goals and others.)
- Visiting local enterprises (learning about professions, education and job market)
- Trying out/observing a profession (one week): learning by doing
- Helping students to become aware of their own competence/strengths and how it can be used both "formally" and in general towards their education goals. ("Assessment of real competence")
- Providing information they (might) need about the school system/terms/language/rights/ education(s), professions, information about relevant web pages – for one's own research.
- Using different career tests to discover interests, attributions etc. (along with guidance)
- A mini job application course (learning)– (motivation: looking forward in life toward a goal (from education to working life). Imagining a positive future.
- Help to set long- and short-term goals (dreams vs. realistic goals)
- Explore possibilities, with curiosity and joy– education, profession….life
- Positive feedback (self esteem/confidence), focus on their strengths and what they are good at, encourage and give support
- Learning study-techniques and giving insight in the curriculum
- Guidance and help to sketch a plan for the upcoming study

Case Study 2: Catalonia – Guidance program. "Sanfeliu" adult school. L'Hospitalet de Llobregat (Barcelona)

Objectives

- To guide and support students in the creation of their own vital, formative and professional project.
- To encourage the development of positive attitudes and values.

Actions

1. Students COACHING.

- Follow-up of their pathways.
- Evaluation of their pathways.
- Complementary activities of orientation and training.
- Itinerary revision if necessary.
- Attention to diversity.

2. New teachers COACHING.

- Creation of new teachers' reception protocols.

- In the past courses, our school has suffered a lot from teachers' mobility. This reality has caused severe damage to staff stability. The priority of the school is to help new members of the staff to know the school project, to integrate themselves in the staff and to get to know the guidance program. To reach all this, it is necessary to promote a coaching formula to give the teaching staff enough security to perform their task along the course.

The formula itself consists on reinforcing spaces of participation and coordination between all school members.

- Provide a meetings, coordination and assessment calendar.

Meetings take place at school every fifteen days. When onsite meetings are not possible, virtual ones substitute them. School's priority is to provide current communication between its members.

- Reinforcement of collaborative work between school staff members.

Case Study 3: Portugal - Recognition, Validation and Competence Certification Process

The Recognition, Validation and Competence Certification (RVCC) is the process held in Portugal that allows adults to obtain a school degree. The process relies on the unveiling of competencies held by the adult supported by counselling and discussion . The reasons that lead the adults to this process are different but they all have the same origin: the premature dropout from school with all of the personal and professional consequences. During the development of the RVCC process it was found that one of the main difficulties faced by the adults is their poor motivation regarding the learning difficulties.

In order to overcome this problem, and to provide support for the adults, instruments, strategies and methodologies were outlined, highlighting:

- The permanent and customized counselling given out by the technical team, in particular by the Recognition, Validation and Certification Technician. The adult students have, during the developing of the process, permanent counselling including individual work and guidance sessions.
- The RVCC process is based on the recognition of the competency and knowledge that each adult acquired during his/ her life and how they can be developed and transformed as academic or professional certifications. To achieve this purpose, the technical team uses several mechanisms and instruments all with the same aim: the final competences demonstration that takes the form of an individual reflection of their life story and learning experiences both personal and professional (Portefolio Refelxivo de Aprendizagem).

The sessions, and all of the instruments and mechanisms developed are used to increase the adults self-confidence and motivation promoting the successful conclusion of the RVCC process.

3.2 Atmosphere/Supportive Environment

A supportive atmosphere/environment is built on three main pillars: school/ college, family and state, all of which influence the adult learner in differing ways. From the perspective of the ADAALE project the data demonstrates that family commitments form a significant part of the decision to stay in second chance education. This is also reflected in research by Kelly (2009) which suggests that not only family support but also becoming a role model for other family members has a significant impact on whether students will begin education as well their motivation to persist in education. Marks et al. (2003) also found that the desire to be a good parent was often a push factor into returning to education as well as a pull factor in terms of persistence in terms of self doubt. However family help and commitment for adults in second chance education is only one element of the process; state and school/ college support are also significant indicators of success in education.

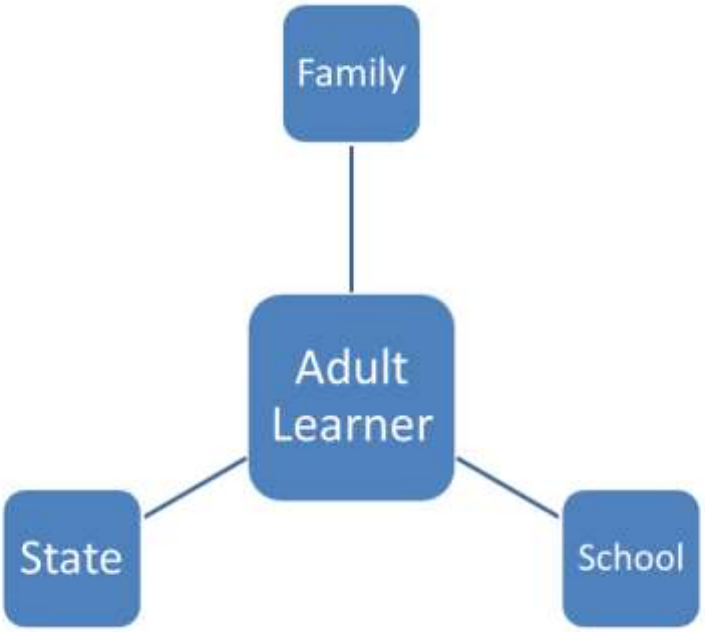


Figure 2: Factors for student support

Social support systems are relevant for adults in education. These systems include financial support, childcare care, psychological functioning (stress, depression and anxiety), and academic performance.These supports come from three areas: The state, the role of the family and the supportive environment within the institution.

3.2.1 The state in this context refers to governmental support in terms of grant and financial aid as well developing policies which support adult learning. School/ college involvement is significant for retention according to Tinto (1993; 2012) suggests that effective retention programmes should enhance the role of the educational provider in developing and enhancing supportive social and educational communities.

3.2.2 The role of family support in the decision making process and the influence of the family in persistence in course completion is significant. Findings in study the importance of the role of the family.This can be considered at three levels:

- Immediate family

- Partners spouses
- Extended family (This may also take into account close friends)

3.2.3 Atmosphere/Supportive Environment– State support and its influence on student retention

- Political system and policy making
- Political consequences of adult learning in any national system
- Support at national level for adult learners
  e.g. schools, technical supports (online studying vs student attending classes) kindergarten, child care, timetables etc.
- Financial situation - payment during education, other financial aids
- Social circumstances

3.2.4 Atmosphere/Supportive Environment – Institutional influence on student retention.

- Course timetable
- Teacher/ lecturer contact
- Induction
- Social environment
- Student support / counselling and teaching staff
- Staff trained in the needs of Adults

Case Study 4 : Austria – Project JSI – Jobsuche Intensiv (mit ED
A 6 week training in small classes (max. 10 people)

Target Group:
Long term-unemployed adults with either low formal or not up-to-date education

Aim and Objectives:

- to give the learners the opportunity of professional work experience
- to develop their self-esteem
- to enhance participants' motivation
- to learn social skills
- to inform them about the actual labour market and their individual chances
- to develop precise job goals
- to offer them basic IT-skills (for higher self-confidence and better job chances)
- to support them in their job applications
- to integrate them into the labour market

Coaching Techniques:

- Group training (15 hrs./week)
- Team building
- Life stories of participants
- Good practice examples of former participants
- Finding out their own competencies
- How to handle own deficits
- Social intelligence
- Work-life-balance
- Information about the actual labour market
- Individual possibilities on the labour market
- Job appliance training
- Group work and presentations with feedbacks
- Excursions to various enterprises
- Possibility of some practical days in enterprises to learn about new profession

Individual Teaching (individual, 4 hrs./week):

- Individual coaching units in a private atmosphere
- Developing personal, private and professional, goals
- Encouraging participants to reach their goals
- Sourcing information on career and educational opportunities
- Working on individual deficits
- Career planning
- Help with applications
- Dealing with individual problems (finances, health, family, lack of education)
- After care Guidance

IT Training (4 hrs./week)

- Basic training in MS-Office for those without/with poor IT-skills
- Further training for those with advanced IT-knowledge
- Motivation to continue work with IT-tools

3.3 Unrealistic Expectations

3.3.1 The research identified unrealistic expectations of individuals as a key indicator of whether a student will persist to completion. This can be considered in three general areas: academic, economic and personal

3.3.2 Two key issues were identified by the project, one being students expecting too little and the other, students expecting too much. They both suggested a lack of knowledge about the courses; an information void.

3.3.3 Possible teaching and guidance tools identified by the project to counter this particular problem include:

- Give more detailed information to prospective adult learners. Simply presenting a list of the subjects and curriculum is not enough. Learners need to know what is actually involved in each subject.
- Shadowing students, open weeks or days, rather than just one afternoon visit to the school/college are suggested.
- Honesty about what is involved and the commitment required for the duration of the course is essential.

Section 4: Conclusions and Recommendations

The overall aim of the project has been to identify the causes of adult dropout from second chance education, to develop interventions from a teaching /guidance perspective and to make recommendations.

The main conclusion from the project has been that all partners shared the same issues in relation to adult dropout. Although there are national differences these appeared to be minimal.

Firstly, through the research, the project identified factors within the immediate control of teachers, lecturers and guidance counsellors. Within the parameters of the project four significant areas were identified: student motivation, unrealistic expectations supportive environment and language difficulties. Depending on the length of the programme dialogue with adult students needs to be ongoing.Therefore awareness of these issues needs to be raised among those involved in adult education. This suggests that education in working with adults returners is an especially important outcome of the project. Some countries identified local requirement for a specific qualification in adult education however for most participants there was no requirement for a specific qualification. This is a deficit that needs to be addressed.

The main recommendations::

Students:

- Induction programme developed to support students through the decision making process and during the first year of a course.
- Develop flexible delivery programmes
- Language
    - Develop online programmes that students can access prior to beginning a course to assess their proficiency.
    - Extent these online courses to include jargon as the course proceeds.
- Students need to be made explicitly aware of the financial impact of being a student in terms of personal circumstances.
- Adult students need to have ongoing student support not only concerning academic progress but also in relation to personal development, family welfare and study/life balance

Teachers:

- Develop a course specifically designed for individuals who teach adults.
- Adult educators need specific skills in order to be aware of the issues that adults in second chance education encounter.
    - This is currently in discussion/ development stage
- Improve induction programmes in schools and colleges for adults. The programme ‘Project 300’ from Norway is recommended as a model for this process

The project outcomes:

- Enhanced knowledge and experience of adult education among participating countries.
- Enhanced experience of culture, history and traditions of participating countries.
- Development of project website

- Preparation of project booklet
- Final conference in Wexford
    - The mature student experience in second chance education: A lifelong learning Approach.
- Review of induction process
- Commencing the development of Teaching in Adult Education programme
- Project presented at European Conference Educational Research Istanbul September 10-13 2013.
- Increased motivation and awareness among participants of the project in terms of adult education and the experience of adults returning to education.

Section 5: Appendices

Appendix 1: Methodology & Data Collection
Appendix 2: Results of Qualitative and Quantitative Data
Appendix 3: Bibliography & Useful Websites
Appendix 4: Project Participants by Country

Appendix 1: Methodology & Data Collection

1. Quantitative Survey for teachers

1. In your experience as a teacher/guidance counsellor which factors are responsible for adult student dropout. Please rate on a scale of 1-5.

1 - Never
2 - Seldom
3 - Frequently
4 - Often
5 - Always

	Never	Seldom	Frequently	Often	Always
1. Location of college or school /commuting distance					
2. Timetable/ organization					
3. Financial/money problems					
4. Work commitments					
5. Family commitments					
6. Unrealistic expectations					
7. Misinformation about the course/ school/ college					
8. Poor academic ability					
9. Illness					
10. Poor Motivation					
11. Teachers/ lecturers teaching style					
12. Language difficulties					
13. Alcohol/Drug problems					
14. Social Behaviour					
15. Mental health problems					

2. How would you rate your own responsibility to adult student drop out?
Please rate on a scale of 1-5

1 - No significance
2 - Insignificant
3 - Neutral
4 - Significant
5 - Very Significant

	No significance	Insignificant	Neutral	Significant	Very Significant
1. Curriculum					
2. Teaching style (Methods)					
3. Atmosphere					
4. Facilities (resources, IT, library etc.)					
5. Relationships					
6. Lecturer training					
7. Technical equipment					
8. Communication and cooperation with colleagues					
9. Lecturer networks/ support (contact with external organizations)					
10. Individual lecturer motivation.					

2. Qualitative Interview questions with students who have dropped out of education.

1. Biographical Data
    a. Family
    b. Economic background
    c. Work experience
    d. Support – state, family etc.
    e. Previous educational experiences.
2. What kind of qualifications did you register for?
3. How did you qualify to register?
4. Where did you get the information to apply?
5. What were your initial expectations?

6. Did your expectations match your experience?
7. What are the reasons that you dropped out?
8. What are your plans for the future?
9. What would have helped you to stay?

3. Case Study and methodologies

Ireland - Teaching & Learning Qualifications
Catalonia - Guidance program from Sant Feliu School (L'Hospitalet de Llobregat)
Mo i Rana, Norway - Project 300
Portugal - Recognition, Validation and Competence Certification Process

4. Successful life story questions

Questions for successful students

a. Prior to commencing course:

- About academic history or background
- About motivations and goals
- About environment, supports and guidance
- Reasons to take a particular course

b. During their course:

- About difficulty and involvement
- About subjects and studies and results
- Process and changes
- Atmosphere

c. During and on course completion

- Plans to achieve goals
- Plans for the future, new objectives
- Self satisfaction
- Advice for other students

Appendix 2: Results of Qualitative and Quantitative Data

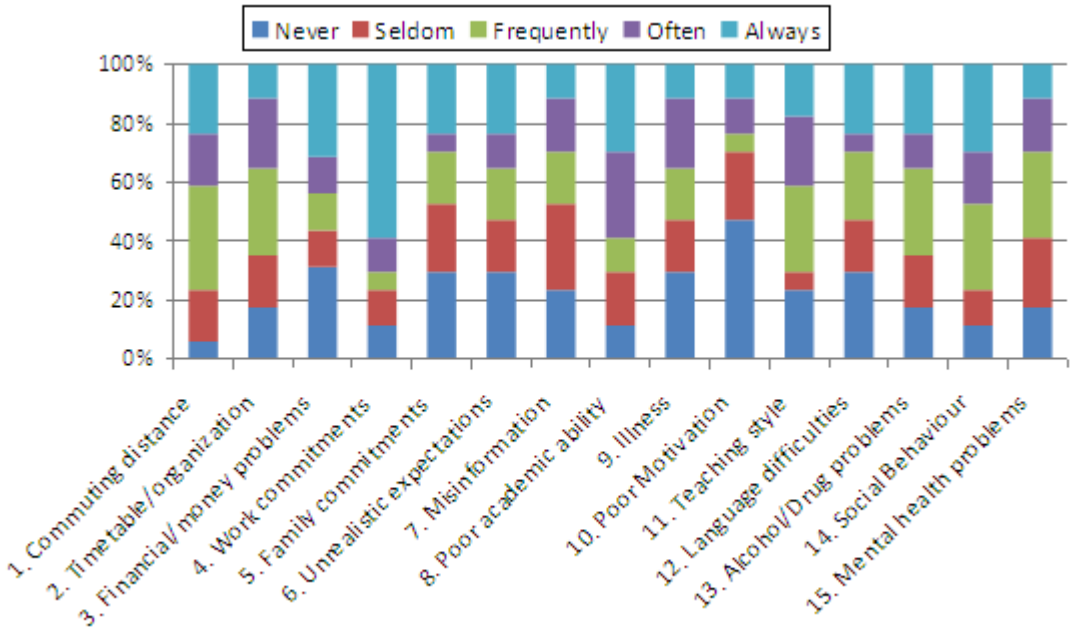
In your experience as a teacher/guidance counsellor which factors are responsible for adult student dropout. Please rate on a scale of 1-5.

1 - Never
2 - Seldom
3 - Frequently
4 - Often
5 - Always

Austria

Number of surveys collected: 17

	Never	Seldom	Frequently	Often	Always
1. Location of college or school /commuting distance	1	3	6	3	4
2. Timetable/ organization	3	3	5	4	2
3. Financial/money problems	5	2	2	2	5
4. Work commitments	2	2	1	2	10
5. Family commitments	5	4	3	1	4
6. Unrealistic expectations	5	3	3	2	4
7. Misinformation about the course/ school/ college	4	5	3	3	2
8. Poor academic ability	2	3	2	5	5
9. Illness	5	3	3	4	2
10. Poor Motivation	8	4	1	2	2
11. Teachers/ lecturers teaching style	4	1	5	4	3
12. Language difficulties	5	3	4	1	4
13. Alcohol/Drug problems	3	3	5	2	4
14. Social Behaviour	2	2	5	3	5
15. Mental health problems	3	4	5	3	2


Never
Seldom
Frequently
Often
Always
100%
80%
60%
40%
20%
0%
1. Commuting distance
2. Timetable/organization
3. Financial/money problems
4. Work commitments
5. Family commitments
6. Unrealistic expectations
7. Misinformation
8. Poor academic ability
9. Illness
10. Poor Motivation
11. Teaching style
12. Language difficulties
13. Alcohol/Drug problems
14. Social Behaviour
15. Mental health problems

Germany

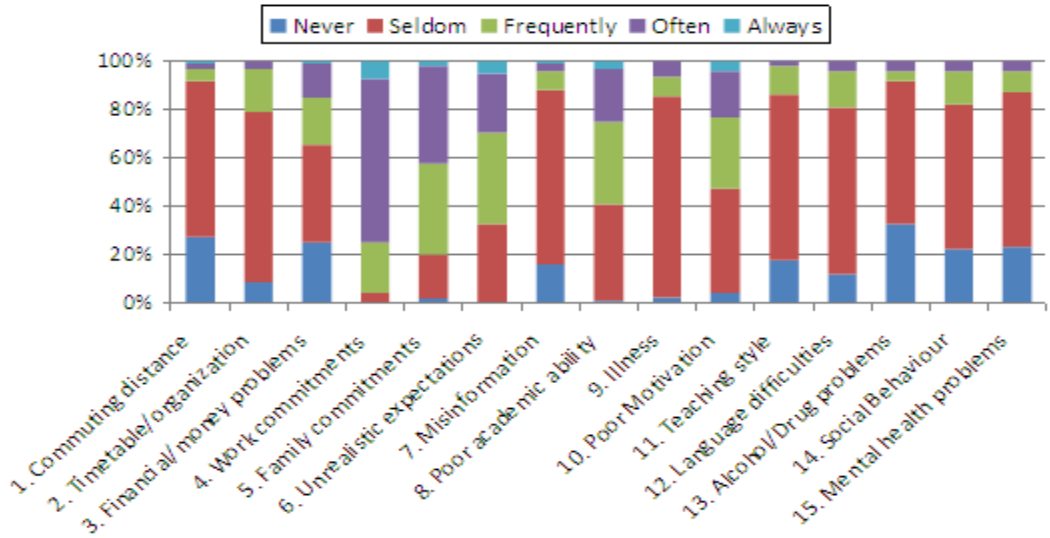
Number of surveys collected: 16

	Never	Seldom	Frequently	Often	Always
1. Location of college or school /commuting distance	2	7	3	4	0
2. Timetable/ organization	2	6	5	2	0
3. Financial/money problems	2	1	5	8	0
4. Work commitments	0	3	5	8	0
5. Family commitments	0	2	7	6	1
6. Unrealistic expectations	1	6	6	2	1
7. Misinformation about the course/ school/ college	7	6	2	1	0
8. Poor academic ability	1	2	6	7	0
9. Illness	1	6	4	5	0
10. Poor Motivation	0	1	4	9	0
11. Teachers/ lecturers teaching style	6	6	4	0	0
12. Language difficulties	5	3	4	4	0
13. Alcohol/Drug problems	3	4	5	4	0
14. Social Behaviour	0	4	3	3	6
15. Mental health problems	3	2	5	3	3

Catalonia

Number of surveys collected: 125

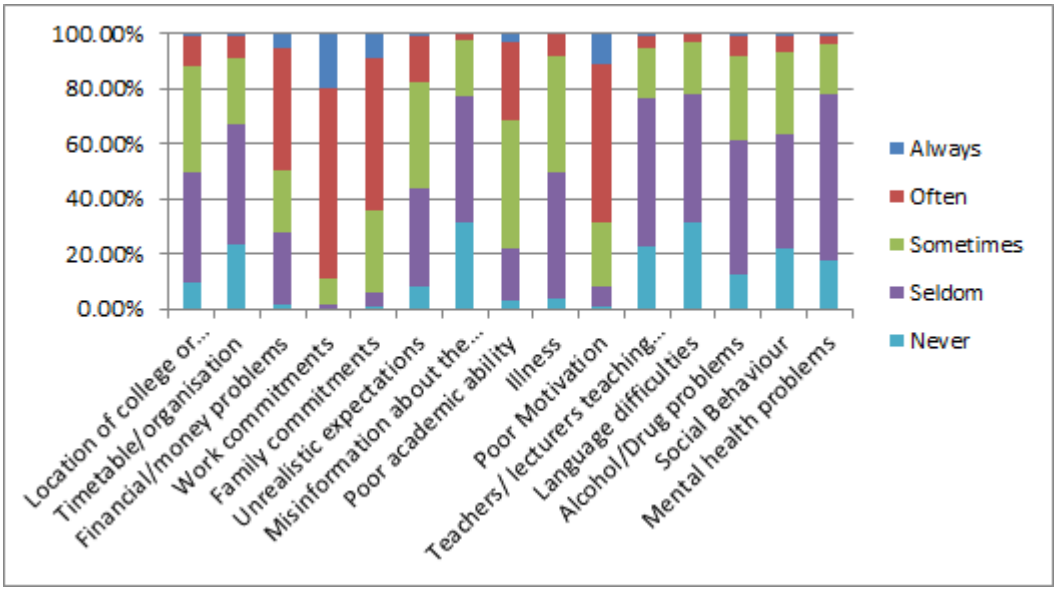
	Never	Seldom	Frequently	Often	Always
1. Location of college or school /commuting distance	34	81	6	3	1
2. Timetable/ organization	11	88	22	4	0
3. Financial/money problems	31	51	24	18	1
4. Work commitments	0	5	26	85	9
5. Family commitments	2	23	47	51	2
6. Unrealistic expectations	0	41	47	31	6
7. Misinformation about the course/ school/ college	20	90	10	4	1
8. Poor academic ability	1	50	43	27	4
9. Illness	3	104	10	8	0
10. Poor Motivation	5	54	37	24	5
11. Teachers/ lecturers teaching style	22	86	15	2	0
12. Language difficulties	15	86	19	5	0
13. Alcohol/Drug problems	41	74	5	5	0
14. Social Behaviour	28	75	17	5	0
15. Mental health problems	29	80	11	5	0



Lithuania

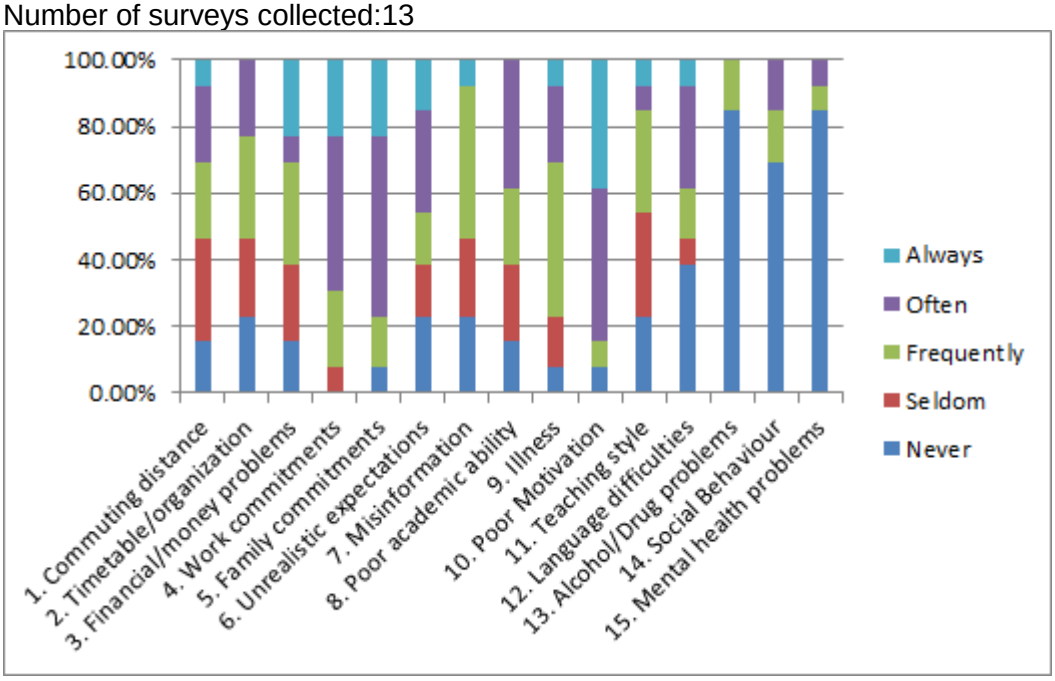
Number of surveys collected: 103

1st Question In your experience as a teacher/guidance counsellor which factors are responsible for adult student dropout.???



Portugal

Number of surveys collected:13



???

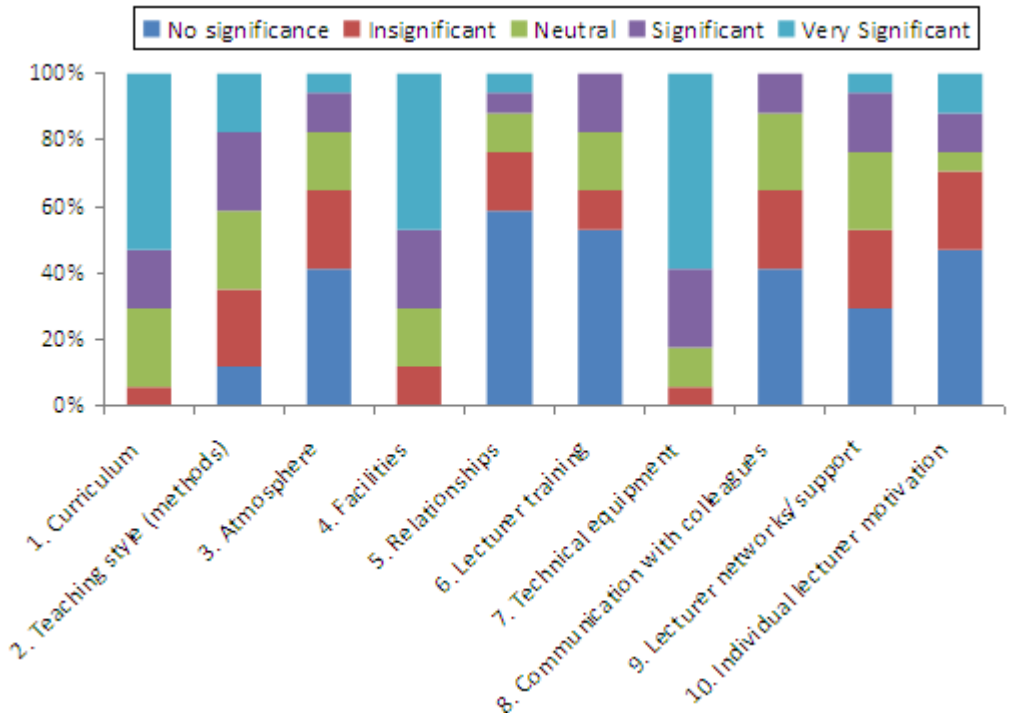
2. How would you rate your own responsibility to adult student drop out?
Please rate on a scale of 1-5

1 - No significance
2 - Insignificant
3 - Neutral
4 - Significant
5 - Very Significant

Austria

Number of surveys collected: 17

	No significance	Insignificant	Neutral	Significant	Very Significant
1. Curriculum	0	1	4	3	9
2. Teaching style (Methods)	2	4	4	4	3
3. Atmosphere	7	4	3	2	1
4. Facilities (resources, IT, library etc.)	0	2	3	4	8
5. Relationships	10	3	2	1	1
6. Lecturer training	9	2	3	3	0
7. Technical equipment	0	1	2	4	10
8. Communication and cooperation with colleagues	7	4	4	2	0
9. Lecturer networks/ support (contact with external organizations)	5	4	4	3	1
10. Individual lecturer motivation.	8	4	1	2	2



Germany

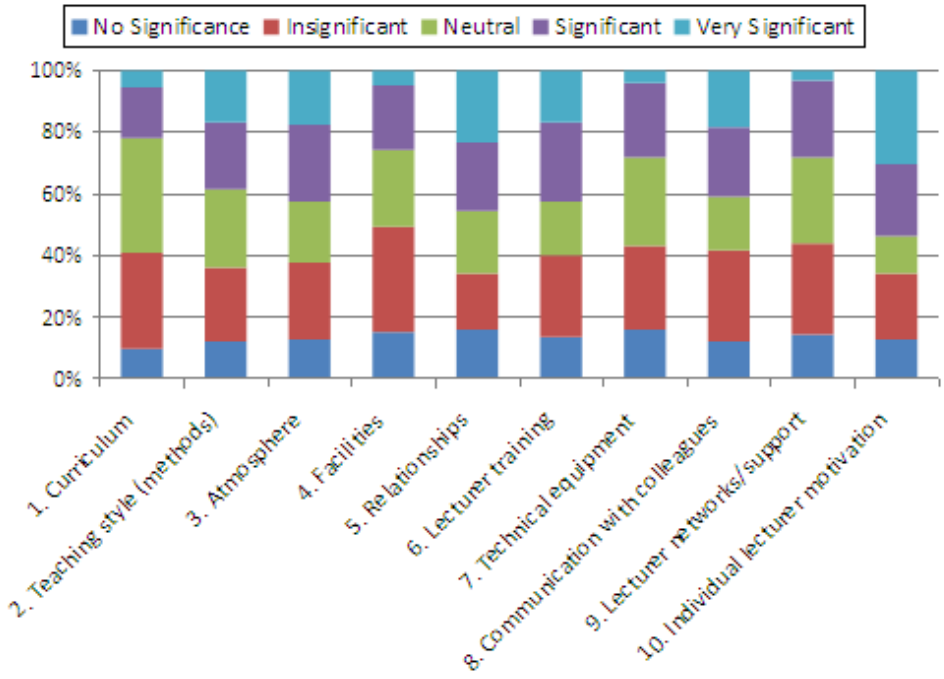
Number of surveys collected: 16

	Very significant	Significant	Neutral	Insignificant	No Significance
1. Curriculum	3	9	2	2	0
2. Teaching style (Methods)	2	9	4	1	0
3. Atmosphere	5	7	4	0	0
4. Facilities (recources, IT, library, etc.)	0	8	6	2	0
5. Relationships	4	6	5	1	0
6. Lecturer training	3	0	6	5	2
7. Technical equipment	2	8	2	3	1
8. Communication and cooperation with colleagues	6	10	0	0	0
9. Lecturer networks/support (Contact with external organisations)	2	7	4	3	0
10. Individual lecturer motivation	3	9	4	0	0

Catalonia

Number of surveys collected: 125

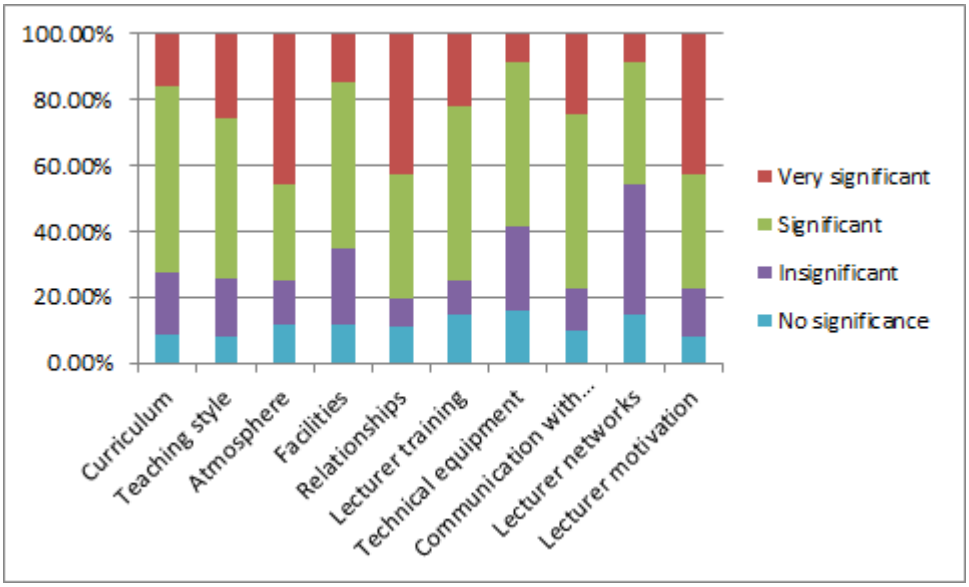
	No significance	Insignificant	Neutral	Significant	Very Significant
1. Curriculum	12	39	47	20	7
2. Teaching style (Methods)	15	30	32	27	21
3. Atmosphere	16	31	25	31	22
4. Facilities (resources, IT, library etc.)	19	43	31	26	6
5. Relationships	20	23	25	28	29
6. Lecturer training	17	33	22	32	21
7. Technical equipment	20	34	36	30	5
8. Communication and cooperation with colleagues	15	37	22	28	23
9. Lecturer networks/ support (contact with external organizations)	18	37	35	31	4
10. Individual lecturer motivation.	16	27	15	29	38



Lithuania

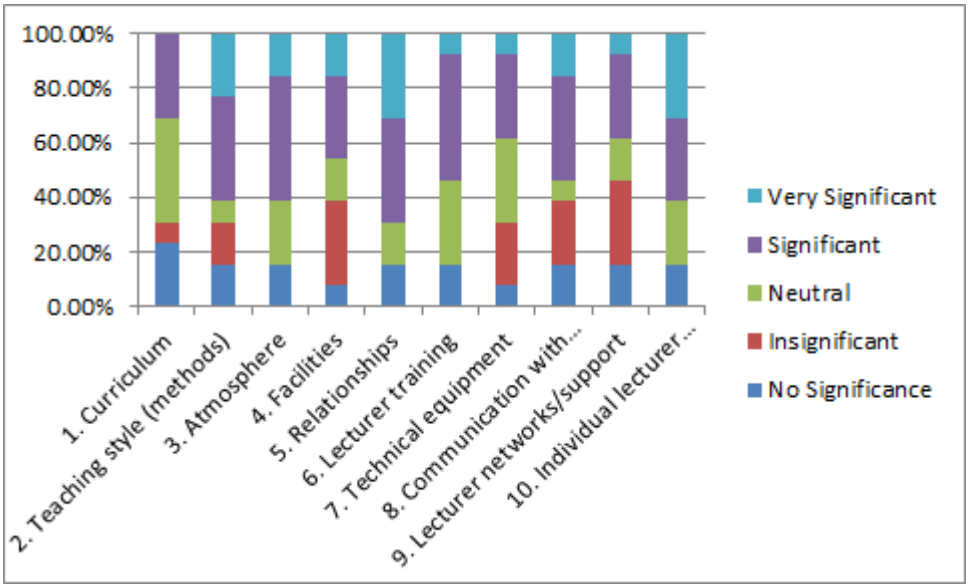
Number of surveys collected: 103

2nd Question: How would you rate your own responsibility to adult student drop out? Please rate on a scale of 1-5



Portugal

Number of surveys collected:13



Qualitative data of the Interview for drop out adult students

Catalonia

Gender	female	male
	3	4

Family	single	married	Divorced
female	1	1	1
male	1	3	0

Economic background	working	unemployed	state benefit
female	1	2	0
male	3	1	0

Working experience	several,since teen	1 to 2 jobs	first job	none
femal	2			1
male	4			

How qualify to register	Primary school	Secondary school	private school	Further Education
female		3		1
male		3		

Information found in	media (TV/papers)	outdoors	internet	school	others
female				2	1
male				3	1

Initial expectations	hard to achieve a certificate	easy to achieve a certificate	a challenge, but possible to achieve
female		3	
male		4	

Expectations matched experience	Yes	No
female	1	2
male	1	3

Reasons for having dropped out	family reasons	schedule reasons	illness	Work/Financial	others
female	1			3	
male	1	1		2	

Plans for the future	Register again	Register in a virtual or other school	Doesn't know
female	2	0	1
male	2	1	1

What would helped you to stay?	Working conditions	Intensive courses	Change family situation
female	1		1
male	3	1	1

Norway

Gender	Female	Male
	4	1

Family	Single	Married/ partner	Single parent
female		3	1
male		1	

Economic background	Working	Unemployed	State benefit
female	2		1
male			2

Working experience	Several, since teen	1 to 2 jobs	First job	None
female	3			
male	2			

What kind of qualifications did you registered for	9.th grade	12th grade	General subjects	Vocational training	University/
female			1	2	1
male				1	

How did you qualify to register?	Primary school	Secondary school	Private school	Further education
female	3	1		
male	1			

Information found in	Media	Outdoors	Internet	School	Others
female	1			2	1
male				1	

Initial expectations	Hard to achieve a certificate	Easy to achieve a certificate	A challenge, but possible to achieve
Female	1		3
Male		1	

Expectations matched experience	Yes	No
Female	1	3

Reasons for having dropped out	Family reasons	Schedule reasons	illness	financial	Others/ drugs
male				2	1
female	2				

Ireland

Gender	female	male
	3	4

Family	single	married	Divorced
female	1	1	1
male	1	3	0

Economic background	working	unemployed	state benefit
female	1	2	0
male	3	1	0

Working experience	several,since teen	1 to 2 jobs	first job	none
female	2			1
male	4			

How qualify to register	Primary school	Secondary school	private school	Further Education
female		3		1
male		3		

Information found in	media (TV/papers)	outdoors	internet	school	others
female				2	1
male				3	1

Initial expectations	hard to achieve a certificate	easy to achieve a certificate	a challenge, but possible to achieve
female		3	

male		4	

Expectations matched experience	Yes	No
female	1	2
male	1	3

Reasons for having dropped out	family reasons	schedule reasons	illness	Work/ Financial	others
female	1			3	
male	1	1		2	

Plans for the future	Register again	Register in a virtual or other school	Doesn't know
female	2	0	1
male	2	1	1

What would helped you to stay?	Working conditions	Intensive courses	Change family situation
female	1		1
male	3	1	1

Successful life stories

Ireland

Jane

- Female- 33 completed a BBS. (hons).
- Mother with 2 children.
- Married.
- Dropped out of secondary school midway through 6th year.
- Middle class background.
- Parents - teachers.

Jane's story

- She began to feel self-conscious when asked questions in class in school.
- A bright student as she performed well in her Junior Certificate exam.
- This escalated to panic attacks.
- She began to 'go on the hop'.
- Eventually this led dropping out of school just prior to the leaving certificate.
- Jane worked in a variety of jobs: factory work and administration.
- She didn't appear to have difficulty getting work.
- In retrospect this was mainly due the economy.
- Ireland at this point had very low unemployment – approximately 4% (currently 14.8%).
- She wanted to improve her education.
- She applied to Wexford Campus.
- The only course offered to her was business.
- She completed a BBS degree.

Panic attacks

- Presentations in college – not given an option to opt out.
- Supported by lecturing staff and students.
- Maturity.
- She bought a self help book 'Feel the Fear and Do It Anyway.
- She didn't read the book.
- She applied the title to her life!

Jane - today

- BBS degree- graduating in November.
- Currently unemployed looking for work.
- Has offered to share her experiences with student services and to develop assistance for students with similar problems

Catalonia

Miquel, 21 years old. Barcelona

Miquel took his certificate of compulsory secondary education last course (2011-2012) in Palau de Mar Adult School



Prior to the realization of the studies:

- Explaining your academic history

I started studying at a private school (Escola Santa Dorotea) when but I didn't obtain a certificate.

I passed the test to access the Intermediate level of specific vocational training and began to study administrative management. I had problems with the studies and I wasn't motivated so I got discouraged and dropped out.

- What lead you to study again?

I worked for a year. The company closed so I started looking for a new job. I realised I couldn't find any job because all companies asked for my secondary certificate.

- What were your goals when choosing your studies?

I decided to go back to school and to begin at the beginning: to try and obtain the certificate of compulsory secondaryeducation.

- Did you receive any guidance from the school?(on the subjects, study time, work compatibility...)?

When I arrived at this school I felt welcomed and supported by the teachers both academically and personally. Specially with a teacher who supported me when I had physical problems because of an injury from playing football.

- Did you receive the support of relatives, friends or others?

My family and my girlfriend supported me but my father would have liked me to try another vocational course.

During the realisation of the studies:

- Degree of difficulty of the studies carried out.

It was quite difficult for me to get used to school schedules.

I studied the same subjects I had studied before but with a greater degree of depth.

- Degree of involvement it required of you

I got more involved in my studies because I took them more seriously

- Which subjects were easier or more difficult for you?

The subjects I had more difficulty with Mathematics, Physics and Chemistry

- Which subjects did you like more?

- Did you ever consider dropping out of school?

I never considered dropping out of school. I liked what I was doing and I was happy.

- While you were studying, what motivated you to carry on?

- What is your assessment on the following aspects of the time you were at school?
    - What did you learn?
    - The teaching methodology
    - Relationship with peers
    - Relationship with teachers.
    - The school atmosphere
    - Others

I value my relationship with the teachers and my classmates very positively. The group was heterogeneous, with some immigrant students but there was never any problem.

On finishing the studies:

- Which is the degree of satisfaction for having achieved the objective?

I'm very proud and very pleased with myself. It did better than I expected and I got good marks.

- Are you motivated to consider new objectives?

I would like to continue my studies. Right now I have several options but I'm not sure about which is the most convenient. I would like continue my studies for 2 or 3 more years. I would like study in a state school, perhaps cooking or gardening or maybe football coach.

- What advice would you give to a person who wants to start the studies that you

carried out?

I would advise them to rely on teachers because teachers are involved with students. If you want to study you must be really involved in what you are doing (either studying or whatever).

- What advice or which arguments would you give to a person who is carrying out the same studies that you did and who's thinking of dropping out?

I would like to tell him/her to think twice before taking that decision because if they do they may not be able to go back to school afterwards. This is an opportunity you're being given and you must make the most of it.

Miquel is currently enrolled in an adult school in a course to prepare the access test to higher vocational training.

Lithuania

Marius story

My parents were workers, farmers. They lost their job during the crash of Soviet Union. My father, under the soviet system, was working in a farm, feeding bulls, and he often took me there to clean the mud. When the collective farms seized to exist, both of my parents lost their jobs, because they were both working there. Then my mother was employed as a social worker, because she was a chairman's office-girl before, and my father was building houses, making trips to Poland, engaging in smuggling and poaching, basically was doing anything he could. Despite that, they had very little money until I turned 20, because they gave all their loan money of the house to the collective farm, and traveled to liberated Lithuania without a penny.

I've achieved a degree in mechanics and was working as a builder in Lithuania's construction sites. I really wanted to leave the countryside, the only hope was abroad, and I needed money. I was conflicting with my father, so I had to leave home. I went to England and worked there as a security guard, later came back to Lithuania to work as a builder, then as a storekeeper, and now in my own construction company. I was practicing in many different construction companies, and when I graduated from a school of mechanics I worked a little bit in construction sites of Lithuania (however the studies didn't teach me anything about real work). A good 3 months later, I traveled to Germany with my father, and we worked there in a 10-people team building houses and installing heating protection equipment. After that I went to England, but, basically everything that I've earned in Germany I had to spend to get back to England, because then, in 1999, it wasn't easy to get there. But I was going there, because I had a goal to move from my parents' house and live somewhere else. And so I did, and earned some money. I was also deeply in love and was thinking about creating a family, but that needed a solid foundation. I worked there for 18 months (Crown protection service), and came back by the means of being deported.

Then for a few months, I worked as a security guard, but because the salary was very small, I then worked as a warehouse worker, and got promoted for working well. I worked there for about 3 years, and started building my own house. My wife Regina took a loan, I behaved as a sponsor and worked 15 hours a day from 8 am to 5 pm in the warehouse, and from 5pm to 11pm at my house. After about 8 months at this rate, I got very ill, water got into my lungs. I spent 4 months in the hospital, and then 4 more months of treatment at home. During that time I finished building my house. When I came back to work after the illness, there already was another worker in my place, so I was fired. I then had 4 months of a few temporary jobs at other warehouses, and then that industrial boom of building came. I've created a team of builders and we started decorating new houses. That brought a lot of money. The debt for the house was paid, and we settled in our home. Then the financial crisis came, but just before the crisis, Urte was born. And because back then the motherly welfare was high, we decided, also deciding so prior to that, to relax and settle down. So me and my wife went on fatherly vacation. We were getting good money, we were happy, and because we had some free time, with the initiative of Regina I've decided to finish off my studies. And in the meantime, I was elected as a community chairman, was active in politics and received offers to run for monitor position. But, with such education of mine, I was ashamed… I

was even more ashamed when I was looking for a job and had to reveal my education level. Everybody was saying “oooh.. You haven’t even finished school”, and so I was discarded as inadmissible.

So I entered Varpo adult middle school, which was discovered by Regina. I was ashamed, but, despite that, we went and provided our documents (I was feeling nervous because I felt stupid in the field of science, I couldn’t even solve simple equations or didn’t know the table of multiplications). At first I thought, that I would just quit after the first failure, but when I experienced the first class meeting with the teacher, I realized that everybody was like that, and that very few people fail graduate for either not attending classes or lack of effort. The teacher promised to help me any way she could, and helped me alot with these words: that she was proud of our strength to attend this school and really understood us. I was under impression that she has already experienced what I had, and understood what I think.

At first the math was really hard, but Regina helped me a lot – we were learning everything from the beginning, and because she was on decretive vacation, there was time to do so. The teachers were also very helpful and tolerant, and most importantly weren’t looking at us like we were some kind of fools; they were really trying to help. Except for one teacher. The first year went flawlessly, studying went well, and the life experience helped too – I already was capable of thinking clearly and had wisdom. In the first year, 9 people dropped from the class because they were failing to attend. The second year I was doing good and became an achiever, but I was scared of the national exams, because I knew that the conditions I was learning in were very favourable. So I started preparing for them from the 12th class, reading the exam material, and finally I graduated with a commendation. When I was asked to tell the final speech, it was this: I told them a story about a princess who fell in love with a peasant, but her father was unhappy about it. So he falsely accused the peasant, but to prevent appearing to the crowd as a tyrant, he convicted him with such punishment: because the kingdom was near the ocean in the north, the king told the peasant that he will be tied to a pole in the beach for 3 days, and if he dies from the freeze, it will be his punishment, and if he survives, he will be free. Peasant asked for only one thing – so that the daughter (princess) would start a bonfire in the yard of kingdom. The king was thinking that the fire is over 4km away from the beach so it wouldn’t warm him, and he agreed. 3 days later, he was found alive, and out of curiosity, was asked how he survived (the king even agreed to give him his daughter as wife). He told them that it was very cold, but every time he would lift his eyes and see the fire in the distance, which was started uselessly by his loved one and was maintained, it would warm his heart, and that’s how he survived. And so I really wasn’t expecting, that surrounded by these big, cold and rough walls of Varpas school, there would be beating such a warm, understanding and loving heart- that is, the teachers, and wherever the life would take me in the incoming ways of life or study, when it’ll be tough, I will have a place to lift my eyes to warm myself with this heat, with the wisdom and goodness of my teachers, and with understanding and help.

So, then I immediately entered university, because fatherly vacation duration was 2 years, and during that time our numbers have increased again. We had some free time, because the financial situation was good, and I was working part-time. Regina went to work a year later, so I was babysitting the daughter, and then later nanny was, so I got involved in studying and work. I am now currently working in ELTEL Networks,

assembling mobile network towers, and often have business trips to Germany.

Now I'm in correspondence studies in Riomerio University, 3rd course, studying politics and management, and in my course ratings, I'm 11th from 98.

My advice to those, who haven't graduated from middle school, are to overcome yourself in the emotional aspect, and if you are smart and only don't have a certificate, and you feel any emotional discomfort because of that, just go to school and worry about losing anything – 2 years pass in a blink of an eye, and everybody there are concerned about your graduation. And nobody will condemn you, but will cheer and will be proud of your small, but still victories, and will support you when you make mistakes. It is worth seeking education just to prevent getting stagnated, I'm happy that I graduated now, because without the daily routine – work – home, life was enriched by school, new friends. I demand more from myself, and when you actually do something, you see, that you can do more and you're worth more. Studying changes your worldview. Despite all the traveling I did, and cosmopolitical views about experience, studying changed me – you can bravely show your diploma and not be concerned about anything, at the end of the day life consists of reaching your goals, and when there is no more goal, there is no more life… and I guarantee, that everybody, who will decide to continue studying, will not stop there, and will study further, because it becomes simple and interesting just because studying is no boring like to some young people, which is studying from the first grade for 15 years. Plus the motivation is completely different, and nobody's forcing you to do a anything like they do to senior graduates, you are a volunteer and you know, that basically, even if you don't graduate from the school, you won't lose anything in life, worst case scenario would be that you would just go back there, from where you started.

Norway

Susanne

She attends the adult education - her aim is to be an office and administrative worker

First - can you tell me something about your background?
I grew up in a big family, we are five siblings.
I grew up at a small place – on an island.
I have two children, and the third one is coming this spring.

Have you been working?
Yes I worked whiled I was at Spitsbergen at the kitchen at the University building, and I worked as a cleaner

Why did you go to Spitsbergen?
My mother was working there.

When did she move to S.B?
She moved when I was 16 – just when I started upper secondary education in Mo i Rana

Did your siblings live in Mo i Rana?
No, the oldest one where fishermen – and out on sea.
The smaller siblings were at Spitsbergen – together with my mother

And your father?
He was a fisherman as well – and out at sea at the time

So he still lived at your home place?
Yes my parents were divorced, and have been so since I was a child.
Before you went to SB you had already started at upper secondary education?
Yes I wanted to take general subjects in order to study law later
I wanted to become a lawyer
I changed my mind during the school year – I now wanted to become a psychologist.
During the school year I had to see a psychologist myself, and I changed my mind again

Well, I see you had a hard year?
Yes - I came into a bad environment and dropped out from school already in October/November.
The reason for dropout was that you joined the wrong environment?
Yes - I did not show up in school.

What about the subjects in school, did you find them difficult?
Yes - very difficult
I think my previous education was not sufficient.

How?
It was applied for extra help in mathematics – but I never got it.
I failed in maths – and in other subjects I had very low notes.

So - it started to go wrong already before you went to upper secondary? What was your plan/dream regarding education at the time?
Well – I choose general subjects because my friends did so. I wanted to attend the same school as them. .I could not go to a school here I did not know anyone.

So you went to secondary school, dropped out and then went to Spitzbergen?
No, I found a boy friend, in fact he was a man – he was 31 years old, I was 16, and we lived together.
I suppose I needed an adult person, I felt secure. I can see it now, but I did not understand it then.

It lasted until Easter the next year. At that time I had to escape from that situation.
Escape?
Yes - he turned out not to be a nice and decent guy. I understood it at the first appointment with the children's welfare office. The social worker said to him: Hello – nice to see you again. I understood then he was not a stable guy.
Children's welfare office, why – you did not have children at the time?
No no, it was my father who had reported concern to the children's welfare office - about me. I had been forced to avoid contact with my family. I did not see it at the time that it was wrong not having contact with my family.

He wanted to keep your family away from you?
Yes.

An unhealthy relationship - that you got out of?
Yes
That was good.

So you started to take general subjects, dropped out, lived with this man – this relationship came to an end?
Yes - and then I moved to my grandmother and stayed there for a month, and then went to Spitsbergen.
When I came to Spitsbergen I joined the wrong group again. There are no (illegal) drugs at Spitsbergen. It is very strict. But I started to drink heavily and also sniffed lighter gas. I was sent to hospital several times to get pumped. This worried people around me, and I was sent to my father who lived on the island where I am from. My mother was at holiday at the time, she did not know what was going on. She never knew.
My father got a call from the hospital at Spitsbergen. They told him -something is not right.
He ordered a ticket to the mainland - the same day as they called him. He also applied for me to go into rehabilitation in Fossum collective (south of Norway)
The children's welfare gave me the possibility to choose between forced rehab and voluntary rehab. I choose voluntary
This drug-rehab collective is one of the best in Norway. And I am very happy and lucky to have been there.
They do not just treat your drug problem, they go through your whole life..
I got insight in my situation and understood my reaction better.

You had a strong father in the background?
Yes he quit his job -and looked after me 24 hours –day and night –because I was so far out. I am very thankful for it. If it havn't been for the help I got, I would not have been here now.

So after you have sorted out things and cleaned up body and mind –what happened then?
A month after I was eighteen I left the rehab. was there for 1 ½ year. Then I moved to Spitsbergen again. I continued being sober, I took no drugs.
Then I met the guy I am together with now. I was pregnant very quickly, then we were engaged. All went on very quickly. He is from Finnmark. His mother is from the Sami people, they had another culture than I was used to.
Than there came another child. When we expected number two we had to make a choice. We moved from Spitsbergen.

What was the reason you moved?
My mother had left, and he neither had no family there. It was heavy having two children and no other family at the place. So we moved to Tonnes,(not far from her home place – on the coast)

Did you work then, or did you stay at home with your kids?
Well I had one small child and was pregnant with number two, so I stayed at home until the youngest one was about 10 months. Then I started working at a shop.
Later I moved to another place, where my grandmother lived. I was alone with my two children at the time. I was offered to join the P 300 –as I was a lonely parent with no education. I did not know what the course was about, so we had a meeting - and I got the information. When they told med what it was about I was very positive about it.

Why made you think positive?
It was this connection between the course and education. Labour office had been talking to people who referred to very positive experiences.
This was for people who no longer had an automatic right to enter upper secondary education.

I know you are joining a study now – after participated in P 300.Can you describe the process that took place during the course? How did it influence you?
It was a very positive experience. We were a wonderful gang who came together and had that project.
And there were you and Oddmar – it was a very good experience.

What was in it that made you make up your mind to continue school?
I think it was the positivity in the group from day one. Every day I got more and more eager to go on .we learned a lot about education and possibilities. And then one person who had been in P 300 before came and told us about her experiences.
That gave us more guts to go on. One day we will like to stand like her .One day I will be one of them who have made it.

Do you know if there were something in that Project or in your life which made you think now I have to get the grip ?
The children.

The children – how?
Maybe it is not nice to say so, but I see many single mothers who do not do anything to change their situation, they get reminders all the time from social office, telling they will loose their benefits. They have to start looking for a job. I do not want to be in that situation either.

So the poverty trap is not for you?
No, not at all. And I do not want to be a lousy role model for my kids. It is me who am their role model; it is me who shapes them and build their identity. It is very important they have someone to look up to. I do not want to hear this story later: Mother you did not go to school –so why should we? Now I have one who is four years old - and she keeps saying she want to go to school because her mother do so. She have been to my school several times, days when it is not so busy regarding teaching
She is nagging me nearly every day about when can she start, if she must wait years before she can start. I told her she had to wait two years. That is not a long time - mamma –she says.

So your motivation has spread in the family?
Yes it seems like it.
Super.

How have you changed in this process?
I have changed a lot in a positive direction. I am not negative – as I often used to be before. I have got self-confident, sense of achievement –all that I did not have before
Where or how did you get the sense of achievement?
I think I got it at the Project 300, I learned that I was able to do things , not to say I can not , I am not able to….as I used to do. I considered myself as stupid – as I have done for so many years. I denigrated myself.

What about the adult education which you attend now, does it contribute to give you a sense of achievement?
Yes.

How?
Difficult to explain…

How about the subjects – do you have good results?
Oh yes - very good –from failing in mathematics to 4 + at the first test (6 is best).Then I get the feeling of achievement…. this is great fun – and I do not want to stop. I just want to go on and work more and more with the subjects.
The net – teachers are giving me only positive feedback.

What is the difference between ordinary study situation and the adult education which you experience now?
I choose my primary education because my friends did so, I did not know what I wanted to become. It is difficult for a 16 year old person to make a decision regarding education and future work.
Now I am more certain, I know what I want.

What about the way you study now, compared to previous experience? The combination between a net - teacher and a supervisor on site?
Well - we are treated as adults – and we cooperate very well.

Is there more flexibility in the system?
This school year is linked up to P 300,it is mandatory attendance, but if there is no test on Wednesday – which is our test day, we are allowed to study at home.
I have tried to study at home, but I get nothing done -there is some dust – or laundry to

be done….

So you prefer to be at the study site?
Yes - then it is possible to cooperate with other students, we help each other, we get help from the supervisors/teachers. Sitting at home is just nonsense.
I think we have a common experience ……..

You have talked about the main motivation factors in your life -to avoid the poverty trap, and being a positive role model for your children? Also being confident you are able to learn?
Yes, those things are most important in my life now.

Do you have support from your family?
No - not much. - Except from my father, he gives me mental support, but that's the only one. He is right forward, he asks me: why did you get that mark, what have you done to get it? He does not want to hear – I don't know .He want me to say I get good marks because I know the subjects.
He is aware –and wants to be sure that I do not - as before - denigrating myself. He looks after the kids sometimes in weekends, but he lives in Bodø(240km north)and have no drivers licence.

How are your plans for achieving your education goals?
I will finish most of the subjects before I get the third child, and while I am at home I will finish the last subject.

Why will you succeed this time?
Why…because I have a different attitude now. Before….. I did not give a dam. Now I really want …
You are a grown up Mother.
Yes…. and it is on time..

Thank you for letting me interview you Susanne.

Portugal

Profile

- Name: Luis Bernardino Cardoso
- Date of birth: 15/05/1971
- Place of birth: South Africa
- Job: Industrial Electrician
- Qualification: 12th year

Primary - Mansfield Junior –Durban, S.A. - age 6
school - Portuguese school - age 8 (after Mansfield classes)

(age of 10 comes to Portugal. Due to different school systems had to repeat the 4th year)

Different teaching methodologies in Portugal and S.A

- In S.A. - school loaned the books, that had to be returned at the end of the year in good condition.
- In Portugal the students had to acquire the books.
- In S.A. the use of an uniform led to less social / economic differences, the teachers + the staff did not discriminate any one.

Basic school –from Sept 1983 to 1985

Upper Secondary school
* Sept 1985 – Dec 1986 dropout: subjects weren't interesting; lack of support from school / teachers (age:15)

- Sept 1987 –night classes - 8th school year 1990

Dropout in 1990 / age 19

" I had more responsibility in the company where I worked, which meant I had to be able to answer any call if a machine broke down, sometimes I had to spend the night there. This happened frequently, it was impossible to attend classes. I was responsible to assure that all the equipment was functioning correctly".

Causes to pursue studies

- "I had the goal of enrolling in a training ICT course. It was not possible, I was told it was compelled to have the 9th year."
- " ..having a diploma, would allowed me to attend more training courses/workshops at professional level, mainly those which require a secondary level diploma."

As member of the fire fighter department, has done training courses, e.g. First Aid, RCP –" a training which changed my behaviour towards the victims I deal with while at the service of the fire brigade. They are also valuable to all".

Other training courses: Electricity, Introduction to Automation, Operating system MS-DOS
Successful life story
Luís wanted to improve his education and "in this process there's the possibility of having flexible and compatible schedules with the labour hours."
9th year - National System for the Recognition, Validation and Certification of Competences - 19/7/2007
12th year, National System for the Recognition, Validation and Certification of Competences – 29/6/2012

Germany

Marcus' Story

-Male 30
-In a relationship
-Drop-out of school after 12th grade with subject related Abitur.

Is there a reason for dropping out of school after 12th grade? From my point of view, I had other interests at the age of 19. I guess the teachers I had weren't able to motivate me enough and hadn't enough time for a single pupil to explain how important an appropriate degree is to find a satisfying subject to study.

After community service as alternative to military service, I wanted to register at a university, but nothing was offered that would have satisfied me. So I decided to register at an adult education school to finish the 13th grade to have more opportunities afterwards. The School for adult education gave me so much. On the one hand it full
y developed me to survive in the life of adults and on the other hand it gave me the degree I needed to study Lehramt to finally come back to where I started my new life. Today, I am a teacher at the adult school and it is a matter close to my heart to share the experiences I made during that period of learning with my pupils. Furthermore, I can advise them how to master this chapter in their life.

To come back to the first paragraph I wrote, the adult school created a teacher whose strength it is to motivate pupils and students although they have messed up secondary school. Adult education is one of the most important institutes to help people to change their life. The opportunities, offered through adult education, are countless. The adult school created the best version of me.

Appendix 3: Bibliography

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Appendix 4: Project Participants by Country

Name of Participant	Country	Job Title	Name of Organisation	Email Address
Kelly, Veronica	Ireland	Project Leader, Lecturer	Wexford Campus – IT Carlow	Veronica.kelly@itcarlow.ie
Kenneally, Allison	Ireland	Campus Coordinator	Wexford Campus – IT Carlow	Allison.kenneally@itcarlow.ie
Cross, Frances	Ireland	Lecturer	Wexford Campus – IT Carlow	Frances.cross@itcarlow.ie
Hearne, Alison	Ireland	Lecturer	Wexford Campus – IT Carlow	Alison.hearne@itcarlow.ie
Frankis, Deirdre	Ireland	Student Services	Wexford Campus – IT Carlow	Deirdre.frankis@itcarlow.ie
Caroline Murphy	Ireland	Head of Campus	Wexford Campus – IT Carlow	murphyca@itcarlow.ie
Lang, Christian	Austria	co-owner	Murad & Murad Gmbh	christian.lang@lang-tomaschtik.cc
Hochreiter, Klaus	Austria	Training Manager	Murad & Murad Gmbh	office@adg-wien.at
Andrea Murad	Austria	owner	Murad & Murad Gmbh	andrea.murad@muradundmurad.at
Milian, Montse	Catalonia, Spain	Manager of organisation offering adult education	Dpt. Ensenyament	montserrat.milian@gencat.cat
Carballo, Ivan	Catalonia, Spain	Teacher trainer	Dpt. Ensenyament	ivan.carballo@gencat.cat
Mercedes Thiel	Germany	Bad Hersfeld	Schule für Erwachsene Osthessen Bad Hersfeld und Fulda	Mercedes.Thiel@europa-osthessen.de

Dietmar Becker	Germany	Bad Hersfeld und Fulda	Schule für Erwachsene Osthessen	d.becker.hef@t-online.de
Daiva Stasiulionienė	Lithuania Vilnius	Teaching manager	Centre for School Improvement	daiva@mtc.lt; seminaras@gmail.com
Ričardas Pagojus	Lithuania Vilnius	Teacher of biology	Centre for School Improvement	pagojus@gmail.com
Regina Juozapaitienė	Lithuania Vilnius	Finance manager	Centre for School Improvement	regina@mtc.lt
Irena Trasauskaite	Lithuania Vilnius	Administrative staff	Centre for School Improvement	irena@mtc.lt
Gerd Leonora Forseng	Norway	Gen.Manager of Career Centre	Karriere Mo i Rana	Gerd.Forseng@Nfk.no
Oddmar Nogi Sjåvik	Norway	Administrative staff	Karriere Mo i Rana	Oddmar.Nogi.Sjavik@nfk.no
Pål Stian Sjåvik	Norway	Administrative staff	Karriere Mo i Rana	pss@nfk.no
Silva, Anabela	Portugal	Trainer	ETP Sicó	anabela.silva@etpsico.pt
Leao, Joana	Portugal	Training/course organization	ETP Sicó	Joana.leao@etpsico.pt
Amorim, Patricia	Portugal	Trainer	ETP Sicó	patricia.amorim@etpsico.pt
Pinto, Raquel	Portugal	Training/course organization	ETP Sicó	raquel.pinto@etp.sico.pt