



Danube University Krems
Department for Migration and Globalization

ENTER – Adult Educational Development for Migrants and Ethnic Minorities. Project report

Gudrun Biffl

December 2009

Funded with support from the European Commission as part of the Grundtvig Lifelong Learning Programme.



Danube University Krems
Department for Migration and Globalization

**ENTER –
Adult Educational Development for
Migrants and Ethnic Minorities.
Project report**

Gudrun Biffli

Monograph Series Migration and Globalization
December 2009

Funded with support from the European Commission as part of the Grundtvig Lifelong Learning Programme.

Opinions stated in this report are in the responsibility of the author and do not necessarily reflect the opinion of the European Commission or of Danube University Krems.

© Edition Donau-Universität Krems, Department for Migration and Globalization

ISBN: 978-3-902505-38-5

DUK-interne Projektnummer: 978-3-902505-38-5

Recommended citation:

Biffli, Gudrun (2009) ENTER – Adult Educational Development for Migrants and Ethnic Minorities. Project report, funded by the European Commission as part of the Grundtvig Lifelong Learning Programme. Monograph Series Migration and Globalization, Krems (Edition Donau-Universität Krems).

ENTER – Adult Educational Development for Migrants and Ethnic Minorities

External Monitoring and Evaluation: Final Report

(Project 134256-2007-AT-GRUNDTVIG-GMP)

Foreword and acknowledgement

This report is the outcome of the monitoring, scientific guidance and evaluation of 24 months of development of learning modules for distant mature age learners of disadvantaged migrant background and the ethnic minority of Roma. The report presents the work of partner institutions in 5 countries - Austria, Germany, France, Romania and Slovakia -, the scientific input from two universities, the University of Vienna (Department of Sociology) and the Danube University Krems (Department of Migration and Globalisation), the design skills of the University of Applied Science Düsseldorf, and the coordinating efforts and intercultural competences of Verein Multikulturell in Tirol, Austria.

The report is based on the participation in the five partner meetings, the project documentation and discussion of outputs and results of the ENTER process with the partner institutions and the analysis of a questionnaire handed out to the implementing partners at the final partner meeting in Stuttgart in September 2009. I herewith thank the respondents of the questionnaire and all project participants for sharing their professional and personal views and for providing me with all the necessary information to compile the report.

I sincerely hope that "ENTER" will inspire institutions of adult education and learning as well as individuals to follow the example of the partner institutions and participants of "ENTER". In so doing they will not only promote the integration of older migrants and ethnic minorities and enrich their everyday life but also contribute to the social cohesion and well being of our increasingly diverse societies in Europe.

Name: Univ.-Prof. Mag. Dr habil. Gudrun Biffl, Ph.D.

Danube University Krems

Department of Migration and Globalisation

<http://www.donau-uni.ac.at/mig>

Dr.-Karl-Dorrek-Strasse 30

A-3500 Krems

T +43 (0) 2732 893-2413

F +43 (0) 2732 893-4400

mail: gudrun.biffl@donau-uni.ac.at

www.wifo.ac.at/gudrun.biffl

CONTENTS

Foreword and acknowledgement	1
1. Introduction to ENTER	3
1.1 <i>Background of the project</i>	3
1.2 <i>Partners and partnerships</i>	3
1.3 <i>Objectives</i>	5
1.4 <i>Innovative aspects of the project</i>	5
2. ENTER – Monitoring the stepwise approach to adult learning	6
2.1 <i>Outreach to the mature age distant learners of migrant and/or ethnic minority background:</i>	6
2.2 <i>Pretesting of the pilot modules and coaching of the trainers:</i>	7
2.3 <i>Piloting the learning modules</i>	8
2.4 <i>Evaluation of the pilot modules</i>	9
2.5 <i>Disseminating learning outcomes and involving stakeholders</i>	10
2.6 <i>Scientific guidance and dissemination of knowledge to the scientific community</i>	11
2.7 <i>Ensuring sustainability</i>	12
3. Evaluation of the ENTER Process	12
3.1 <i>Evaluation framework</i>	13
3.2 <i>Inputs and Resources</i>	14
3.2.1 <i>The stakeholders and their interests</i>	14
3.2.2 <i>Human resources and their support structures</i>	15
3.2.3 <i>Network partners</i>	17
3.3 <i>Outputs and products</i>	18
3.4 <i>Outcomes - Impacts</i>	19
3.5 <i>Processes between INPUTS and OUTPUTS</i>	22
3.6 <i>Processes between Outputs and Outcomes</i>	24
3.7 <i>Conclusions</i>	24
3.8 <i>Recommendations</i>	25
4. References	26
Appendix:	27
Evaluation Form for partner meetings:	27
Final Evaluation form of the ENTER process:	28
1. <i>Structures:</i>	28
1.1 <i>INPUTS</i>	28
1.2 <i>OUTPUTS:</i>	29
1.3 <i>OUTCOMES:</i>	29
2. <i>Evaluation of the Processes/Dynamics involved in the project</i>	31
2.1 <i>Processes between INPUT and OUTPUT</i>	31
2.2 <i>Processes between OUTPUT and OUTCOMES</i>	32

1. Introduction to ENTER

1.1 Background of the project

Europe is facing major structural changes in the wake of an ageing population and an increasingly diversifying population flowing from migration. In order to address the challenges emanating from these two important trends, the European Commission has developed the Lisbon strategy. It is to ensure socio-economic inclusion and productivity growth by various means and instruments (COM 2007). While the more immediate objective of the Lisbon agenda is to stimulate growth and create more and better jobs (Council 2009), the wider agenda includes measures to promote lifelong learning. Within this overarching strategy, the Grundtvig programme focuses on adults to promote their socio-economic inclusion and their well-being (EC 2008). "ENTER" is an adult learning project within the framework of Grundtvig. It addresses older persons of disadvantaged background, either migrants or ethnic minorities, who are in addition distant learners. The aim is to foster their participation in society, to promote their self-confidence and health as well as their understanding of modern information and communication technology (ICT). ENTER has thus a two pronged approach: it aims at raising the productive potential of the societies and at the promotion of social cohesion, two pillars of the Lisbon agenda, at the same time.

The project "ENTER" focuses on the learning needs of mature persons of disadvantaged socio-economic background, namely persons of Turkish and/or Bosnian-Serbian-Croatian origin as well as Roma. The learning needs of these groups of persons remain often unaddressed as they tend to be marginalised and without a voice in the traditional adult learning institutions and the wider socio-economic and political spheres of the countries they reside in. As a consequence of ageing and reduced socio-economic participation they tend to become isolated both within the minority communities and the majority communities they live in.

The project "ENTER" reaches out to older persons of migrant communities and the ethnic minority of the Roma to enquire about their learning needs and desires. Together with them, learning modules are developed to address their immediate needs as well as their interests (pilot modules). The objective is to raise their capacity to participate in their communities, to build bridges to the majority groups, to public administration and other institutions of the host societies. In addition, modules are developed which are conducive to improving their health, their knowledge in ICT and the modern media as well as the arts and crafts. Thus "ENTER" wants to contribute to bridging the generational as well as intercultural divide and gender stereotypes by providing new and innovative avenues to learn and by offering positive learning experiences. In so doing a new group of learners is addressed, building on their potential and motivating them to "ENTER" the path of lifelong learning.

1.2 Partners and partnerships

To promote learning of mature persons (over 40) of disadvantaged background, five countries joined in a partnership, namely Austria, Germany, France, Romania and Slovakia, to pool their knowledge and experience in reaching out to the respective communities and in

developing adult learning modules. Austria, Germany and France were chosen because of their long history of immigration and consequently large migrant populations of mature age; Slovakia and Romania were selected because of their large Roma communities¹, the most disadvantaged ethnic minorities in Europe.

Verein Multikulturell, an Austrian non-profit association specialising in intercultural integration and learning, took the lead as project coordinator. The additional implementing partners were:

- Volkshochschule Tirol (VHS), a major adult education and training institution in Austria and
- its counterpart in Romania (Asociatia Nationala a Universitatilor Populare – ANUP), together with
- International Education Information Exchange (IEIE), a non-profit adult education and training institution focusing on intercultural dialogue, in Stuttgart/Germany,
- ELELE (Migrations et Cultures de Turquie - Paris), a non-profit intercultural centre in France, focusing on the education and training of Turkish immigrants, thereby fostering their integration into the French society, as well as the
- Centre for the support and development of human potentials (ANNWIN), a non-profit association focusing on education and training as well as capacity building of individuals and institutions in Slovakia.

Expert input was provided by the University of Vienna (Prof. Christoph Reinprecht and Ms Gülay Ates, Department of Sociology) and the Danube University (Prof. Gudrun Biffli, Department of Migration and Globalisation). The University of Vienna undertook the scientific analysis of the investigations into the learning needs of the target groups (on the basis of a questionnaire given to a qualitative sample of members of the target groups) and the evaluation of the learning outcomes (on the basis of evaluation workshops with the participants of the pilot modules/courses). The Danube University provided the scientific guidance of the project, monitored the various meetings and the progress of the project and evaluated the whole project on the basis of a questionnaire given to the partners at the last partner meeting in Stuttgart.

¹ In this report we use the term Roma as a generic term, recognising that tsigan societies are composed of a large number of cultural-ethnic groups (Ashkali, Sinti, Roma, Lovara, Manouches, Travellers, gypsies...). The 'Roma' have been part of the European societies for centuries, representing some 10-12 million people in the EU-27 member states. Most Roma are EU citizens. For more see: <http://ec.europa.eu/social/main.jsp?catId=518&langId=de> and <http://www.dosta.org/en/node/118>.

1.3 Objectives

The overall objective of the "ENTER" project was to involve distant learners of disadvantaged groups (migrants and ethnic minorities) and mature age (over 40) in learning. This objective was to be achieved by lowering the threshold to entry into learning by opening up avenues to adult learning institutions. This is of particular importance for migrants and ethnic minorities who have little experience and knowledge about the functional mechanisms of adult education and training provision in the respective host countries. Another objective in that context was to address and thereby overcome fears and anxieties of distant learners of older age, many of them not having had many, if any, positive memories of earlier education. In addition, by focusing on migrants and ethnic minorities, the integration into lifelong learning was to counter exclusion, promote intercultural and intergenerational learning, bridge the gap to the modern media and means of communication (ICT) and foster the self-esteem of the target groups. The more immediate objective was to make the target group realise that 'it is never too late to learn'², that learning can be fun, that it enriches everyday life, that it provides coping strategies for challenges in the private and public spheres, that it enhances their employability and that it provides opportunities for new social contacts.

In order to achieve these goals, the objective was to develop 10 learning modules³. To this end, every one of the 5 partner countries piloted 2 modules which were tailored to the needs of the specific target groups. They were tested and evaluated by the trainers and participants of the modules/courses⁴. An evaluation workshop served as the basis for further fine-tuning and adaptation of the curricula such that they can be easily integrated in the course programme of mainstream adult education and training institutions of the various EU Member States. Thus a major objective of "ENTER" is the survival of the learning modules and the reach out to a new learner group in a normal institutional environment of adult learning (sustainability).

1.4 Innovative aspects of the project

The project combines various innovative aspects. By addressing mature persons, it counters the declining trend of participation in education and training with age. By focusing on disadvantaged groups of migrants and ethnic minorities, it helps reduce poverty and social exclusion, given the understanding that education and training provide the means to raise the employability. The additional advantage of education lies in its contribution to building up the self-confidence and active citizenship of the target groups. By introducing gender awareness in an intercultural context into the learning modules, the specific needs of men and women are acknowledged. Particular attention is given to women, who are often the most marginalised amongst the target groups. By enticing mature men and women to engage in learning one helps build role models for their children, thereby contributing to capacity building of families and communities.

² Cited from EC(2006):1

³ For details see ENTER-Handbook, Volume I and II.

⁴ For details see Final Research Report of the University of Vienna.

The major innovation lies in the learning modules themselves; while the learning content of many of the modules is not new, the training and/or teaching method is. The courses cut across various disciplines, using the arts, sports and ICT to generate interest in learning. Learning about modern technology is getting particular attention as mature persons are amongst those most in need of a better understanding of new forms of communication like mobile phones, the PC and the internet.

An additional innovative aspect of "ENTER" is the 'train the trainer module'; according to which trainers of the traditional adult training institutions acquire intercultural communication competences by being coached by the intercultural partner institutions. Thus, the knowledge base about behaviour patterns of distant learners of migrant and ethnic minority background is widened and deepened and introduced into the mainstream adult education system.

2. ENTER – Monitoring the stepwise approach to adult learning

The project started in December 2007 and lasted until December 2009. It was structured along 5 partner meetings, where the steps of work, the content of the work packages and the intermittent development phases of learning modules and curricula were discussed and decided upon.

2.1 Outreach to the mature age distant learners of migrant and/or ethnic minority background:

At the occasion of the kick-off meeting in January 2008 (in Innsbruck, Austria) the target groups in the various partner countries were specified. The implementing partners had been chosen on the basis of their close ties and experience with associations and communities of the target groups. They were either adult education providers themselves, experienced in intercultural education and training, and/or they acted as a bridge to adult learning institutions by transferring their intercultural competences through coaching to the respective adult education institutions. As it turned out, it was not an easy task to reach out to the target group and motivate them to participate in new ways of learning, not least because of lack of knowledge about the interests and learning needs of the target group. Key to the reach out were the special contacts and the trust the partner institutions had developed over a long time of working with the migrant and ethnic minority communities (intercultural bridging institutions).

A **crash course for interviewers** of the target groups, their sociological characteristics and behaviour patterns was organized, before addressing the learning needs and interests of the target group, their time use and the learning/teaching method.

Only after establishing the socio-economic situation of the target groups (**state of the art reports**), their participation in the labour market and the cultural and social activities of their communities and the society at large and their needs and interests (**time use survey, questionnaires** and **in-house discussions with potential participants**) could one motivate members of the target groups to participate in pilot courses, which engage them in learning in a creative and culture-sensitive way.

In the 5 month period between the kick-off meeting and the second partner meeting in Sibiu (Romania) in July 2008 the state of the art reports were written – thus establishing the extent of the marginalisation of the target groups. As the analyses of the survey results came too late to be taken into account in the planning of the content of the pilot modules, the implementing partners undertook a screening of the survey results themselves. As it turned out, the time use survey provided important information on the time slots available to older men and women for learning. While men tended to be largely engaged in full-time work during normal working hours, women tended to be part-timers and/or housewives. Children in the household structured time use of women to normal school hours and opening hours of child-care services. Part-time work tended to be linked to school/childcare hours; accordingly, household work knows certain peak periods of presence in the household (cooking, cleaning, shopping, ...) and leaves only few time slots for personal enrichment through learning. This was the case for migrants in France, Germany and Austria, men and women alike.

The situation was different with Roma. They are largely unemployed; in consequence they are continually in search of informal work/activities to ensure survival. In the case of Romania, Roma had the highest number of working hours of any group, mostly in the informal sector. They are thus a volatile group of persons and have hardly any daily routines; accordingly, it is difficult to integrate them into a regular learning framework. The situation in Slovakia was somewhat different, as the Roma were 'homeless'. They lived in containers provided by the local authorities, distant from the majority communities, finding it hard to work even in the informal sector. Thus they were not locally mobile, but always under a severe stress and uncertainty about their future, battling with the authorities for means of subsistence.

An abridged version of the state of the art report⁵ on the extent of socio-economic exclusion is included in the handbook as well as information on the time use of the target groups in the various countries and their interests in learning⁶.

2.2 Pretesting of the pilot modules and coaching of the trainers:

On the occasion of the second partner meeting in Sibiu, Romania (July 2008), it became clear that not only the reach out to the target groups was difficult but also the development of a curriculum for the various learning modules and the decision on the appropriate teaching methods. It was therefore decided to make a **test-run of each module** (two per implementing partner) to better design the curricula before piloting them.

As it turned out, the pretesting was important, not only for the design of the curricula and the teaching/learning method. It clarified that the implementation of an **adequate learning environment**, a relaxed and respectful atmosphere was most important to motivate the target groups to join the learning modules and to participate on a regular basis.

Group dynamics and interaction between the participants and the teacher/trainer are important elements of the teaching/training methodology (**open and participatory learning**).

⁵ For more detail see the state of the art reports of the 5 participating countries.

⁶ The latter are analysed in detail in the Research Report of the University of Vienna.

To engender understanding for the mature distant learner groups of migrant and ethnic minority background, **coaching of the trainers** by intercultural trainers was part of the pretesting scheme.

By the time of the third partner meeting in Bratislava, Slovakia (November 2008), the curricula had been developed, taking into account of the final survey results and their analyses, in addition to the experience with the pretesting. At the occasion of that meeting, the final versions of the ENTER logo and website were decided. Accordingly, the website could go online in January 2009. It continued to have teething problems for some time, however.

2.3 Piloting the learning modules

Each of the participating countries specialised on one or two disadvantaged groups: France, Austria and Germany focused on migrants of Turkish background, Austria and Germany in addition on migrants of Bosnian-Serbian-Croatian origin, while Slovakia and Romania targeted the learning needs of Roma.

Austria (VPS) developed one module aimed at promoting the health of mature migrants, ('Feel-Well Gymnastics'), the other their artistic potential ('Colours and Brushes'). Group dynamics were explicit instruments to enhance the interaction between the participants; they helped raise the self-confidence of the individuals and their self-esteem. In so doing, the participants improved not only their physical and creative skills but also their mental health and well being. Learning about group dynamics and how to initiate them is an instrument of social empowerment. It does not only raise the potential to participate in one's own community but encourages also to take a leading role in bridging the host and migrant communities.

Germany (IEIE) focused in one module on the promotion of a healthy lifestyle through Nordic Walking, in the other on photography. In learning the principles of Nordic walking the participants became aware of the role of physical exercise for their wellbeing. The course is an important instrument of preventive medicine. The second module introduced the participants into digital photography and other modern media. In so doing, the participants learned how to use the modern media, in particular photography, for their personal enrichment. The course is an instrument of self-discovery; it is a facilitator for coping with experiences with migration and/or traumata resulting from the war and/or the loss of home, family and friends.

In contrast, **France** (ELELE) developed an introductory computer course and used theatre as a tool to personal development and confidence building. The objective of the computer course ('First steps into ICT') was not only an introduction into the world of computers and internet but also a tool to promote the understanding between generations and gender lines. The computer course is in addition an important means to link the migrant families and communities in France with families, friends and communities back home. Apart from bridging space in the private sphere, ICT - knowledge fostered the understanding for socio-economic change taking place in the wake of globalisation and the pervasive use of internet. In that context, the computer course is an important instrument to promote integration of migrants into the modern world. The theatre course ('Express yourself in actions

and words'), on the other hand, addresses the self, i.e. one's own behaviour patterns as a reaction to the outside world. After becoming aware of the role of voice, speech and body language in communication, a more learned use of one's own 'instruments' of communication is possible. Thereby not only self-confidence is raised but also the potential to communicate within the family and the community at large, thereby reducing misunderstandings and conflicts. Through 'acting', the creativity and mental flexibility of the individuals is enhanced, which in turn opens up new avenues for resolving questions which otherwise would remain unanswered. The theatre course promotes understanding between the host and migrant communities as behaviour patterns are often rooted in culture; this aspect needs to be addressed explicitly if adaptation is to take place on a voluntary and informed basis.

The modules of Slovakia and Romania had a different focal point, namely capacity building of the disadvantaged ethnic minority of the Roma. **Slovakia** (ANNWIN) produced one module promoting the 'Personal development and communication' capacity of Roma, and a second one addressing the health of Roma by using the tool of 'cooking' to inform about the role of nutrition and lifestyle for one's wellbeing. The objective of the first module is on the one hand to raise the awareness of mature Roma about their own skills and competencies and to promote their communicative capacities with various public and private institutions on the other. By confronting the Roma with various everyday situations in relation to community and social services, schools and other institutions, their coping strategies, their strengths and weaknesses are identified and in so doing made accessible to adaptation. The dialogue and role playing clarify cultural differences in communication style and offer new ways of addressing their everyday challenges and contacts with authorities. The 'acting' raises the self-confidence. **Romania** (ANUP) in contrast, addressed the digital divide Roma are faced with in offering an ICT-module such that the Roma are able to communicate with the mainstream society via modern information technology. A second module augmented the traditional skills of Roma by introducing them to the history of flower arrangements, to different ethnic-cultural approaches to flower composition (e.g. Ikebana) and modern forms and techniques of flower arrangements.

2.4 Evaluation of the pilot modules

By the time of the fourth partner meeting in Paris, France (June 2009), the pilot courses had been run and had been evaluated in workshops by the participants and trainers⁷. The objective of the evaluation was to get some in-depth information about the participants' perceptions of the attended courses and the impact on their lives. In addition, their suggestions for improvement and adaptations of the courses were welcome.

Accordingly, what was most important for the participants was the tie between them and the trainers (to build a tie and learning relationship) and a good and familiar atmosphere. In addition, the cost factor was a major feature, indicating the scarcity of money in the target group. Also gender and ethnicity were major topics, indicating that being with one's own

⁷ For details see the Final Research Report of the University of Vienna.

ethnic-cultural group is conducive to participation in learning and that sensitivity to gender and gender roles is an issue. It is conducive to trust building and promotes a respectful and equitable conduct between men and women.

In addition, in the case of the Roma in Slovakia, they were particularly pleased to have their immediate needs addressed, namely learning how to best communicate with the mainstream society, their institutions and public authorities. The learning was seen as an important personal and group empowerment.

In Romania a different aspect was addressed, namely the low social status and self-esteem of the Roma. By introducing the ethnic minority of Roma into courses which were also frequented by the majority population (mixed group), their reputation in the group was enhanced as well as their status in their own communities.

Thus, the pilot modules promoted the subjective well being of the participants; in addition, they clarified to the organisers and stakeholders that subsidisation of learning was important for take-up by the target group; further, the education providers realised that investing in specialisation of trainers, in particular in cultural and gender sensitivity, didactical abilities and respect and patience, was an important ingredient for the uptake and regular attendance of the courses. A further motivation aspect to join the courses is a close location to the homes of the target groups. Language is also an issue, i.e. bilingual trainers, particularly when working with migrants.

The participants as well as trainers agreed that punctuality and commitment are an important contribution to the success of the courses. The participants were eager to learn, given the informal new teaching methods, the relaxing environment and the suitable course hours. The primary objectives to increase their wellbeing, to raise their self-confidence, to promote their physical and mental health, and to learn new ways of communicating, also via ICT, and to make new friends were achieved. The majority of the participants stated that their interest in learning was stimulated by the courses.

What became clear from the evaluation of the pilot modules was the ignorance of the participants of education and training offers for adults. Either there is, indeed, little to be found in terms of learning offers for the target groups or else information on available courses does not reach the target groups.

2.5 Disseminating learning outcomes and involving stakeholders

The implementing partners invited the media (local and national radio, television, newspapers) and stakeholders (municipalities, majority and migrant communities) to exhibitions, where the tangible and intangible outcomes of the participants of learning modules were presented⁸. In addition, the adult education networks of the implementing partners were informed about the new target group of learners and the innovative offers of learning modules. Thus, all adult learning providers may access the information and guidance provided by the ENTER project team and offer courses in the vein of the ENTER pilots.

⁸ For some insight into the presentations consult the ENTER Magazine and/or CD-Rom & DVD.

By the time of the fifth and concluding partner meeting in Stuttgart, Germany (September 2009), it was clear that the pilot courses could be included in the mainstream teaching and learning schedule of the adult education providers who developed the pilots. However, some sort of subsidization of the courses has to be ensured for potential participants who are living at or below the poverty line. This pertains above all to the Roma in Slovakia and Romania, but also to some members of the target groups in Austria, Germany and France. Accordingly, some stakeholders, e.g. in Stuttgart, ensured the continued subsidization of the learning modules as they contribute to the integration and social cohesion of the communities.

Table 1: ENTER project steps and work progress

ENTER - a step-wise approach to introducing mature age disadvantaged migrants and ethnic minorities to lifelong learning										
Documentation of the work progress and process, the phases of learning and development of the pilot modules and the final products										
Dec. 2007	Jan. 2008	Feb. 2008	March 2008	April 2008	May 2008	June 2008	July 2008	Aug. 2008	Sept. 2008	Oct. 2008
		Development of questionnaire on the learning needs and time use survey	Crash course of interviewers for structured interviews of target groups		Field work, enquiry into the learning needs of the target groups by the partners		Presentation of products (synthesis of the state of the art reports), decision on logo, website, pretesting of modules		Design of website and logo	
	partner meeting 14-16						partner meeting 28-31			
	January 2008						July 2008			
Coordination and planning of the project by Verein Multikulturell with the implementing partners	Kick-off in Innsbruck, Austria	Development of guidelines for the state of the art report		Writing of The State of the Art Reports by the partner countries	Drafting of ENTER-logo and website	Synthesis Report of the national state of the art reports	Sibiu, Romania	Drafting of flyers and other final products	Pre-testing of pilot modules by the implementing partners	
Dec. 2008	Jan. 2009	Feb. 2009	March 2009	April 2009	May 2009	June 2009	July 2009	Aug. 2009	Sept. 2009	Oct. 2009
Development of guidelines and questionnaires for the evaluation workshops of participants and trainers of the pilot modules					Analysis of the evaluation workshops	Presentation of products (pilot modules, evaluation report of pilot modules), decision on dissemination methods and sustainability	Development of questionnaire for final evaluation of the ENTER-process		Finalising Handbook, Curricula, content of Magazine, Flyers and other dissemination products	Writing of Evaluation Report of ENTER process and recommendations
						partner meeting 10-14			partner meeting 20-24	
						June 2009			Sept. 09	
	"ENTER" website goes online	Running of the pilot modules by the implementing partners		Evaluation workshops	Dissemination involvement of local and national stakeholders, local and public media	Paris, France	Drafting of Curricula and Handbook	Press releases, newsletters, production of CD-Rom & DVD	Stuttgart, Germany	

2.6 Scientific guidance and dissemination of knowledge to the scientific community

The whole process of learning in the ENTER project was accompanied and scientifically guided by Gudrun Biffli. The guidance was to ensure a high level of quality of the products, e.g. by standardizing the outputs of the partner countries through drawing up guidelines for

the preparation of the state of the art reports, by designing questionnaires and guidelines for the evaluation workshops, and by structuring and guiding the partner meetings.

In addition, two scientific articles have been drafted in the second half of 2009 which aim at disseminating the knowledge gained from the ENTER project to the scientific community. One article focuses on the ethnic minority of the Roma and the challenges of developing learning modules for a group of people, who are either very volatile - as they are always in search of work/activities to ensure their subsistence, e.g. the Roma in Romania, - or who are homeless (container people in Slovakia) and preoccupied with searching for secure shelter and means of survival. The objective is a publication in the Journal of Ethnic and Migration Studies or the Journal of Immigrant and Refugee Studies.

A second article (draft) focuses on the learning needs of mature age migrants who are distant learners. The question followed up is the role of the personal migration history for the individual choice of courses. While the more immediate needs of refugees may lie in the provision of courses which help them overcome their traumata, unskilled older labour migrants and their partners tend to require courses which improve their everyday life by promoting their health and communication skills. This article aims at a publication in the Adult Education Quarterly or the International Journal of Lifelong Learning.

2.7 Ensuring sustainability

Apart from engaging the local and national stakeholders, the adult education providers and the migrant associations in the promotion of lifelong learning through ENTER learning modules, various publications are being produced. While the content has been decided upon in the various partner meetings, an editing meeting in Vienna (November 2009) determined the final versions and the design of the magazine, the flyers, the handbook and the project report, which incorporates the monitoring and evaluation report.

3. Evaluation of the ENTER Process

Evaluation and quality assurance is a theme that runs across the whole ENTER process. An evaluation of the organisation of partner meetings and the satisfaction with the decisions and outcomes of the meetings was undertaken at the end of every meeting (see evaluation form in the appendix). The pilot modules were evaluated at the end of the courses, using an innovative evaluation method, namely a workshop for participants with two self-completion questionnaires (one for participants and one for teachers). Detailed evaluation results are presented in the Final Research Report of the University of Vienna.

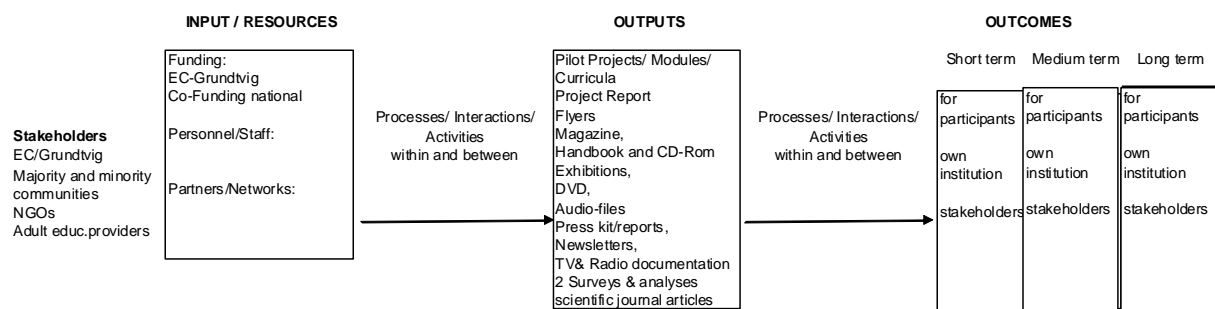
The current evaluation is, in contrast, evaluating the whole ENTER process, based on a questionnaire, which was handed out to the implementing partners at the final partner meeting in September 2009 (Evaluation grid in the appendix). Thus the evaluation reflects the views of the participating partners; they are the only ones with a full understanding of the processes involved, the outputs produced and the immediate consequences of ENTER for the participants, teachers and training institutions, as well as the stakeholders, in particular the local public administrations, NGOs and migrant and minority associations.

The overall objective of the project evaluation is to assess the effectiveness of the approach of ENTER to introduce a new learner group into lifelong learning, namely mature age migrants and ethnic minorities who have a low educational attainment level and little formal learning experience. More specifically, the evaluation provides information on the relevance, efficiency, effectiveness, impact and sustainability of the learning modules developed in the ENTER-project. It also provides information on expected and unexpected learning outcomes of the ENTER process. In addition, it offers recommendations for further actions.

3.1 Evaluation framework

The evaluation identifies the institutional and community structures involved in the ENTER project, the immediate outputs and the longer term outcomes of the ENTER project as well as the processes involved in developing the outputs and the final outcomes of the endeavour (Table 2). The evaluation identifies the general stakeholders and the more immediate stakeholders of the ENTER project, i.e. by their contributions to funding and supporting the development of learning modules. It documents the human resources and networks employed in the ENTER process in addition to the funding, and evaluates them in the context of the outputs (pilot modules, Handbook and Curricula, Project report, Surveys and analyses etc) and the outcomes for participants, the adult education providers and the stakeholders.

Table 2: Evaluation scheme



The objective is to find out how relevant ENTER is for the wider objective of integrating marginalised migrants and ethnic minorities into society through learning. In particular, it wants to establish to what extent ENTER has influenced decision making of the local authorities and stakeholders and to what extent the feedback from ENTER may influence policy making in the local, national and possibly supranational context. The major objective of the evaluation is to find out

- what is needed to successfully reach out to the target groups (this addresses the **efficiency** of the project, i.e. the linkage between input and output),
- to what extent the Handbook and the curricula are useful for the providers of adult education for the new learner groups (to understand the **effectiveness** of the modules in terms of internal consistency and achievement of the goals originally set up),
- To what extent these learner modules are conducive to motivating the target groups to engage in learning (to judge the **impact** of learning of the target groups and the

larger social consequences of the take-up for their integration and participation in society, and thus **sustainability**).

3.2 Inputs and Resources

3.2.1 The stakeholders and their interests

The structure of donors indicates the role of the stakeholders in the ENTER project. The major bulk of funding comes from the EU-Grundtvig programme, namely 70% of the funds except in the case of Roma, where the EU covers 75% of all costs. This indicates the special emphasis of the EU on the promotion of the inclusion of Roma in the European societies. The inclusion of Roma has become a mainstreaming issue in all policies of the EU⁹.

Co-funding institutions in the case of the Roma are the implementing partners. Stakeholders in Slovakia and Romania are, however, subsidising the implementing partner institutions and are providing contributions in kind. In the case of Slovakia Zvolen City provided a community worker to help with the recruitment of participants as well as rooms for the piloting activities. Their motivation was to help with the development of activities in this disadvantaged area and community; the learning modules for Roma fit into their wider community development plans. The same holds for Banská Bystrica City. The motivation was to promote learning and to provide activities for Roma to alleviate their social problems and to counter the Roma community discontent with their situation. In addition to the public authorities, NGOs helped out, e.g. the 'Association of Citizens Hope for Children'. It provided rooms for baby sitting during the piloting activities as well as a volunteer to take care of the grandchildren of the participants. Their motivation was to support activities for the older community members, thereby helping their families and children indirectly as well.

In the case of Germany, the city of Stuttgart was co-funding the ENTER-project as the objectives of ENTER coincided with the wider integration objectives of the department of integration. As 42 percent of all inhabitants in Stuttgart have migration background, it is understandable that the City of Stuttgart has its own integration policy. The city received the UNESCO award and an award by the Bertelsmann Foundation for its successful integration policy program. The city has special budget lines to subsidise institutions such as IEIE to support innovative methods for integrative action and social inclusion within the Stuttgart community.

In the case of the open universities of Romania (ANUP) and Austria (VHS-Tirol) as well as ELELE, no additional funding for ENTER was granted by their stakeholders, apart from the general subsidies they receive for their work. In the case of VHS-Tirol, the executive board promoted ENTER as integration of disadvantaged groups is a pillar of their *raison d'être*, as indicated in their mission statement. In the case of France the implementing partner ELELE is subsidised by ACSé (agence de cohésion sociale et l'égalité- ex FASILD) and Ministry of Immigration and National Identity.

⁹ For more details see <http://ec.europa.eu/social/main.jsp?catId=518>

Accordingly, there is no discord between the objectives of the stakeholders and the implementing partners. Both the supranational as well as local public sector donors work in tandem with the NGOs and the education providers to promote learning and thereby socio-economic development of the individuals, communities and regions. (Table 3)

Table 3: Complementary interests of the stakeholders

	General Interest to promote greater participation in society	Interest of ENTER to promote adult education
Immediate target group		
mature age migrants/ethnic minorities	to be able to participate in learning useful to everyday life	to reach out to a new learner group
Wider target group:		
migrants and ethnic minorities	to raise the social status and integration into society	to raise the educational attainment level
Public sector Donors		
EU, governments, local public authorities	promote inclusion of the disadvantaged groups, regional social development programme	help reduce discontent and social problems of disadvantaged groups
Civil society actors		
NGOs involved in supporting migrants and ethnic minorities	Help older disadvantaged community members	subsidise the adult education providers and intercultural competence building
Implementing partners		
adult education providers	integration is part of the mission statement of open universities	executive board of the open university supports the objectives of ENTER
intercultural trainers/coaches	promote inclusion	help bridge the knowledge gaps

3.2.2 Human resources and their support structures

The implementing partners engaged their permanent staff in the planning and development of ENTER and complemented them with contract workers who had specific competences needed for the reach out, for surveys and trainers/coaches. This is an indication of the complex personnel needs when offering learning modules targeting older members of Roma and migrant communities.

Most of the challenges of teaching/learning with the target groups have been envisaged by the project partners, e.g. the prevalence of traditional gender roles in the target communities. Thus, ELELE in France focused on the provision of courses to older Turkish women only, as they are most marginalised and least able to go out and/or participate in learning. According to tradition, the trainers are only female. In contrast, when reaching out to Turkish associations, only men were employed, as the Turkish associations tend to have Turkish "mosque" associations and are run by men.

Some aspects were, however, unexpected and needed attention, indicating the need for flexibility when addressing the target group (**flexible specialisation in course provision**). The flexibility needs can arise in the area of **gender and/or intergenerational learning**.

Unexpected human resource needs and structures:

One example is the case of Roma in Slovakia, where traditional gender roles were not adequately taken into account in the training modules. Roma men do not join activities when only women are acting as trainers. Once a **male trainer** or supervisor is included in the team of trainers, also men start to join the learning activities. Another aspect not expected when planning the courses was the intergenerational support structure of ethnic minorities. As older women are expected to look after the children of their daughters such that the mothers can go out and work, **the need for child care services while offering the courses is just as prevalent for mature women as for young women**. In addition, also younger learners were allowed into the learners group, in order to help older women to overcome their anxieties vis-à-vis the new learning environment. As it turned out, one or two persons of younger age are not changing the dynamics and character of the group work.

Unexpected was also the need to bring in a person from outside the community of Zvolen (a representative of the Slovak National Centre for Human Rights) to the training/learning session to provide support for the Roma in their communication with the authorities of the city. The courses became in the end a **mediator** between the city and the Roma community, providing active support in their quest for survival.

A further **unexpected event in relation to human resource needs (trainers)** arose from working with migrants who had untreated **war traumata**. Most mature migrants in the learning group from Bosnia-Herzegovina had been through the war and were refugees. None of the male participants had ever undergone any psychological treatment or group therapy. Many reported that they felt sorry about violence in their own families but were reluctant to act on it. During the course, when taking photos, sexually explicit photos were taken and female participants felt offended. The instructor (male) had to devote one full session to openly discuss the situation with the participants. They developed commonly accepted rules of conduct for the remainder of the course. Two male participants joined a group therapy in the wake of the learning module. The inclusion of two female participants in the course was found to be very helpful to support male participants to define their roles in their families and in their communities anew, roles free of "macho stereotypes" and "male violence", focusing instead on social skills, intercultural skills and skills in relation to the learning content of crafts and sports.

A **positive unexpected challenge** resulted from the success of Nordic Walking for Turkish women. As the core participants brought new interested women along, the newcomers had to be integrated from both a social as well as methodological point of view. Social inclusion went well since all Turkish women were welcoming them. The **trainer**, however, had to offer newcomers a quick introduction to Nordic Walking while at the same time keeping the more advanced members of the group motivated by introducing new exercises for them. The group started with 7 women and ended with 17. The course continued beyond the piloting and consists today (October 2009) of 21 women, who meet once a week for 90 minutes to

exercise. The first continuation of the course was paid by the City of Stuttgart (800 Euro for the trainer), today the Turkish women chip in to keep the course alive and to finance the trainer.

A further development of the course is the integration of German women into the group of migrant women of Turkish background (**mixed group learning**). This "opening up" is successful and will proceed by increasing the diversity of the migrant background. In November, a Croatian woman and two women from Ghana were to join the group.

Another unexpected aspect of work with the target group was the **irregular attendance** of the courses. A certain extent of irregularity and fluctuation had been expected, as it was suggested by the intercultural experts of the project partners; the degree of fluctuation came, however, still as a surprise.

This is an indication of the challenges one has to be ready to address in the context of human resources employed by the implementing institution when working with the target group of migrants/Roma.

3.2.3 Network partners

Network partners are key to the success of ENTER. All implementing partners are to a smaller or larger extent integrated in the public sector networks of institutions and organisations. This is an important factor for the sustainability of projects like ENTER and their inclusion into the mainstream education and training programmes. In the case of VHS-Tirol, the Austrian Ministry for Education, Science and Culture, subsidises the Open University as well as the Province of Tyrol, the City government of Innsbruck, a number of Tyrolean municipalities, Sparkasse Tirol, Uniqa, Innsbrucker Kommunalbetriebe, Telesystem. In addition to these institutions, the Open University is linked up with all local educational institutions (Landesschulrat Tirol etc.), VÖV – Association of Austrian Adult Education Centres with all provincial associations and branches, the Association of Volkshochschulen of South Tyrol etc. Similar is the situation for all other implementing partners.

In the case of IEIE in Germany, the inclusion of the City of Stuttgart and the city's department for integration in the ENTER project allows access to the whole integration network of the city. Affiliated projects partners in Stuttgart are institutions such as Forum der Kulturen, VHS Stuttgart, VHS Stuttgart Interkulturell, AOK Stuttgart, Türkische Gemeinde Stuttgart, Türkisches Generalkonsulat Stuttgart, Bosnische Kulturgemeinschaft, Kroatische Kulturgemeinschaft, Kompetenzzentrum Bildung und Lebenslanges Lernen, Ehrenamtsakademie Stuttgart (FREE-Akademie), Stadtbücherei Stuttgart and several smaller migrant institutions. Co-Funding by the city indicates a special interest. Accordingly, special project results are communicated in a project report to all members of the city council, all members of the city's international council, to the lord mayor and to institutions and policy makers on state level (Land Baden-Württemberg) and national level. This resulted in the full integration of the ENTER courses in mainstream adult education service provision for migrants and minority groups. Furthermore, recommendations on how to reach out to hard-to-be-reached groups are distributed to Verband der Volkshochschulen Deutschland, BIBB (Bundesinstitut für Berufliche Bildung, Referat Erwachsenenbildung), Nationalagentur, Netzwerk Lebenslanges Lernen Deutschland, University Ulm (Prof. Carmen Stadelhofer) etc. in order to ensure sustainable active use of

ENTER project results in adult education provision in Germany. As a side effect, Turkish institutions in Stuttgart started to work with ELELE in Paris to develop joint projects for Turkish migrants in both cities.

ELELE is a partner of local, regional and national public authorities (schools, local governments (mairies), cities (Politique de la Ville, Equipe locale); it is a member of various commissions focusing on integration (Haut conseil à l'Integration). It is considered **the** "expert" in Turkish migration issues for social services, attorneys, schools, hospitals (ELELE is training the personnel of these institutions and organisations); it is in the networks on forced marriages, on secularism (laïcité), on "memory" of Turkish immigration (Cité national de l'histoire de l'immigration).

Certain network partners had particular interest in the ENTER project and specific NGOs, who had a special focus on the target groups, joined the network. In the case of ANUP, 2 regional centres of the ANUP International are showing a great interest in ENTER and want to offer the courses once the dissemination material is available (Suceava and Giurgiu). In addition, 2 other NGOs want to introduce these courses for their Roma population (Romani Chris and Pro Vocation), and 3 municipalities from the county of Ialomita with a high density of Roma population. In the case of Slovakia, the municipalities of Banská Bystrica and Zvolen City have a great interest in the ENTER project as they are in search of a complex approach to upgrade Roma communities and their human resources. Also the regional Government in Banská Bystrica, the department for social affairs, have a special interest, in addition to NGOs who are working in this field: Hope for Children, Regional Association of Roma organizations (ARO), Slovak National Centre for Human Rights, Office of the Plenipotentiary for the Roma communities of Slovak Government. An international network, the International: European Multicultural Foundation (EMF) and its members, CFOR – network of facilitators and social group have a great interest and support the ENTER project. The EMF requested a presentation of ENTER at the next international conference in Finland. CFOR asked for a presentation at the occasion of a 6-day forum on Europe Matters, including minority issues with 53 participants from 26 EU and neighbouring countries.

3.3 Outputs and products

The immediate outputs and products of ENTER are: Surveys and analyses, the pre-testing of the pilot models, the curricula and their evaluation by the participants and trainers, the Handbook, the Project report, the monitoring and evaluation, the website, flyers, exhibitions, magazines as well as the learning about the proper outreach methods to target groups.

According to the opinion of the implementing partners, the outputs are interconnected and complementary. "All the outputs have been part of our learning process... Without the survey, we would not know certain aspects of the needs of the target group, ... Pre - testing was bringing more clarity into the development of the modules, and piloting itself was the most crucial experience ... It was the test of our hypotheses and provided us with material, experience and knowledge, necessary inputs for the development of the handbook and other final products. The presence of the scientists and the evaluator were great contributions to our practical work and offered a framework within which to act and develop the project" (citations from the ANNWIN answers to the evaluation questionnaire).

There is no agreement among the implementing partners about the 'most important' results of the enter-project. While adult education providers are above all pleased with the handbook and the curricula, intercultural institutions - which tend to have a broader agenda of building bridges between the majority society and the migrant and/or ethnic minority communities - are putting greater emphasis on the surveys and evaluations, as they are providing greater insight into the needs and behaviour patterns of the communities they work with.

As to the handbook: Volume I incorporates all the inputs of the implementing partners as well as abridged versions of the survey and evaluation results. Thus it reflects and contains all aspects to be taken into account when offering learning modules to the target groups. It provides well structured pathways to reach out and to motivate hard to be reached groups to ENTER into adult education. Volume II offers the curricula, including the activity plans. Apart from the immediate subject content, it documents the specific experience of the trainers with the ENTER courses and the conclusions drawn from the piloting phase. The step-by-step recommendations help instructors and providers of adult education to develop a target-group oriented method based on their real needs. It is to be noted that well-known didactical issues have to be adapted to the target groups in order to motivate them to join and to stay on in the course.

The magazine is seen as an excellent product to inform about ENTER and to make the project known to the public, to decision makers and adult education providers, teachers, instructors and trainers. The evaluation report will be an important additional information tool, particularly for those who want to devise projects with similar objectives and target groups as ENTER, apart from it being, from a scientific point of view, an example of an innovative experimental evaluation method. To bring in the expertise and knowledge of the project partners, thus combining various disciplines and their approach to the development and promotion of ENTER, is seen as innovative in its own right. The documentation of their views in the report adds extra value to the evaluation report ... "and will hopefully serve as example for inclusion of different skills and competences brought in by partners which lead to the success of the project" (cited from the response of IEIE in the questionnaire).

ENTER profited immensely from the rich expertise of the various partners and their competence in the field of migration, adult training, service provision and social work with Roma. An additional 'Output' of the ENTER project was, according to the partners, the mutually enriching and successful teamwork. In the words of ANNWIN: ...it was very good team work of the partners and very creative and analytical, with exchanges over best practices and comparisons of various approaches used and results achieved" with the target groups. Thus, not only the immediate, tangible results are seen as positive outputs of ENTER but also the process of learning, the **intangibles of the ENTER process**, which feed into and fuel the **tangible outputs**.

3.4 Outcomes - Impacts

The impact of the various outputs of ENTER in the short, medium and long term is judged to have various dimensions, depending on the point of view of the actors. The perspective of

the stake holders differs from the one of the immediate implementing institutions and the participants.

From the point of view of the implementing partners/programme providers:

The unanimous view on the **most important outputs** for one's own work **in the short- and medium term** are the scientific reports, the evaluation report, the magazine and the two volumes of the handbook. "We will circulate these products within our networking partners, sponsoring institutions, key actors in our region and ... adult education providers. These materials/products will provide information on the true potential of ENTER quickly." (IEIE)

The programme providers also saw an immediate advantage in getting to know the issues involved when providing courses other than language courses to migrants.

Also the website is seen as an essential instrument in the information and dissemination process. It conveys the underlying philosophy and the 'kaleidoscopic' nature of the project at first sight (VHS-Tirol). The latter is a testimony of the multidisciplinary approach of the ENTER project and the heterogeneity of the target groups and their needs.

Amongst the most important **long-term outcomes** will be the full inclusion of ENTER courses into mainstream adult education. The way is paved for this objective in Stuttgart and other German cities (for Nordic Walking, Feel well gym, theatre and personal development), and the outlook for Austria, France, Romania and Slovakia is promising. The long-term challenge is the adaptation of the various pilot modules to the various countries and different disadvantaged groups of mature learners. In addition, the ENTER process promoted the communication with other institutions and organisations; it helped build new partnerships and consolidated the 'name' and recognition of the expert competences of the implementing partners; it introduced a better understanding for and reflections on lifelong learning methodologies in the own institution.

Another aspect, which expands the action radius of the NGOs involved in the ENTER project in the medium to long-term is the greater insight gained into migrant and/or Roma issues and their needs. Accordingly, new forms of conflict management were developed to answer individual/personal problems as well as those of the larger communities of the target groups. While this knowledge has immediate short-term impacts, it allows the partner institutions to go beyond the immediate provision of adult learning. They can provide better and more diverse advice to the stakeholders and other NGOs who want to promote the inclusion of the target groups.

The **major impediments/challenges** for the provision of the courses are

- the funding and /or subsidisation of these courses, given the limited financial means of the target groups;
- the promotion of trust in the education provider, i.e. a mediator will have to be employed and/or a permanent cooperation with a migrant association organised such that the target groups and their members trust the institution and the teachers/instructors.

In most cases the implementation of the courses had an impact on the staff of the programme providers by making them more migrant friendly, by diversifying the personnel, i.e. employing persons with migrant/ethnic minority background, by reorienting the education policy towards the integration of disadvantaged migrants and older persons in general.

From the point of view of the participants:

The **short and medium term impact** of ENTER was to overcome shyness and anxieties, to gain knowledge about themselves, their behaviour patterns and reactions of the surrounding world to their own actions, gain competences to communicate in the private and public life, learn skills in the various crafts, take more active steps to improve their health, bridge the gap between generations by learning to communicate through modern media and ICT, gain a better understanding for gender roles etc... They also gained self-confidence by receiving respect and attention in the course.

According to the participants it was a new experience... "Indeed the students got the feeling they can learn something without suffering" (ELELE). The 'amiable and understanding warm learning environment' allowed the participants to open up and thereby learn fast the things they most needed to cope with everyday challenges, including the foreign language, which they learned 'en passant' in the course.

In addition, the pilot modules served as a teaser, a **motivator to engage in other courses** of lifelong learning. This is the **longer term impact** of the ENTER pilot modules on the participants. In addition, the participants acted as **multipliers** and **instilled trust in the migrant communities** in the adult education provider institutions. "They brought in new members, talked friends into learning and new activities. "Mouth-to-mouth" propaganda by participants themselves was the best way to advertise the course (better than any pamphlets, newsletters or flyers)" (IEIE)

From the point of view of the stakeholders:

The ENTER partners provided stakeholders with information about the target groups and their immediate and longer term needs. Thus, the stakeholders and network partners could reach out to the target groups and either provide the learning modules or include those learning modules in their wider policy agenda of activation of distant learners of disadvantaged migrant and/or ethnic minority background.

One short-term effect of ENTER was that providers of adult education in the module subject areas were identified and linked up with the target groups. One example being the German National Health Service, which included Nordic Walking courses for Turkish women in their mainstream service. Also course information from Austria and France was forwarded; these courses will eventually also be integrated in their mainstream learner program. Another example is the photography courses, which will be introduced in Croatian and Bosnian migrants' clubs. They will hire the IEIE-trainer to provide these courses.

This shows that ENTER has already had immediate consequences for some stakeholders. Mosques, migrants' clubs and other important meeting places of migrant communities were

successfully included in the ENTER process thereby widening the reach of the new networks and bringing the target groups closer to local and other public and private institutions and NGOs which aim at improving integration and social cohesion, above all by providing and/or subsidising access to learning.

In addition, the network of stakeholders was extended, which will have positive medium to long-term effects on the marginalised mature age migrants and ethnic minorities. One impact in that sense can already be discerned: ENTER contributed to the recognition by the stakeholders that older migrant/minority persons are a particularly vulnerable group and in need of inclusion in lifelong learning to counter processes of isolation and deterioration of health.

In the case of Roma, ENTER became an eye-opener for the stakeholders in Slovakia as they had never seen older Roma as a target group for learning. Accordingly, the Roma associations will pay greater attention to the age and gender composition of their teaching/learning activities. In addition, the municipalities are incorporating the new approach to learning as developed by ANWIN into their community integration and development plan.

In contrast, ENTER did not have the same effect in Romania and Austria. According to ANUP, the public authorities in Romania do not have their eyes set on promoting the personal development and wellbeing of older Roma. Their focus is on the provision and subsidisation of vocational skills, largely to young and prime aged Roma, to raise their employability and chances for self-sufficiency. As to older Roma, their inclusion will remain in short-term information sessions, in tandem with retired majority group Romanians; thereby the integration of Roma in the mainstream society is also promoted. In Austria, VHS-Tirol has an old tradition of addressing the learning needs of older persons. The reach out to older migrants is, however, new. It is only slowly seeping into the stakeholders' minds that older migrants are a target of lifelong learning. "Subsequently to the ENTER project VHS-Tirol will develop new forms of learning for older migrants" (cited from VHS-Tirol).

3.5 Processes between INPUTS and OUTPUTS

The processes addressed in that part of the questionnaire refer to the organisation of the whole ENTER-Project, the partner meetings, the role of the coordinator, the interaction between the partners across the countries and of the partners within their countries.

According to the responses of the implementing partners, **the coordinator** (Verein Multikulturell - VM) gave feedback where necessary and was available whenever support was needed. VM guided the partners' work with valuable input and gave advice in difficult situations. However, minutes from meetings came often late. The speed at which partners progressed was different, partly due to the specific target groups, which made it difficult to catch up with all aspects of the progress between meetings. It was only during partner meetings that the progress was established.

As for the work plan, **financial arrangements** and transparency of activities, all went well; VM was always ready to assist and instalments were transferred punctually.

The **scientific support and interdisciplinary approach** were judged 'essential' for the success of ENTER as it provided 'guidelines for the practical work of the partners'. The **scientific monitoring** of the meetings brought in an "impartial" third party, introduced new inputs and 'neutral' views into the discussions, thereby ... "bringing the discussions back to the point on various occasions" and advancing the learning process. Thus monitoring the meetings was an **efficient means of quality assurance** of the partner meetings.

The different target groups, namely migrants in Austria, France and Germany on the one hand and Roma in the case of Slovakia and Romania on the other, introduced a dual structure into the work and **communication between the partners**.

Consequently, IEIE (Germany) had continuous and fruitful interactions with ELELE in France and VHS-Tirol (Austria). "Kerstin, Aurore, Martin, Tobias and Brigitte were in constant exchange of emails, had various phone calls and chats in between and also met outside the ENTER project" (cited from IEIE). Accordingly, ENTER products from Germany were used in France, and French and Austrian products have been introduced in Germany. Some German products were translated into Turkish for easy use with the Turkish target groups in France. The close cooperation of the key actors of the implementing partners (Kerstin, Martin and Aurore) allowed capacity building between the institutions. One **sustainable outcome** of ENTER is that IEIE and ELELE will continue the institutional cooperation after the end of the ENTER project. The City of Stuttgart has a great interest to build up an institution such as ELELE in Stuttgart.

Due to the different target groups, the contact between the 'migrant' countries and the 'Roma' countries Slovakia and Romania was less intense. The ENTER products developed for the Roma were judged to be less applicable for the targeted migrant groups in Germany, Austria and France, and vice versa. Nonetheless, regular contacts via e-mail took place between all partners, at the initiative of various partners, depending on the advice and/or information needed. It was most intense in the course of the development of the curricula and the handbook, sharing in the experiences with the piloting.

The **interaction between the partners and the stakeholders** was in some instances an **ongoing process**, namely when stakeholders were fully integrated into the ENTER project as **co-funding** institutions (IEIE, ANNWIN). In the other instances, the contacts were linked to the dissemination efforts, i.e. the reach out of the implementing partners to the local stakeholders to attract their attention and to invite their support for the learning modules and the target groups. The discussions of ANUP (Romania) with adult education providers, representatives of the Ministry of Education and Labour and representatives of local authorities indicated a reluctance to promote learning activities of older Roma. They referred to the difficulty to provide regular learning modules for Roma as they are always in search of or engaged in irregular work to finance their every day needs. Accordingly, they do not think of the 'future'. In addition, **Roma communities** do not believe that learning/education will improve their quality of life, particularly not the ones of older Roma. Thus, the contact between the stakeholders has been intensified through ENTER, but with limited prospects for promoting the introduction of older Roma into lifelong learning.

The situation was different in Slovakia, as it was in the interest of the municipality, to work out a development programme for and with the Roma communities. In this situation, ANNWIN

was a welcome partner and bridging institution. In that capacity, ANNWIN could introduce ENTER and the inclusion of learning needs of mature learners in the development plan, even if the Roma did not have basic education. "It was a new idea for the city". But it is now on the table and it will be up to the city parliament to decide if they will integrate it as part of an intergenerational learning module. It could help address the learning problems/motivations of Roma children. If older Roma have a positive experience with learning they could act as motivators for their children and grandchildren. **This intergenerational aspect is a most innovative approach to adult learning and capacity and community building**, and an outflow of the ENTER project. Accordingly, the contact with the Roma communities and their associations, above all the Office of Plenipotentiary to Roma communities, was intense. It needed a mediator, however, i.e. a social worker of Roma background.

Another positive outcome of ENTER is the communication between stakeholders across national boundaries, namely in the case of a cooperation between the open universities in Germany and Austria. They exchanged learning materials and course documentation for migrants and minority groups, envisaging cross-institutional learning in that field.

3.6 Processes between Outputs and Outcomes

According to the implementing partners the **partner meetings were the most efficient way of organising the project**. The meetings kept the project going; they provided a sense of direction, facilitated communication and learning from each other. Every meeting was important in its own right as it served a different function in the learning process of ENTER. Suggestions for increased cooperation between the partners relate to the integration of additional meetings in an online forum (at a fixed and pre-arranged time).

As to the participants, the participation in the **pilot modules** was an **effective motivator** to continue with learning. This was the unanimous response of the partner institutions. In the case of Germany, 80 percent of the participants continued with further adult learning, either in the IEIE courses or they registered for other courses in other fields with VHS Stuttgart. The situation in Austria and France is similar. In the case of the Roma, participation in learning hinges on the cost. As long as no costs are incurred, the Roma are interested in continued learning, particularly in the case of Slovakia.

The specific organisation of the project has been an efficient and effective way of including the stakeholders. It allowed them to review their policies towards distant mature learners of migrant (ethnic minority background) and include them in their integration and development plans. Accordingly, planning of future learning strategies for migrants will include stakeholders as a prime objective. The main reason for this is to secure the funds and the institutional framework to promote the inclusion of the target groups into learning.

3.7 Conclusions

The evaluation of ENTER suggests that the project was an **efficient and effective** instrument to reach out and to effectively integrate the target groups of mature age marginalised migrants of low educational attainment level and the ethnic minority of Roma in learning. On the one hand it brought the major local actors in the area of integration policy into the scheme,

together with reputable adult education providers. On the other ENTER managed to recruit competent mentoring institutions and intercultural experts as implementing partners who have the trust of the communities and associations of the target groups. Thus a unique constellation of actors joined up to achieve the common goal of bringing the various groups of distant learners to the fore (reach-out), to address their learning needs and to satisfy their curiosity for the modern world (new media, ICT). The content of the pilot courses was focusing on the needs of the target groups; the teaching methodology was taking the need for a warm and respectful learning environment into account. Thus the goal of instilling joy and confidence in the participants to engage in learning could be achieved. They agreed that the courses improved the quality of their lives by helping them cope with everyday challenges and activating them to better participate in the private and public social arena. The sustainability is also ensured as the participants of the learning modules turned into the most effective promoters of continued learning by acting as multipliers and bringing in new interested mature age learners.

ENTER was also an effective learning process for adult education providers. The implementing partners acquired the necessary knowledge about the factors to take into account when planning the introduction of courses for the target groups. ENTER has already had an impact on other adult education providers than the implementing partners in that they are including ENTER pilot modules into their mainstream learning programmes. Thus, sustainability has been achieved at least for as long as the cost of learning to the mature age low income learners is not too high.

3.8 Recommendations

ENTER teaches us many lessons, a major one being the trust in people, independent of their age and socio-economic background, that they are eager to learn and happy to participate in learning as long as their needs are addressed and as long as they are approached and treated in a respectful and warm-hearted helpful way. This approach is, however, not ensured in the traditional system of adult learning, as could be verified in ENTER.

Accordingly, approaches like ENTER should be included in active labour market policies. Thus the long-term funding would be ensured, thereby raising the productive potential and the employability of mature disadvantaged persons in the long-run.

Particular learning modules, e.g. health promotion measures, should be integrated in the normal programmes of preventive medicine. This would improve the health of mature persons of disadvantaged background thereby improving the quality of their lives while at the same time reducing health costs.

Learning modules of the kind ENTER has developed for Roma in Slovakia should become an integral part of community development plans thereby promoting active participation of mature age ethnic minorities and disadvantaged migrants.

In an informal learning context Roma/migrants could bridge the gap between formal knowledge and the acquired competences thereby recognising the actual skills and filling in the gaps to achieve formally acknowledged skills.

Learning of mature Roma/migrants should be included in strategies which want to promote school attendance and learning of Roma/migrant children.

As courses of the kind of ENTER are a more efficient way to learn the foreign/host country language than traditional language courses, they should be included in integration programmes of migrants (national action plans for integration).

Specific programmes for the target groups along the lines of ENTER should be subsidised both on local, national and European levels. The long- term funding is the neuralgic point in all education and training courses for socio-economically excluded, poor groups of people.

The need for the participation of the older members of disadvantaged ethnic minorities and migrant groups in education and training should receive special recognition and attention in public policy. It should be part of mainstreaming of education and training, particularly in cases of socio-economic exclusion and segregation. While there is increasing acknowledgement of the need of inclusion of older persons in higher education (university of the third age) nothing comparable is happening for distant learners of old age and disadvantaged background.

4. References

Council 2009, Council Conclusion on " Promoting labour market inclusion – Recovering from the crisis and preparing for the post-2010 Lisbon Agenda ", Brussels 30.11.2009. http://www.consilium.europa.eu//uedocs/cms_data/docs/pressdata/en/lisa/111551.pdf

European Commission (2008), Grundtvig adult education: Mobility creates opportunities : European success stories, Luxembourg. http://ec.europa.eu/dgs/education_culture/publ/pdf/grundtvig/mobility_en.pdf

COM(2007) 803 final: Communication from the Commission to the Spring European Council: Integrated Guidelines for Growth and Jobs (2008-2010), Brussels.

COM(2006) 614 final, Communication from the Commission. Adult Learning: It is never too late to learn, Brussels. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0614:FIN:EN:PDF>

Appendix:

Evaluation Form for partner meetings:

This evaluation form provides feedback to the organisers of the meeting and for the evaluation and monitoring of the meetings. Please evaluate the following criteria in a scale of 1 to 4, one reflecting a low level of content and 4 a high level of satisfaction.

Questions	1	2	3	4
1. Organisation of the meeting				
2. Provision of adequate information before the meeting				
3. Satisfaction with the venue/hotel				
4. Quality of the presentations				
5. Time structure of the work plan and group work				
6. Content structure of the work plan				
7. Quality of group discussions and group dynamics				
8. Were the discussions helpful for further work				
9. Satisfaction with the progress of work				
10. Is the speed of work adequate				
11. Coordination of work between the partners relative to timing				
12. Coordination of work between the partners relative to content				
13. Overall evaluation of the meeting				

14. What were the most positive aspects of the meeting?

15. What were the most negative aspects of the meeting?

16. What are your suggestions for improvement in terms of organisation, time and content structure of meetings,

Final Evaluation form of the ENTER process:

This form was given to the implementing partners at the final meeting in Stuttgart 22.-25.9.2009
The evaluation takes a step wise approach, focusing on **Structures** (Inputs and Outputs) and dynamics (**processes**) and examining the **Outcomes** from a short, medium and long-term perspective.

1. Structures:

1.1 INPUTS

Resources:

- **Funding:** 70% EC-Grundtvig

Who is/are the national co-funding institutions, in absolute numbers in € /Proportions

Reason for co-funding? different interests by Stakeholders

- **Personnel and organisation**

Permanent personnel/Staff of partner organisation: how many and for what purpose

- Trainers etc/contract workers: for what purposes?

Did you have any challenges you did not expect?

The challenges may be in the areas of gender (female/male trainers? Intergenerational knowledge transfer) – these challenges were expected, therefore the proper arrangements before the start:

Not expected Example: Germany work with persons from former Yugoslavia and war traumata – special social worker skills have to be added in

- **partnerships**

AT: 2 Institutions. VHS (educator) plus Verein Multikulturell (expert in multiculturalism – reach out)

How did the cooperation work?

FR:

1 institution with permanent staff plus expert/contract work (Theatre Aurore, computer?)

SK: 1 institution (permanent) plus Roma contract worker

DE: IEIE perm staff (Martin Klingus, expert on migration) plus university of Applied Science (Tobias/Uwe design etc..)

RO: VHS permanent staff (organiser plus curricular development by staff)

Networks-partners/stakeholders:

- **Networks**

What are your networks in general (name institutions and central interest), often also funding

What are the specific networks in connection with the project?

Did these institutions show a special interest in the project? If yes, in what way

1.2 OUTPUTS:

Documentation of products, relate to them: Surveys and analyses (target groups and needs), outreach to target groups, Pilot projects – Curricula and participants, Evaluation of pilot modules (Survey), Handbook, Project report, monitoring and evaluation report, website, scientific articles, flyers, exhibition, magazine, out of dissemination list

What was according to your opinion the best output? And on the basis of what arguments?

1.3 OUTCOMES:

What kind of product can be of particular value (added) for your institution in the short, medium and long run?

And what role can the website play in this context?

Short term:

- Participants: evaluation of pilot as a basis
- Programme providers:

Question to every partner/provider to what extent do you believe that the project contributed to

a: your understanding of the challenges involved in providing learning for the target group

b: their needs and how to address them

c: to introduce these courses into your mainstream teaching/learning programme

if no: what are the impediments for access to these courses (e.g. cost to the new learning group)

What are your recommendations?

- Stakeholders:

a.) did the project contribute to a better linkage with the stake holders of your institution?

b.) Could the stakeholders improve their access (reach out) to the target groups? If yes, which ones and through what means (exhibition? Invitations to meetings...)

Medium term:

- Participants: evaluation of pilot as a basis – did it raise the participation in further education? In the same field or in related fields or other fields
i.e. have barriers to entry into education/training been overcome to a certain extent

did they act as multipliers in their community to promote access to learning of same age or others?

- Programme providers:

question to every partner/provider: did the project motivate you to adapt your infrastructure

a: in terms of programmes

b: staff (more migrant friendly and consciousness of the need of more diversity in your personnel)

c: in terms of policy and outreach to new clients

What are your recommendations?

- Stakeholders:

a.) did the project contribute to a greater awareness of the needs of older migrants/ethnic minorities by the stakeholders, if yes which ones (e.g. Slovakian government relative to the Roma, where only young Roma were seen as target groups for education/integration policies)?

b.) did the stakeholders embark on the development of new forms of activities/policies towards greater inclusion into learning of marginalised groups?

A: Such as distant learners

b.) such as minorities (migrants)

c.) Such as older learners

Long - term:

- Participants:

Did the project contribute, set the scene for a greater inclusion of older and/or migrant (minority persons) to learning

- Programme providers:

question to every partner/provider: did the project lead to the adaptation of your infrastructure

a: in terms of programmes

b: staff (more migrant friendly and consciousness of the need of more diversity in your personnel)

c: in terms of policy and outreach to new clients

What are your recommendations?

- Stakeholders:

a.) did the project lead to the recognition of the needs of older migrants/ethnic minorities by the stakeholders, if yes which ones by a change in policy direction?

What are your recommendations?

2. Evaluation of the Processes/Dynamics involved in the project

2.1 Processes between INPUT and OUTPUT

- The activities addressed are all workshops/partner meetings – see monitoring, the forum of coordination of activities, of developing strategies etc
- The role of the coordinator and the scientific accompaniment/monitoring/evaluation
- Questions pertaining to Verein Multikulturell/the organiser:

How was the feedback after workshops, support with decision making by partners, transparency of activities and decisions, linking up of partners, financial arrangements and support

- Do you see a value added in bringing in scientific support

By including sociologists for the design and analyses and evaluation of the 2 surveys; if yes, specify (capacity building, raising awareness of scientific approaches etc)

By bringing in accompanying researcher to help structure the strategies towards the production of outputs, to act as a mentor in the workshops, and to monitor the discussions. if yes, specify (capacity building, raising awareness of scientific approaches etc)

- Do you see any value added in the interdisciplinary approach to the running of the project, in particular also the inclusion of the voice of science/research, if yes, specify (capacity building?)

Interaction between the partners:

Did you have any interactions with other partner institutions, independent of the meeting?

If yes, with what institution and on what topic/issue

Who was responsible for the initiative, and was the initiative taken up by the others, if yes, on what topic etc?

Did the interaction contribute to capacity building,

to a better understanding of the challenges involved in the project,

did it intensify, raise the degree of trust and act as an incentive for further cooperation

Interaction in the partner countries between the stakeholders:

Where the processes effective means to interact with the stakeholders, if yes, what was particularly important? Was it on the issues of learning in general, on the issues involved with the migrant/minority groups and/or mature persons in general

Interaction between the participants and their communities,

Where the processes effective means to interact with the participants/communities, if yes, what was particularly important? Was it on the issues of learning in general, on the issues involved with the migrant/minority groups and/or mature persons in general

Action radius within the own institutions and partners

Where the processes effective means to sensitise the own institution on matters of:
issues of learning in general,
on the issues involved with the migrant/minority groups
and/or mature persons in general

2.2 Processes between OUTPUT and OUTCOMES

Partner institution:

- a. To what extent were the meetings, workshops, exhibitions etc an efficient means of developing and carrying out the training?
- b. Could you imagine another more efficient way of doing it?

Participants:

Questions pertain to the bridge between the activities (participation in the pilot) and the outcome, i.e. evaluation of pilot project/workshop results (survey),

- a. in particular the question if it motivated them to engage in further adult learning
- b. if the participation per se was enriching and why

Stakeholders:

Has the specific organisation/ implementation of the project been an efficient and effective way of including the stakeholders in a review of policy towards distant mature learners of migrant (ethnic minority background)

If yes, what do you think has been the most effective way of including the stakeholders?

What alternative ways do you suggest are open to you as an institution to address the above issues with the stakeholders of your organisation?