SMART LITERATURE REVIEW REPORT

Literature Review Report on existing practice in measuring success factors in second chance education

By Ulla Højmark Jensen Associate - Professor Aalborg University
Copenhagen, Denmark (Ed)

Co-funded by the Erasmus+ Programme of the European Union
SMART LITERATURE REVIEW REPORT

SMART Literature Review Report on existing practice in measuring success factors in second chance education

BY ULLA HØJMARK JENSEN ASSOCIATE PROFESSOR AALBORG UNIVERSITY COPENHAGEN, DENMARK (ED).

General introduction

This report is a product of a collaborative effort made by a consortium of public and private schools/institutions and organisations participating in the project: SMART - Second Chance Schools Working with Systematic Measurement of Outcomes.

The SMART project creates a quality framework of quality criteria, indicators and benchmarks that measures developments of learners, impacts of informal and non-formal learning methods and evidences success factors of second chance education. The aim of the project is to build an evidence base of outcomes and impacts of second chance education and to enhance the quality and relevance of learning offered in education, training & youth work through the active transfer of second chance teaching methodologies.and practices.

The project has been funded with support from the European Commission. This report reflects the views of the partners and partner organisations, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This literature review aims at developing an insight of the existing practice of measuring and evidencing success factors in second chance education. In the following, we will highlight examples of good practice, identify gaps and make recommendations. The Review builds on scientific publications and practical models from: Second Chance Schools, Initial Education, Vocational Education and Higher Education.

The report is the outcome of a literature review carried out by the project partners in the following countries: (1) Denmark, (2) Ireland, (3) Italy, (4) The Netherlands, (5) United Kingdom, (6) Sweden. Each partner has conducted a review of practice and publications in their own country and European-wide. The review builds on the partner’s contribution to different questions/subjects areas that this report addresses as part of the literature review

In order to create a quality framework of quality criteria, the following approach is adopted;

• the 1st Section of the report will focus on informal and non-formal learning and how discussions and different definitions of informal learning that are in existence in second chance education
• the 2nd Section of the report, will elaborate on the policies on measuring and evidencing success factors in second chance education in the different contexts. This Section will also focus on how the second chance educational institutions, in practice, measure and evidence success factors and we will outline good examples of practice in measuring success factors in second chance education in the partners’ context

• the 3rd Section of the report will elaborate on the gaps identified in measuring success factors in second chance education; also in this section, time will be devoted to making recommendations.

**Summery of the Literature review**

Schools develop both formal and informal skills, however the informal skills are not as well documented. In the SMART project we define informal skills as the learner’s personal, key and social competence. Informal learning refers to the process of achieving skills that are important for personal well-being, success and efficacy in a wide range of situations.

When exploring the different second chance educational systems, it is obvious that the policies and practices on measuring and evidencing success factors in second chance programmes and schools are very different in different countries in Europe. The partners in SMART project have reflected on the different policies that exist and discussed the goals of second chance education. These can differ within the same country over time and between countries. Goals for second chance education can be (1) employment focused, (2) further education focused or (3) vocational education and training focused. Some of the informal learning success factors can be identified by addressing the personal development of the young person in terms of improving self-confidence, self-esteem and their decision making processes.

It is important to address the gaps in measuring informal skills as success factors in second chance educational settings. This calls for a clear definition and clarification of the terminology of informal learning and the questions on how empirical evidence can be gathered for both individuals and service providers is crucial. Majority of the documentation is centred on the end result and the outcomes measured after the students have left school. Therefore there is a gap in the documentation on measuring the ongoing development of informal skills and the small steps taken on the road to reaching goals. Any measurement system is a simplification of reality, which does not give a complete picture of the complex reality and the causation between efforts and results. Most measurement systems are unable to provide causal explanations of whether the outcomes can only be attributed to the efforts. However measuring and evidencing success factors can be used as an indication of this. The measurement system, whether the measure academic, social or personal skills cannot stand alone, nor replace the experiences and professionalism of the staff working in these educational settings; they can only supplement the latter.
Secton 1.

What are the general definitions of informal learning in Second Chance Education?

The SMART project works in the context of: “Second Chance Education to contribute to the reduction early schoolleaving through a systematic and Europe–wide measurement of the development of learners informal skills, by which we mean personal, key and social competences.” However, it should be noted that there is from a national context, sensitive definitions on formal and informal learning that we will elaborate on, in the following countries, by giving voice to the six different geographical areas (1) Denmark, (2) Ireland, (3) Italy, (4) Belgium, (5) United Kingdom, (6) Sweden.

(1) Denmark

The Danish Ministry of Education, defines formal learning as learning in educational institutions, which leads to a formal recognition of the training. Informal learning is the learning that takes place in everyday life, and not necessarily deliberately arranged for learning and perhaps not perceived by participants as something that develop their knowledge and skills. Non-formal learning is referred to as learning that takes place outside the established educational institutions and typically does not lead to an exam. (Uddannelses for bæredygtig udvikling - strategi for FN’s tiår 2005-2014).

A general use of the meaning of non-formal learning, however indicates that non-formal learning can be rather organised and can have learning objectives as well as it can be incorporated and learned in established educational institutions (Dansk Folkeoplysnings Samråd).

The use of the terms; formal, non-formal and informal however varies in different settings. As does the definition and understanding of formal and informal skills. Formal skills, as formal learning, is defined as competence and knowledge acquired through education and leading to a formal recognition, where as non- and informal learning or skills refers to the ability to act competently in given situations (Leksikon for det 21. århundrede ). As the development of these skills often occur outside a formal learning system they are not well understood, made visible or well documented.

In Denmark there is a strong concept of general education, often explained as versatile development of the child. Through this concept there is a focus on informal skills learned in a formal setting, as well as in an informal and non-formal setting.

In the legislation with regard to the Danish public school, school must co-operate with parents to provide students with knowledge and skills that; prepare them for further education and make them want to learn more, make them familiar with Danish culture and history, giving them an understanding of other countries and cultures, contributes to their understanding of human's interaction with nature, and promote the individual student's overall development. The school must develop working methods and create a framework for experience, absorption and enterprise so that students develop awareness, imagination and gain self-confidence in their own potential and background to make decisions. The school must prepare pupils for participation, joint responsibility, rights and duties in a society with freedom and democracy (Folkeskolens formålsparagraf §1). Here it becomes clear that the school should
not just teach the children academic skills, but alongside develop more informal aspects such as personal and social skills.

The concept of general education dates long back in the Danish school system and is an important part in the formal education system. This concept also applies in Second Chance Schools where one of the keystones in the task portfolio of Youth Schools is to reach out to the broad group of young people in order to support, , and involve them in relevant educational activities. The essential focus on subject knowledge is accompanied by a focus on instructing and training the students in the soft skills, which are demanded in a society characterised by variability and an increasing need for innovation and creativity (Mouridsen edt.2000).

In the recent years there has been a shift in focus from teaching to learning – from input to outcome. It has launched an increased focus on documentation of measurable academic skills (Ministeriet for Børn og Undervisning 2012/2013). However the concept of the school as a place for general education supporting the student’s versatile development is still valid and there is a strong pedagogical and methodological recognition of how personal, social and academic skills is significant for the students learning.

As a reflection of this, a new policy was passed in 2010 with the provision that there must be an assessment of readiness for further education for all students in elementary school, independent schools, private schools and second chance schools. The assessment includes whether students have the necessary professional, social and personal qualifications to enter and complete a secondary education (www.retsinformation.dk). With the assessment of readiness for further education, the informal skills; social and personal, has become embedded in a formal setting, however the informal skills is are not as well documented or made visible as the more formal academic skills.

Sources:
- Dansk Folkeoplysnings Samråd: http://www.dfs.dk/temaer/realkompetence/opslagsbog/ikke-formel-laering/ (17.02.2015)
- Mouridsen; Bjarne (Editor) 2000: Ungdomsskolen, Worth Knowing about the Danish Youth School. The Youth School Development Center
Conceptual differences and terminological debate has been inherent within educational discourse regarding defining non-formal, informal and formal learning for a number of years (OECD, 2007) in the Irish context. There has been ongoing debate seeking to clarify these concepts, though considerable uncertainty and even disagreement still remains. Notably, the differences between concepts are quite subtle and often terms are defined either according to programme, project or local provision needs and requirements.

The European Centre for the Development of Vocational Training (CEDEFOP) defines formal learning as

Learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner’s point of view. It typically leads to certification. (Cedefop, 2014)

And informal learning as

Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner’s perspective. Comments: informal learning outcomes may be validated and certified; informal learning is also referred to as experiential or incidental/random learning. (Cedefop, 2014)

The difficulty in applying CEDEFOP’s definition of informal learning to the work being carried out in Youthreach is that in Youthreach (second chance educational setting) informal learning in the context of being unintentional from the individuals perspective occurs within an organised and structured setting via a key situational component i.e. the relationships developed between staff and learners. Prior to expanding upon this it is necessary to acknowledge that both within a European and an Irish context there are clarification and terminological challenges in relation to defining the concept of informal learning. Further to that the identification and validation of informal learning a central aspect to the SMART project can be even more complex due to issues of individual entitlements, stakeholder capacity and obligations, confidence and trust along with creditability and legitimacy of the validation process (CEDEFOP, 2009). Quality Assurance and validation of informal learning pertinent to key social and emotional competencies is therefore, problematic both theoretically and practically. Though what is clear is that whilst education is by definition a planned, purposeful and conscious process, learning per se may or may not be planned or may or may not be purposeful or may or may not be conscious (Dept. of Children & Youth affairs, 2013).

Within Youthreach settings learning occurs in relation to an individual’s key social and personal competencies both formally via planned, structured, personal and social development classes (certified and non-certified) and informally. Informal skills development and learning for individuals regarding key social and personal competencies occurs as a result of the learning environment created, support services available (counselling, guidance counselling, mentoring) and as mentioned the nature of the student teacher relationship. Terminology and clarification regarding this kind of learning has been developed in a Youthreach setting in particular by Mary Gordon (Senior Psychologist with Irish National Educational Psychological Services (NEPS). The focus of this work has been on the development of key social and personal competencies termed as Soft Skills Development (Gordon, 2011).

Focusing on soft skills in Youthreach is about placing well-being at the centre of the work of centres. The competencies and skills involved are broader than the academic ones that are formally taught in
centres and schools and assessed by standardised tests or through national accreditation systems like FETAC and the state exams. The terms ‘core’, ‘central’, ‘key’, ‘life’ and ‘transferable’ skills are sometime used instead of ‘soft’ skills to refer to skills that are hard to measure but important for personal well-being, success and efficacy in a wide range of situations (Gordon, 2011).

So at this stage of the discussion it is important to account for the context of the SMART project which is Second Chance Education to contribute to the reduction of early school leaving through a systematic and Europe-wide measurement of the development of learner’s informal skills, by which we mean personal, key and social competences (SMART, 2014).”

Therefore combining Gordon’s work on soft skills which is representative of the Youthreach approach and context with the objectives of SMART, the resulting combination ensures that SMART in an Irish context is looking at how Youthreach (a second chance setting) can contribute to the reduction of early school leaving through systematic measurement of the development of learners informal skills (soft skills) both informally and formally. Therefore two additional points to note within this discussion are that within an Irish context Youthreach as a national programme is not seen as reducing early school leaving as it is a compensatory mechanism responding to early school leaving once it has occurred. Though recently arguments opposing this are being made as many Youthreach practitioners would state that they are providing an alternative educational option for young people, helping them to achieve Leaving Certificate or equivalent and hence these young people are therefore no longer technically early school leavers. The second point is within Youthreach informal skills (soft skills) developments occur both formally in a planned manner and informally in spontaneous and unplanned ways.

Sources:
• Cedefop. 2009. European guidelines for validating non-formal and informal learning. European Centre for the development of Vocational training, Luxembourg
• Department of Children and Youth affairs. 2013. Youthwork; A Systematic Map of the Research Literature. Centre for effective Services. Dublin

(3) Italy

Definitions and items for discussion:
The system of formal education in Italy is going through a very difficult period because, invested with many training and education responsibilities, perceives itself distant from the peculiarities, demands and
needs of the younger generation, unprepared to face the latest challenges of modernity. For this reason, in the last few years, alternative ways in education have been developed, namely non-formal and informal learning. In a first period, the focus was on the context originating learning, now the focus has shifted in part around the process of subjective intent of learning. The terms non-formal and informal learning, recently used in the context of adult education, derived from the term “non-formal education”, emphasising the meaning of formality and informality of the learning process, rather than the act of education in the strictest sense.

According to the Italian law D. Lgs. 16.01.2013, n° 13, article 2, non-formal learning is characterised by a deliberate choice of the person, which takes place outside of the traditional formal education system, in each body pursuing educational and training purposes, even volunteering, the national civil service and private social and the enterprises. While informal learning is realised as a part from a voluntary choice, in the performance, by any person, of activities in everyday life situations and interactions that take place in it, within the context of work, family and leisure.

Informal education, according to Amnesty International, retrieves a vision and a unified and circular approach in knowledge and sociality, in active involvement of educators and students. Don Luigi Ciotti adds that, in order to be revitalised and returned to its deeper meaning, education should be freed from constrictions and conventions. It should not be any more a rigid scheme that separates who teaches from the learner, but it should be free to assume different forms from time to time, adapting to the unpredictable dynamics of human relationships. Education should be a path for both the educator and the learner in order to obtain a mutual understanding and grow together.

Riccardo Massa, an Italian philosopher of education and educationalist, considered the importance of connections between education and life. The education paths should be set in the socio-cultural context in which they act and that define the terms under which legitimise the existence of the organisation and the work of the educator within it.

Sources:

(4) Belgium

Non-formal learning is learning via a programme that’s usually not evaluated and that doesn’t lead towards a certification. Informal learning is learning as a result out of activities that are related to a job, family life or leisure activities.

Non-formal learning is learning outside the regular education system and it will not lead to certification. It’s about education on the work floor, activities in trade unions, organisations, adult education initiatives. …

Informal learning is spontaneous learning in daily life. In opposite to formal and non-formal learning, it is not necessarily "conscious" learning or not intended learning; it’s also learning via TV, media, …
Second chance schools in Flanders are defined as adult education, only for those above 18 years – no longer of school age. This type of education becomes more popular for +25 year old students. It provides education to adults who missed their first chance to get a diploma in secondary education.

Sources:
- www.ond.vlaanderen.be/obpwo/.../Presentatie_Michael_Debusschere.ppt

(5) United Kingdom

Definitions and items for discussion

Research in the UK shows that informal learning encompasses a diversity of arrangements, actors and practices. It happens in all sorts of places; involves different kinds of participants, and uses a variety of platforms and methods. A government sponsored report in 2000 into informal learning and its role in widening participation said there is considerable overlap between what is assumed to be formal learning (accredited and delivered in schools or colleges) and what is assumed to be informal learning (non-accredited and experienced in the community/society). The report states that some informal learning is accredited and some does take place in schools and colleges.

“Informal learning is an ill-defined and messy concept that lacks theoretical foundation.” Smith feels that learning and education are confused, with over-concern regarding the setting rather than the process or content and argues that the most useful way of exploring and developing what is ‘informal learning’ is to focus on learning in its various guises – implicit, reactive and deliberative. Smith cites Polanyi (1967) when saying that informal learning can be viewed as implicit learning or what Polanyi calls tacit knowledge – ‘that which we know but cannot tell’. He says that viewing informal learning as an expression of situated learning takes us beyond understandings of learning as being internal, or ‘within the skin’, of individuals. Furthermore he argues the key dimension between formal and informal learning is intention “education is a conscious activity; learning isn’t necessarily”. Smith views informal learning as “dialogical or conversational”, not pre-planned and says that educators that work around conversation can be seen as informal whilst those who work through set curricula are formal.

Some see informal education as the learning that goes on in daily life, others as the learning that comes as part of being involved in youth and community organisations. Jeffs & Smith say informal education tends to be unpredictable, spontaneous and can take place in any setting.

Sources:

(6) Sweden
There are many definitions of informal learning, informal skills and social skills. In some school settings formal learning is seen as the learning that takes place at institutions for education and vocational training leading to recognised diplomas and qualifications. The non-formal learning is seen as the learning that takes place alongside the mainstream systems of education and vocational training and does not automatically lead to formal qualifications. Non-formal learning may be provided in the workplace or through organisations and groups in civil society (such as youth organisations, trade unions and political parties). It can also be provided through organisations or services established to complement the formal system. (Such as arts, music and sports classes or private tutoring to prepare for examinations). Informal learning can be seen as a natural part of everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning, and therefore it is not recognised as contributing to the individuals knowledge and skills. (Kerstin Namuths)

In other schools and institutions they will have a more conservative view of what formal, informal and non-formal learning is. In these institutions learning will be connected to terms like: hard work, depends on rewards and punishment, based on efforts, individualistic, assured by testing, an intellectual activity, memorisation. (Darren Kuropatwa)

The discussions about what learning is and how it should be measured in introductory programmes (Second Chance School in Sweden) is on going in the schools, but the responsibility lies with the municipality to design education from the Education Act. There are not any official teachers training on this subject area.
Summary

Section 1: Informal learning and Informal skills - discussions and different definitions of concepts in second chance education

The SMART project acknowledges that alongside teaching the students academic skills, the schools develop informal skills. However the informal skills are not as well documented or made visible as the more formal academic skills. The SMART project wants to establish a systematic and Europe-wide system of measurement of the development of learner’s informal skills. The indicators and benchmarks that frame the informal learning achievements, in the second chance education schools are to be found and used for evidencing success factors for learners.

There is a challenge in relation to defining the concept of informal learning. Across EU countries there is an ongoing debate on the definition of and distinction between concepts of formal and informal learning. OECD has a narrow definition where informal learning is seen as: never organised, has no set objective in terms of learning outcomes and is never intentional from the learner’s standpoint (OECD.ORG). In line with this CEDEFOP adds to the definition that: informal learning outcomes may be validated and certified; informal learning is also referred to as experiential or incidental/random learning (CEDEFOPdefop, 2014). This points to distinctions between learning as a process that can have an intentional and/or a unintentional outcome. In the SMART project we define education as a planned, purposeful and a conscious process, whereas learning may or may not be planned or may or may not be purposeful or may or may not be conscious. So the SMART project is looking at how to measure informal skills in second chance education settings, where informal skills can be both formally planned and unplanned (intended/unintended). There for we wish to broaden the CEDEFOP/OECD definition to recognise that the development of informal skills occur both formally in a planned manner and informally in spontaneous and unplanned ways.

But what exactly is understood by informal skills and informal learning?

In the SMART project we define **informal skills** as the learner’s personal, key and social competence.

**Informal learning** refers to the process of achieving skills that are important for personal well-being, success and efficacy in a wide range of situations.

Gordon (2011) unfolds the concept of informal learning by looking at the learners subject relevant information and practical knowledge and if they have coping strategies such as anger management and solution-focused thinking, social behaviours appropriate to different situations, confidence, less fearfulness about the unfamiliar or unknown, self-protection skills, assertiveness and self-reliance habits of forward planning, reliability and responsibility.

All these coping strategies skills are part of the informal learning that can be benchmarked in different ways in this project.
Section 2:

What are the policies, how is practice and what is seen as a good example on measuring and evidencing success factors in second chance education?

In this 2\textsuperscript{nd} section, we will elaborate on the legal documents and policies on measuring and evidencing success factors in second chance education, how the educational institutions in practice, measure and evidence success factors and outline examples of good practice. All in the context of 6 different geographical areas (1) Denmark, (2) Ireland, (3) Italy, (4) The Netherlands, (5) United Kingdom, (6) Sweden that are members of the partnership project.

Focus is on exploring the different second chance educational systems, the policies and practices on measuring and evidencing success factors in second chance programmes and schools in different parts of the European Union.

(1) Denmark

\textbf{Second chance education and the Youth School}: In 1942 the Youth School was legislated by the Act on Youth Schools. The purpose was to educate the youth in the spirit of democracy and provide meaningful and healthy leisure time activities. One of the motives at the time, was to create a fence towards totalitarian regimes as seen during the Second World War and encourage democratic ways of thinking. Nowadays democracy is still one of the pillars of the youth school, and the youth school has expanded these activities in an effort to match the demands of a globalised society (www.ungdomsskolen.dk).

The youth school intends to give young people the opportunity of improving their knowledge, give them the understanding of and the preparation to society and contribute to make them increase their quality of life as a whole and at the same time develop young people’s interest for and ability to participate actively in a democratic society (Bekendtgørelse af lov om ungdomsskoler, kapitel 1 §1)

The Youth Schools is locally financed and rooted in the local community. The field of work is to support and involve young people in educational activities and to assist young people at risk in transition from basic school to further education or job. The Youth Schools covers activities in three main areas: general education, full-time education and specially organised projects. The target group consists of young people aged 13 to 18 (21), but the Youth School has a special commitment to young people who find it difficult to choose an education and gain a foothold in society.

Besides Youth Schools, Basic Vocational Education and Training (EGU) also belongs within Second Chance Schools. EGU is an individualised basic vocational education and training programme that is geared towards both employment and continued education. EGU is an alternating or sandwich-type training programme where practical training is combined with a subject-relevant school-based part in an overall 1½-3 year programme in which the school-based part lasts between 20 to 40 weeks. The school-based elements are taken from a number of existing education and training programmes (Bekendtgørelse af lov om erhvervsgrunduddannelse m.v.).
Also the Production Schools can be understood as a Second Chance Schools and have the same target group. Production schools are independent institutions with statutes approved by the local authority that provides the school’s basic grant. The production schools are built around activities in various workshops, taking a point of departure in practical work and problem-solving combined with instruction in theory, with a view to genuine production and sales. (Bekendtgørelse af lov om produktionsskoler)

**Measuring and evidencing success factors:** Models and methods to measure and evidencing success factors in Youth Schools/Second chance schools in a Danish context are relatively new. As in the Danish Public school the documentation is concentrating on academic skills and accomplishments. Therefore there is limited research literature dealing with how measuring and evidencing success factors are used in a broader sense as a management tool within this area.

In 2010, an evaluation of the full time education in Danish Youth Schools was made by the Danish Evaluation Institute. The evaluation concluded that a main development potential in Youth Schools/Second Chance Schools was an increased local focus on discussing and clarifying the full-time educational goals, to increase the focus on systematically measuring goals for student development and to focus on student progression and skills acquired (Danmarks Evalueringsinstitut 2010). A similar recommendation was made in an analysis of the administration of Copenhagen Youth School and UU Copenhagen – Youth Guidance Centre of Copenhagen. It stated that there is "an urgent need to create a more insightful management information regarding the outcomes" (PA Consulting Group 2013).

Thus Copenhagen Youth School has since 2013 developed a fact-based management system. The management system includes already available data such as attendance, grades, assessment of readiness for further education and enrolment in further education. To supplement this, Copenhagen Youth School have developed a new systematic measurement system that focuses on social and personal skills and on the development of these skills while the students are enrolled in the school. (Forandringsteori, effektmåling og ledelsesinformationssystem, 2014).

In 2012 The Youth Schools Association in Denmark started the project 'Method and quality development in the Youth Schools fulltime education’. The overall aim was to produce and disseminate good practice models to support the recommendations from the evaluation in 2010 requiring an increasing focus on outcomes. The project paired five “model schools” which had a particularly inspired practice and relevant experience with relevant methods with five partnership school to learn from each other. The project was overseen and supported by the Danish Evaluation Institute (Danmarks Evalueringsinsitut 2014).

While working with models for measuring and evidencing success factors is relatively new in Youth Schools/Second Chance Schools, other areas with similar targets groups have started introducing and using such models.

Since 2010/2011 the Social Services Administration in both Aarhus and Copenhagen have had a focus on measuring and documenting results and outcomes across their different programme (Holst 2013). The measurements are used as part of a management system with focus on results and outcomes for the citizens. The purpose is also to ensure dialogue between employees and citizens about the aim of the effort (Kloster 2010). The systems used in Aarhus and Copenhagen are both inspired by the British tool "The Outcomes Star".
Although measuring of effects and evidencing success factors is still new in Second Chance Schools in Denmark, there is an increasing focus moving from teaching to learning. Youth Schools in Denmark are hereby following the general trend in the education system and in the welfare system in general, moving the attention from input to outcome.

**Examples of good practice in measuring success factors in second chance education:**

**The Flying Dutchman – Social Services Administration**

- The organisation: The Flying Dutchman is a residential institution for children and adolescents.
- Target Group: Children and adolescents who have committed serious crimes against other human beings, children and adolescents who are struggling with problems arising from neglect in their childhood environment and turns to crime and abuse and a have general difficulties interacting with other people in a meaningful way
- Method used: Management based on outcomes, focusing on short-, intermediate and long-term outcomes.
- Description: When a child or adolescent enters the programme, data is collected for the baseline. Hereafter measurements are made continuously and with short intervals on the short term outcomes. When leaving the programme measurements are made in relation to the intermediate outcomes – focusing on the effects of the treatment in the programme. Finally the child or adolescent are followed further until two years after leaving the programme.
- Use: the collection of data is used in the planning and monitoring of the treatment provided for each of the children or adolescents at the institution. The data is also used to document the outcome of the institution’s treatment.
- References: [www.flyvendehollaender.dk](http://www.flyvendehollaender.dk) (27.02.2015)

**Safe City Program – The Finance Administration**

- The organisation: The Safe City Programme creates an overview and visibility of the many different organisations and programmes working with crime prevention in Copenhagen. The Safe City Programme is to ensure the strategic co-ordination between the many different organisations and initiatives within the field.
- Target group: Organisations, programmes and schools working with crime prevention – includes about thirty different organisations divided into a primary, secondary or tertiary level of crime prevention, based on their role, aim and target group.
- Method used: Assessment of outcomes.
- Description: Across the different programmes, schools and organisations, there are four evaluation criteria: 1) The extent of influence on the essential risk and protective factors that promote or inhibit the likelihood of crime. 2) The extent of the use of evidence-based approaches. 3) The extent of results achieved and objectives met. 4) The extent to which the programme, school or organisation has solid evidence of the results.
- Use: The collected data is used to prioritise the different programmes, schools and organisations working with crime prevention within the Safe City Programme and for distribution of funds.
Copenhagen Youth School – The Children and Youth Administration

- The organisation: Copenhagen Youth School offers free leisure-time classes and full-time education for young people living in Copenhagen. The field of work is to support and involve young people in educational activities and to assist young people at risk in transition from basic school to further education.
- Target group: Young people who have dropped out of school and/or have left school without the necessary qualifications to begin at a youth education.
- Method used: Systematic measurement system. Management based on outcomes, focusing on short-, intermediate and long-term outcomes.
- Description: the systematic measurement system conducts pre-, intermediate- and post-measurements in the period the student are enrolled in the school. The first measurement takes place when the students have been enrolled in the programme for about a month. This measurement functions as a pre-measurement and provides evidence about the characteristics of the students and possible areas of focus. The second measurement takes place halfway through the programme. This measurement functions as an intermediate measurement and, benchmarked with the pre-measurement, it provides evidence about the progress so far. The third measurement takes place when the programme is about to finish. This measurement functions as a post-measurement and benchmarked with the pre-measurement it provides evidence about the progress of the students during the entire programme. The three measurements are supplemented with other sources of information concerning the outcomes when and after the students have left the school.
- Use: The use of a systematic measurement system provides the school with systematic knowledge about the students’ progression of competences within the personal, social and academic field. It creates the opportunity to adjust methods and activities/practices continuously, and at the same time it becomes possible to apply knowledge about good practices to other parts of the organisation or other organisations. Lastly, it can be used to document the outcomes of the organisation's effort to decision-makers and others.
- References: Forandringsteori, effektmåling og ledelsesinformationssystem i Københavns Kommunes Ungdomsskole – heltidsundervisningen 2014

Sources:
- Danmarks Evalueringsinstitut 2010: Evaluering af ungdomsskolens heltidsundervisning
- Bekendtgørelse af lov om ungdomsskoler, kapitel 1 §1: https://www.retsinformation.dk/forms/r0710.aspx?id=162472 (10.02.2015)
- Bekendtgørelse af lov om erhvervsglunduddannelse m.v.: https://www.retsinformation.dk/forms/r0710.aspx?id=132877 (10.02.2015)
- Bekendtgørelse af lov om produktionsskoler: https://www.retsinformation.dk/Forms/R0710.aspx?id=141721 (10.02.2015)
- Forandringsteori, effektmåling og ledelsesinformationssystem i Københavns Kommunes Ungdomsskole – heltidsundervisningen 2014


Secondchance Education: Second Chance Education in an Irish context refers to educational provision for those persons who do not complete secondary schooling or complete their Leaving Certificate;( final examination at post-primary level) As such it includes aspects of further and third-level education, continuing education and training, community education, and other systematic deliberate learning by adults, both formal and informal (DES, 2000, p12). This also includes the provision of education and training within the Youthreach programme which is a specifically targeted national response to early school leaving in Ireland.

Youthreach Centres: There are 103 Youthreach centres in Ireland, mostly located in rural and urban disadvantaged areas (DES, 2010). It is a multi-departmental initiative, funded by the Department of Education and Skills (DES) and the Department of Enterprise Trade and Employment (DTE) and managed locally by Education Training Boards (ETBs) within their further and adult education brief. There are also a smaller number of Youthreach programmes delivered in Community Training Centres (CTCs) and Justice Workshops that are funded by SOLAS (previously FAS) or the Department of Justice and Law Reform.

Legal documents and policies on measuring and evidencing success factors:
Legal documentation and policies relating to the development and governance of the Youthreach programme are derived from two main strands. The first being the national Department of Education and Skills (DES) and the second being the recently developed Further Education and Training Authority, (An tSeirbhs Oideachais Leanúnáigh agus Scileanna) SOLAS. Prior to SOLAS it was FÁS (the previous training and employment authority in Ireland which dissolved in October 2013). At a national level, the DES is responsible for Youthreach programmes operated by Education and Training Boards (ETBs). The Chief Executive (CE) of an ETB has ultimate responsibility for the operation of the programmes delivered by each ETB. At a local level, centres are managed by co-ordinators and resource persons (McHugh, 2013).

The aim of Youthreach is to provide participants with the knowledge, skills and attitudes required to successfully make the transition to work and adult life. The measurement and evidencing of success factors in Youthreach exists through the following mechanisms.

1. Since the Introduction of the Education Act in Ireland in 1998 (DES, 1998), the Irish Education Inspectorate were made responsible to evaluate and report on the management and effectiveness of schools and Centres for Education (i.e. Youthreach centres) to the Minister of Education, school
management and the wider public. The evaluation process focuses on a centre’s provision within the following key areas: Attendance and retention, educational progression, teaching learning and attainment, literacy and numeracy, life skills, child protection, management and co-ordination of centres, & capacity for improvement and development (DES, 2010 & 2013). Inspectorate reporting is conducted via the Publications of Schools Reports – Guidelines 2006 (DES, 2006) which is then made available on the Department of Education website for public viewing. Through publishing school inspection reports the Inspectorate seeks to achieve the following for Youthreach centres and schools;

- acknowledge and affirm good practice,
- provide an assurance of quality in the education system,
- identify areas for development,
- contribute to real improvement in schools,
- encourage school self-review and development,
- ensure a wider dissemination of good practice in and among schools,
- provide authoritative and balanced information on the effectiveness of schools,
- provide valuable information to parents, prospective parents, and students; promote greater accountability and transparency (DES, 2006).

The reporting and evaluation process can take a number of forms, whole centre/school evaluations are conducted over a one day or three day period, subject inspections reports, programme evaluation reports and thematic reports (DES, 2006, p4).

2. A second reporting mechanism for quality assurance in Youthreach was developed in 2000, under the Qualifications (Education and Training) Act of 1999. The Quality Framework Initiative (QFI) was established to support the development of 27 specific quality standards for Youthreach. O’Brien (2004, p.9) states that the aim of the QFI was to develop and implement a quality assurance model that would lead to continuous improvement in the services offered by centres and in a manner that meets the needs of learners, staff and management. The framework is developed around the following structures: quality standards, centre development planning, internal centre evaluation, and external centre evaluation.

Prior to this quality assurance in Youthreach was of an ad hoc nature, but the QFI has ensured that centres are now better developed, more accountable, increasingly evidenced based in development and more outcome focused. Of note is that within the QFI process the learner voice and learner opinions are recognised as valuable contributors to the development of the centre (along with a range of other stakeholders).

Since 2014 this process is under review and an updated quality framework with revised quality areas is due to be piloted in 2015. This revision is in accordance with the original goal of the quality framework that the review and quality process be flexible and fluid, developed according with centre needs and be reflective of programme and learner requirements.

3. A third QA process within the provision of education in Youthreach centres comes under the governance of the Quality and Qualifications Ireland (QQI) authority. QQI previously FETAC (Further Education and Training Awards Council) is responsible for producing and promoting awards; determining standards; validating programmes and quality assuring programmes and services. FETAC developed Ireland's National Framework of Qualifications (NFQ) as a result of legislative development (Qualifications Education and Training) Act 1999). Fetac and now, QQI is the statutory awarding body
in Ireland with responsibility for qualifying how various awards/programmes correspond to each other in terms of levels of knowledge and skills aptitude. Youthreach centres provide QQI Awards and as a result must take part within the QQI process thereby quality assuring their formal education and training provision.

4. Whilst the above three structures are the primary quality assurance mechanisms for the provision of second chance education locally in Youthreach centres. Youthreach itself as national programme has come under review nationally by the Department of Education within the DES (2008) Value for Money Review. Financial management monitoring is conducted via DES Vocational Support Services Units (VSSU, 2008) internal audits. Over its twenty years a variety of other reports have examined aspects of Youthreach provision (Stokes, Griffin, O’Connell, 2000; WRCsec 2007, Gordon, 2013), the experience of Youthreach for its participants (Stokes, Griffin, O’Connell 2000; Byrne and Smyth, 2010; McHugh, 2013) or operational monitoring reports (Dept. of Education, 1989; DES 2010), ESF monitoring Reports. This list does not include local monitoring structures within ETB’s such as annual reports, administration reports and other such administration documents.

**Measuring and evidencing success factors:**

Evidencing success factors within second chanced education is widely recognised as a difficult and challenging task. This ongoing challenge is a result of a combination of factors i.e. programmes assessment & validation processes, curriculum provision, learner requirements, programme and staff competencies as well as the level of policy and governmental support for second chance learning. A significant effect of austerity on education has been the increase in demand for the quantification of outcomes and measurability (Carpentieri, 2013). Within the context of this study a highly related issue has been the traditional focus of educational programmes on hard outcomes such as accreditation, progression and labour market outcomes rather than the development of soft skills in the form of emotional and social competencies. Whilst most educational providers will state within their ethos and mission statement that they wish to promote a holistic approach to learners or seek to help learners to transform their lives (SOLAS, 2013). These aspirational claims have not been backed up with the development of structural indicators to measure organisational success in terms of measuring or evidencing how these goals are achieved. In fact within the most recent assessment of second chanced provision in Europe, Ecorys (2013) stated

*The assessment of learning outcomes, measuring progress and gaining accreditation were found to be challenging for second chance schemes; especially for those not leading to a mainstream qualification but instead having a focus on employment and integration (Ecorys, 2013, p51)*

Further evidence illustrating this point exist as most of the statistics relating to education commonly used are those relating to education in its roles as supporting labour market outcomes. Though as stated by CEDEFOP, the European Centre for Vocational Training

*Statistics have their limitations. They can oversimplify complex issues; to be properly understood they must be read in context and there are inevitable time lags (CEDEFOP, 2013).*

Measurement of traditional educational outputs such as accreditation or progress certainly hides the complexity of the work involved in preparing early school leavers for the world of work or future study. Second chance settings abound with anecdotal evidence from professionals describing the considerable
social and emotional supports required by those returning to education. Just recently an EU wide study of frontline professionals working within second chance settings recognised this when it stated

_A core distinction is between FET (Further Education and Training) which is explicitly about “learning for jobs” where labour market outcomes are central in assessing its success, and FET which are principally about “learning for life” where outcomes other than labour market outcomes are the primary objective_ (Buiskool et al, 2010).

The complexity of this issue is evidenced for Youthreach as an educational provider when the following statement is considered;

_validating non-formal and informal learning poses challenges to formal education in terms of the range of learning that can be validated and how this process can be integrated with the formal curriculum and its assessment_ (CEDEFOP, 2009).

Youthreach seeks to incorporate formal and informal skills development within a structured environment. The main objectives of Youthreach programmes are to prepare the young people for working life with an emphasis on core skills and the ability to transfer these skills into a variety of work and life situations (DES, 1995).

The emphasis is therefore on formal skills and qualifications though just as important and often at times the primary issue can be addressing the personal development of the young person in terms of improving self-confidence, self-esteem and their decision making processes.

As previously stated SMART in an Irish context is looking at how Youthreach (a second chance setting) can contribute to the reduction of early school leaving through systematic measurement of the development of learners informal skills (soft skills) both informally and formally. Youthreach therefore measures the development of learner’s soft skills through the Youthreach soft skills framework (Gordon, 2011) and through its use of the web wheel (Gordon, 2007). Whilst both these initiatives have made inroads into this difficult area, neither approach are fully utilised across the Youthreach programme as they are aspects of specialist projects. Also neither approach is validated or accredited within a national accreditation framework. Though this withstanding both approaches offers valuable knowledge in terms of the identification and measurement of informal skills.

Gordon (2011) describes the following as examples of soft indicators; information and practical knowledge, coping mechanisms (such as anger management and solution-focused thinking, social behaviours appropriate to different situations, confidence, less fearfulness about the unfamiliar or unknown, self-protection skills, assertiveness and self-reliance habits of forward planning, reliability and responsibility (Gordon, 2011). Of note regarding soft skills is Gordon’s statement that,

_There is interplay between indicators and outcomes in those indicators are the means by which it is possible to measure whether outcomes have been achieved. The term soft indicators is used when referring to the achievements which may 'indicate' acquisition or progress toward an outcome. It is clear that not all indicators, or measures of progression, are necessarily suitable for all client groups; some are target group specific._ (Gordon, 2011, P5)

Another concept of importance within Gordon’s soft skills framework is the concept of the distance travelled.
Put quite simply, the term distance travelled refers to the progress that a participant makes in personal development or the acquisition of skills as a result of a project intervention or programme. (Gordon, 2011, P5)

The complexity of trying to measure and evidence informal skills is a result of the wide ranging possibilities of factors that can be measured. An example of this is seen when Gordon’s soft skills framework is examined. Multiple possibilities exist and actual measurement methodologies present numerous complexities in terms of standardisation, resources and validity.

**Examples of good practice in measuring success factors in second chance education:**
The following is a list of examples of framework development for measuring success in informal skills development in Ireland (Separate to Mary Gordon’s work in Youthreach).

1. The National Youth Council Of Ireland have developed resources and materials for measuring participation within youth work programmes in respect of social inclusion and equality (NCI, 2012).
2. The National Education Psychological Services (DES, 2009) have developed the NEPS continuum of support, which focuses on social competencies and emotional wellbeing as well as academic success.
3. In an international context, from **soft skills to hard data, measuring youth programme outcomes** by Wilson et al (2014) is useful in terms of soft skills indictors, framework development and measurements. With frameworks, measurement tools developed this could be a useful resource for the SMART project.
4. In A European context a previously developed project under Erasmus funding MASS; “Measuring And Assessing Soft Skills” (MASS, [http://www.mass-project.org/](http://www.mass-project.org/)) project, which ran for the period 2009-2011 and partially funded under European Union’s Lifelong Learning Programme, Leonardo da Vinci, as a Transfer of Innovation.

**Sources:**
- CEDEFOP. 2009. European guidelines for validating non-formal and informal learning. European Centre for the development of Vocational training, Luxembourg
• Byrne, D. and Smyth, E. 2010 ‘No way back? The dynamics of early school-leaving’. ESRI
• Department of Education and Skills. 2013, A guide to Evaluation of Centres for Education. Evaluation Support and Research Unit. Dublin
• Gordon, M. 2013. ‘Youthreach SEN initiative research study report’. Available at: http://www.youthreach.ie/webwheel/reports/Reports.htm#Webwheel%20Library.
• McHugh, K. 2013. ‘A road less spoken’ The experiences of Youthreach Participants. Unpublished Ph.D. diss., National University of Ireland, Maynooth
• Dublin: National Coordinators, YOUTHREACH
• WRCsec (2007) Measure Study of Early School-leavers - Youthreach and Travellers: Measure 11B of the EHRDOP Implemented by the Department of Education and Skills
• Department of Education and Science. 2009. Behavioural, emotional and social difficulties, a continuum of Support, National Education Psychological Services, Dublin
• Wilson et al. 2014. From soft skills to Hard data, measuring youth program outcomes. The forum for Youth investment.www.forum.fyi.org
Second Chance Education: The Second Chance Schools are schools for preventing and combating school dropouts, developed in the 90s in the cities of Naples, Rome, Turin, Verona, Reggio Emilia, and Trento. The first project had been “Provaci ancora Sam!” in Turin, that from 1989, has involved 25 schools and it has reached thousand persons in the two modes of prevention and recovery. They are catering to 15 years old students still without a secondary school diploma, then students at risk of neglect or who already are experiencing a state of marginalisation. All projects are characterised by a training programme based on collaboration between teachers, psychologists and educators. In 2005, thanks to the IPRASE Trentino, the six experiences in Italy (“Provaci ancora, Sam!” in Turin, “Progetti ponte” in Trento, “Icaro...ma non troppo” in Verona and Reggio Emilia, “Chance – Maestri di strada” in Naples, “Scuola della seconda opportunità” in Rome) characterised by established practices and a significant presence on the territory, constituted a national network in order to exchange strategies and intervention models experienced during the long years of activity and to study in depth the processes that facilitate the re-entry in the training circuit.

The second chance schools: In the Italian reality the second chance schools offer, to Italians and migrants with a previous failure within the first choice scholastic system (repeated years, dropouts, irregular attendance, educational failure, difficulty in relationships, etc.), parallel or alternative paths to the secondary school aimed at achieving a diploma and, through a work of guidance and support, to the continuation of the training (higher education, professional training courses) and/or entry into the working world.

The second chance schools can be considered good legal practices as they contribute to the implementation of the rights enshrined both in the national law and in the international law and act in the wake of information contained in the most important documents elaborated by the European Union in the field of education and social policies.

The National Law: In regards to the national law it could be mentioned the article 3 of the Constitution that establishes an equal social dignity to all the Italian citizens and underlines the necessity that this equality will be promoted and guaranteed through actions that can remove the sources of inequality resulting from personal and social conditions. The educative action of the second chance schools is aimed precisely at the removal of social and cultural obstacles that prevent their educational success. Bringing these persons back to education and suggesting them paths that can meet their educational needs, it acts, therefore, in the spirit of the Constitution, favouring the practical implementation of article 3.

Moreover, in 2013, it entered in force a law in Italy with the definition of the general rules and essential performance levels for the identification and validation of informal learning and the minimum standards of service of the national system of certification of skills (D. L. 16 January 2013, n° 13).

Measuring and evidencing success factors: The certification systems of non-formal and informal learning can be aimed at two different targets:

to certify the results of non-formal or informal learning in order to grant a qualification and to allow progression through different channels of education and training; to certify that the person is able to perform a specific profession or certain tasks according to a pre-determined optimal level, despite not having followed the prescribed course of study or when a specific course of study is not expected. When the goal is the second one it is improper to speak of certification of the results of non-formal and
informal learning, primarily because the performance of a particular profession or job according to a predetermined optimum level is the result of both non-formal and informal learning and of formal learning, for this reason in this case, all types of learning are certified.

In some European countries (as the United Kingdom) there are various systems for recognition of non-formal and informal learning that allow one to achieve both social recognition and approval to perform certain professions, both the achievement of an educational title. In other countries, as in Italy, the recognition of non-formal and informal learning is granted only for the purpose of obtaining a certificate of education.

The structural and objective elements of the quality of a service to the person can be evaluated in terms of efficiency; cultural and subjective elements can be evaluated in terms of effectiveness. In the first case it is considered the ability to do more performances with the same amount of resources; in the second case, it is considered the adequacy of the response with respect to the need that has generated it. Among the objective elements that determine the quality of a service to the person you can retract the structures, the economic, information and human resources, the equipment, the advanced technologies; among the subjective elements are crucial, the culture expressed by the organisers, the operators and the recipients of benefits, the motivations behind the action, the expected satisfaction and the one perceived by those who receive the intervention and by those who helped to make it happen. As regard the evaluation of the efficacy of the service, the analysis tools and the indicators to monitor and assess reliably the effectiveness of actions taken are still lacking.

The evaluation procedures most common are a test of satisfaction of the service provided at the end of the activity, usually at the end of the school year, or a dual test on wellness education, one administered shortly after the beginning of the year and one almost at the end of the school year to see if and how the actions taken have led to an improvement in the subjective perceptions of the students involved. Added to this is clearly monitoring the learning outcomes achieved by those who have used the services.

To achieve effective actions to prevent and combat school dropouts appears necessary to re-evaluate in relational terms education and human formation and to consider school as a place of generation of human and social capital.

The educational success of the new generations is measured on the ability of young people to take an active role in the development of civil society, in the creation of a new citizenship.

Some of the success factors can be: the relationship between the student and the tutor/teacher, indispensable condition to create a positive atmosphere, convey confidence and arousing availability; a method of active learning, knowledge and skills are acquired through research and discovery so as to make the student autonomous and competent as well as participate actively in social life; a guidance person, care of the personal project of each recipient so as to make them aware of their abilities and able to anticipate and pursue consistent and realistic goals; exploitation of labour by which arouse motivations and interests, urging the individual leadership, support a gradual formative process based on real tasks with obvious value; enhancement of economic, social, cultural and institutional resources that can bring positive opportunities to the project; flexibility of pathways and their continual adaptation to the characteristics and needs of recipients.
Examples of good practice in measuring success factors in second chance education:

In Italy, the first project related to second chance schools has been “Provaci ancora, Sam!” in Turin. It started in 1989 to recover young people who abandoned secondary schooling. In the school year 1994/1995, in agreement with the education agency, thanks to the availability of a secondary school, it has been presented to the Ministry a project under article 3 of the Presidential Decree 419/1974, to get four teachers seconded permanently. The experience proceeds for another two years. Meanwhile, regional centres for continuing education (CTP) were established for people aged 15 and over.

In the school year 1998/1999, a first group of boys and girls is entered in two CTP, without closing the school experience, in order to evaluate in parallel the two kinds of intervention. In 1999/2000, other two CTP become available to the reception and the design of the project: the new model of intervention is strengthened and proves valid for those boys and girls who, despite having lived a negative school experience, do not show a complete aversion to the school environment.

From 2000/2001, it has been activated the recent version of prevention kind of the project, targeting the kids at the first year of secondary school. The goal of this part of the project is to promote the integration of the most problematic kids from primary school in order to help them in overcoming the initial disorientation given by the transition to secondary school so that it does not turn into isolation, alienation and rejection. The collaboration between different institutions and different education realities has favoured the creation of a highly functional network to help the inclusion on the relational level in the school and on the social one in the territory.

In the first years, all the participants were Italians, mostly who had failed school for several years and more for reasons of educational achievement than for poor discipline. In the following years the number of foreigners has grown leading to a profound modification of the relational structure and to new challenges, including a change in the objective and the teaching methodologies. It became sometime necessary to include a mediator, not only with language skills, but also with knowledge of the Italian school system.

The interventions of the project “Provaci ancora, Sam!” are divided mainly in prevention and training actions. Preventive actions are in turn divided into primary and secondary actions. Primary prevention is articulated in classroom observation, analysis of risk cases, design and integration of support activities. It means preventing failures, retreats, poor school performance, not only the disappearance from lessons.

Secondary prevention involves two pathways, one in the CTP and one in four modules that perform the following activities: presenting educational offerings; building the relationship with the child and encourage the expression of his motivations, interests and aptitudes; analysing the levels of learning; defining the training path.

Another project is “Chance”, a second chance school born in the suburbs of Naples. It operated in order to reintroduce to a learning path the boys and girls already out of any school curriculum. It was addressed to those who abandoned secondary school, fourteen and fifteen years old, reported to social services for their failure in compulsory education. The path of “Chance” to finish secondary school was based on a training agreement between the family, the local social services, the teachers and educators of “Chance” and the boy or girl who expressed the will to resume a learning path within a second
chance school. It was a process characterised by a strong hold over by professionals of learning and social inclusion, which is configured as a system of tutoring or mentoring.

After the diploma of secondary school, these boys and girls were accompanied through the “OFIS”, offerta formativa integrata speciale esperimentale (special and experimental formative offer). The paths called OFIS integrated boys and girls who obtained the secondary school diploma with others enrolled in vocational schools that, already in the first year, showed clear signs of distress and dis-satisfaction with school. The OFIS were therefore public courses about, in particular, literacy and basic skills for an active citizenship and, simultaneously, the experiences of pre-orientation training through internships and meetings with trades and professions, the chance to take to school licences and patents under the law, a strong care of socialisation, exploration of the city and surrounding areas, a series of time modules to approach several possible professionalising paths.

Some boys and girls, however, could not stay within these pathways OFIS. For them, continued a strong social mentoring and other forms of orientation and short training paths were experienced or by other devices provided by the Formazione regionale (Regional training) or at training centres or within the European measures, etc.

The accreditation of skills and the participatory budgeting have been an important constant. The focus was to differentiate, articulate and actually make flexible offers to children; even to overcome the mismatch that often exists between public offerings coded so hard and true ability of young people growing in strong exclusion.

The meetings of psychological and pedagogical supervision were made every 15 days and followed by moments of reflection in weekly training meetings conducted also by experts and Italian and foreigner researchers. Moreover, “Chance” collaborated with researchers studying the second chance education in Europe and they constituted a network of some Italian experiences in second chance schools. Success has been almost total in the first year, 89% of boys and girls obtained the secondary school diploma; about half continued in the path: between 1998 and 2006, 523 boys and girls participated to “Chance” and, among them, 465 obtained the secondary school diploma and 330 started an OFIS path or continued training through other paths.

Another example of project in the field of second chance schools is “Icaro…ma non troppo” in Verona, conceived in 1997 by a working group involving some principals of secondary schools in Verona, the education agency of Verona and the Institute A. Provolo.

In secondary schools in Verona, especially those located in the suburbs, have enrolled students with very pronounced learning problems often related to aspects of school and social maladjustment. The goal of the project is to organise a training module aimed at ensuring at the same time: the preparation of the student for the exam in order to obtain the secondary school diploma; the acquisition of competences they can use later; re-motivation towards a commitment to education and vocational training.

The project consists of a training programme of combined school/work divided into four modules, for a total of about 400 hours of activities. The intervention is based on a psycho-social approach that favours the group as a tool to stimulate the pupils’ personal and social change. Through active work modalities, relational processes are stimulated in the group of students, aimed at increasing mutual understanding,
the ability to stay in group, the internal cohesion, the “sense of belonging”. “Icaro” provides for a system of participatory evaluation aimed to monitor, assess and evaluate two levels of action: the orientation training path, dropout recovery and re-motivation for pupils; and the project as a whole as an intervention model in the system for the prevention of dropouts.

Regarding the activities carried out with students four tools should be used: a questionnaire to evaluate the classroom activities, administered periodically to students to monitor constantly the progress of classroom and laboratory activities; a questionnaire to monitor and evaluate the internship administered during and at the end of the experience; an observation grid for trainers, for the observation of the behaviour of the students, to be used by all the trainers involved in the project; a questionnaire for a final evaluation of the experience.

Sources:
- Filippini F., Giustini C., Chance, la scuola della seconda opportunità, Ricerche di Pedagogia e Didattica (2010), 5, 2 – Pedagogia Sociale, Interculturale e della Cooperazione
- Terenzi Paolo, Azioni di contrasto del disagio giovanile e della dispersione scolastica. Una ricerca empirica qualitativa, on www.academia.edu/1336104/Azioni_di_contrasto_della_dispersione_scolastica._Una_ricerca_qualitativa
- Filippini F., Giustini C., Chance, la scuola della seconda opportunità, Ricerche di Pedagogia e Didattica (2010), 5, 2 – Pedagogia Sociale, Interculturale e della Cooperazione

(4) Belgium

**Second chance education:** From the age of 15 or 16, pupils can transfer to part-time education. Part-time learning is available in three ways:
1. Part-time vocational secondary education (dbso) – a special branch of the BSO
2. Apprenticeship organised by Syntra Vlaanderen; Syntra Vlaanderen is an parallel system under the auspices of the Ministry of self-employment
3. Part-time training programmes. All young people in part-time education must learn and work for at least 28 hours a week. Different organisations (linked to different ideological education networks) organise this type of education: Group intro, Arktos, Agora.

There is a wish for a better harmonization of the three existing learning systems and new ideas are developed. In the ‘new’ part-time education system, young people will be able to attain a vocational qualification through an individually tailored learning pathway. At this moment (January 2015) the ministry of education and the different providers of education, are working on the new ideas under the umbrella of “Dual learning” and “Workplace learning”.

---

**Co-funded by the Erasmus+ Programme of the European Union**
**Dual Learning:** The two policy domains “Education” and “Work” create a new integrated dual system of learning and working, that will be equally rewarded with existing other forms of secondary education and that will give perspective both to youngsters and entrepreneurs. The goal is:

1. Learning and working is from now on an equal learning path in the bigger education system with a labour finality. Every labour market –mature youngster will get a concrete job experience. The school-learning component will be more oriented at the work placement experience. The young person that succeeds in both the working and the learning component, will be granted with a full education qualification.
2. Young people who are not mature for the labour market, get a special offer from education. This can be a tailor-made project in the education-welfare frame or a temporary project in a simulated workplace environment.

**Measuring and evidencing success factors:** “Measuring outputs” is only recently coming up, as a result of the EU-policy. In Flanders, all schools are independent in evaluating their results, it’s the rather classical way and at the end, the council of teachers has the last word.

**Examples of good practice in measuring success factors in second chance education:**
The personal ambition of people from disadvantaged groups seems to becoming increasingly less important in job counselling. Economic need, on the other hand, all the more so. Is that evolution leading to a new social chasm between those who are able to position themselves in the labour market on the basis of choice and others whose job 'choice' is driven by skill shortages? That cannot be the objective in a society with pretentions of showing solidarity and that finds personal development to be important. School leavers, members of minority communities and older workers are entitled to a life that matches their personal passions and to look for work that fits with that life. If people are able to do work that matches what they want, they will do their work with more enthusiasm, do it better and keep to it longer.

(Smartschool is an online platform used by many schools in Flanders and Belgium. You can use it in Dutch or Franch. It’s on its way to become a standard tool for: education, administration, evaluation, follow up. It’s not specific for second chance schools, but used by them also)

**Sources:**

(5) United Kingdom
Second chance education and measurement:

Although much has been said about adult education and lifelong learning and an increased interest shown in informal learning in the UK, Smith\(^1\) says that this has not been reflected in any significant way in government policy statements and reviews. As Coffield\(^2\) notes, the focus remains on formal provision, qualifications and accountability.

In the UK formal provision is associated with schools, colleges and training institutions where for many years the measure of success has been student achievement of qualifications. A recent government report from DBIS\(^3\) said "taken on its own, qualification achievement provides only a limited view of success". A report from Barnados\(^4\) said that funding and reporting requirements run counter to working effectively with second chance learners, by imposing time limits on course completion and specifying success measures which were unrealistic for some young people, given their starting point and the challenges they face. However commissioners often find it easier to quantify and monitor ‘harder’ outcomes – tangible ‘results’ such as educational achievement, participation in training, exclusion from school, offending or challenging behaviour – than so called ‘softer’ social and emotional capabilities.

Second chance education strategy: In the UK there has been no national government strategy for second chance education other than prevention and intervention measures to combat early school leaving in the formal system. Pre-16 second chance education has been delivered within schools as prevention methods through SEN (Special Education Needs) Coordinators. Intervention actions have been provided by PRUs(Pupil Referral Units) or alternative education and training provided by the private or voluntary sector.

A number of education and training providers work with young people who have been chronically failed by the education system. 16-19 second chance education has been provided by vocational colleges through specialised programmes designed to re-engage the NEET group but this has been funded and localised according to need. The Engaging Youth Enquiry pointed up the importance of the "significant other" in helping re-engage people into education and training. This often came about through the voluntary sector rather than college provision, since the former tends to be smaller in scale and often more flexible. The key to success with disengaged youngsters often lies in finding alternative structures that can allow more individual approaches. The voluntary sector has been active in providing second chances and informal learning through national initiatives such as The Prince’s Trust, Barnado’s or the National Youth Agency.

Second chance education policy: Recent changes to Government policy in England now requires young people to continue in education or training until they are 18 from 2015. The policy is intended to reduce to a minimum the number of 16 to 18-year olds not in education, employment or training (NEET), aiming to improve the skills, job prospects and life-chances of these young people. New measures of success in adult education have been designed to align accountability measures more closely with 16-19 provision where greater focus is now placed on progression and destinations.

Measuring and evidencing success factors: "Effective education systems around the world have high levels of autonomy with clear and robust accountability. OECD evidence shows that strong accountability is an important part of improving students’ achievement"\(^7\)
The DFEE report (2000)\(^6\) recognised that models for measuring and evidencing success factors in informal learning should not focus just on economic and impact-based measures, as has been historic in formal learning but should be responsive to the evolutionary nature of informal learning and should facilitate developmental and formative learning. The Government’s Positive for Youth strategy\(^7\) states that the process of personal and social development includes “developing social, communication, and team working skills; the ability to learn from experience, control behaviours, and make good choices; and the self-esteem, resilience, and motivation to persist towards goals and overcome setbacks.

In 2014 the UK government published its new plans for reformed accountability systems for primary & secondary schools and further education\(^8\). Performance measures for providers of 16-19 education and training include a set of headline measures (progress, attainment, retention, destinations and progress in English and maths) which give a clear overview of the performance of a school or college in academic and vocational programmes compared with other institutions nationally. The Wolf report\(^9\) on vocational education recommended that study programmes should offer students breadth and depth, without limiting their options for future study or work. Therefore funding is now allocated per student rather than per qualification with headline measures focusing on the progress that students make, encouraging schools and colleges to focus on achieving the best outcomes for all students, irrespective of their starting points. Additionally the Department of Education is to develop measures covering all five headline indicators for students in 16-19 education who were in receipt of pupil premium funding (free school meals as an indicator of disadvantage) in year 11 (age 16).

McNeil et al.\(^10\) say that while many providers of second chance education or informal learning have powerful success stories to tell, they have struggled to provide ‘harder’ quantitative evidence of the difference that their services make and “to articulate the value that they produce for young people and for society more broadly.” Informal Learning providers have tended to evidence their work through the individual journeys of young people, and by measuring the activities that are easiest to quantify, such as the number of young people attending, or how many hours of provision was delivered.” Self-esteem, resilience and thinking skills, for instance, all underpin young people’s progress but can be hard to assess.

This sentiment was echoed by The Young Foundation\(^10\) which reviewed a wide range of existing models, frameworks and award/accreditation schemes used by providers of education, training and services for young people in order to find a robust system for measuring and evidencing success factors, particularly for organisations focusing on building social and emotional capabilities. From this they identified a core set of social and emotional capabilities, which have been grouped into 7 interlinked clusters (Annex 1), each of which is supported by an evidence base that demonstrates its importance and links to success in extrinsic outcomes. The clusters are used to develop a framework for shaping programmes, to build evidence of their value and to articulate the impact of the programme (annex 2). A logic model can be used to illustrate the thinking process associated with using the framework, which links the intended outcomes of a service or programme with the planned activities, processes or inputs. McNeil et al\(^10\) find this a valuable way of helping to structure thinking about services and programmes and their intended outcomes. They also highlight the Theory of Change Model, which sets out clearly how the short-term outcomes, around the development of social and emotional capabilities, are intended to result in the longer-term outcomes. Importantly, it also includes any assumptions that underpin the programme. McNeil et al\(^10\) illustrates and example from the Greater London Assembly’s Project Oracle.
Examples of good practice in measuring success factors in second chance education:
Organisation "A" developed a system of baseline assessments which are completed at the start of work with young people and are then reviewed with workers to identify progress. The assessment documents are held in individual files for young people. A working group met to consider how this system could be adapted to meet the challenges of producing reliable and valid data to evidence improving outcomes for young people.

With the involvement of the data manager, the baseline data recording sheet has been amended to ensure that workers and young people focus on changes in the capability areas and identify on a closed scale their starting and review point. The numbers within the scale have been linked to a spread sheet to ensure that all changes identified by staff and young people can be collated and a numerical value attached. This approach is currently being piloted.

Organisation "B" runs a range of contemporary programmes and activities, covering for example youth action, youth leadership, sports development, and employability and two outdoor learning residential centres. The organisation felt that what they were previously evaluating was often determined by what funders were requesting rather than being based on clarity about the benefits their programmes
could bring to young people. In February this year teams completed top line thinking about their work for the next 3 years. Teams were asked to use their knowledge and expertise to develop outcomes appropriate to the programmes they run. The outcomes use “change language” about the impact of the programme on young people. A Theory of Change process has helped the organisation understand what they want to achieve, whether this is something they can reasonably offer, and be more reflective as an organisation and push practice.

As part of the Routes to Success programme11, NYA, funded by the Local Government Association has supported a number of local authorities to explore use of the capability clusters; evaluating them in relation to their own priorities and practice. Workers and managers have found the capability clusters useful to underpin curriculum development, and programme planning, and to support evaluation and measurement of outcomes. In some areas they have kept the clusters as presented in the framework, in others they have tailored them to reflect local priorities and some have included extrinsic as well as intrinsic outcomes.

A few Annexes mentioned here but not included!

Sources:
• 3Department of Business, Innovation and Skills ”Outcome based success measures for adult further education” Aug 2014
• 4Second Chances: Re-engaging young people in education and training. Barnado’s Evans and Pinney 2009
• 5Tackling the NEETs problem ISBN: 978-1-84572-881-6 LSN 2009
• 6DfEE Research Report No. 191ISBN 1 84185 248 1 May 2000 Informal Learning and Widening Participation
• 7DfE (2011) Positive for Youth: a new approach to cross-government policy to young people aged 13-19
• 8Reforming the accountability system for 16 to 19 providers March 2014 Dept for Education DFE-00220-2013
• 9Review of Vocational Education – The Wolf Report March 2011
• 10A framework of outcomes for young people ,The Young Foundation, McNeil, Reeder & Rich July 2012
• 11The future for outcomes A practical guide to measuring outcomes for young people National Youth Agency 2012

(6) Sweden

Second chance education and introduction programmes:
In the Gothenburg region, all public secondary schools follow national programmes including an introduction programme. Introduction programmes came about when the Education Act was amended in 2011. Introduction programmes aimed at those students who got insufficient ratings at elementary school, so they could not directly enter secondary schools under the national programmes. Introductory programmes should provide possibilities for these students to choose work or studies. There are different induction programmes and they have the following purpose (§ 2 of the Education Act):
1. Preparation Course: Students who have completed the 9th grade without obtaining permission to get into a specific national programme can achieve an upgrade (up to 1 year). Studying elementary school subjects, upper secondary, other efforts that are favorable to the student's knowledge. Success Factors are measured scores.

2. Application oriented individual choice: to students to get an education that is geared towards a national vocational programme and that they, as soon as possible be admitted to the programme. Primary School Subjects, working-added learning. Success Factor admitted to the national programme.

3. Occupation Introduction: The students will get a training that helps them to establish themselves in the labor market, or leading to studies in a vocational program. May include part or all courses in vocational subjects, secondary topics, elementary substances, or other training, should include working-added learning. While other efforts that are favourable to the student's knowledge. Perennial. Success factors, good attendance employment, or remain in the education system.

4. Individually alternative: that students will go on to vocational introduction, other further education or employment. May contain secondary substances, elementary substances, other efforts that are favourable to the student's knowledge should include workplace-based learning. Success Factors good attendance, employment, remain in the education system.

5. Language Introduction: to give immigrants who have recently arrived in Sweden, an education with an emphasis on the Swedish language, enabling them to move on in secondary schools or other training. Success factor is to continue in education.

The municipality must have a plan for education or training for all youth. The plan must determine the educational purpose, duration and main content. For each student there must be an individual study plan. It has different characteristics depending on which induction programme the student studying. It shows how this particular student's course of study is designed, which courses are included and what possible choices the student has made.

**Measuring and evidencing success factors:** There are several perspectives on what learning is and how one can measure it. One interesting point of view comes from a bachelor thesis at Linnaeus University in Växjö written by Stefan Sellber. He states that formal knowledge is not going to be as important as informal knowledge in the future. In this perspective it is important to look at learning as a process where experiences and perceptions of life transformed into knowledge, skills, values and beliefs. Learning leads to different types of knowledge. Stein (who is he/she?) makes a distinction between tacit and explicit knowledge. Tacit knowledge is defined as the knowledge that individuals for different reasons do not have the will, ability and preconditions to communicate. Explicit knowledge is the opposite ie. Knowledge that we are aware of and can activate and communicate through speech and writing.

There is little scientific research on measuring the Second Chance School and informal learning in Gothenburg. We use the employment rate, presence. Ratings and get defection as evidence. Our professional induction where learning is based in the workplace has 33% percent come out of work and about 30% percent continued their study of a national programme. We look forward to receiving and working with the Danish systematic measurement model to get a system in place.
Examples of good practice in measuring success factors in second chance education: Our school has a profile called Individual Training, where the educational institution is working together with different working places to make students employable. Every workplace is an educational room.

The school prepares an individual curriculum for all students. In the study plan determines the student what subjects he / she wants to study, and what profession the student wants to practice in.

The teacher finds a working place for the student; the student begins his internship with five weeks of full time work experience. Both for the student to identify with the internship and to the student and the workplace are to be open if it is the right profession and the right placement for the student. It is also important that the student feels he / she goes from internship to school and not vice versa. After five weeks from the beginning, the student studies the subjects he / she has chosen one day per week.

Theoretical studies are interwoven with the placement, where the teacher makes frequent follow-up visits and discuss the progress of the student along with the student and the supervisor of the internship. The student has the right to go their entire education in Individual Training at our school or switch to a national programme if and when he / she reached the jurisdiction of the national programme.

When the student is in school studying student subjects the student selected. But there are also an important conversation about the informal knowledge students have acquired in the work place since he / she was in school at the last moment. We also talk about how to use and have the knowledge to work, school and personal life.

All pupils make in the workplace documented so that their children bring portfolio about his knowledge when he / she is looking for work. The theoretical subjects students are reading at school is graded.

The training is 2-4 years depending on the profession and the student's ability. But the student may, when he / she want to search for national programmes when pupils have achieved competence for it. Approximately 33% percent goes out to work 30% for national programmes, others continue with colleges or adult education.

Another example:
JOB READY is a different profile in our school started as an EU ESF projects and targeted toward students as very high absenteeism or have not been in school during the final years of primary school. The project was run in conjunction with the Social Services Department. The school would provide education and social management for counseling / therapy for the students. Students combined studies with practice. The study plan was individualised and tailored based on the student's needs, interests and abilities. A teacher and two internships coaches were hired. The coaches met with the student together with carers and social services and a common plan and responsibilities established.

The coach took out student's desires when it came to practice and teaching, which support the student wished to cope practice and study. It could mean that the student needed to be picked up by the coach in the morning, and that the coach was with the student on work placement to be a link in the staff group during breaks and at other times. This is because the student was unsure about the new situation. Gauges: attendance, effort on lessons through observation, rating and ability to remain in the education system.
Example: a student who has not been to school and participated in teaching in the last three years of primary school. Currently has 85% attendance, doing good work in lessons, takes 8 reviews of a school year and still in the education system. Pupils come to the fall in on national high school vocational programmes. Without job ready student had become a drop-out at the transition to secondary school.

One of our profiles Production School, under the Danish model drawn up a spider diagram to measure the student's social development. The chart is based on specially designed call that student teachers agree with the student once a month.
PART 2: What are policies? how is practice and what is seen as a good example on measuring and evidencing success factors in second chance education?

When exploring the different second chance educational systems, it is obvious that the policies and practices on measuring and evidencing success factors in second chance programmes and schools are very different in the different countries that make up the partnership.

The different educational practises:
In UK and Ireland second chance education is outside of mainstream (IR-Adult education, UK-voluntary sector). In Belgium second chance is for those over 25 years, who failed at school. It is not a national policy but fragmented according to political will and funding. In Italy the goal for second chance education is on social capital and citizenship. In Denmark and Sweden second chance education are mostly publicly funded and are for youth that have problems following the national programmes. The aim of the programmes can both, be that the youth continuing into further education or that the youth get ready for a job.

But what are the ‘Good Practices’ in the different countries? The partners in SMART project have reflected on different policies and discussed goals of second chance education. These can differ with in the same country over time and between countries. Goals for second chance education can be (1) employment as fast as possible, (2) further education or (3) vocational education and training.

For example: In the Italian reality the second chance schools offer, to Italians and migrants with a previous failure within the first choice scholastic system (repeated years, dropouts, irregular attendance, educational failure, difficulty in relationships, etc.), parallel or alternative paths to the secondary school aimed at achieving a diploma and, through a work of guidance and support, to the continuation of the training (higher education, professional training courses) and/or entry into the world of work. In Italy the educational success of the new generations is measured on the ability of young people to take an active position in the development of civil society, in the creation of a new citizenship. Some of the success factors can be: the relationship between the student and the tutor, indispensable condition to create a positive atmosphere and convey confidence; a method of active learning, knowledge and skills are acquired availability.

For example: In the UK the key to success with disengaged youngsters often lies in finding alternative structures that can allow more individual approaches. Previous research has shown that while many providers of second chance education or informal learning have powerful success stories to tell, they have struggled to provide ‘harder’ quantitative evidence of the difference that their services make.

For example: In Ireland the second chance setting Youthreach aims to prepare the young people for working life with an emphasis on core skills and the ability to transfer these skills into a variety of work and life situations. Youthreach seeks to incorporate formal and informal skills development within a structured environment. The emphasis is therefore on formal skills and qualifications though just as important and often at times the primary issue can be addressing the personal development of the young person in terms of improving self-confidence, self-esteem and their decision making processes.
Measuring and evidencing success factors:

Evidencing success factors within second chance education is widely recognised as a difficult and challenging task both in Ireland and elsewhere. Measurement of traditional educational outputs such as accreditation or progress certainly hides the complexity of the work involved in preparing early school leavers for the world of work or future studies. Second chance settings abound with anecdotal evidence from professionals describing the considerable social and emotional supports required for those returning to education.

The good examples from the different countries contribute to enlightening different aspects of how to measure and evidence success factors in second chance education. One example on how to work with elaboration of measurements is the collaboration between different institutions and different education realities. This can favour the creation of a highly functional network to help the inclusion on the relational level in the school and on the social one in the territory.
Section 3:

What are the gaps in measuring success factors in Second Chance Education and what can be recommended?

In the 3rd and last part of this report we will identify gaps and make recommendations to measuring success factors in the area researched concerning second chance education and/or informal learning. We will review these success factors in the context of 6 different geographical areas in the partnership (1) Denmark, (2) Ireland, (3) Italy, (4) The Netherlands, (5) United Kingdom and (6) Sweden.

(1) Denmark

Gaps in measuring success factors:
As previously stated, models and methods to measure and evidencing success factors in Youth Schools/Second chance schools in a Danish context are relatively new. The documentation used is concentrating on academic skills and accomplishments. The majority of the documentation is centred on end results and outcomes measured after the students have left the schools. Therefore a gap exists. When measuring success factors, it is important also to focus on the ongoing development of the students skills – the short term outcomes – in other terms ‘the small steps’ on the road, not just the academic achievements. Focusing on ‘the steps’ gives us the opportunity to gradually make adjustment if measurements don’t show a movement in the right direction (Forandringsteori, effektmåling og ledelsesinformationssystem 2014).

In Denmark there is a strong concept of general education referring to the versatile development of the child. The formal schools system therefore emphasises the importance of personal, social as well as academic skills. The mandatory assessment of readiness for further education is a reflection of this. However most of the available measurable data measures academic skills. The personal and social skills are much more difficult to measure and are therefore often less recognised.

In a time where documentation is crucial, the Second Chance Schools, who find it difficult to document and legitimise their work are in a vulnerable position. Therefore a method to measure and evidencing success factors in Second Chance Schools is much needed. (Danmarks Evalueringsinstitut 2010, PA Consulting Group 2013).

Recommendation:
Any measurement system is a simplification of reality which does not give a complete picture of the complex reality and the causation between efforts and results. Most measurement systems are unable to provide causal explanations of whether the outcomes can only be attributed to the efforts. However measuring and evidencing success factors can be used as an indication of this. It is therefore important to keep in mind that measurement systems, whether the measure academic, social or personal skills can’t stand alone nor replace the experiences and professionalism of the employees; they can only supplement the latter. (Forandringsteori, effektmåling og ledelsesinformationssystem 2014).

Sources:
• Forandringsteori, effektmåling og ledelsesinformationssystem i Københavns Kommunes Ungdomsskole – heltidsundervisningen 2014
• Danmarks Evalueringsinstitut 2010: Evaluering af ungdomsskolens heltidsundervisning
Gaps in measuring success factors:

More than most traditional educational provider’s early school leaving programmes must adopt an individualised approach to learners, with a holistic ethos required (Ecorys, 2013). This approach must be included and balanced with the current focus on measurability in education and training in respect of skills acquirements, accreditation, key competencies and smart outcomes (European Union a & b, 2012). Along with a recent push toward the need to ensure that even soft outcomes are identified formally and validated. In an Irish context this directional shift has meant that many Youthreach coordinators and teaching staff are operating in a changing educational landscape. There seems to be confusion and debate amongst practitioners regarding where we are going and beyond that the identification of what is the best way to get there? The multiple objectives of Youthreach in terms of promoting social inclusion, personal development; active citizenship along with education, training and job preparation has meant that centres often differ in their approach and in how they respond to local learner needs. Therefore developing effective quality assurance processes is challenging due to the breadth of programme aims and the lack of knowledge regarding what makes an effective second chance school or compensatory mechanism.

Therefore standardised measuring tools or quality assurance processes supporting second chance educational providers need to be broad, recognise the distance travelled of participants and account for the specialist perspective inherent within some second chance educational providers. On a European wide level there is a shortage of information in relation to what makes an effective compensatory mechanism for early school leavers (Dale, 2010). Until recently, very few compensatory mechanisms had been evaluated and even fewer rigorously evaluated (Ecorys, 2013 ) and hence very little information exists in relation to quality assurance models for second chance education providers, though In Ireland the Quality Framework Imitative (O’ Brien, ) and the current revisionof this Framework does offer valuable knowledge on this process. Along with this, there has been a considerable increase in the number of reports both academic and practical in relation to the development of quality interventions and services. The Childhood Development initiative (CDI) in Ireland have developed a methodology based on the logic model for improving services and outcomes in the provision of childhood development in Ireland (CDI, 2011). Improving outcomes therefore is a constant now within educational discourse, at political, policy and practical levels. Though the development of practical, easy to use models for frontline staff and ensuring staff has the relevant expertise to implement such knowledge is of yet not so well developed.

Two key gaps exist within measuring success factors and outcomes in relation to the development of emotional and social competencies. The first is resulting from issues around definition and clarification of terminology. These issues raise resulting questions on how empirical evidence can be gathered for both individuals and service providers. As Arnold & Müller (2012) state
This issue is addressed by the concepts of multi-dimensionality, personality, developmental change, and cultural context as well as the reference to different perspectives on social competence (e.g., normal vs. clinical perspective).

The second gap in this area relates to measurement methods, the how and what questions of research. Key questions in this respect are whether social and emotional competence are to be measured by participant or observer, are responses going to be qualified or quantified, what is the scoring methodology within such measures. Such challenges therefore in terms of quality indicators within second chanced education providers and assessment of social and emotional competencies are to be addressed within the SMART project.

**Recommendation:**
Initial recommendation is that the SMART project would not aim to be a response to all of the issues within two challenging areas (QA for Second Chance schools & measuring emotional and social competencies). The Quality Framework process in Youthreach would offer a considerable base from which the SMART project could progress. We would also recommend that SMART projects focus should be on the development of indicators and the production of a measurement tool which is both accessible and user friendly. That such a tool would account for both provider and beneficiary of service requirements. In order to do this terminological issues would need to be resolved in order to set parameters around the development of the project. These are factors which have caused problems for other projects and whilst knowledge exists regarding the provision of quality services and emotional and social curricula within an informal skills context. Considerable gaps exist for measurement and the production of a measurement tool therefore progress by SMART within this difficult area would be very welcome within Youthreach and other second chance education providers. Along with these recommendations we would suggest that SMART should aim to continue with a focus on measurability within a quality framework development focus though not exclusionary to formal learning. Effective teaching regardless of context and recognition of second chance education providers working alongside mainstream settings should be inherent aspects also within these developments.

**Sources:**

(3) Italy
**Gaps in measuring success factors:** A project consultant of “Progetti Ponte” in Trento, another experience of second chance school aimed at preventing dropouts from secondary school, analysed the weaknesses of this project. One of them is the risk of standardising the path in default templates and then inflexible to the real training and orientation needs of the students.

In “Progetti ponte” is provided, for the joint planning by teachers of the centre and the ones of secondary school holder of the project, the identification of a contact person among the teachers of each single school unit with the task of monitoring and documenting the students’ path, keeping in contact with the various parties involved, participating in moments of verification and joint evaluation of the outcomes. An element of weakness concerns a not guaranteed continuity of these contact persons, which often means rebuilding relationships year after year from scratch.

As it relates to the verification and the evaluation of the students’ paths, it has been suggested the adoption of a documentary instrumentation with, for instance, a register of paths with time, dates and activities for each day of the project. It provides a space dedicated to the evaluation of learning with reference to the processes of social integration in the group, to any professional knowledge acquired, to highlighted and developed operational capabilities, to demonstrated and implemented personal autonomy. Given that the paths are activated in a relationship of training bargaining, in this register is provided a space where the student can express his personal considerations related to the experience. Just under a third of the projects have resulted to produce reflections and expressions of evaluation by students.

If the path at the vocational training is recognised as a significant experience to be reinvested in the exam to obtain the secondary school diploma, not always in the course of the project there are recovery operations, in secondary school, of what the students live and learn elsewhere. In some cases, the teacher does return the tale of what was experienced by the single student to the whole classroom, with significant impact on several fronts not least that of the reinforcement of self-esteem. These are educational and teaching practices to be consolidated, increased and diffused but that, for now, have difficulties to be accepted.

One of the critics moved to the project “Chance” has been related to the elevated costs.

**Recommendation:**

1) A major point of strength for the second chance schools could be a greater integration with the first choice schools so as to be considered as integrated elements of the same public education system designed to support the educational success and social inclusion of young people with even more difficulties. This can allow reactivating these young people the confidence in an educational community really able to take charge of the complexity of their training needs.

Often public institutions do not support this kind of projects, as for example in the case of “Chance” that from 2009 do not receive any more public funds. Maybe there should be an increased awareness of institutions in this kind of approach given that the dropouts’ phenomenon is increasing in Italy.

It is important to elaborate strategies and methodologies that take into account the specificity of the case analysed so to have more effect on the attitude of the boy or the girl involved toward the educational path.
2) Establish the common understanding for informal learning and explain to the teachers what it stands for and how it’s important.

3) Think of ways to increase interest and involvement of schools and teachers.

*Sources:*
- Filippini F., Giustini C., Chance, la scuola della seconda opportunità, Ricerche di Pedagogia e Didattica (2010), 5, 2 – Pedagogia Sociale, Interculturale e della Cooperazione

(4) Belgium

*Gaps in measuring success factors:* All schools are responsible for their own evaluation and follow up of the learners. There are a lot of (EU-funded) project on this issue, but they didn’t make it to a final and spreaded system

*Recommendation and sources:*

(5) United Kingdom

*Gaps in measuring success factors:*
- Funding providers of education on the basis of the number of qualifications passed creates an incentive towards high volumes -at the expense of quality and coherence
- Funding only qualifications makes it difficult for institutions to justify other valuable activity such as work experience
- Important to align the accountability system, away from success rates and towards better measures of performance.
- One important and much needed new source of evidence for the success of providers will be ‘destination data’, which identify where learners went after completing their courses, particularly to employment or further education
- While attainment and qualifications are what pupils need as a foundation for success in their later lives, learner progress is now widely recognised as a better measure of the effectiveness of learning institutions.
- Focusing too much on raw attainment in the accountability system unfairly disadvantages institutions that are doing well for pupils with low prior attainment.

*Recommendation:*
“If a single measure is dominant, it invites gaming or worse: Goodhart’s Law states that, if a single measure is used for control, it will become corrupted. As the Royal Statistical Society concluded in its report on performance indicators, good practice therefore requires the use of several measures to
indicate performance on an underlying construct – in this case, successful teaching and learning by a school’s pupils.”

**Sources:**
- Unseen children: access and achievement 20 years on: Evidence report Ofsted 2013

(6) Sweden

**Gaps in measuring success factors:**

Sweden has debated about informal learning and how one should measure students' development of introduction programmes with more variables than just grades. But research and suggestions on how it should be conspicuous by their absence. The Agency has also failed to come up with good options. The experiment of Production School spider diagramme can be used only at our school and gets no official recognition, because it has no validity in our country. We look forward to implementing Systematic Measurement at our school, region and country.

**Recommendation:**

Companies have recognised the need for the validation of informal knowledge. Such as IKEA, employees have learned the company culture through both informal and formal learning. Informal learning takes place through interaction with colleagues. Formal learning through training, for example through introductory training on the company. Formal learning in business decreases during economic crises as it has a lower priority. The staff at IKEA have learned corporate culture through the daily work that is informal learning. Culture is a support for the employees; it is made visible by the new ways in the employees and managers communicate. Important to validate informal learning so that the informal knowledge becomes visible, since informal learning continues regardless of economic conditions.

**Source:**
- Essay Education in 2011
- Director Lennart Wikander
- The Examiner Pia-Maria Ivarsson. Uppsala University Faculty of Education Science Education
Summary

PART 3: What are the gaps in measuring success factors in second chance education and what can be recommended?

1. There is a gap in measuring informal skills as success factors in second chance educational settings. A major point of strength for the second chance schools could be to establish a common understanding for informal learning and explain to the teachers what it stands for and how it’s important. This calls for a clear definition and clarification of the terminology of informal learning and the questions on how empirical evidence can be gathered for both individuals and service providers.

Recommendation 1:

That Second Chance education organisations:
- develop a clear definition of informal learning
- find ways of measuring and evidencing success factors
- focusing on the development of informal skill as this is what many schools lack systems for
- system includes accessible and user friendly measurement tools

2. Majority of the documentation is centred on end result and outcomes measured after the students have left the schools. Therefore there is a gap in the documentation on measuring the ongoing development of informal skills and the small steps on the road to reaching goals.

Recommendation 2:

That Second Chance education organisations:
• focus on measuring informal success factors in the everyday school life (the short term outcomes)
• develop a system, that ensures that the measurements are used to adjust activities to better meet the needs of the students in the future and are prepared to make necessary adjustments in current measurements so that they can mirror a change.

3. Any measurement system is a simplification of reality, which does not give a complete picture of the complex reality and the causation between efforts and results. Most measurement systems are unable to provide causal explanations of whether the outcomes can only be attributed to the efforts. However measuring and evidencing success factors can be used as an indication of this. The measurement system, whether the measure is academic, social or personal skills cannot stand alone, nor replace the experiences and professionalism of staff; they can only supplement the latter
Recommendation 3:
That Second Chance education organisations:

- focus on quality indicators and that the informal skill measurements does not stand alone
- keeps in mind that a measurement system cannot replace the experiences and professionalism of the staff but enhances staff in measuring outcomes of students.
- carefully select measurement tools that takes into account the advantages and disadvantages of different measuring methodologies

All of the above recommendations are part of the SMART projects objectives and methods.

BY

ULLA HØJMARK

JENSEN ASSOCIATE PROFESSOR

AALBORG UNIVERSITY COPENHAGEN, DENMARK (ED).
The **SMART** project has been launched under the Erasmus+ Programme, Key Action 2 - Strategic Partnership for Adult Education (September 2014 | August 2016).

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.