



I-MoToLe. Intellectual Output 1.

Needs Analysis and Analysis of Good Practice

1. Rationale
2. Partners
3. Data Collection Methods
4. A Preliminary: Defining Motivation. Approaches to Studying Motivation. Intrinsic and Extrinsic Motivation.
5. Courses, Types and Reasons for Take-Up
6. Losing the Motivation to Succeed. Reasons for Drop-Out.
 - 6.1 General Data
 - 6.2 Language Courses for Foreigners
 - 6.3 Vocational Courses
 - 6.4 Basic Competences and Second Chance Secondary Educational
 - 6.5 Recreational, Social & Community Learning
 - 6.6 Coaching & Life Skill Courses
7. Conclusion: Bridging the Gap

1. Rationale

I-MoToLe is a project developed as a direct reaction to the high drop-out rates in adult education within disadvantaged socio-economic environments. The common thread of the partners involved in this project is their educational work with vulnerable sectors of society at risk of social exclusion. The overall aim of this project is to produce a more effective educational experience for adult learners through effective strategies. The first step in this process is to identify the gap; to conduct research into students' behaviour and their perceptions on the education process. In order to do this, partners have first conducted research into statistics within and outside of the organisations to analyse trends in take-up and drop-out in the various educational courses offered and have conducted interviews with participants on courses in order to gain further insight into students' perceptions.

2. Partners

Afrique et Nouvelles Interdépendances (ANI) is an association with social inclusion programs (citizenship, discriminations, social and professional integration) supporting young and adult citizens from various backgrounds, especially those from urban underprivileged areas or with a migration background. ANI proposes non-formal and informal educational activities in order to support a better understanding of their society.

Inspira Plus (Insp+) is an organisation which provides, designs and implements a range of educational activities, programs, consulting and training, and projects in the arena of formal, non-formal and informal education with the goal of improving and developing life-long learning educational best practices in the Republic of Macedonia.

CVO LBC-NVK Sint-Niklaas (CVO LBC) is one of the larger centres for formal adult education in the Flemish region of Belgium. It offers more than 550 modular daytime and evening courses per year, including Dutch for foreigners, foreign languages, and vocational training leading to a diploma of secondary education. Among its learners, it counts immigrants, refugees, and inmates.

Merseyside Expanding Horizons Ltd (MEH) is an established voluntary and community sector organisation working in the field of social inclusion on Merseyside, the UK, delivering projects supporting disadvantaged individuals into employment, training and self-employment.

Kulturskolan Stockholm (KS) provides a wide range of leisure activities for young people aged 6-22 years who reside in the city of Stockholm. Their aim is to provide young people with a cultural experience and the ability to express themselves through art, regardless of their circumstances.

Agrupamento de Escolas 2 de Beja is a grouping of state schools ranging from pre-school to secondary education, serving children from 3 years old up to adults, in a total of over 2500 students, plus 1800 adults enrolled in recognition, validation and certification processes. The adult community served includes the inmates from the local Prison of Beja (around 130 students), immigrants and refugees (around 150 learners), adults with low qualifications, through formal courses, recognition and certification of competences and short training courses on ITC and English. It is one of the leading schools in the region on adult education and inclusive policies.

The Centre for Adult Education in Albacete (CEPA) is a state organisation which offers formal and informal education courses to the city population and its surrounding areas, including the correctional facilities and at risk areas of the city. Within this organisation the Aula de Personas Adultas La Paz (AALP) offers second chance secondary qualifications and courses in basic competences to a marginal area of the city at risk of exclusion.

3. Data Collection Methods

The partners involved in the project carried out the following research:

Data on adult learners in the UK was researched by MEH mainly using information from the website "GOV.uk". On this platform it is possible to find the number of people (+19) who enrolled in a course and the number of them who completed it or who dropped out. Mainly recent data (2014-2017) was taken into account, but data from previous years (2009-2010) was also used in order to make a comparison between people who enrolled to the courses and who completed them. Also, information was contrasted between people from UK and migrants, who are attending course in order to improve their language knowledge. In addition, interviews were conducted in March 2018 with 15 participants on courses. The information collected by this organisation allowed a broader picture of drop-out rates across a variety of types of courses.

ANI provided statistics on courses provided between 2016 to 2018. The courses were aimed at combating the "programmed failure" of youth and encouraging the return of young people to training and employment. The courses were "Passerelle vers le monde professionnel" and "Déclit Avenir" workshops (a programme of assistance to social and professional integration for young people from areas of social exclusion aged 16 to 25 years old). 11 students from the two courses offered were interviewed. The data collected by this organisation allowed us an insight into drop out tendencies in courses aimed at coaching and life skills.

Inspira Plus has provided statistical data from 2016-2017 on six adult courses and conducted follow-up unstructured interviews at Poliproekt, an Adult Learning Center based in the Municipality of Stip, which is primarily targeting vulnerable groups of adult

learners, of Roma background in particular. Interviews were conducted with 15 students in coordination with the National Center for Adult Education, which is the national accreditation agency for adult programs in the Republic of Macedonia. The data from this organisation allowed us an insight in particular into vocational courses.

As well as information on vocational courses in nursing assistance, data from CVO LBC also gave us an insight into Dutch courses for foreigners (NT2). Information was obtained from the registration system the school uses. Data was collected from 2016-2017 for more than 100 courses provided. Next to the general data for these courses, data about two focus groups (unemployed people and asylum seekers) were obtained. Moreover, 13 interviews were conducted during the month of March 2018 with former and present students from a variety of backgrounds.

Many states also offer second chance primary and secondary education to adults. In this light, data from Agrupamento de Escolas 2 de Beja was provided from September 2016 to present for formal adult educational courses (both in the school and the local prison), adults undergoing processes of recognition, validation and certification of competences, and immigrants and refugees attending language courses (Portuguese). Interviews were conducted with 16 participants chosen from different groups within the educational adult community, and a combination of those who have been successful or those who have dropped out.

Also offering similar courses to Beja, CEPA Los Llanos provided information for courses from September 2016 to February 2018 in “Aula La Paz”, an area of social exclusion in the city. This data was contrasted with the data from the main educational facility in the city centre. Interviews were conducted with 15 former students from “Aula La Paz”, information being compared and contrasted between students who completed all courses and those who completed some but dropped out before attaining their Secondary Qualification or Courses in Basic Numeracy and Literacy Skills.

Kulturskolan Stockholm (KS) investigated how many refugees have been participating or enrolling on courses offering cultural activities provided by Stockholm since the year 2014. In addition, over 15 interviews have been conducted with students on the courses provided from different backgrounds in order to find out about their experiences.

4. A Preliminary: Defining Motivation. Approaches to Studying Motivation. Intrinsic and Extrinsic Motivation.

Malcolm Knowles is widely believed to be the leading figure of andragogy – the framework that makes up adult learning theories. In 1980 Knowles made 4 assumptions about the characteristics of adult learners that are different from the assumptions about

child learners¹. In 1984 Knowles² added the fifth assumption: Motivation to learn. As a person matures the motivation to learn is internal. However, motivation in adults is clearly linked to the perceptions of the world around them. Cognitively, adults' perceptions of the world around them become their realities. They create beliefs out of these perceptions, which in term become their truth. As a result of such a process, in vulnerable, disadvantaged sectors of the population, the world around them seriously limits their own motivation to learn.

But how do we define “motivation to learn”? We could define motivation as the extent to which you make choices about your goals to pursue and how much effort you will devote to achieve them. However, we may further look at motivation from different theories.

Behaviouristic psychologists such as Skinner or Watson highlight the role rewards play in motivating behaviour. Human beings will pursue a goal because they perceive a reward for doing so.

Cognitive psychological viewpoints offer quite a different perspective on motivation. According to them motivation stems from basic *innate* drives (for example the need for exploration, or stimulation or merely for acquiring knowledge itself).

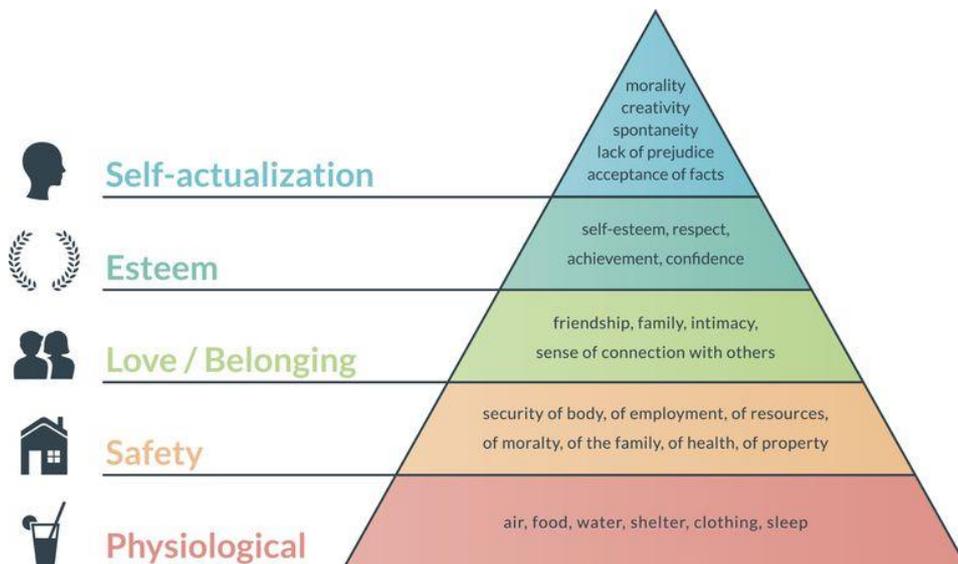


Fig 1

¹ Knowles, M. S. (1970, 1980) *The Modern Practice of Adult Education. Andragogy versus pedagogy*, Englewood Cliffs: Prentice Hall/Cambridge.

² Knowles, M. S. et al (1984) *Andragogy in Action. Applying modern principles of adult education*, San Francisco: Jossey Bass.

One of the most widely cited theories of motivation comes from Abraham Maslow³ (1970) (Fig.1) who described a system of needs within each human being. Maslow's hierarchy of needs is best viewed as a pyramid of needs, progressing from the satisfaction of purely physiological needs up through safety and needs of love and belonging, to needs of esteem, and finally to "self-actualization", a state of reaching your fullest potential. It is only when one particular level of needs is reached that one aims to attain the next.

Certain cognitive psychologists (for instance, Hunt 1971⁴) focus on the importance of people deciding for themselves what to think or feel or do. We define ourselves by making our own decisions. Motivation is highest when one can make one's own choices.

Thus, motivation may be placed on a continuum of possibilities of intensity or feeling or drive, ranging from the deeply internal, self-generated rewards to strong, externally administered rewards from beyond oneself. Intrinsically motivated learners are those who seem to engage in learning activities for their own sake because they are motivated by internally rewarding consequences, namely feelings of competence and self-determination, whereas externally motivated learners are those who learn because there is something "in it for them", beyond the mere need for "self-actualization" or the knowledge itself.

5. Courses, Types and Reasons for Take-Up

Within the data selection collected, there was **no compulsory attendance in adult education in general** (although certain courses offered to offenders by ANI are an exception to this rule). The range of optional courses offered by the partners in this study include: language courses of various levels, courses directed at the improvement of Basic Competences (Literacy and Numeracy), Vocational Courses (both formal and informal), Second-chance Secondary Education Courses, life skill coaching courses and recreational, social and community learning.

Participation in adult education, like persistence, is determined by **how people feel about themselves and the match between the self and educational environment**. Interviews conducted by all partners showed that the **majority of adults join courses for their own personal enjoyment and personal fulfilment**. Thus, their primary motivation is **intrinsic**. The second main reason is to improve job prospects and employability by improving their qualification, and thus are **extrinsically motivated**.

Inevitably then, the choice of course type is highly dependent on the general needs of the future participants. Nevertheless, the offer of courses is, particularly in urban areas, extensive. What is extremely clear from the interviews conducted throughout the

³ Maslow, Abraham H. (1970) *Motivations & Personality*. Second Edition. New York: Harper & Row

⁴ Hunt, J. McV. (1971) *Towards a History of Intrinsic Motivation*.

partner organisations is that the **single most common reason for choosing a particular course is that of word of mouth**, and then also as a result of professional advice from professional institutions such as employment agencies or the judiciary.

Moreover, the “Research Report for the All Party Parliamentary Group for Adult Education (APPG) of the University of Warwick mentions the reasons encourage individual to join course: **the subject** is the most important factor, and then come the **location or transportation links**, the affordable or **financial support available** and the **guidance or support** from an organisation.⁵

6. Losing the Motivation to Succeed. Reasons for Drop-Out.

6.1 General Data.

The following table presents the global statistics for each organisation and the types of courses included.

Summary Table 1: Total Learners		
Org & Ref (see statistics)	Course	Drop-Out Rate
MEH 15	Various	26.8%
AE2Beja 8	Basic Competences/Secondary & Language Courses	37%
Inspira + 7	Vocational Courses	11.7%
ANI 12	Coaching Courses	32%
CEPA 14	Secondary & Basic Competences	58.1%
CVO LBC 112	Vocational & Language Courses	31.9%
KS 21	Leisure, Recreational & Cultural	27%
Overall Average Drop-Out Rate		36.3%

From the statistics provided, **the average drop-out rate for the courses offered by the partner organisations involved in this project is 36.3%**. We can take this as a benchmark against which we can compare the more specific data offered by other partner organisations in the following sections of this report.

The findings and data collected are divided according to the different course types offered. For the purposes of this report the course types have been divided into

⁵ https://warwick.ac.uk/fac/soc/ier/research/adult_education/adult_education_too_important_to_beleft_to_chance_survey_report.pdf.

language courses of various levels, courses directed at the improvement of Basic Competences (Literacy and Numeracy), Vocational Courses (both formal and informal), Second-chance Secondary Education Courses, life skill coaching courses and recreational, social and community learning.

6.2 Language Courses for Foreigners

With the influx of immigrants and refugees in recent years, language courses aimed at achieving a minimal level for communication in the native language of the European member states have been in great demand. The reasons for taking up such courses are self-evident and clearly attributed to the fact that participants need such courses in order **to fulfil their daily safety needs**. This is of course the first level of Maslow's hierarchy of needs. The high priority of such needs would lead us to believe that drop-out rates would be considerably lower in this type of course. And indeed, as can be seen from table 2 **Language courses aimed at improving language competence in the target language of the member state consistently show up low general drop-out rates (15-24%)** compared with the average. The summarised results from various organisations offering such courses can be seen in table 2.

Organisation	Course	Date	Drop-Out Rate
MEH	Adult ESOL	2014/15	16.4%
MEH	Adult ESOL	2015/16	15.6%
AE2Beja	Adult Portuguese A2	2016/17	15.8%
AE2Beja	Adult Portuguese A2	2017-2018	9%
CVO LBC	Dutch for foreigners (NT2)	2016/17	23.5%

Table 3 provides statistics according to course level provided by CVO LBC. It also compares average drop-out rates with those of the focus group chosen for the purposes of this project; asylum seekers residing in two asylum centres in the city of Sint-Niklaas. They amount to 11.9% of the total group of enrolled students.

Level	Enrolled students	Drop-Out Rate	Drop-Out rate Focus Group
A1	922	23.5%	36.4%
A2	948	17.7%	30%
B1	1644	30.3%	40%
B2	46	41.3%	No students

The first conclusion to be noted is that **the drop-out rate increases as the level of difficulty increases**. However, we should note the slight drop between A1 and A2 level. In Flanders (CVO LBC), NT2-students who obtain a living wage are (sometimes) financially penalized when missing classes. Students who are following an integration course moreover sign a contract in which they agree to achieving an A2 level of Dutch. Nowadays a A2 level is mandatory in Flanders for matters like social housing. In Beja, immigrants learning Portuguese on formal courses aimed at A2 level also are required to pass this course in order to apply for citizenship. Thus we can see a slight fall in the drop-out rate between A1 and A2 level: this highlights the role of extrinsic factors in motivation; **inevitably learners of vulnerable backgrounds who have a necessity to regulate their situation through the courses provided are less likely to drop out, particularly as they get closer to achieving the level of language skills demanded of them. This of course highlights the role of extrinsic motivation.**

The second conclusion to be made regards the focus group. Being refugees, they are the most fragile group of students. They are - without obtained residence permit - living in a situation of great instability, with the possibility of being sent back at any time (either to their country of origin or the country of entrance in Europe). This group moreover has no obligation whatsoever to follow the courses. As a result, the drop-out rate for this group is higher: 36,4%. Of course, this group has the same necessity to regulate their situation. However, it is only one of the many steps that such learners have in front of them in order to do so; inevitably, the more obstacles they face, **the less likely they are to prioritise such a course. Obviously, this leads to a greater propensity to abandon the course.**

Further conclusions can be made regarding other variables in courses provided. The following table provides statistics according to course type and timetabling issues in CVO LBC. It also compares average drop-out rates with those of the focus group chosen for the purposes of this project.

Table 4: Language Courses for Foreigners by timetable in CVO LBC		
Time	Drop-Out rate	Drop-Out Rate Focus Group of Asylum Seekers
Total	23.5%	36.4%
Evening courses	25.7%	30.8%
Day courses	22.7%	38%
Standard day courses	21.1%	35.3%
Intensive day courses	26%	47.1%
Lengthened day courses	21.4%	33%

Thus, further variables are presented when considering the difference between day courses and evening courses. The evening courses are generally populated by students who are working during the day. Within the day courses, different trajectories are offered by AEC: standard (2 times a week, 60 hours), intensive (4 times a week, 60 hours), lengthened (90 hours). The lengthened courses are offered for students who have a background of lower schooling and therefore need more time. Traditionally, the intensive courses were organised for stronger students. Lately, students are often sent to intensive courses to speed up their education (and in order to obtain their certificate more quickly) rather than because of their capabilities. The result, as we can see from the statistics, is that the drop-out rate is much higher on these courses, particularly amongst the focus group, where the drop-out rate shoots up to 47.1%. This leads us to the conclusion that **although students may be more interested in taking up a short course which fulfils their needs, if the course cannot cater for such students in terms of the time allocated to achieve goals, this will greatly affect the students' motivation to complete the course.**

About one fourth of the students enrolled thus quit the course before the end of it. In the case of the focus group the drop-out rate amounts to about one third. There are, contrary to what was expected, no significant differences between day or evening courses. Also the different trajectories show analogous drop-out rates. Only the drop-out rate in the intensive course is considerably higher for the focus group. **The higher speed with which the subject matter has to be acquired combined with the increasingly failing differentiation policy, might be an explanation for the phenomenon.**

Interviewees on such courses in CVO LBC provided a whole range of reasons why they had interrupted a course, amongst which the most important were:

- **Health problems**, both physical and psychological. In this respect the asylum seekers in particular complained about high levels of stress, depression and anxiety.
- **Learning challenges**, particularly for students with a background of low schooling.
- **Mobility issues** caused by poor public transport connections, and moving or being relocated to other areas after starting the course.
- **Child care or family issues.**
- **Compatibility issues** caused by working hours.

It is interesting to note that **teaching methods or course quality were not amongst the reasons provided** by interviewees who showed a high degree of satisfaction with the teaching-learning process, due to **the high degree of interaction.**

6.3 Vocational Courses

Adults principally choose vocational courses in order to prepare themselves for specific professional opportunities, so much is clear. However, the majority of participants

interviewed by Inspire Plus also provided further reasons, such as **acquiring new knowledge, new experiences, new practices and new acquaintances**. These reasons correspond to **the intrinsic drives to learn, grow and socialize**. A minority of three participants, in turn, stated that the principal reason for their enrolment was the extrinsic motivator of obtaining a certificate.

As a general trend, we can see that **drop-out rates on vocational courses are much lower than the average drop-out rate calculated from the data obtained for this project**. Thus drop-out rates in the UK on such courses and in CVO LBC were 19.7% and 21.9% respectively.

Organisation	Course	Date	Drop-Out Rate
MEH	Adult Education and Training	2015/16	19.7%
Inspira +	Vocational Training for Vulnerable groups	2016/2107	10.7%
CVO LBC	Vocational Training	2016/2017	21.9%

Regarding vulnerable groups, it can be seen that the drop-out rates are in many cases even lower. The Roma are Macedonia's most disenfranchised ethnic group. They are the group that is most affected by unemployment, with an unemployment rate over double that of the national one. The high unemployment rate can be easily attributed to the low levels of education among the Roma, which in turn can be directly correlated to poverty.

Data in table 5 provided by Inspira + shows statistics on participants on the courses offered to vulnerable groups in Poliproekt, an Adult Learning Centre based in the municipality of Stip, which is primarily targeting vulnerable groups of adult learners, of Roma background in particular. Macedonia (Inspira+) were part of a government certification project, so **they had a strong extrinsic motivator to complete the courses**. Thus, the overall focus group drop-out rate was 10.8%.

Course	Enrolled Students	Drop-Out Rate
--------	-------------------	---------------

Sewing Machine Repair	46	10.9%
Carer for Elderly Persons	92	10.9%
Carer for Children	124	10.5%
Carer for Children with Developmental Disabilities	18	12.12%
Bookkeeping	40	10%

Vocational training in CVO LBC ultimately leads to a diploma of secondary education. It can be modularly assembled by the students and consists of three levels, which all lead to a certificate that is recognised by the Flemish Community. The three levels build on each other. Table 7 provides the statistics in this respect.

With the first certificate - that of logistic assistant' (logistiek assistent) - the students can perform logistic tasks in health care environments. With the second one - that of 'verzorgende' - they can provide homecare. And with the last one - that of 'caring assistant' (zorgkundige) - they can assist nurses. The three certificates gradually increase the job opportunities of the students.

The focus group chosen by CVO LBC consists of (fully or partially) unemployed people who receive an allowance. All of them are registered at VDAB, the Flemish job placement service. Most of them have signed a job training contract with VDAB. This might account for the consistently lower drop-out rates for the focus group in comparison to the total group. **The contract serves as an extrinsic motivator.** The third certificate has a significantly lower drop-out rate. **The combination of a - timewise - lighter programme (compared to the two preceding levels) with a considerable job opportunity growth might play a role here.**

Course	Enrolled students	Drop-Out Rate	Drop-Out rate Focus Group
logistic assistant	884	22.6%	16.5%
verzorgende	1055	24.3%	9.3%
caring assistant	255	9.8%	7.14%
(total)	2194	21.9%	11.5%

Table 8 shows data on vocational course type according to timetable. The training is offered at daytime (as a full-time or part-time programme) or in the evenings. The training coordinator expected a lower drop-out rate in the evening courses. The figures prove her to be right, especially given the fact that the (externally motivated) focus group (with its lower drop-out rate) is almost absent here. Her assumption was based on the motivation of the students. **Almost all evening students combine work with**

study. They therefore have well deliberated their decision to follow the training and turn out to be more committed to it.

Table 8: Vocational Courses in CVO LBC			
Course	Enrolled students	Drop-Out Rate	Drop-Out rate Focus Group
Day courses	1456	26.6%	11.1%
Evening Courses	738	12.7%	18.8%

The results of interviews with educators and participants on the courses offered at CVO LBC and Inspire+ provided further insights into the reasons why students abandon their studies. An extensive interview was held with the CVO LBC vocational training coordinator. Apart from coordinating the training, she is also mentoring the students. The coordinator follows up the students who drop out. They were contacted and asked for their reasons for quitting. Here again, the individual reasons were:

- health issues
- compatibility issues (insufficient work-free days, difficult combination with current job)
- financial issues (and thus having to work)
- learning challenges (not having succeeded for some courses)
- combination with parenthood (a.o. pregnancy)

6.4. Basic Competences and Second Chance Secondary Education

According to questionnaires conducted at Beja and CEPA los Llanos, two organisations that provide Primary and Secondary Level qualifications, **the principle reason for participating on such a course was in order to improve their job opportunities**, adults realising that **such a qualification is demanded for even the most basic unqualified jobs**. A similar amount of adult participants at CEPA Los Llanos also enrolled on the courses **in order to access further education or more specific vocational courses**, for which such a qualification is a prerequisite. Interestingly, **the desire to learn ranked extremely high** on surveys completed by both organisations.

In addition, a comparison of the interviews conducted at CEPA Los Llanos and those of the marginal Roma area provided for by “Aula La Paz” showed interesting results. **The interest in further education or further vocational qualifications was much less important for the students of “Aula La Paz” in the marginal, vulnerable area of the city, and no students stated the desire to learn as a factor in their decision to take up the course.**

Another interesting finding is that the majority of adults questioned at Beja feel that qualifications are less relevant to their job situation and employers than they expected and **ultimately more important to their personal satisfaction or to the family.**

The following table shows the drop-out rate across three partner organisations for Primary and Secondary Education courses, and reflects interesting data; principally that despite the importance of this course to their professional life, **the drop-out rate in all three institutions is higher than the average for the partner organisations.**

Organisation	Course	Date	Drop-Out Rate
MEH	English and Maths	2014/2015	38.9%
MEH	English and Maths	2015/2016	43.4%
AE2Beja	Primary & Secondary Education	2016-2017	43.6%
CEPA Los Llanos	Primary & Secondary Education	2016-2017	58.1%

The following table provides a summary of the figures from formal education adult courses provided in Agrupamento de Escolas 2 de Beja offering Secondary Education from September 2016 till the present.

Course	Drop-Out rate
Formal Adult Education (Primary/secondary) 1 st - 4 th grade	23.5%
Formal Adult Education (Primary/secondary) 5 th & 6 th grade	40%
Formal Adult Education (Primary/secondary) 7 th - 9 th grade	43.9%
Formal Adult Education (Primary/secondary) 10 th - 12 th grade	48.1%

All courses provided in table 10, except for the first (1st to 4th grade) adults in basic education, both attending adult training courses (more conventional teaching in the classroom) and RVCC process (individual sessions to guide adults to write their life story). **The drop-out rate increases as the level increases.**

Once again, except for the lowest qualification, the drop-out rate is higher than the average drop-out rate for the partner organisations. Such a drop-out rate for such an important qualification as the Certificate of Secondary Education leads students to enrol over and over again and drag their qualification process for years, sometimes over 5 years (and frequently without success). Thus students are aware of the importance of this qualification, but nevertheless do not find the motivation to complete it. Nevertheless, they are willing to re-enrol and to try **to take advantage of a 'fresh start'**. This can lead us to the conclusion that students **may need shorter term goals** in order to find the necessary motivation to succeed. **Some eventually manage to conclude, especially when their job may be at risk due to their lack of qualifications.**

Table 11: Basic Competences & Second Chance Secondary Education CEPA Los Llanos 2016/2017				
Course	Presencial	Distance Learning	AA La Paz	“Virtual” Learning
Basic Competences I	32.7%	N/a	N/a	N/a
Basic Competences II	64.4%	N/a	87.5%	N/a
Secondary I	40%	78.2%	85.7%	77.7%
Secondary II	44.3%	72.6%	76.5%	N/a
Secondary III	28.4%	73.8%	73.9%	55.5%
Secondary IV	34%	63.9%	66.7%	57.9%

As well as reaffirming the conclusions made earlier in this section, data provided throws up some new conclusions. Data was provided by CEPA “Los Llanos”, Albacete on Basic Competences and Secondary Education courses offered by both the main premises who cater for the whole of the city and its surroundings and those offered by the unit “Aula La Paz” which caters for adult students in the most marginal area of the city with a high proportion of Roma. Data on different modes of course was also compared; in this respect there are three modes; courses with obligatory minimum attendance (full time), distance learning in which students may choose to go to class or not in order to complete the course, the evaluation being based on a final examination, and virtual learning in which students are offered tutorials on the internet and are assisted by a tutor by email. Basic Competences are full time courses.

First, regarding Basic Competences courses, there are two levels. Whilst the drop-out rate on the first level course is only 32.7%, on the second level it rises substantially to 64.4% This can be explained by a number of causes. However, **the profile of the students enrolled on such courses is extremely important.** In the main centre there is **an increasing proportion of young people with Special Educational Needs** who were unable to complete their education in their day. Although their motivation to participate in the classes is strong, their limitations stop them from achieving the level necessary to proceed onto the next course (Secondary Education). In the main centre there is also a considerable proportion of the class that are of an age at which their **motivation to participate on the course is closely linked to social reasons**, and they do not wish to complete the course successfully, but rather decide to repeat. Generally, the majority of those who do not have Special Educational Needs and are not participating on the course due to a need to socialise, manage to complete the course, their intrinsic motivation being extremely high, as the skills offered are **the most basic life skills needed to develop as a citizen in society.**

In “Aula La Paz” the profile of the students is very different. And indeed the drop-out rate is extremely high; 85.7%. The majority of students are women, housewives, who left school early in their day to start a family, many of whom never having learnt to read or write. Now, many years later they understand the need to return to the education system in order to cope with even the simplest of daily tasks. Their motivation to learn is inevitably high, as they quite rightly understand the need to be able to read and write. **However, their family demands and their academic limitations mean that the vast majority cannot complete the course “successfully”** (i.e. cannot proceed to Secondary Education), and repeat various years. This was reflected in the questionnaires. The participants interviewed were extremely positive about all elements of the course (delivery, location, content) stating that they could not complete the course because they **did not have the necessary time to be able to cope with the level of the course.**

Comparing the courses by level, students are generally more motivated to complete the final levels of the course, **drop-out rates being lower in the upper levels than the lower ones, despite the fact that the contents are progressively harder. As students get closer to their goal, they are more determined to succeed.** Thus, at least in this organisation, it is not the level of difficulty that is the determining factor, as those students who have reached this level are now “trained” in academic terms to cope with the level required of them.

A comparison of drop-out rates between the different modes of courses offered allows us to draw further conclusions. When students are enrolled on full-time courses where attendance is obligatory, the drop-out rate is lower. **Participants interviewed stated that they feel a part of the group, there is a clear group identity and direction, which favours success.** The assessment methods also play a role here; **content is “divided up” into manageable chunks and assessed on a more ongoing basis, which helps students succeed.**

Distance learning on the other hand shows higher drop-out rates. An explanation for this is that **participants do not have the necessary maturity and study skills to be able to manage their time and studies unaided and unsupervised.** Interviewees who have been enrolled in distance learning confirmed this theory offered by the teachers.

Regarding the focus group, the data offered and findings from interviews point to the fact that the above explanation is even more important. **Drop-out rates are considerably higher in courses offered to the marginal group of learners. Students have even more limited study skills and more limited perceptions regarding their expected success. They also have more difficulty balancing their professional and family life with their studies.** They are more likely to give up at earlier levels as they expect a more direct route to obtaining their qualification and are more disappointed by the time it will take to achieve the qualification (which they perceive as a basic qualification despite the difficulty of the contents at further levels).

The short term needs of earning a living by completing short term employment take precedence over academic studies, and once students leave the course to work, they do not return, even if the work has been a few weeks. This said, as in Beja, the majority of interviewees in CEPA acknowledge that **their (lack of) intrinsic motivation is more relevant than other extrinsic factors**. All the adults acknowledge that the **teachers' performance is not related to their failure and, in fact, the teachers' support is very relevant to their perseverance and success**.

6.5. Recreational, social and community learning

As part of the Erasmus+ project I-MoToLe, Kulturskolan Stockholm investigated how many refugees and immigrants have been participating or have enrolled on cultural activities provided by Stockholm School of the Arts, since the year 2014. Unlike the courses mentioned in other sections of this study, **such courses are representative of courses which are closely linked to the interests, hobbies or leisure pursuits of the participants** and are thus included in the course type recreational, social and community learning. Thus, clearly the participants have very different reasons for taking up such courses. Inevitably **the main reason** for joining such courses is clear: to **further pursue their interests**. However, based on interviews conducted by Kulturskolan Stockholm, the majority of newcomers stated the other principal reason for joining such courses; in particular **in order to socialise and "belong"**. Other reasons were to **improve language skills and self-esteem**. In particular, participants on courses at Kulturskolan Stockholm chose the course because of its **attractive venue**. The fact that they are usually **fee-free courses** aimed at adults' interests was also crucial, and that both trainers and teachers, and the content relates to the cultural context in which the participant comes from. In the case of Kulturskolan Stockholm, **identification can thus be established between educator and student**, which is a prerequisite for creative creation for both parts.

Regarding general trends we can see in table 12 that the drop-out rate on such courses is indeed lower than the average data collected for this project. Data offered by MEH shows very low drop-out rates indeed. Table 13 which provides a summary of courses offered by Kulturskolan Stockholm by year also shows that there is frequently an extremely low drop-out rate for such courses. The explanation for this is obvious; **participants are clearly following their interest and leisure pursuits and thus have an extremely high intrinsic motivation to succeed**.

Table 12: Recreational, Social & Community Learning			
Organisation	Course	Date	Drop-Out Rate
MEH	Community Learning	2015/2016	3.4%
MEH	Community Learning – Wider Family Learning	2015/2016	5.5%
KS	All Courses	2014-2018	27%

Data and interviews conducted by Kulturskolan Stockholm concentrated on “newcomers”, immigrants or refugees produced some interesting conclusions in this respect.

Stockholm School of the Arts has as one of its core objectives, a clear mission to facilitate new arrivals to participate in the School’s activities. The Stockholm School of the Arts has made some short features such as open meeting places and workshops / summer courses. The courses have not led to any long-term participation by the newly arrived.

First of all, regarding the question of enrolment, **enrolling on such courses is problematic**. First of all, participants on such courses are required to have an ID number and a long wait to receive such status, which can be problematic for newcomers.

Also, where there is a fee, such participants can have difficulties in finding the necessary money to pay. Formal courses have higher thresholds than informal courses such as these, for example in the form of fees, which are decided by the municipality and the politicians. Stockholm School of Arts offers two different courses. One of the variants is the formal orientation that is taxed, offering the student one lesson once a week. The second variant is more an open forum qua form, e.g. summer courses, workshops, try out opportunities, open houses. Some of these courses are free. The data collected presented in table 13 reflects **higher drop-out rates on such courses, which could be explained by economic issues**.

Course	Date	Drop-Out Rate
Various KS	2014	20.6%
Various KS	2016	59.7%
Various KS	2017	4.3%
Various KS	2018	18.6%

On the question of dropping out of such courses, the reasons provided were numerous. Although young adults enrol on such courses, later both themselves and their family question the purpose for enrolling a course, as this doesn’t lead to becoming a doctor or an engineer. **Although participants enrol on such courses to socialise, as stated earlier, there is still often alienation, “mellansförskap” due to the feeling of being between two cultures**, traditions or religions.

This section of the population is highly transitory, many newcomers having to move about to different locations, and inevitably are forced to drop out despite their positive feelings regarding the course.

Unfortunately, in addition, the economy, fears and stereotypes also play a role. This section of the population has **a low level of trust in society which can lead to drop out.**

Differences in education methods also play a role; many newcomers come from an authoritarian school system and **coming to a democratic way of school system can be very complex to understand and learn.**

6.6 Coaching and Life Skills

Coaching & Life Skills			
Organisation	Course	Date	Drop-Out Rate
ANI	Passerelle vers le monde professionnel	Nov – Dec 2016	0%
ANI	Passerelle vers le monde professionnel	Jan – Dec 2017	12%
ANI	Déclic Avenir	Oct 16 - Jan 18	1%

"Passerelle vers le monde professionnel" and "Déclic Avenir" are programmes that help young people under the control of the justice system, school drop-outs, immigrants and refugees, to improve their intrinsic motivation, thereby enabling them to live an effective educational experience and subsequently become part of the professional world. As such they are considered to be coaching and life skills courses.

Concerning the young participants enrolled in the "Passerelle vers le Monde professionnel-gateway/bridge to the professional world", **the majority were forced to enrol, or even forced to join the course in conformance with a judge's instruction.** However, once they joined the course they were reassured; 43% of participants realised that the course would be necessary for them to change their behaviour and find a job. Others said that it is important for them not to return to prison, and to do something for their future.

The young participants in the "Déclic Avenir" programme are often looking for work, and are spotted by local partners (Mission Locale de Paris (youth employment agency), Pôle Emploi (employment agency), Antennes Jeunes, hostels for young workers or immigrants, animation centre, Espaces Paris Jeunes, non-profit organisation for social and occupational insertion, etc.). Their goal from the start is to quickly find a job.

In 2016-17, despite one abandoning during the January session, they all completed the course. They are mainly from African immigration (Maghreb and South Sahara). In 2017

the drop-out rate was 12%. The drop-out rate in the "Déclic Avenir» was 1%. In comparison to other courses **the drop-out rates are thus exceedingly low, although this is mainly due to the nature of the students and a legal obligation to complete the course.**

Nevertheless, it is obvious that educational methods adapted to the profiles identified are necessary for this programme to succeed. Thus, depending on the sociology of the group and certain issues identified from their profiles, such as educational level, career path, and social issues, **the methodological approach and the pedagogical tools which should be used are planned accordingly, leading to success.**

At the end of each workshop, feedback is exchanged in order to prepare the next one, taking into account the particularity of the profiles involved. Coaching based on the methods of basic education remains the best tool for this public in search of revitalization; they all say they have learned a lot, which means that a means has been found to trigger their desire to learn. As soon as a session is finalised, conclusions are analysed in order to meet as closely as possible the expectations of these young people during the next sessions. Adapting such modules is important in building bridges, but what is more important is being able **to build an atmosphere of calm, trust and confidence to create a dynamic which is conducive to social and professional integration.**

The group is mobilised: here a climate of trust is built so the participants understand that they can talk about their real problems, not just what they think educators want to hear. They are listened to with empathy, kindness and humour. This is being used to help them find the answers themselves. It's not about teaching, lessons or transmission. It is more what is called the Socratic method: "the art of stimulating critical thinking to draw out ideas and underlying presumptions" or more simply, brainstorming. In this way the participants discover in themselves a potential which they did not even know they had. It comforts them to realise that they are capable of achieving something useful, and that only they are master of their future.

As can be seen, the drop-out rate is low. Young participants who drop out often face circumstances that undermine their motivation. It is a time during which they remember school restrictions when even then they were often drop-outs. **They encounter distractions, attractive temptations,** usually driven by friends. Or constraints, like getting up early in the morning. First offenders are often the worst, with 90% having expressed their fear of giving up and not following all the courses. Above all, they fear giving in to temptation, and resuming their old way of life. Another reason why they give

up is the fear **that the course will not lead to the expected result**. Most said they lacked concentration, accentuated by taking cannabis, or a lack of patience (they want to find a job quickly). In general, **the majority of participants who drop out does so at the beginning of the session, as, unfortunately, at that point their motivation is not sufficiently developed**.

The motivation of young participants who give up is not sufficiently strong: they want to achieve results quickly; they lack concentration; have trouble getting up in the morning; they have never challenged themselves, except to try and earn a lot of money quickly. A workshop on needs shows that their motivation is often either the desire not to experience the poverty of their parents, or to be able to leave home. **They do not like a training environment that reminds them of school: tables, chairs, blackboards. To improve their motivation, effort must be focussed on helping them gain confidence and self-esteem**. They must be made aware that motivation is not innate, and that anyone who has succeeded a task is not more intelligent than they are, and did not come into the world with a strong motivation. They simply patiently continued to work on their motivation. The methodology must be that of basic education based on role play and creativity. Kindness must characterise the animation, with particular attention paid to each trainee.

The "Passerelle Vers le Monde Professionnel" and "Déclic Avenir" programmes generally work very well both in terms of the young people's participation in activities, their listening skills, motivations, involvement in workshops and their soft skills. It can be said that the young participants in the programmes find, in the content of the workshops, a better management of their concerns. We did not observe any disrespectful behaviour on their part. 90% of them said that the "PVMP" and "Déclic Avenir" courses allowed them to question themselves, to focus on the points they need to improve in order **to be able to 'fit in' on a professional and social level**. They all appreciated the educational and programmatic method proposed. They recognised, and are aware of their difficulties, among which are: assiduity, maintaining the pace (whole days), the hygiene of life in general.

7. Conclusions: Bridging the Gap

7.2 Looking to the future

The data studied and in particular the feedback provided by interviewees and educators provide interesting conclusions for the way forward in adult education and measures that can be taken in order to increase participation in adult education. All of the

organisations involved in this project are already taking many measures in this direction, but it is clear that more still needs to be done. Whilst the different institutions will inevitably take more specific measures according to the type of the course involved, what is clear from the research conducted is that there are general measures which can be taken by all institutions offering adult education.

The enrolment process needs to be user-friendly and positive. CVO LBC already conducts an **introductory interview** with the students which has an advisory quality. Where participation is obligatory due to the nature of the course and the profile of the students, students need to nevertheless be informed of the importance of the course and the use it will be to the students, those creating a positive disposition towards it. **Motivation needs to be mobilised from the very outset of the course**, when participants are vulnerable to “throw in the towel” prematurely.

The location of the training is an important element for the regular attendance of participants. It is recommended to **target the structures next to the training location when the training is aimed at an unmotivated audience**. The most motivated participants will come from far away and will be motivated to come every day. It is also recommended **not to have an atmosphere that is too much like school** with tables and chairs,

Regardless of the course contents, the teacher is a coordinator and tutor. The coordinator must be **receptive** towards the students (the door should be also always open) and students must be mentored with an **individual and flexible light-hearted approach. Educators must be urged to use teaching methods in which the students are actively involved (instead of too much ex cathedra teaching). Active and creative teaching methods are paramount**. Mentoring this intensively is time-consuming and demanding, but also rewarding. Not only is it sometimes possible to keep students, who would otherwise have dropped out, aboard, the students themselves are very grateful for it. And, above all, seeing them grow through the course is especially gratifying.

It is clear that success is greatest when a **group dynamic is fostered**. The concept of social animation contains both goals, method, process and effect. The purpose is to enable communication between people, liberate creativity, develop initiative, increase choice and stimulate new group formation. The development of true bonds between the learners involved works as a commitment to support one another, helping them through their struggles and difficulties and not letting anyone drop out.

Long term goals are not as effective as short-term goals. Courses should not be shortened in terms of time as a step to reduce drop-out when the content becomes unmanageable– students are less likely to achieve and will be more prone to drop out. However, dividing content into manageable chunks is a positive step. In addition **students need the skills to identify their own short term and long term needs and how they will respond to such needs**.

Adults have difficulties organising their studies and lives, and this is more true amongst those that come from vulnerable backgrounds. **Adults need much help in learning the study skills necessary to complete the course, managing their time and lives. They need help in developing self-esteem and their feeling of belonging in society.**

Considerable thought must be made on the assessment and evaluation of students. **How the students performance is validated is of considerable importance to learners.** Outdated written examinations do little to motivate learners. **Portfolios which show students' achievements in a personal matter, implicating students in their own self evaluation are motivational for students.** It serves as a close personal record of all the progress done and learners have a constant piloting of the final goals, helps them value what they know and can do, enhances self-esteem and helps them persevere.

The importance of starting from personal knowledge and experience was also noted in order to approach whatever different topics and subjects are being addressed. This approach helps learners relate better to the topics, acknowledge their relevance and relation to everyday life.

Last but not least, it is self-evident that the bond established between educator and the learner is a crucial factor. Educators should work on their skills such as empathy and flexibility, together with the ability to listen and understand to learners' needs and expectations. Setting the rules and norms within the group must be combined with an overall more humane approach.

The above are just some of the most pertinent conclusions that may be drawn from the study completed by the partner organisations in this project. What is clear is that whilst intrinsic motivation is high when embarking on a course, when the course does not match the participants' (often high) expectations, the intrinsic motivation is easily lost, and this is particularly true of for those participants from vulnerable backgrounds. Thus, specific techniques and strategies are needed for all adult education courses which bridge the gap between students' desires to succeed and their dwindling motivation to do so. Such techniques and strategies need to address the conclusions drawn in this report. This is the primary focus for the i-MoToLe project team.