



A participative approach to curriculum development for adults in addiction recovery across the European Union.

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## Deliverable 7.3: Evaluation Toolkit Feedback Review

WP7: Pilot Phase

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# 1 INTRODUCTION AND CONTEXT

The RECOVEU project brings together partners from the United Kingdom, Cyprus, Romania, Italy and Ireland with the aim of developing 'Access to Learning' resources for people in recovery from addiction. Although the role of learning in the recovery process has been highlighted, there is limited evidence across Europe to inform adult learning practice with people in addiction recovery and there is no data which specifically identifies the barriers they experience or how to support them as adult learners. The Consortium has undertaken this innovative project to begin to develop a coherent EU-wide approach to adult learning in the addiction recovery community. Cross-European collaboration will offer new insights into the issues involved in this under-developed area and demonstrate the potential for transferable, innovative solutions. Project outcomes support the aims of the EU Lifelong Learning Programme by improving the attractiveness and accessibility of learning opportunities available to a group of adult learners who are particularly at risk of social exclusion and marginalisation.

A key factor in the project is the development of an *Evaluation Toolkit*, designed to support educators to assess the effectiveness of the 'Access to Learning' course materials and their impact. The Evaluation Tools were designed in a way to aid on-going evaluation of learning activities and are presented in the form of questionnaires to be completed by service users.

The Evaluation Toolkit includes two different types of tools:

1. Four Psychological Evaluation Tools used to assess whether there are meaningful outcomes for participants: for example, an increase in self-efficacy for education and/or the contribution of learning activities to sustained participation in learning.
  - a) Learning Self-Efficacy Questionnaire.
  - b) Employability Self-Efficacy Questionnaire.
  - c) Self-Esteem Questionnaire (*Rosenberg Self-Esteem Scale*; Rosenberg, 1965).
  - d) Recovery Capital Questionnaire (*Assessment of Recovery Capital: ARC*; Groshkova, Best and White, 2013).
2. A Module Feedback Form designed to provide a generic assessment of the usefulness of the modules.

These evaluation and feedback tools were completed by service users undertaking a pilot of the course materials. This review provides an analysis of the data provided by these participants. Also provided is an overview of service users' qualitative feedback on use of the Evaluation Tools. The review forms part of a series of three reviews (the two others being *Del. 7.1: Pilot Delivery Review* and *Del 7.2: Qualitative Feedback Review*) which together give an overview of the effectiveness and impact of the pilot. The findings from these reviews were used to revise the course materials, Evaluation Tools and Facilitation Pack.

The pilot (*draft*) sections of the Facilitation Pack on which these reviews are based can be found on the project website ([www.recoveu.org](http://www.recoveu.org)).

The draft Toolkit is presented in the *Facilitation Pack Section 3 (Pilot): Evaluation Toolkit*, together with guidelines for use of the Evaluation Tools. An overview of the draft course materials is given in the *Facilitation Pack Section 2 (Pilot): Course Pack*. Guidelines for use of the draft materials are given in the *Facilitation Pack Section 1 (Pilot): Delivery Guidelines*.

The final versions of the Facilitation Pack can also be found on the website, together with the revised course materials.

The Learning Self-Efficacy Questionnaire and the Employability Self-Efficacy Questionnaire were developed by the RECOVEU Consortium. Therefore this review also provides an overview of the statistical procedures used to refine the questionnaires in preparation for the analyses presented here.

## 2 METHODOLOGY AND BACKGROUND DATA

### 2.1 Pilot Delivery

Each partner country took part in piloting the course materials. Materials were delivered as outlined in the *Facilitation Pack Section 1 (Pilot): Delivery Guidelines*; an overview of materials delivered is presented in the *Facilitation Pack Section 2 (Pilot): Course Pack*. Participants were selected for participation in the pilot according to pre-agreed criteria: (1) the target sample was adults in recovery who would like to move towards higher education (although service users were eligible for selection regardless of their education level), (2) participants must be adults over 18 years of age in self-defined recovery from drug use (total abstinence or controlled use), (3) partners would attempt to have a balance in terms of gender, and (4) each partner would aim to recruit 12-18 participants. No inducement was offered for participation.

### 2.2 Toolkit Completion

Evaluation Tools were completed as follows:

- Psychological Evaluation Tools – completed on two occasions: (1) at the Induction Session run for participants prior to the start of the course, (2) at the Follow-Up Session run after the course has finished.
- Module Feedback Forms – completed on only occasion only, after the completion of each module and before the start of the next module.

Additional background data (highest educational qualification, country of birth, country of citizenship) was also obtained from a Registration Form that was signed and completed by each participant at the Induction Session. All data was entered in the SPSS Statistical Package for analysis.

### 2.3 Participants' Background Data

Table 2.1 gives an overview of the background data for each partner. Overall, 72 participants took part in the research across the five partner countries. Romania and Italy had the highest number of participants (at 25% and 26.4% respectively of the total; n=18 and n=19); the UK had the fewest participants at 8.3% (n=6; this low level of participation for the UK was because the pilot organisation experienced issues with delivery beyond their control). The age range overall was very wide, from 22 to 67. Romania was the only partner who had participants aged 52 and older (38.9% of Romanian participants were this age group). The gender ratio overall was 81.9% male/18.1% female; this gender imbalance was consistent across all partners and was consistent with the target group demographic within each partner country. A high proportion of participants overall (88.9%) had the ethnicity of the partner country that was being evaluated, and all except seven Cyprus participants were citizens of that country. There was a wide range of educational levels: 6.9% of participants (n=5) had left school with no educational qualifications; 40.3% held Level 2 qualifications (n=29; an approximately aged-16 qualification), and 36.1% held Level 3 qualifications (n=26, an approximately aged-18 qualification). The rest had Level 5 (college) qualifications or higher with one person having a doctorate (Level 8).

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**Table 2.1 Participants' background data (Total N = 72 participants)**

Partner	Number (% of Total N)	Age range	Proportions within partner groups				
			Gender	Ethnicity	Highest educational qualification*	Country of birth	Country of citizenship
P1 – UK	6 (8.3%)	32 – 51	66.7% male (n=4)	66.7% White British (n=4) 16.7% Mixed Black/White British (n=1) 16.7% Black Caribbean (n=1)	16.7% Level 2 City and Guilds (n=1)(L2) 16.7% Level 2 NVQ (n=1)(L2) 16.7% Level 3 (n=1)(L3) 16.7% NVQ (n=1)(L3) 16.7% Level 5 Diploma (n=1)(L5) 16.7% University degree (n=1)(L6)	100% UK (n=6)	100% UK (n=6)
P2 – Cyprus	14 (19.4%)	22 – 46	92.9% male (n=13)	50% Greek-Cypriot (n=7) 42.9% Greek (n=6) 7.1% Bulgarian (n=1)	7.1% Primary school (n=1)(no qual.) 78.6% Secondary school (n=11)(L3) 7.1% Vocational college (n=1)(L3) 7.1% University student (n=1)(L6)	50% Cyprus (n=7) 35.7% Greece (n=5) 7.1% Bulgaria (n=1) 7.1% Russia (n=1)	50% Cyprus (n=7) 42.9% Greece (n=6) 7.1% Bulgaria (n=1)
P3 – Romania	18 (25%)	23 – 67	72.2% male (n=13)	83.3% Romanian (n=15) 16.7% Hungarian (n=3)	5.6% Primary school (n=1)(no qual.) 27.8% Secondary school (n=5)(L2) 27.8% High school (n=5)(L3) 5.6% Professional high school (n=1)(L3) 11.1% University degree (n=2)(L6) 16.7% Master's degree (n=3)(L7) 5.6% PhD (n=1)(L8)	100% Romania (n=18)	100% Romania (n=18)
P4 – Italy	19 (26.4%)	29 – 51	89.5% male (n=17)	89.5% Italian (n=17) 5.3% Ethiopian (n=1) 5.3% Swiss (n=1)	10.5% Elementary school (n=2)(no. qual.) 63.2% Middle school (n=12)(L2) 26.3% Secondary school (n=5)(L3)	89.5% Italy (n=17) 5.3% Africa (n=1) 5.3% Switzerland(n=1)	100% Italy (n=19)
P5 – Ireland	15 (20.8%)	25 – 47	80% male (n=12)	100% White Irish (n=15)	6.7% Primary school (n=1)(no qual.) 66.7% Junior certificate (n=10)(L2) 13.3% Leaving certificate (n=2)(L3) 6.7% College (n=1)(L5) 6.7% College degree (n=1)(L6)	100% Ireland (n=15)	100% Ireland (n=15)

\*In order to provide a common metric, educational qualifications have been classified as L1 (Level 1: lowest qualification achieved at middle/secondary/high school) to L8 (Level 8: doctorate). However, education systems differ across partner countries and qualifications gained at school do not map directly across countries; they are therefore only approximations.



## 2.4 Analysis Procedure and Sample Sizes for Analysis

Whilst 72 participants were involved in the pilot study overall, not all participants were involved in all the module sessions, and/or both the Induction and Follow-Up sessions, and therefore did not complete some of the Module Feedback Forms and Psychological Evaluation Tools, or provide qualitative feedback data on the use of the Evaluation Tools. In addition, there was some missing data within the completed tools (i.e. some participants missed out individual questions). Analyses were therefore undertaken on those participants that provided a complete set of data within a specific analysis group. These are discussed in turn below.

### 2.4.1 Module feedback analysis

Participants' views on module delivery are shown in Chapter 3 and presented in Tables 3.1 to 3.5. The tables show descriptive analyses of the number/percentages of participants who had answered whether they agreed/disagreed with a range of statements about the delivery of the modules. Also shown is a descriptive analysis of participants' views on the length of the modules (too short, just right, or too long).

Sample sizes for these analyses are shown below in Table 2.2. Overall (whole group) sample sizes ranged from 47 to 56 (65% to 78% of the full sample of 72 participants). Sample sizes within individual partner countries ranged from 5 (UK) to 17 (Italy). Sample sizes for the UK and Cyprus were much smaller than the other partner groups.

Group	Total N	N for analysis (range)	% of Total N (range)
Whole group	72	47 – 56	65% – 78%
P1 – UK	6	5 – 6	83% – 100%
P2 – Cyprus	14	4 – 8	29% – 57%
P3 – Romania	18	11 – 16	61% – 89%
P4 – Italy	19	13 – 17	68% – 89%
P5 – Ireland	15	10 – 13	67% – 87%

### 2.4.2 Analysis of psychological evaluation data

#### *Sample*

Data were included in these analyses only if participants had provided a complete set of data at both times of testing (i.e. at both the pre-test Induction and post-test Follow-Up sessions). The sample sizes for each specific set of analyses are presented in turn below.

*Please note that because the sample sizes for the UK and Cyprus were very low (particularly in the case of Cyprus), these two countries have been combined into one group for analysis purposes.*



**Table 2.3 Analysis of psychological evaluation data – Sample sizes**

		<b>Total N</b>	<b>N for analysis</b>	<b>% of Total N</b>
<b>Learning Self-Efficacy</b>	Whole group	72	38	53%
	P1/2 – UK/Cyprus	20 (6 UK, 14 Cyprus)	8 (5 UK, 3 Cyprus)	40%
	P3 – Romania	18	11	61%
	P4 – Italy	19	9	47%
	P5 – Ireland	15	10	67%
<b>Employability Self-Efficacy</b>		<b>Total N</b>	<b>N for analysis</b>	<b>% of Total N</b>
	Whole group	72	45	63.5%
	P1/2 – UK/Cyprus	20 (6 UK, 14 Cyprus)	9 (6 UK, 3 Cyprus)	45%
	P3 – Romania	18	15	83%
	P4 – Italy	19	10	53%
P5 – Ireland	15	11	73%	
<b>Recovery Capital</b>		<b>Total N</b>	<b>N for analysis</b>	<b>% of Total N</b>
	Whole group	72	44	61%
	P1/2 – UK/Cyprus	20 (6 UK, 14 Cyprus)	7 (6 UK, 1 Cyprus)	35%
	P3 – Romania	18	15	83%
	P4 – Italy	19	12	63%
P5 – Ireland	15	10	67%	
<b>Self-Esteem</b>		<b>Total N</b>	<b>N for analysis</b>	<b>% of Total N</b>
	Whole group	72	43	60%
	P1/2 – UK/Cyprus	20 (6 UK, 14 Cyprus)	8 (6 UK, 2 Cyprus)	40%
	P3 – Romania	18	16	89%
	P4 – Italy	19	8	42%
P5 – Ireland	15	11	73%	

### Analysis procedure

The scales/subscales and their units of measurement are given in Table 2.4. The learning self-efficacy and employability self-efficacy data was first factor analysed to determine the appropriate number of subscales for analysis (Appendix 1). The recovery capital and self-esteem subscales were utilised as outlined by the authors of the measures. Scores for analysis were computed as set out in Appendix 2.

Analyses were by mixed between-within subjects' univariate ANOVA (analysis of variance), with time of test (pre-test, post-test) and condition (partner country) as the independent variables, and the psychological measure as the dependent variable. Partner country was held as the between-subjects factor. A model was tested that comprised the time-by-condition interaction in order to establish whether there were different patterns of means across pre- and post-tests for the five partner countries. Separate univariate ANOVAs were conducted for each self-efficacy, recovery capital and self-esteem subscale; a total of 15 relevant dimensions/subscales were therefore examined<sup>1</sup>. A

<sup>1</sup> MANOVA (multivariate analysis of variance) analyses were run for the learning self-efficacy and the recovery capital analyses to allow for the effect of multiple dependent variables. However, a number of assumptions were violated and so the results are not reported here (*Learning Self-Efficacy*: violated multivariate normality)

univariate ANOVA was also conducted for Overall Recovery Capital (i.e. a measure created by combining individual recovery capital subscale scores).

**Table 2.4 Psychological Evaluation Tools – Scales and subscales**

Scale	Subscale		
Learning Self-Efficacy (scored 1-5) (maximum score = 5) (35 items in total)	<ol style="list-style-type: none"> <li>1. Self-Efficacy for Learning Success (19 items) <i>(Note – this includes items for academic success and social interaction in the classroom)</i></li> <li>2. Self-Efficacy for Further Learning (6 items)</li> <li>3. Self-Efficacy for Digital Literacy (10 items)</li> </ol>		
Employability Self-Efficacy (scored 1-5) (maximum score = 5)	One self-titled overall measure (10 items)		
Self-Esteem (scored 1-4) (maximum score = 40)	One self-titled overall measure (10 items)		
Overall Recovery Capital (score 1 for each item) (maximum score = 50)	One self-titled overall measure (50 items)		
Recovery Capital Subscales (score 1 for each item) (5 items each subscale) (maximum score = 5)	<table border="0"> <tr> <td> <ol style="list-style-type: none"> <li>1. Substance Use and Sobriety</li> <li>2. Global Health (Psychological)</li> <li>3. Global Health (Physical)</li> <li>4. Citizenship/Community Involvement</li> <li>5. Social Support</li> </ol> </td> <td> <ol style="list-style-type: none"> <li>6. Meaningful Activities</li> <li>7. Housing and Safety</li> <li>8. Risk Taking</li> <li>9. Coping and Life Functioning</li> <li>10. Recovery Experience</li> </ol> </td> </tr> </table>	<ol style="list-style-type: none"> <li>1. Substance Use and Sobriety</li> <li>2. Global Health (Psychological)</li> <li>3. Global Health (Physical)</li> <li>4. Citizenship/Community Involvement</li> <li>5. Social Support</li> </ol>	<ol style="list-style-type: none"> <li>6. Meaningful Activities</li> <li>7. Housing and Safety</li> <li>8. Risk Taking</li> <li>9. Coping and Life Functioning</li> <li>10. Recovery Experience</li> </ol>
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Note: on all measures, the higher the score achieved, the higher the level of self-efficacy, self-esteem or recovery capital.

Main and interaction results were reported using Wilks’ Lambda, which is the test traditionally used where there are more than two groups formed by the independent variables (Garson, 2009). Results for employability self-efficacy, self-esteem and overall recovery capital were reported as statistically significant if  $p < .05$ . For the learning self-efficacy and the recovery capital subscales, a Bonferroni adjustment was applied to the alpha criterion to reduce the possibility of Type 1 error (finding a significant result when there is not one) due to multiple testing. The Bonferroni corrections were as follows:

- Learning self-efficacy: results reported as significant at  $p < .017$  (equivalent to a pre-Bonferroni criterion of  $p < .05$ ); and significant at  $p < .003$  (equivalent to a pre-Bonferroni criterion of  $p < .01$ ).
- Recovery capital: results reported as significant at  $p < .005$  (equivalent to a pre-Bonferroni criterion of  $p < .05$ ); and significant at  $p < .001$  (equivalent to a pre-Bonferroni criterion of  $p < .01$ ).

and there was multicollinearity in the data resulting from a number of high correlations among the dependent variables; *Recovery Capital*: violated assumptions of sample size and Box’s M would not compute).



Significant between-subjects results (i.e. differences between partner countries) were explored using post-hoc tests; Tukey HSD values were reported where equal variances were assumed; where equal variances were not assumed, Games-Howell values were reported. Post-hoc results were reported as statistically significant if  $p < .05$ .

The effect size reported here is partial eta-squared ( $\eta^2$ ). The size of eta-squared is determined as .01 for a small effect, .059 for a medium effect, and .138 for a large effect (Clark-Carter, 1997; Cohen, 1988)<sup>2</sup>.

### *Diagnostic checks*

The data were checked for outliers, univariate normality, homogeneity of variance, and homogeneity of variance-covariance matrices.

Parametric approaches to analysis assume that the dependent variable is measured at the interval or ratio level. This was not the case here, but as is typical of Psychological Evaluation Tools of the nature used, dependent variable scores were treated as continuous data.

As all the variables were created from a finite set of scores, and the data were screened for accuracy prior to analysis, univariate outliers were not considered to be an issue. Examination of the normality histograms and skewness/kurtosis values indicated skew and/or kurtosis in a number of variables. However, skewness/kurtosis values were not high and ANOVA is robust to violations of normality with large enough sample sizes (30+) with no outliers (Pallant, 2007). It was therefore decided not to transform the data as it would make it harder to interpret and difficult to compare findings to other literature using these measures (Tabachnick and Fidell, 2001).

Levene's Test of Equality of Error Variances was used to examine homogeneity of variance (that the variances in each group are roughly equal). Levene's test was significant for the three learning self-efficacy subscales and five recovery capital subscales (all mainly post-test responses), which indicated that this assumption was violated. This was not considered a problem, however, as ANOVA is reasonably robust to this violation where sample sizes are reasonably similar as is the case here (Pallant, 2007). Where this assumption was violated, between-subjects differences (differences between partner countries) were explored using Games-Howell.

Homogeneity of variance-covariance matrices (inter-correlations) was tested using Box's M. This was acceptable (non-significant) for all analyses, thus showing that this assumption was met.

Taken together, the diagnostic checks were classed as satisfactory and there was no need to make any adjustments to the data.

### **2.4.3 Qualitative feedback on use of the Psychological Evaluation Tools**

Qualitative feedback data was collected from participants at the Follow-Up Session – this was a separate session run after the course had finished that was aimed at (1) administering the post-

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<sup>2</sup> Note that there is no formal classification for interpretation of partial eta-squared effect sizes, and typically, the eta-squared classification is used.

course Evaluation Tools, and (2) acquiring input from participants on the effectiveness and usefulness of the course content and delivery (including use and delivery of the Evaluation Tools). A group discussion was held with participants based around a series of questions given in the Qualitative Feedback Template (see *Facilitation Pack Section 3 (Pilot): Evaluation Toolkit*); responses to Question 7, 'How did the participants find completion of the Evaluation Tools?' are included here.

Overall, 72 participants took part in the Pilot Phase over the five partner countries. This Review is based on feedback given by the 55 participants that took part in the Follow-Up Sessions. Sample sizes varied across partner country with differences across partners in the percentages of participants providing feedback for this stage of the research (see Table 2.5).

**Table 2.5 Samples sizes for participants providing qualitative feedback**

Partner country	Number of participants in Follow-Up Session	Number of participants in research overall	Inclusion rate in Follow-Up Session
Overall group	55	72	76.4%
P1 – UK	6	6	100%
P2 – Cyprus	4	14	28.6%
P3 – Romania	16	18	88.9%
P4 – Italy	14	19	73.7%
P5 – Ireland	15	15	100%

### 3 MODULE FEEDBACK RESULTS

Participants' views on module delivery are given in Tables 3.1 to 3.5. On the whole, participants were very positive about the module; the majority agreed or strongly agreed with all statements. There were very few 'disagree' or 'strongly disagree' responses and because the sample sizes were small (very small in the case of the UK and Cyprus), these responses were mainly only related to one or two people. As can be seen from Table 3.6, the majority of participants viewed the length of the modules as 'just right', while some participants viewed the modules as being 'too short'. Only a small minority reported that they were 'too long' but because of the small sample size, this only amounted to one participant per partner.

A summary of the main negative responses by partner country is given in Sections 3.1 to 3.5 below and where possible, an explanation for the negative findings is given. Findings are not discussed where there is a nil or very small negative response, or where there is a positive response, unless they shed more light on the issue being discussed. Recommendations for refining the modules and Facilitation Pack on the basis of the explanations given are presented in *Chapter 6: Action Points*.

NOTE: The explanation and recommendations presented in this review are informed by the qualitative findings presented in *Del. 7.1: Pilot Delivery Review* and *Del. 7.2: Qualitative Feedback Review*. These two reports shed additional light on the findings presented here in this review and should be read in conjunction with it.

#### 3.1 Module 1 – Digital Literacy

##### Main points

(1) <i>It was made clear to me at the start of the module what I was meant to learn from it</i>	More 'disagree' for UK (20%, n=1).
(2) <i>I was taught everything I expected to be taught on this module</i>	More 'disagree' for Cyprus (16.7%, n=1) and Italy (11.8%, n=2).
(4) <i>Overall, I was satisfied with the quality of the material delivered</i>	More 'disagree' for UK (40%, n=2) and 'strongly disagree'/'disagree' for Cyprus (66.7%, n=4).
(6) <i>My understanding of the subject taught has increased as a result of taking the module</i>	More 'disagree' for UK (20%, n=1) and Cyprus (33.3%, n=2)
(7) <i>This module contributed to my personal development</i>	More 'disagree' for UK (40%, n=2), Cyprus (66.7%, n=4) and Italy (17.6%, n=3)

For these statements there seems to be a consistent pattern of dissatisfaction for some Cyprus participants. Discussion at the Follow-Up Session revealed that they found Module 1 to be one of the least interesting modules. They expressed that the module content was overwhelming and that there was too much to be covered in too little time\*. The negative feedback could partly be related to the fact that in Cyprus this module was taught without access to computers and practical activities with participants were not possible. The module was run using an offline version which disallowed the link to several important websites and online forums. Consequently, participants

found the material difficult to understand and would have preferred the module to be more practical and to take place in 'lab-based workshops' where they could try out the activities themselves. They also felt that content could have been improved by replacing some aspects (e.g. APACHE) with more basic software programmes such as Microsoft Office (note that Romania also reported that more explanation and training in Microsoft Office was needed). Participants also reported that the room in which their modules were delivered was too small and the length of time allowed for the module was too short; they felt that an optimum length of delivery would be to allow an extra hour for every unit on the module.

\*Note that Ireland also reported that there was 'information overload' on this module although their quantitative feedback was positive overall. Ireland also reported that many participants could not understand why so much detail was needed in some sections (for example, file formats), and suggested that the language needs to be simplified and defined in an easy to use glossary.

There was also some dissatisfaction from Italy with this module, although the proportions 'disagreeing' were lower than the UK and Cyprus (see main points above and Table 3.1). Participants reported that there was too little time to address what was a very extensive topic. This issue was compounded because of the different levels of computer skills amongst people in the group, a slow internet connection and not enough computers – to overcome this, participants worked in small groups with a participant with more experience being allocated the role of 'leader' to help out the other participants during the activities. Italy felt that more practical exercises would have been useful and included additional activities (creation of a personal email address and mailing list for the group of participants) that received positive feedback, but this added to the time constraints.

The negative responses from UK participants seemed to be more related to personal factors than issues with the content and delivery of the course; participants reported stage of recovery from addictive behaviours and levels of personal competence in completing tasks as barriers to their learning. They suggested that activities to measure existing skills would be helpful. Participants from Italy also commented that there was a lack of learning verification tests for all modules in general, but that this was particularly an issue for the digital literacy module which is more technical than the others.

Romania translated only part of the module and offered this as a hard copy to serve as a helping guide to the online course, which was in English. However, for non-English participants it was more difficult to do the course independently, and this may be partly responsible for some minor negative responses from Romanian participants about the module (see Table 3.1). Romania also reported that the differences between people who were familiar with the topic, and those that were not, were more obvious than in any other module. This module also brought the challenge of following an online course, which most participants had never done before. Romania also reported that some participants expected a deeper and more intensive training in using the computer and in acquiring stronger computer skills; for them a digital literacy course of four hours is not enough for people with fewer skills in this area. They also experienced culture-specific issues related to the fact that 'WWW' is mostly used in English and felt that the technical nature of the module was a challenge for trainers who are not IT specialists and so had to undergo a deeper level of preparation.

## 3.2 Module 2 – Recovery and Resilience

### Main points

(2) <i>I was taught everything I expected to be taught on this module</i>	More 'disagree' for UK (16.7%, n=1), Cyprus (12.5%, n=1) and Italy (13.4%, n=2).
(6) <i>My understanding of the subject taught has increased as a result of taking the module</i>	More 'disagree' for Cyprus (12.5%, n=1) and Italy (20%, n=3).
(7) <i>This module contributed to my personal development</i>	More 'strongly disagree'/'disagree' for Romania (20%, n=3) and Italy (26.6%, n=4).

Participants in Cyprus were highly engaged with this module because they wanted to share their own experiences with others. Despite this, there was a little negativity about the module with requests for more information and guidance about the Cloud and Granfield (2008) study; some questions were raised as to its applicability and the information used in it had to be further researched by the trainer in order to be explained properly. It was felt that a follow-up on the study's outcomes and applicability could have highly enriched the discussion and quality of information provided to the participants. It was also reported that the Russell Brand activity was not used because there was no access to the internet. Trainers also reported that the SMART Goals activity could be improved with specific added questions to help adults in recovery to develop their own goals<sup>3</sup>. Some participants also found it challenging to understand concepts such as 'measurable' and 'attainable', and these needed further elaboration. It was also felt that training materials could have been improved with the option of presenting videos without the use of the internet and with subtitles provided for videos that were in English.

A further explanation for the lack of expectation and understanding of the module reported by one Cyprus participant could be that the Course Pack (which contained an overview of the course materials) was delivered verbally to the participants, with the trainer going through the relevant module outline at the beginning of each module. The lack of a hard copy Course Pack was due to unforeseen obstacles encountered by the translator who did not deliver the requested materials; in order to meet project timelines there was no option but to proceed without it.

For Romania, the length of time allowed for each unit was too short, with time management being an issue because participants needed clarification on so many issues: for example, some terms (moral, social capital, resilience, recovery capital) were new and needed further clarification for participants (note that the latter two terms were also new to the trainer)\*; clarification was also requested on whether recovery capital is built as a process or as an initial asset in the recovery process. Participants also needed more time to write their own recovery journey and not everyone was able to present their SMART Goals worksheet. Romania also reported that it was not clear whether SMART Goals were to be completed for the period in the past when participants began their recovery or for 6-12 months in advance. The digital story board was also not seen as an

<sup>3</sup> Additional questions added by the trainer (How do you plan to do that? What barriers do you expect to find? How do you plan to overcome them? When do you want to do that? Why do you want to do that? How realistic is that using this timeframe?) helped to frame the purpose of the activity.

adequate tool; participants preferred writing on paper or presenting their story in a more creative way.

There was some dissatisfaction with this module for Italy on expectations about what they would be taught and levels of understanding and personal development experienced. This could be because the amount of time available did not enable trainers to complete the SMART Goals activity; this was instead assigned as a homework activity and most of the participants did not complete it. This activity was an important growth experience for understanding about how short-term goals can be achieved, and which requires more lengthy discussion of the micro steps; its lack of inclusion in the module can only be detrimental to participants. There was also a need for the group to have a discussion of comparison at the end of each experiential activity, which put further constraints on the time available.

\*~Note that time constraints and a need to break down language and concepts of the module was also reported by Ireland, although their overall quantitative feedback was generally positive.

### 3.3 Module 3 – Learning to Learn

#### Main points

(2) <i>I was taught everything I expected to be taught on this module</i>	More 'strongly disagree'/'disagree' for Italy (13.4%, n=2)
(7) <i>This module contributed to my personal development</i>	More 'strongly disagree' for Cyprus (50%, n=2). More 'disagree' for Romania (12.5%, n=2).

Negative reports for Cyprus could be related to the fact that the module was not received with great enthusiasm by participants who expressed that it was a module that would interest only those who wanted to return to education or go to university. Furthermore, the module was centred on 'one type of education' (i.e. academic), whereas participants would have liked to have known about vocational education too, as most would rather find a job. Other participants declared that the material was not interesting or even boring.

In Romania, the module received negative feedback from almost the entire group, with participants declaring (like in Cyprus) that their goal was to find a job after their rehabilitation period, not go (back) into education. It was also noted by the trainer that the module could have benefited from the inclusion of techniques for helping participants to deal with barriers in their learning experience and information on how to successfully resolve a potential future negative learning experience.

Consistent with Cyprus and Romania, reports from trainers for Italy suggested that delivering the module to a group that does not intend to engage in future education was problematic; the latter units are addressed exclusively to participants who evidence a strong motivation to continue their education and those who did not want to go down this route showed little interest, considering the units tedious and uninteresting. It was not possible to complete the module due to the scarce interest shown by the group; the lack of interest was compounded by the absence of an internet connection, which made it impossible to show the videos provided as part of the module. However,



participants did appear to have benefited from some driver for change: “...if they could turn back time they think they could have made different school choices”.

### 3.4 Module 4 – Recovery and Community

#### Main points

(3) <i>The Course Pack was a useful guide to learning on this module</i>	More ‘disagree’ for Cyprus (25%, n=1) and Italy (15.4%, n=2).
(6) <i>My understanding of the subject taught has increased as a result of taking the module</i>	More ‘disagree’ for UK (16.7%, n=1) and Cyprus (25%, n=1).
(7) <i>This module contributed to my personal development</i>	More ‘disagree’ for UK (16.7%, n=1), Cyprus (25%, n=1) and Italy (30.8%, n=4).

Negative reports for Italy could be related to the fact that the rehabilitation programme that the recovering adults were participating in did not provide ‘recovery coaches’, the focus of the module. It was consequently not easy for the trainers to introduce the topics of the module. It was also noted by the trainer for Italy that the structuring of the module seemed to be more addressed at the professionals of residential communities rather than at drug users. Furthermore, the available material was not sufficient to cover the scheduled four hours and trainers had to structure other activities to make full use of the time.

Cyprus reported that some of the units needed improving, specifically, Unit 4 and the activities within it (Daily Inventory Worksheet, Group Discussion – Key Learning for Me) lacked information in the module outline regarding their scope. This made it difficult to link the activities and materials within the module to the rest of the module. Trainer reports suggested that the module content and structure was lacking in some areas regarding the ways the objectives could be realised – more activities and learning materials, guidance and information was necessary to fully utilise the four hours of the module and transfer the objectives of the module\*. Additional activities were necessary to complement the overall objectives of the module to help participants understand its scope (i.e. discussions on what constitutes a good and bad recovery community, role of the recovery coach). Furthermore, Unit 3 (which was centred on presenting the Recovery Coaching Training Manual and the UK Recovery Charity Walk) was not utilised, partly because the manual was not translated (due to budgetary constraints) and partly because it was UK-focused – European-wide information on what constitutes a good recovery coach would have been more relevant. The ‘Key Learning for Me’ discussion was also not utilised because there was no information on how to deliver it. Taken together this feedback suggests that the lack of understanding of the subject and lack of personal development for one of the Cyprus participants may to some extent be related to a lack of information provided in the Course Pack.

\*Romania, although providing positive responses to this module, also suggested that the explanations for each unit have too little information on how the unit should be taught. Because the module was developed in the UK and was culturally specific, it was harder for Romania to relate the theoretical aspects with the Romanian reality regarding recovering communities (they had to search for information on the NTA (National Treatment Agency) acceptance of a ‘drug free’ community online and relate this to participants understanding of social support networks and self-help groups).

The participants got engaged once the discussion was reinterpreted towards their personal experience with the recovery community. The trainer for Romania also reported that understanding of how to become involved in a recovery community and a community engagement worksheet was missing from the training material, and the personal action plan was not clearly defined and presented.

~The trainer for Ireland (whose participants also provided positive feedback to the module), also suggested that the module outline was limited in scope and applicable content, and was very culturally focused on the UK, with knowledge and insight that was perhaps not understandable elsewhere. They recommended more applicable learning material, and more collaborative learning and creativity.

One person from the UK reported no increase in understanding or personal development as a result of being involved in the module. There does not seem to be an explanation for this – it may be that this participant already knew a lot about the subject and had good personal development skills prior to the start of the module.

### 3.5 Module 5 – Recovery and Employability

#### Main points

(1) <i>It was made clear to me at the start of the module what I was meant to learn from it</i>	More 'disagree' for Ireland (33.3%, n=1).
(2) <i>I was taught everything I expected to be taught on this module</i>	More 'disagree' for UK (33.3%, n=2) and Ireland (16.7%, n=2).
(4) <i>Overall, I was satisfied with the quality of the material delivered</i>	Higher level of dissatisfaction for UK (50%, n=3) and Ireland (25%, n=3).
(5) <i>Overall, the module was well organised</i>	More 'disagree' for UK (50%, n=3) and Ireland (16.7%, n=2).
(6) <i>My understanding of the subject taught has increased as a result of taking the module</i>	More 'disagree' for UK (33.3%, n=2).
(7) <i>This module contributed to my personal development</i>	More 'disagree' for UK (50%, n=3), Romania (18.8%, n=3) and Ireland (5%, n=3).

For the UK and Ireland there seems to be a pattern of 'disagree' for all statements except (3) *The Course Pack was a useful guide to learning on this module* (although as discussed earlier, the numbers providing negative comments were relatively low because of the small sample size).

Participants in Ireland found this module interesting and engaged well as a group. However, trainer reports suggested that the concept of social enterprise is hard to grasp in a limited timeframe and the language and concepts need to be presented in plainer and simpler English. There were also reports that the Behaviours Worksheet could have been more focused around time management, respect and behaviours whilst in a job, the Expectation Worksheet was unclear, and the business plan needed more time and discussion because certain aspects were technical and specialised (i.e. business accounts and projections). The videos provided could not be used because they were in Italian and it was not possible to identify a comparable video in English. There were many cultural

issues which arose with the module (stigma, discrimination, lack of police clearance); Ireland does not have a culture of social enterprises and workers co-ops, and trainer reports suggest that time is needed to explore this as a valid alternative to mainstream employment.

Participants in the UK reported that this module was challenging due to timing in terms of stage of recovery – they felt overwhelmed with the idea of establishing their own business in the early stages of recovery. Materials were rated as good but participants questioned the relevance of designing a social enterprise and also felt that it was inappropriate to include running a public house due to concerns with alcohol addiction (overall, engagement with this activity was resisted). Trainers reported that some the materials did not reflect how the Job Centre Plus (JCP) operates in the UK.

Whilst a number of participants in Romania reported that the module did not contribute to their professional development, it was seen as the most appreciated module since it brought new information on how to start a business and the practical exercises were useful. There were, however, too many details about the social cooperative and not enough about other opportunities/other type of social enterprise. As with Ireland, videos provided could not be used as they were in Italian, and guidelines and a template for developing a CV were not provided\*. The time allowed to deliver the module was also seen as very short – it was suggested by the trainer that two separate modules could be created from the content – one on social enterprise and one on employability skills~.

\*Cyprus participants were very positive about the module but there were trainer reports that some of the exercises and module topics (e.g. exercise to identify risks and rewards of social enterprise, topics on CV writing and interview preparation) lacked supplementary information to help guide the trainer. Although the module content included building a CV, interview preparation and interview role play, there was no specific guidance on these; the trainer therefore had to develop this material according to their own experience and research prior to the session but as their prior experience was limited, these aspects were difficult to deliver. Also, the language/terminology used for Unit 2 (Understanding the Social Enterprise) was very complicated and ‘business-orientated’; this made it difficult for the trainer to explain and they had to tap into economic concepts which participants found confusing. Consequently, participants tended towards disengagement with this part of the module.

~Although Cyprus participants overall were positive about the module, time allocation was seen as a problem because the module is quite education-centred in that there is a lot of information for participants to understand and learn; for example, material related to enterprise, social enterprise and work organisation, and the rules and rights of learners, was highly unfamiliar to participants, yet the time allocation was only 15 minutes. Italy and Ireland also referred to a lack of time to carry out all module activities.

**Table 3.1 Module 1: Digital Literacy – Views on module delivery**

		Strongly disagree	Disagree	Agree	Strongly Agree	N
<b>(1)</b> It was made clear to me at the start of the module what I was meant to learn from it.	Whole group	-	5.8%	30.8%	63.5%	52
	P1 – UK	-	20%	40%	40%	5
	P2 – Cyprus	-	-	50%	50%	6
	P3 – Romania	-	83%	-	91.7%	12
	P4 – Italy	-	-	52.9%	47.1%	17
	P5 – Ireland	-	8.3%	16.7%	75%	12
	<b>(2)</b> I was taught everything I expected to be taught on this module.	Whole group	-	7.7%	40.4%	51.9%
P1 – UK		-	-	60%	40%	5
P2 – Cyprus		-	16.7%	83.3%	-	6
P3 – Romania		-	8.3%	16.7%	75%	12
P4 – Italy		-	11.8%	35.3%	52.9%	17
P5 – Ireland		-	-	41.7%	58.3%	13
<b>(3)</b> The Course Pack was a useful guide to learning on this module.		Whole group	-	5.9%	37.3%	56.9%
	P1 – UK	-	20%	40%	40%	5
	P2 – Cyprus	-	-	83.3%	16.7%	6
	P3 – Romania	-	8.3%	-	91.7%	12
	P4 – Italy	-	6.3%	43.8%	50%	16
	P5 – Ireland	-	-	41.7%	58.3%	12
	<b>(4)</b> Overall, I was satisfied with the quality of the material delivered.	Whole group	1.9%	13.5%	21.2%	63.5%
P1 – UK		-	40%	20%	40%	5
P2 – Cyprus		16.7%	50%	16.7%	16.7%	6
P3 – Romania		-	8.3%	8.3%	83.3%	12
P4 – Italy		-	5.9%	29.4%	64.7%	17
P5 – Ireland		-	-	25%	75%	12
<b>(5)</b> Overall, the module was well organised.		Whole group	-	5.8%	28.8%	65.4%
	P1 – UK	-	-	60%	40%	5
	P2 – Cyprus	-	33.3%	33.3%	33.3%	6
	P3 – Romania	-	8.3%	8.3%	83.3%	12
	P4 – Italy	-	-	35.3%	64.7%	17
	P5 – Ireland	-	-	25%	75%	12
	<b>(6)</b> My understanding of the subject taught has increased as a result of taking the module.	Whole group	2%	5.9%	31.4%	60.8%
P1 – UK		-	20%	40%	40%	5
P2 – Cyprus		-	33.3%	33.3%	33.3%	6
P3 – Romania		8.3%	-	25%	66.7%	12
P4 – Italy		-	-	31.3%	68.8%	16
P5 – Ireland		-	-	33.3%	66.7%	12
<b>(7)</b> This module contributed to my personal development.		Whole group	-	19.6%	29.4%	51%
	P1 – UK	-	40%	40%	20%	5
	P2 – Cyprus	-	66.7%	33.3%	-	6
	P3 – Romania	-	9.1%	9.1%	81.8%	11
	P4 – Italy	-	17.6%	35.3%	47.1%	17
	P5 – Ireland	-	-	33.3%	66.7%	12

**Table 3.2 Module 2: Recovery and Resilience – Views on module delivery**

		Strongly disagree	Disagree	Agree	Strongly Agree	N
<b>(1)</b> It was made clear to me at the start of the module what I was meant to learn from it.	Whole group	-	5.4%	21.4%	73.2%	56
	P1 – UK	-	16.7%	50%	33.3%	6
	P2 – Cyprus	-	-	12.5%	87.5%	8
	P3 – Romania	-	-	20%	80%	15
	P4 – Italy	-	13.3%	13.3%	73.3%	15
	P5 – Ireland	-	-	25%	75%	12
	<b>(2)</b> I was taught everything I expected to be taught on this module.	Whole group	3.6%	5.4%	33.9%	57.1%
P1 – UK		-	16.7%	50%	33.3%	6
P2 – Cyprus		12.5%	-	12.5%	75%	8
P3 – Romania		-	-	40%	60%	15
P4 – Italy		6.7%	6.7%	20%	66.7%	15
P5 – Ireland		-	8.3%	50%	41.7%	12
<b>(3)</b> The Course Pack was a useful guide to learning on this module.		Whole group	-	3.6%	32.1%	64.3%
	P1 – UK	-	-	66.7%	33.3%	6
	P2 – Cyprus	-	-	12.5%	87.5%	6
	P3 – Romania	-	-	13.3%	86.7%	15
	P4 – Italy	6.7%	-	33.3%	60%	15
	P5 – Ireland	8.3%	-	50%	41.7%	12
	<b>(4)</b> Overall, I was satisfied with the quality of the material delivered.	Whole group	-	1.8%	32.1%	66.1%
P1 – UK		-	-	83.3%	16.7%	6
P2 – Cyprus		-	-	12.5%	87.5%	8
P3 – Romania		-	-	13.3%	86.7%	15
P4 – Italy		-	6.7%	33.3%	60%	15
P5 – Ireland		-	-	41.7%	58.3%	12
<b>(5)</b> Overall, the module was well organised.		Whole group	-	1.8%	23.2%	75%
	P1 – UK	-	16.7%	33.2%	50%	6
	P2 – Cyprus	-	-	37.5%	62.5%	8
	P3 – Romania	-	-	13.3%	86.7%	15
	P4 – Italy	-	-	20%	80%	15
	P5 – Ireland	-	-	25%	75%	12
	<b>(6)</b> My understanding of the subject taught has increased as a result of taking the module.	Whole group	-	10.7%	30.4%	58.9%
P1 – UK		-	-	33.3%	66.7%	6
P2 – Cyprus		-	12.5%	25%	62.5%	8
P3 – Romania		-	6.7%	26.7%	66.7%	15
P4 – Italy		-	20%	26.7%	53.3%	15
P5 – Ireland		-	8.3%	41.7%	50%	12
<b>(7)</b> This module contributed to my personal development.		Whole group	3.6%	14.3%	23.2%	58.9%
	P1 – UK	-	16.7%	33.3%	50%	6
	P2 – Cyprus	-	12.5%	25%	62.5%	8
	P3 – Romania	-	20%	20%	60%	15
	P4 – Italy	13.3%	13.3%	6.7%	66.7%	15
	P5 – Ireland	-	8.3%	41.7%	50%	12

**Table 3.3 Module 3: Learning to Learn – Views on module delivery**

		Strongly disagree	Disagree	Agree	Strongly Agree	N
<b>(1)</b> It was made clear to me at the start of the module what I was meant to learn from it.	Whole group	-	1.9%	26.9%	71.2%	52
	P1 – UK	-	-	50%	50%	6
	P2 – Cyprus	-	-	-	100%	4
	P3 – Romania	-	-	12.5%	87.5%	16
	P4 – Italy	-	6.7%	26.7%	66.7%	15
	P5 – Ireland	-	-	45.5%	54.5%	11
	<b>(2)</b> I was taught everything I expected to be taught on this module.	Whole group	1.9%	3.8%	26.9%	67.3%
P1 – UK		-	-	66.7%	33.3%	6
P2 – Cyprus		-	-	25%	75%	4
P3 – Romania		-	6.3%	25%	68.8%	16
P4 – Italy		6.7%	6.7%	13.3%	73.3%	15
P5 – Ireland		-	-	27.3%	72.7%	11
<b>(3)</b> The Course Pack was a useful guide to learning on this module.		Whole group	-	1.9%	21.2%	76.9%
	P1 – UK	-	-	50%	50%	6
	P2 – Cyprus	-	-	-	100%	4
	P3 – Romania	-	-	18.8%	81.3%	16
	P4 – Italy	-	-	20%	80%	15
	P5 – Ireland	-	9.1%	18.2%	72.7%	11
	<b>(4)</b> Overall, I was satisfied with the quality of the material delivered.	Whole group	-	-	19.2%	80.8%
P1 – UK		-	-	83.3%	16.7%	6
P2 – Cyprus		-	-	-	100%	4
P3 – Romania		-	-	6.3%	93.8%	16
P4 – Italy		-	-	-	78.9%	15
P5 – Ireland		-	-	36.4%	63.6%	11
<b>(5)</b> Overall, the module was well organised.		Whole group	-	-	15.4%	84.6%
	P1 – UK	-	-	50%	50%	6
	P2 – Cyprus	-	-	-	100%	4
	P3 – Romania	-	-	12.5%	87.5%	16
	P4 – Italy	-	-	-	78.9%	15
	P5 – Ireland	-	-	27.3%	72.7%	11
	<b>(6)</b> My understanding of the subject taught has increased as a result of taking the module.	Whole group	-	3.87%	34.6%	61.5%
P1 – UK		-	-	16.7%	83.3%	6
P2 – Cyprus		-	-	-	100%	4
P3 – Romania		-	6.3%	31.3%	62.5%	16
P4 – Italy		-	-	20%	80%	15
P5 – Ireland		-	-	45.5%	54.5%	11
<b>(7)</b> This module contributed to my personal development.		Whole group	3.8%	3.8%	25%	67.3%
	P1 – UK	-	-	33.3%	66.7%	6
	P2 – Cyprus	50%	-	25%	25%	4
	P3 – Romania	-	12.5%	6.3%	81.3%	16
	P4 – Italy	-	-	20%	80%	15
	P5 – Ireland	-	-	54.5%	45.5%	11

**Table 3.4 Module 4: Recovery and Community – Views on module delivery**

		Strongly disagree	Disagree	Agree	Strongly Agree	N
<b>(1)</b> It was made clear to me at the start of the module what I was meant to learn from it.	Whole group	-	2.1%	29.2%	68.8%	48
	P1 – UK	-	-	33.3%	66.7%	6
	P2 – Cyprus	-	25%	25%	50%	4
	P3 – Romania	-	-	15.4%	84.6%	13
	P4 – Italy	-	-	61.5%	38.5%	13
	P5 – Ireland	-	-	8.3%	91.7%	12
	<b>(2)</b> I was taught everything I expected to be taught on this module.	Whole group	-	2.1%	39.6%	58.3%
P1 – UK		-	-	50%	50%	6
P2 – Cyprus		-	25%	50%	25%	4
P3 – Romania		-	-	30.8%	69.2%	13
P4 – Italy		-	-	61.5%	38.5%	13
P5 – Ireland		-	-	16.7%	83.3%	12
<b>(3)</b> The Course Pack was a useful guide to learning on this module.		Whole group	-	6.3%	29.2%	64.6%
	P1 – UK	-	-	50%	50%	6
	P2 – Cyprus	-	25%	25%	50%	4
	P3 – Romania	-	-	15.4%	84.6%	13
	P4 – Italy	-	15.4%	46.2%	38.5%	13
	P5 – Ireland	-	-	16.7%	83.3%	12
	<b>(4)</b> Overall, I was satisfied with the quality of the material delivered.	Whole group	-	4.2%	39.6%	56.3%
P1 – UK		-	-	66.7%	33.3%	6
P2 – Cyprus		-	25%	50%	25%	4
P3 – Romania		-	-	15.4%	84.6%	13
P4 – Italy		-	7.7%	53.8%	38.5%	13
P5 – Ireland		-	-	33.3%	66.7%	12
<b>(5)</b> Overall, the module was well organised.		Whole group	-	2.1%	33.3%	64.6%
	P1 – UK	-	-	66.7%	33.3%	6
	P2 – Cyprus	-	-	50%	50%	4
	P3 – Romania	-	-	15.4%	84.6%	13
	P4 – Italy	-	7.7%	53.8%	38.5%	13
	P5 – Ireland	-	-	8.3%	91.7%	12
	<b>(6)</b> My understanding of the subject taught has increased as a result of taking the module.	Whole group	-	6.3%	33.3%	60.4%
P1 – UK		-	16.7%	33.3%	50%	6
P2 – Cyprus		-	25%	25%	50%	4
P3 – Romania		-	-	53.8%	46.2%	13
P4 – Italy		-	7.7%	38.5%	53.8%	13
P5 – Ireland		-	-	8.3%	91.7%	12
<b>(7)</b> This module contributed to my personal development.		Whole group	-	12.5%	18.8%	68.8%
	P1 – UK	-	16.7%	16.7%	66.7%	6
	P2 – Cyprus	-	25%	25%	50%	4
	P3 – Romania	-	-	30.8%	69.2%	13
	P4 – Italy	-	30.8%	15.4%	53.8%	13
	P5 – Ireland	-	-	8.3%	91.7%	12

**Table 3.5 Module 5: Recovery and Employability – Views on module delivery**

		Strongly disagree	Disagree	Agree	Strongly Agree	N
<b>(1)</b> It was made clear to me at the start of the module what I was meant to learn from it.	Whole group	1.9%	9.3%	25.9%	63%	54
	P1 – UK	-	16.7%	33.3%	50%	6
	P2 – Cyprus	-	-	28.6%	71.4%	7
	P3 – Romania	-	-	12.5%	87.5%	16
	P4 – Italy	7.7%	-	46.2%	46.2%	13
	P5 – Ireland	-	33.3%	16.7%	50%	12
	<b>(2)</b> I was taught everything I expected to be taught on this module.	Whole group	-	11.3%	34%	57%
P1 – UK		-	33.3%	33.3%	33.3%	6
P2 – Cyprus		-	-	33.3%	66.7%	6
P3 – Romania		-	6.3%	25%	68.8%	16
P4 – Italy		-	7.7%	38.5%	53.8%	13
P5 – Ireland		-	16.7%	41.7%	41.7%	12
<b>(3)</b> The Course Pack was a useful guide to learning on this module.		Whole group	-	3.8%	30.2%	66%
	P1 – UK	-	16.7%	50%	33.3%	6
	P2 – Cyprus	-	-	16.7%	83.3%	6
	P3 – Romania	-	-	-	100%	16
	P4 – Italy	-	7.7%	38.5%	53.8%	13
	P5 – Ireland	-	-	58.3%	41.7%	12
	<b>(4)</b> Overall, I was satisfied with the quality of the material delivered.	Whole group	1.9%	11.3%	20.8%	66%
P1 – UK		-	50%	33.3%	16.7%	6
P2 – Cyprus		-	-	33.3%	66.7%	6
P3 – Romania		6.3%	-	6.3%	87.5%	16
P4 – Italy		-	-	23.1%	76.9%	13
P5 – Ireland		-	25%	25%	50%	12
<b>(5)</b> Overall, the module was well organised.		Whole group	-	9.4%	20.8%	69.8%
	P1 – UK	-	50%	16.7%	33.3%	6
	P2 – Cyprus	-	-	-	100%	6
	P3 – Romania	-	-	25%	75%	16
	P4 – Italy	-	-	15.4%	84.6%	13
	P5 – Ireland	-	16.7%	33.3%	50%	12
	<b>(6)</b> My understanding of the subject taught has increased as a result of taking the module.	Whole group	-	5.7%	30.2%	64.2%
P1 – UK		-	33.3%	33.3%	33.3%	6
P2 – Cyprus		-	-	16.7%	83.3%	6
P3 – Romania		-	6.3%	25%	68.8%	16
P4 – Italy		-	-	23.1%	76.9%	13
P5 – Ireland		-	-	50%	50%	12
<b>(7)</b> This module contributed to my personal development.		Whole group	5.7%	13.2%	22.6%	58.5%
	P1 – UK	-	50%	33.3%	16.7%	6
	P2 – Cyprus	-	-	33.3%	66.7%	6
	P3 – Romania	12.5%	6.3%	6.3%	75%	16
	P4 – Italy	7.7%	-	23.1%	69.2%	13
	P5 – Ireland	-	25%	33.3%	41.7%	12



**Table 3.6 Participants' views on module length – Do you think the module was...?**

		Too short	Just right	Too long	N
<b>Module 1 – Digital Literacy</b>	Whole group	5.8%	90.4%	3.8%	52
	P1 – UK	20%	80%	-	5
	P2 – Cyprus	16.7%	33.3%	-	6
	P3 – Romania	-	91.7%	8.3%	12
	P4 – Italy	5.9%	88.2%	5.9%	17
	P5 – Ireland	-	100%	-	12
		Too short	Just right	Too long	N
<b>Module 2 – Recovery and Resilience</b>	Whole group	10.9%	83.6%	5.5%	55
	P1 – UK	20%	80%	-	5
	P2 – Cyprus	12.5%	75%	12.5%	8
	P3 – Romania	-	93.3%	6.7%	15
	P4 – Italy	6.7%	86.7%	6.7%	15
	P5 – Ireland	25%	75%	-	12
		Too short	Just right	Too long	N
<b>Module 3 – Learning to Learn</b>	Whole group	5.9%	92.2%	2%	51
	P1 – UK	20%	60%	20%	5
	P2 – Cyprus	-	100%	-	4
	P3 – Romania	-	100%	-	16
	P4 – Italy	-	100%	-	15
	P5 – Ireland	18.2%	81.8%	-	11
		Too short	Just right	Too long	N
<b>Module 4 – Recovery and Community</b>	Whole group	12.8%	85.1%	2.1%	47
	P1 – UK	40%	60%	-	5
	P2 – Cyprus	-	100%	-	4
	P3 – Romania	-	92.3%	7.7%	13
	P4 – Italy	23.1%	76.9%	-	13
	P5 – Ireland	8.3%	91.7%	-	12
		Too short	Just right	Too long	N
<b>Module 5 – Recovery and Employability</b>	Whole group	8%	84%	8%	53
	P1 – UK	-	80%	20%	5
	P2 – Cyprus	-	100%	1	6
	P3 – Romania	6.3%	87.5%	6.3%	16
	P4 – Italy	7.7%	84.6%	7.7%	13
	P5 – Ireland	20%	70%	10%	10

## 4 PSYCHOLOGICAL EVALUATION RESULTS

The mean responses for pre- and post-test data are shown in Table 4.1. Table 4.2 shows the summary ANOVA results for self-efficacy and self-esteem. Table 4.3 shows the summary ANOVA results for recovery capital. The results are discussed in turn in Section 4.1 below. These results are then discussed further in Section 4.2.

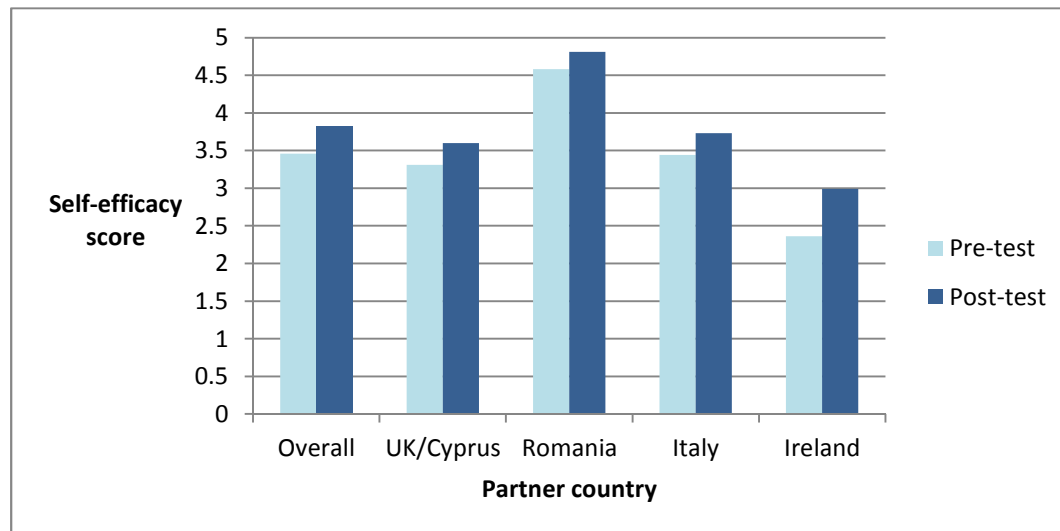
### 4.1 Learning Self-Efficacy

#### 4.1.1 Self-Efficacy for Digital Literacy

There was a significant effect of intervention for *Self-Efficacy for Digital Literacy* ( $p = .001$ , with a large effect size<sup>4</sup>); overall, mean scores increased by 0.36 of a point (from 3.46 to 3.82) (see Table 4.1). There was a greater increase in self-efficacy for Ireland (0.63 of a point compared to less than 0.3 for the other groups).

There was a highly significant effect of partner country for this subscale ( $p = .000$ , large effect). Post-hoc analyses indicated that the differences were between Romania and the other three groups (UK/Cyprus,  $p = .007$ ; Italy,  $p = .011$ ; Ireland,  $p = .003$ ), with Romania having slightly higher pre- and post-test scores. Figure 4.1 shows the overall mean scores and those for each partner country.

Figure 4.1 Self-Efficacy for Digital Literacy – Mean scores



<sup>4</sup> Note: all the significant results reported in this section achieved a large effect size; this suggests that the results are strong and practically important.

**Table 4.1 Psychological evaluation data – Mean responses for pre- and post-test**

	Whole group		P1/2 – UK/Cyprus		P3 – Romania		P4 – Italy		P5 – Ireland	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
LSF1. Self-Efficacy for Learning Success	3.64	3.79	3.81	3.47	4.31	4.67	3.54	3.84	2.88	3.02
LSF2. Self-Efficacy for Further Learning	3.82	3.77	3.56	2.79	4.52	4.83	3.85	3.74	3.23	3.42
LSF3. Self-Efficacy for Digital Literacy	3.46	3.82	3.31	3.6	4.58	4.81	3.44	3.73	2.36	2.99
Employability Self-Efficacy	3.47	3.84	3.38	3.56	3.85	4.44	3.58	3.85	2.91	3.25
Self-Esteem	27.26	27.79	26.13	26.63	30.44	29.13	26.38	28	24.09	26.55
RC1. Substance Use and Sobriety	3.64	3.8	3.71	4.86	3.47	3.53	3.5	3.42	4.0	3.9
RC2. Global Health (Psychological)	4.18	4.5	4.29	4.86	4.33	4.8	3.83	4.0	4.3	4.4
RC3. Global Health (Physical)	4.34	4.52	4.57	4.43	4.47	4.73	4.17	4.17	4.2	4.7
RC4. Citizenship/Community Involvement	4.48	4.48	4.86	4.86	4.67	4.73	4.25	4.08	4.25	4.3
RC5. Social Support	3.82	4.09	3.57	3.86	4.2	4.6	3.42	3.58	3.9	4.1
RC6. Meaningful Activities	3.86	4.09	4.71	4.71	3.87	4.33	3.17	3.17	4.1	4.4
RC7. Housing and Safety	4.20	4.20	4.42	4.57	4.33	4.67	3.67	3.17	4.5	4.5
RC8. Risk Taking	3.75	4.05	3.86	3.86	4.07	4.27	3.33	3.58	3.75	4.4
RC9. Coping and Life Functioning	3.57	4.11	4.14	4.29	3.47	4.0	3.83	4.25	3.0	4.0
RC10. Recovery Experience	4.64	4.82	4.71	4.86	4.8	4.8	4.67	4.83	4.3	4.8
Overall Recovery Capital	40.48	42.66	42.86	45.14	41.67	44.47	37.83	38.25	40.2	43.5

LSF: Learning Self-Efficacy. LSF1, LSF2 and LSF3: Whole group, n = 38; UK/Cyprus, n = 8; Romania, n = 11; Italy, n = 9; Ireland, n = 10.

Employability Self-Efficacy: Whole group, n = 45; UK/Cyprus, n = 9; Romania, n = 15; Italy, n = 10; Ireland, n = 11.

Self-Esteem: Whole group, n = 43; UK/Cyprus, n = 8; Romania, n = 16; Italy, n = 8; Ireland, n = 11.

RC: Recovery Capital. RC1 to RC10: Whole group, n = 44; UK/Cyprus, n = 7; Romania, n = 15; Italy, n = 12; Ireland, n = 10.

**Table 4.2 Summary ANOVA results for self-efficacy and self-esteem**

	Time (pre/post: main effect of intervention)			Time (pre/post) x Condition (partner country)			Between subjects (effect of partner country)			Significant partner country differences	
	F-ratio	Sig.	Partial $\eta^2$	F-ratio	Sig.	Partial $\eta^2$	F-ratio	Sig.	Partial $\eta^2$	Countries	Sig.
LSF1. Self-Efficacy for Learning Success	2.05	.162	.057	3.44	.027	.233	9.56**	.000	.458	*Romania + UK/Cyprus~ **Romania + Italy~ **Romania + Ireland~	.027 .004 .003
LSF2. Self-Efficacy for Further Learning	0.67	.420	.019	4.09*	.014	.265	6.30**	.002	.357	**Romania + Italy~ *Romania + Ireland~	.001 .011
LSF3. Self-Efficacy for Digital Literacy	13.36**	.001	.282	0.90	.452	.074	9.74*	.000	.462	**Romania + UK/Cyprus~ *Romania + Italy~ **Romania + Ireland~	.007 .011 .003
Employability Self-Efficacy	17.36**	.000	.297	1.30	.286	.087	3.53*	.023	.205	*Romania + Ireland	.015
Self-Esteem	1.71	.198	.042	2.26	.097	.148	3.78*	.018	.225	*Romania + Ireland	.015
	df = 1, 34 (LSF1, LSF2, LSF3) df = 1, 41 (Empl. Self-Efficacy) df = 1, 39 (Self-Esteem)			df = 3, 34 (LSF1, LSF2, LSF3) df = 3, 41 (Empl. Self-Efficacy) df = 3, 39 (Self-Esteem)			df = 3, 34 (LSF1, LSF2, LSF3) df = 3, 41 (Empl. Self-Efficacy) df = 3, 39 (Self-Esteem)				

LSF: Learning Self-Efficacy. LSF1, LSF2 and LSF3: Whole group, n = 38; UK/Cyprus, n = 8; Romania, n = 11; Italy, n = 9; Ireland, n = 10.

Employability Self-Efficacy: Whole group, n = 45; UK/Cyprus, n = 9; Romania, n = 15; Italy, n = 10; Ireland, n = 11.

Self-Esteem: Whole group, n = 43; UK/Cyprus, n = 8; Romania, n = 16; Italy, n = 8; Ireland, n = 11.

Wilks' Lambda values (reading down columns): Time = .94, .98, .72, .70, .96. Time x Condition = .77, .74, .93, .91, .85.

LSF1, LSF2, LSF3 ANOVAs: Bonferroni corrections have been applied to the criterion for significance: \*Significant at p < .017 (equivalent to a pre-Bonferroni criterion of p < .05); \*\* Significant at p < .003 (equivalent to a pre-Bonferroni criterion of p < .01).

Employability Self-Efficacy and Self-Esteem ANOVAs: \*Significant at p < .05; \*\*Significant at p < .01.

Significance of partner country differences: \*Significant at p < .05; \*\*Significant at p < .01.

~Games-Howell values reported due to violation of homogeneity of variance. Otherwise, Tukey's HSD is reported.



**Table 4.3 Summary ANOVA results for recovery capital**

	Time (pre/post: main effect of intervention)			Time (pre/post) x Condition (partner country)			Between subjects (effect of partner country)			Significant partner country differences	
	F-ratio	Sig.	Partial $\eta^2$	F-ratio	Sig.	Partial $\eta^2$	F-ratio	Sig.	Partial $\eta^2$	Countries	Sig.
RC1. Substance Use and Sobriety	1.74	.195	.042	1.79	.164	.118	1.48	.235	.100	-	-
RC2. Global Health (Psychological)	6.19	.017	.134	0.73	.541	.052	2.30	.092	.147	-	-
RC3. Global Health (Physical)	1.63	.209	.039	1.24	.309	.085	0.89	.454	.063	-	-
RC4. Citizenship / Community Involvement	0.00	1.000	.000	0.31	.818	.023	1.98	.132	.129	-	-
RC5. Social Support	3.11	.086	.072	0.16	.923	.012	1.82	.159	.120	-	-
RC6. Meaningful Activities	1.04	.315	.025	0.44	.728	.032	6.54*	.001	.329	**Italy + UK/Cyprus~ *Italy + Ireland~	.001 .035
RC7. Housing and Safety	0.00	.974	.000	1.16	.336	.080	4.03	.014	.232	-	-
RC8. Risk Taking	3.01	.091	.547	0.72	.547	.051	1.64	.195	.109	-	-
RC9. Coping and Life Functioning	6.42	.015	.138	0.65	.586	.047	0.70	.560	.050	-	-
RC10. Recovery Experience	3.51	.068	.081	1.07	.374	.074	0.44	.725	.032	-	-
Overall Recovery Capital	9.00**	.003	.198	0.93	.434	.065	2.94*	.045	.181	*Italy + UK/Cyprus	.038
	df = 1, 40			df = 3, 40			df = 3, 40				

RC: Recovery Capital. RC1 to RC10 and overall group: Whole group, n = 44; UK/Cyprus, n = 7; Romania, n = 15; Italy, n = 12; Ireland, n = 10.

Wilks' Lambda values (reading down columns): Time = .96, .87, .96, 1.0, .93, .98, 1.0, .93, .86, .92, .80. Time x Condition = .88, .95, .92, .98, .99, .97, .92, .95, .95, .93, .94.

RC1 to RC10 ANOVAs: Bonferroni corrections have been applied to the criterion for significance: \*Significant at p < .005 (equivalent to a pre-Bonferroni criterion of p < .05).

Overall Recovery Capital ANOVA and significance of partner country differences: \*Significant at p < .05; \*\*Significant at p < .01.

~Games-Howell values reported due to violation of homogeneity of variance. Otherwise, Tukey's HSD is reported.

#### 4.1.2 Self-Efficacy for Learning Success / Self-Efficacy for Further Learning

There were no significant main effects of intervention for *Self-Efficacy for Learning Success* or *Self-Efficacy for Further Learning*. There was, however, a significant effect of partner country for both subscales ( $p = .000$  and  $p = .002$  respectively, both large effects). Post-hoc analyses indicated that the differences for *Self-Efficacy for Learning Success* were between Romania and the other groups (UK/Cyprus,  $p = .027$ ; Italy,  $p = .004$ ; Ireland,  $p = .003$ ), with Romania having slightly higher pre- and post-test scores. The differences for *Self-Efficacy for Further Learning* were between Romania and Italy ( $p = .001$ ) and Romania and Ireland ( $p = .011$ ), with Romania again having slightly higher pre- and post-test scores (see Figures 4.2 and 4.3).

Figure 4.2 Self-Efficacy for Learning Success – Mean scores

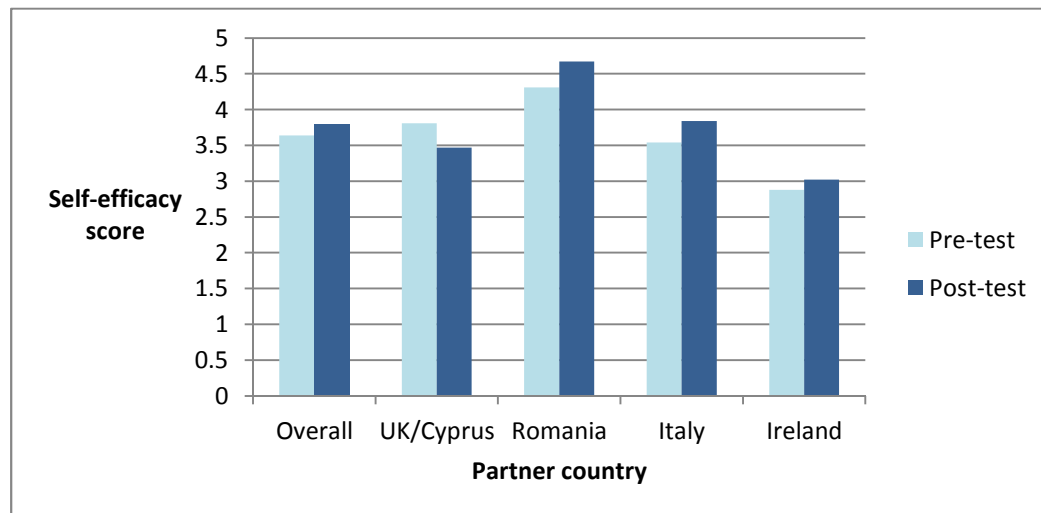
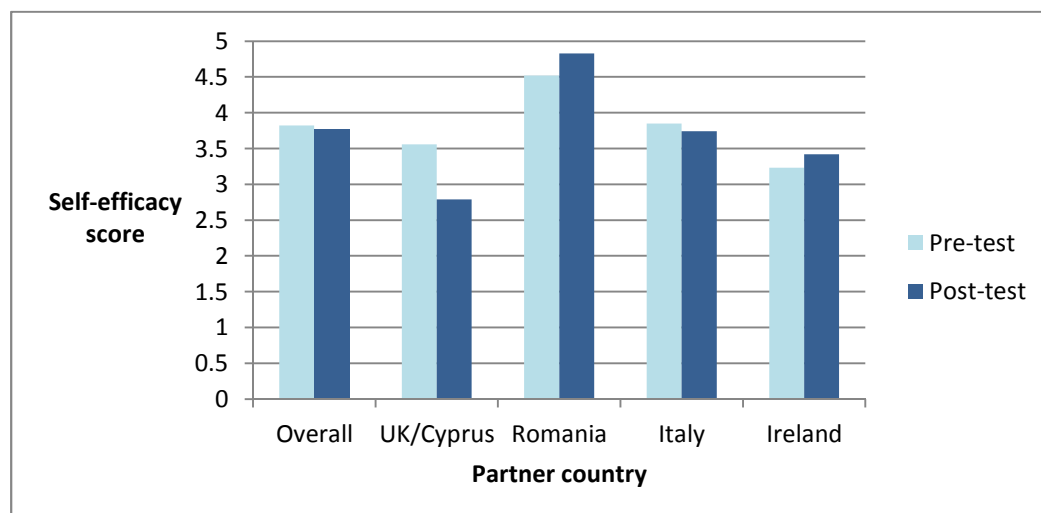


Figure 4.3 Self-Efficacy for Further Learning – Mean scores



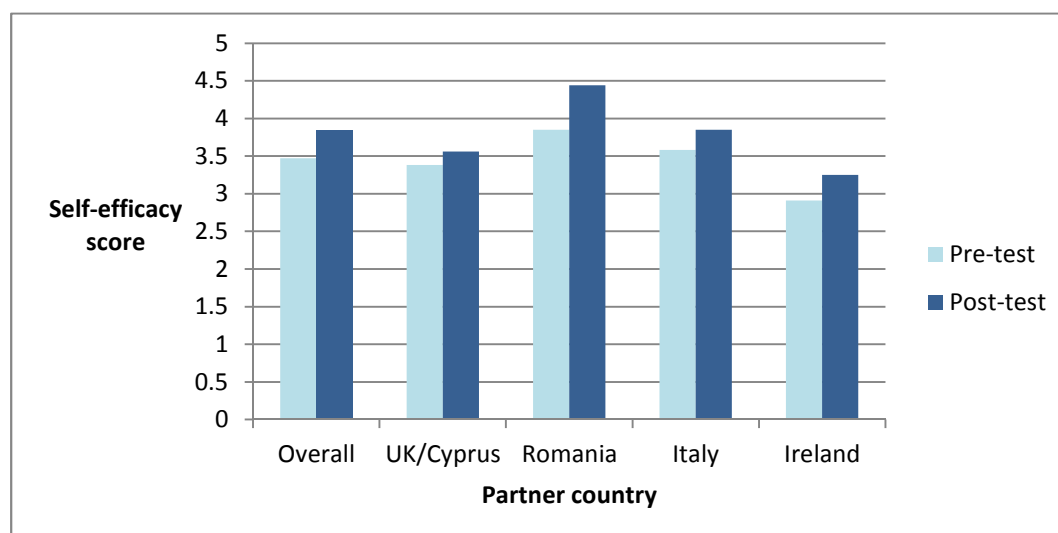
Note that there was also a significant time-by-condition effect for *Self-Efficacy for Further Learning* ( $p = .104$ , large effect), indicating that the country differences were to some extent related to the intervention, although this effect is difficult to interpret given that there were no significant main effects of the intervention.

## 4.2 Employability Self-Efficacy

There was a significant effect of intervention for *Employability Self-Efficacy* ( $p = .000$ , large effect); overall, mean scores increased by 0.37 of a point (from 3.47 to 3.84) (see Table 4.1). There was a greater increase in self-efficacy for Romania (0.59 of a point), and a smaller increase in self-efficacy for UK/Cyprus (0.18) compared to Italy and Ireland (0.27 and 0.34 respectively).

There was a significant effect of partner country ( $p = .023$ , large effect). Post-hoc analyses indicated that the differences were between Romania and Ireland ( $p = .015$ ), with Romania having higher pre- and post-test scores (see Figure 4.4).

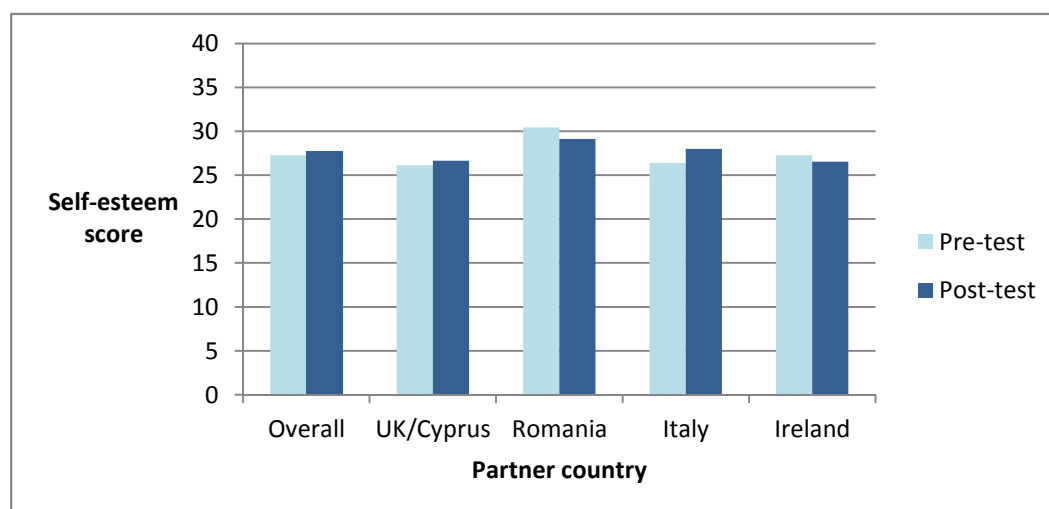
**Figure 4.4 Employability Self-Efficacy – Mean scores**



## 4.3 Self-Esteem

There was no significant main effect of intervention for *Self-Esteem*. There was, however, a significant effect of partner country ( $p = .018$ , large effect size). Post-hoc analyses indicated that the differences were between Romania and Ireland ( $p = .015$ ), with Romania having very slightly higher pre- and post-test scores (see Figure 4.5).

Figure 4.5 Self-Esteem – Mean scores

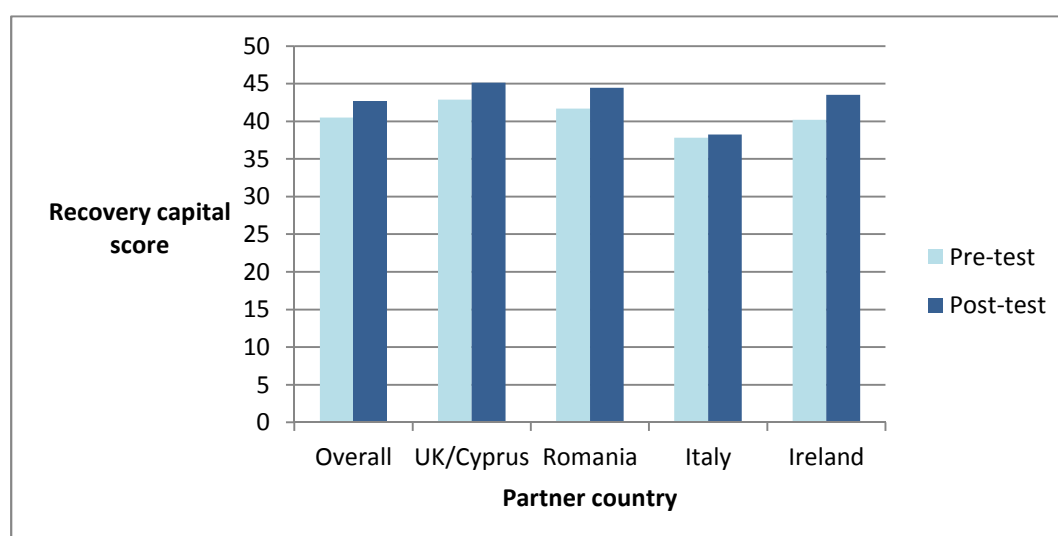


## 4.4 Recovery Capital

### 4.4.1 Overall Recovery Capital

There was a significant effect of intervention for *Overall Recovery Capital* ( $p = .003$ , large effect); overall, mean scores increased by 2.18 points (from 40.48 to 42.66) (see Table 4.1). There was a greater increase in recovery capital for Ireland (3.30 points), and a smaller increase in recovery capital for Italy (0.42 points) compared to UK/Cyprus and Romania (2.28 and 2.8 respectively). The differences between partner country were significant ( $p = .045$ , large effect); post-hoc analyses indicated that the significant differences were between Italy and UK/Cyprus ( $p = .038$ ), with UK/Cyprus having slightly higher pre- and post-test scores (see Figure 4.6).

Figure 4.6 Overall Recovery Capital – Mean scores

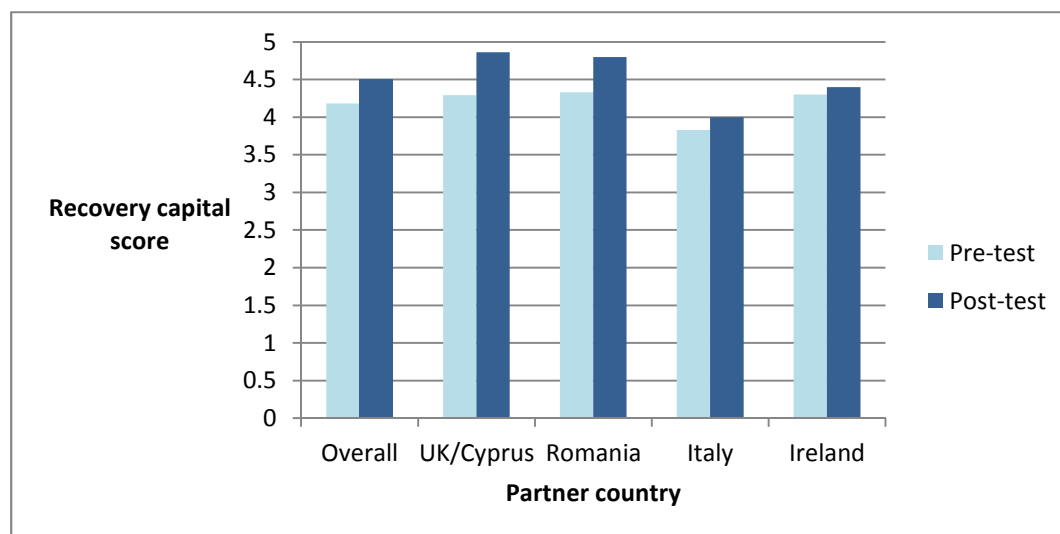




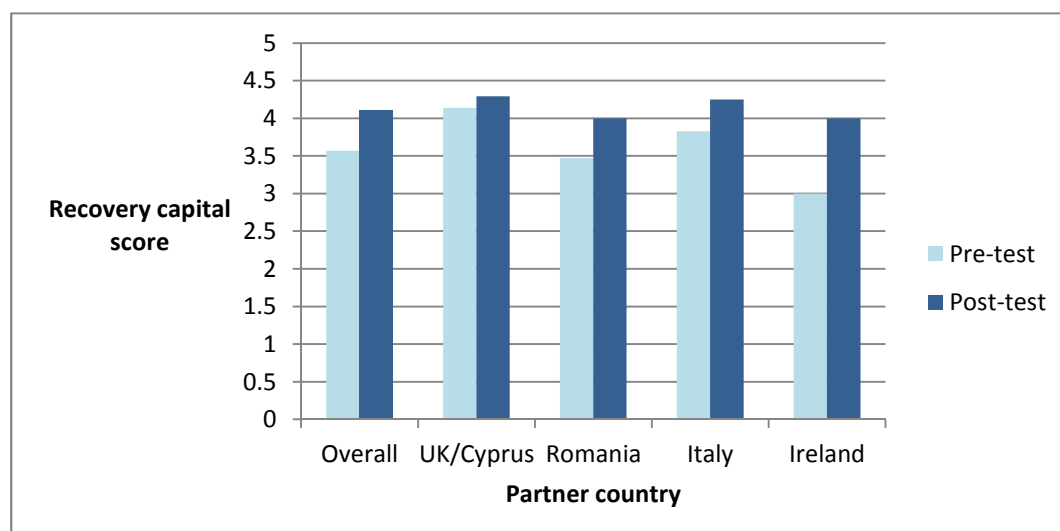
#### 4.4.2 Recovery Capital Subscales

There were no main or interaction effects for any of the recovery capital subscales. It must be noted, however, that *Global Health (Psychological)* and *Coping and Life Functioning* had main effects that were approaching significance ( $p = .017$  and  $p = .015$  respectively, both large effects) (when using the Bonferroni correction of  $p < .005$ ). The mean scores for these subscales are shown in Figures 4.7 and 4.8. For *Global Health (Psychological)* there was a pre- to post-test increase of .32 points overall, with the main increases being for UK/Cyprus and Romania (0.57 and 0.47 points respectively). For *Coping and Life Functioning* there was a pre- to post-test increase of 0.54 points overall, with the main increases being for Romania, Italy and Ireland (0.53, 0.42 and 1.0 point respectively).

**Figure 4.7 Global Health (Psychological) – Mean scores**

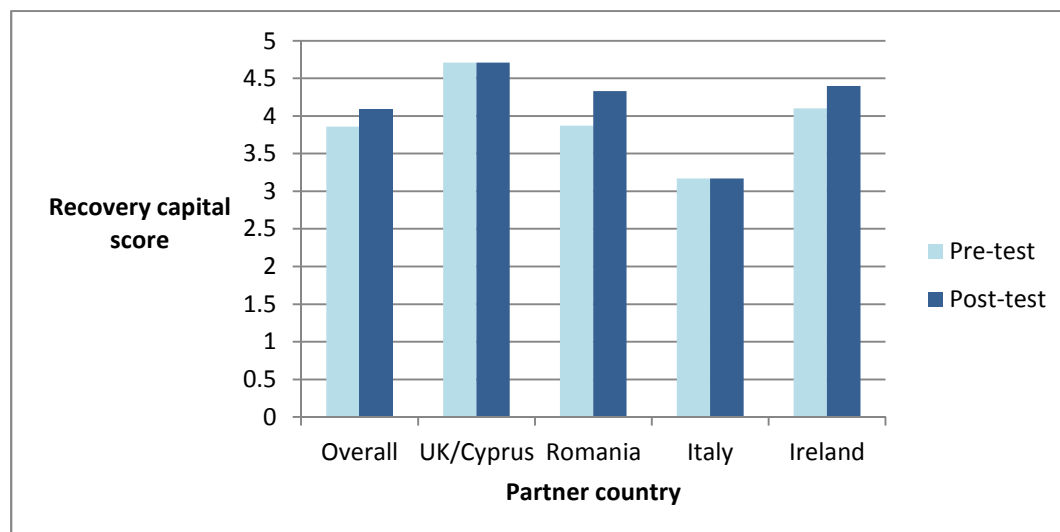


**Figure 4.8 Coping and Life Functioning – Mean score**



There was only one significant partner country difference: for *Meaningful Activities* ( $p = .001$ , large effect); post-hoc analyses indicated that the differences were between Italy and UK/Cyprus ( $p = .001$ ), and Italy and Ireland ( $p = .035$ ) with Italy having slightly lower pre- and post-test scores (see Figure 4.9). Note that there was no significant intervention effect for this subscale which means that the increases in recovery capital for Romania and Ireland were not of relevance.

**Figure 4.9 Meaningful Activities – Mean scores**



## 4.5 Discussion

Table 4.4 gives an overview of the results of the intervention, i.e. the extent to which there were significant increases in self-efficacy, self-esteem or recovery capital following participation in the RECOVEU course. These are discussed in turn below.

*Note: the discussion below refers to ‘further revisions’ to the module content. These are the agreed key changes to be made to the RECOVEU module content and Module Outlines that are presented in Del. 7.1: Pilot Delivery Review (see the Conclusions chapter: Table 9.1).*

**Table 4.4 Summary of effects of the intervention**

	Subscale	Finding
<b>Learning Self-Efficacy</b> (scale of 1-5)	Self-Efficacy for Learning Success	No significant intervention effects
	Self-Efficacy for Further Learning	No significant intervention effects
	Self-Efficacy for Digital Literacy	<b><i>Increase in self-efficacy by:</i></b> Whole group = 0.36 points (10.4%) UK/Cyprus = 0.29 points (8.8%) Romania = 0.23 points (5%) Italy = 0.20 points (5.8%)      Ireland = 0.63 points (26.7%)
<b>Employability Self-Efficacy</b> (scale of 1-5)	n/a	<b><i>Increase in self-efficacy by:</i></b> Whole group = 0.37 points (10.7%) UK/Cyprus = 0.18 points (5.3%) Romania = 0.59 points (15.3%) Italy = 0.27 points (7.5%)      Ireland = 0.34 points (11.7%)
<b>Self-Esteem</b> (scale of 1-4)	n/a	No significant intervention effects
<b>Overall Recovery Capital</b> (scale of 1-50)	n/a	<b><i>Increase in recovery capital by:</i></b> Whole group = 2.18 points (5.4%) UK/Cyprus = 2.28 points (5.35%) Romania = 2.8 points (6.7%) Italy = 0.42 points (1.1%)      Ireland = 3.3 points (8.2%)
<b>Recovery Capital Subscales</b> (scale of 1-5)	Global Health (Psychological)	<b><i>No significant intervention effects</i></b> , although findings were close to significance with increases in recovery capital by: Whole group = 0.32 points (7.7%) UK/Cyprus = 0.57 points (13.3%) Romania = 0.47 points (10.9%) Italy = 0.17 points (4.4%)      Ireland = 0.1 points (2.3%)
	Coping and Life Functioning	<b><i>No significant intervention effects</i></b> , although findings were close to significance with increases in recovery capital by: Whole group = 0.54 points (15.1%) UK/Cyprus = 0.15 points (3.65%) Romania = 0.53 points (15.3%) Italy = 0.42 points (11%)      Ireland = 1.0 point (33.3%)
	10 other subscales	No significant intervention effects

#### 4.5.1 Learning Self-Efficacy

##### *Self-Efficacy for Digital Literacy*

The *Self-Efficacy for Digital Literacy* subscale was developed to assess the impact of *Module 1: Digital Literacy*; subscale items were designed to relate specifically to individual elements delivered within the module. Table 4.4 shows an increase in *Self-Efficacy for Digital Literacy* following

participation in the RECOVEU course – for the whole group, self-efficacy increased by 0.36 points, which equates to an increase of 10.4%. The increases for partner countries ranged from 5% to 26.7%. Ireland seemed to get the most benefit out of the course.

Module 1 was aimed at developing digital literacy skills and increasing participants' self-efficacy for digital literacy; the positive findings indicate that the content of the module is effective for achieving these aims in its piloted form. Further revisions to the module on the basis of participants' qualitative feedback will provide a better-focused module and facilitate increased benefits (i.e. improved skill development and greater self-efficacy for digital literacy) for participants taking the course.

#### *Self-Efficacy for Learning Success and Self-Efficacy for Further Learning*

These subscales were developed to assess the impact of *Module 3: Learning to Learn*. There were no increases in *Self-Efficacy for Learning Success* and *Self-Efficacy for Further Learning* following participation in the course. These results were unexpected as the self-efficacy items within these subscales were carefully developed to relate to the content of the module.

In the case of the *Self-Efficacy for Further Learning* it is suggested that the negative results are related to the types of participants taking the course. The course was designed as an access to learning course with the main criterion for inclusion being that adults in addiction recovery would like to move towards higher education (although service users were eligible for selection in the programme, regardless of their education level). Accordingly, the course content was aimed at planning for accessing college/university and self-efficacy items were developed that assessed confidence for these types of activities. However, the sample contained very few participants who wanted to go to college or university and so these items were of little relevance.

In the case of the *Self-Efficacy for Learning Success* it is suggested that the negative results are related to the focus of the module content. The module was designed to develop skills and increase self-efficacy for learning success – in both academic (study skills) and social areas (e.g. mixing with other students) – and the self-efficacy items were developed on this basis. However, feedback from participants and trainers suggested that the module content was not focused enough on these areas; further revisions to the content will address this feedback and aim to provide a better-focused module that will increase benefits (i.e. improved skill development and greater self-efficacy) for participants taking the course.

#### **4.5.2 Employability Self-Efficacy**

The *Employability Self-Efficacy* scale was developed to assess the impact of *Module 5: Recovery and Employability*; subscale items were designed to relate specifically to individual elements delivered within the module. Table 4.4 shows an increase in *Employability Self-Efficacy* following participation in the RECOVEU course – for the whole group, self-efficacy increased by 0.37 points, which equates to an increase of 10.7%. The increases for partner countries ranged from 5.3% to 15.3%. Romania and Ireland seemed to get the most benefit out of the course.

Module 5 was aimed at developing participants' employability skills and increasing their self-efficacy for undertaking activities that will allow them to use these skills, such as finding a job or setting up a business; the positive findings indicate that the content of the module is effective for achieving

these aims in its piloted form. Participant feedback suggests, however, that part of the module (setting a social enterprise business) had little relevance to participants. Further revisions to the module content will provide a better-focused module and facilitate increased benefits for participants taking the course (i.e. further improved employability skills and greater self-efficacy for finding a job/setting up a business).

### 4.5.3 Self-Esteem

The self-esteem scale was used to assess the impact of the overall course on participants' levels of self-worth (general feelings about oneself). There were no increases in self-esteem following participation in the course. Improved self-esteem is seen as a priority on the path to recovery and research suggests that interventions that combine recovery awareness training with skills training, like in RECOVEU, are useful for raising self-esteem (Botvin, 2000). There is no theoretical reason, therefore, why self-esteem should not be improved through this type of intervention, and so it is suggested that the negative results are related to a lack of focus in the course content. Further revisions to overall course content will make the course more focused generally and are likely to facilitate improved self-esteem in participants.

### 4.5.4 Recovery Capital

The *Recovery Capital* measure scale was used to assess the impact of *Module 2: Recovery and Resilience* and *Module 4: Recovery and Community* specifically; but more generally it was aimed at assessing the impact of the course as a whole on how people function in social settings.

Table 4.4 shows an increase in *Overall Recovery Capital* following participation in the RECOVEU course – for the whole group, self-efficacy increased by 2.18 points, which equates to an increase of 5.4%. The increases for partner countries ranged from 1.1% to 8.2%. Whilst these increases are not high, the findings were statistically significant and do indicate that the RECOVEU course in its pilot form is effective for increasing recovery capital, at least for some partner countries; the results suggest that Romania and Ireland took the most benefit out of the course.

The findings for recovery capital subscales were less encouraging, with no significant effects of participation. However, the sample size overall was very small, especially for the UK and Cyprus. The findings for *Global Health (Psychological)* and *Coping and Life Functioning*, although not significant, do show some evidence of increased recovery capital across the life of the RECOVEU course; and in some cases, the increases are large (very large in the case of *Coping and Life Functioning* for Ireland: 33% increase). These increases suggest that the course is achieving its intended objectives and this, taken together with the significant effect on *Overall Recovery Capital* and the large effect sizes for the recovery capital findings (which indicate that the results are important), would suggest that the insignificant findings for the individual recovery capital subscales might actually be related to the small sample size rather than to the content of the course.

Participants' feedback did, however, indicate that the modules could be improved and further revisions to the content of all the modules could provide increased benefits for participants taking the RECOVEU course.

## 5 USE OF THE PSYCHOLOGICAL EVALUATION TOOLS

Participants' feedback on use of the Evaluation Tools is given below in Table 5.1. Participants generally found the Psychological Evaluation Tools relevant and easy to complete.

There was some trainer feedback on the Learning Self-Efficacy Questionnaire – the trainer from Italy felt that the items related to college/university were not relevant at this stage of participants' recovery and were 'too far from their reality'. There was a specific feedback from Romania on Question 5 – *Be able to find your way around at college or university*: some people chose not to answer this and the feeling was that participants did not fully understand the question or it wasn't relevant. This feedback is consistent with comments about the course that suggests the 'academic' content of *Module 3: Learning to Learn* is of little relevance to participants not aiming to continue their education or go on to college/university.

<b>Table 5.1 How did participants find completion of the Evaluation Tools?</b>	
<b>UK</b>	
Participants had a clear understanding of the evaluation process and why completion was required.	
<b>CYPRUS</b>	
Participants found that the Evaluation Tools were easy to complete although some found the process of questionnaire completion not very interesting. They did have to ask the trainer for clarification on some questions. Overall, participants found the questions to be relevant and they understood that the evaluation was a necessary part of the Pilot Phase.	
<b>ROMANIA</b>	
<ul style="list-style-type: none"> <li>• The multiple answer system was easy to fill out.</li> <li>• The tools had clear questions; they were concrete, well targeted and relevant.</li> <li>• “[The Evaluation Tools were] useful for my own evaluation and for my decisions about going college.”</li> </ul>	
<b>ITALY</b>	
Most of the participants easily filled out the Evaluation Tools, although some needed the help of the trainers. Participants all understood the seriousness of the course and the necessity of the learning evaluation (pre- and post-). The materials were filled correctly, seriously and in the required time.	
<b>IRELAND</b>	
<ul style="list-style-type: none"> <li>• Easy to understand.</li> <li>• Explained well before session.</li> <li>• Easy to read.</li> </ul>	<ul style="list-style-type: none"> <li>• There was a lot in it.</li> <li>• Clear and straight forward.</li> <li>• Some of the questions were irrelevant.</li> </ul>

## 6 ACTION POINTS

Tables 6.1 and 6.2 give a series of action points arising from the module feedback analysis and the analysis of psychological evaluation data. These relate to the development of course content, the Final Facilitation Pack, and an additional questionnaire to aid assessment of impact (Table 6.2). Note that the action points given below are not an exhaustive list; they relate only to the points made in this document. Further action points are given in *Del. 7.1: Pilot Delivery Review* (which gives the final agreed list of revisions to be made to RECOVEU module content and Module Outlines) and *Del. 7.2: Qualitative Feedback Review*.

<b>Table 6.1 Action points arising from the module feedback analysis</b>	
	<b>Action point</b>
<b>General action points</b>	<ul style="list-style-type: none"> <li>• Provide internet access where online videos are to be delivered.</li> <li>• Where internet access is not possible, make videos available offline so that they can be delivered where there is no internet connection.</li> </ul>
<b>Facilitation Pack</b>	<ul style="list-style-type: none"> <li>• Ensure that the Delivery Guidelines and Course Pack Module Outlines are clear on what participants should be learning and should expect from the module.</li> <li>• Provide participants with a hard copy of the Course Pack rather than delivering an overview of the course materials verbally. This will facilitate expectation and understanding of what is to be taught.</li> </ul>
<b>Module 1 – Digital Literacy</b>	<ul style="list-style-type: none"> <li>• Ensure that the learning objectives are correctly focused.</li> <li>• Ensure that the Module Outline clearly identifies which parts of the module activities are to be used for.</li> <li>• Simplify the language used and develop an easy to use glossary.</li> <li>• Replace some aspects (e.g. APACHE) with more basic software programmes such as Microsoft Office.</li> <li>• Include more practical exercises.</li> <li>• Allow more time for delivery (an extra hour for every unit on the module).</li> <li>• Include a time frame for length of time needed to cover each unit.</li> <li>• Focus the module outline for different levels of experience – it is currently only adequate for participants who already have some experience with digital literacy.</li> <li>• Add content to identify baseline competencies for undertaking the module.</li> <li>• Translate all materials into partner languages for ease of use.</li> <li>• Ensure that the module is delivered with access to computers.</li> <li>• Module to be delivered by trainers that have understanding and experience of IT, in order to minimise preparation time.</li> </ul>
<b>Module 2 – Recovery and Resilience</b>	<ul style="list-style-type: none"> <li>• Clearly identify whether SMART Goals are to be completed for the period in the past (i.e. when participants began their recovery), or for 6-12 months in the future.</li> <li>• Add questions to the SMART Goals activity that will help adults in recovery to develop their own goals.</li> <li>• Provide further background on the outcomes and applicability of Cloud and Granfield's (2008) study to enrich the quality of the information provided and</li> </ul>

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	<p>intended discussion.</p> <ul style="list-style-type: none"> <li>• Provide further explanation of ‘hard-to-understand’ concepts (e.g. measurable, attainable, moral, social capital, resilience, recovery capital).</li> <li>• Provide clarification on whether recovery capital is built as a process or as an initial asset in the recovery process.</li> </ul>
<b>Module 3 – Learning to Learn</b>	<ul style="list-style-type: none"> <li>• Increase the relevance of the module – make it less focused on academic education and add information on vocational education.</li> <li>• Include techniques for helping participants to deal with barriers in their learning experience.</li> <li>• Provide information on how to successfully resolve a potential future negative learning experience.</li> </ul>
<b>Module 4 – Recovery and Community</b>	<ul style="list-style-type: none"> <li>• Revise the Module Outline to provide more explanation and guidance on how this module should be taught and how the learning objectives should be realised.</li> <li>• Provide additional activities and learning materials, and guidance and information, in order to complement the overall objectives of the module, ensure transfer of module objectives, and fully utilise the allocated four hours.</li> <li>• Provide more information on the scope of the Daily Inventory Worksheet and Key Learning for Me group discussion in order to link these activities to the rest of the module.</li> <li>• Provide information on why the Daily Inventory Worksheet is important for the scope of the module, why completing it will aid recovery, and whether it is a tool that a recovery coach could use.</li> <li>• Make the module more culturally applicable to other countries.</li> <li>• Provide additional information on the role of the recovery coach and what constitutes a good and bad recovery community.</li> <li>• Translate the Recovery Coach Training Manual into each partner language.</li> </ul>
<b>Module 5 – Recovery and Employability</b>	<ul style="list-style-type: none"> <li>• Ensure that the learning objectives are correctly focused.</li> <li>• Increase the relevance of the module in relation to designing a social enterprise.</li> <li>• Remove the activity on running a public house.</li> <li>• Provide information on opportunities/other type of social enterprise instead of only the social cooperative.</li> <li>• Provide more supplementary materials for some of the exercises (specifically, the exercise to identify risks and rewards of social enterprise, and topics on CV writing and interview preparation).</li> <li>• Provide guidance on dealing with cultural issues such as stigma, discrimination, and lack of police clearance.</li> <li>• Focus the Behaviours Worksheet more around time management, respect and behaviours whilst in a job.</li> <li>• Update the materials on how the Job Centre Plus (JCP) operates in the UK so that these reflect current practice.</li> <li>• Present the language and concepts (especially those related to social enterprise) in plainer and simpler English.</li> <li>• Specifically simplify the language/terminology used for Unit 2 (Understanding the Social Enterprise) – this is currently very complicated and ‘business-orientated’.</li> </ul>



	<ul style="list-style-type: none"> <li>• Plan more time into the Module Outline for discussion of technical and specialised aspects.</li> <li>• Reduce the amount of materials delivered in the module to fit within the allocated four hours – it was suggested by one trainer that two separate modules could be created from the content – one on social enterprise and one on employability skills.</li> </ul>
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**Table 6.2 Action points arising from the analysis of psychological evaluation data**

	Action point
<b>Self-Efficacy for Digital Literacy</b>	<ul style="list-style-type: none"> <li>• Revise <i>Module 1: Digital Literacy</i> as per the qualitative feedback in order to facilitate improved skill development and greater self-efficacy for digital literacy.</li> </ul>
<b>Self-Efficacy for Further Learning and Self-Efficacy for Learning Success</b>	<ul style="list-style-type: none"> <li>• Develop a <i>Vocational Training Self-Efficacy Questionnaire</i> – this is in response to the addition of ‘vocational’ module content that is aimed at participants looking to take a vocational route in to work/education (this arises from participant feedback that the <i>Recovery and Employability Module</i> is not focused enough on vocational content).</li> <li>• When assessing programme impact, the <i>Vocational Training self-Efficacy Questionnaire</i> or the <i>Self-Efficacy for Further Learning / Self-Efficacy for Learning Success</i> subscales can then be used for better interpretation, depending on participants’ future plans, i.e. whether they have an academic orientation or a vocational orientation (work-related training, apprenticeship, etc.).</li> </ul>
<b>Self-Efficacy for Learning Success</b>	<ul style="list-style-type: none"> <li>• Revise <i>Module 3: Learning to Learn</i> as per the qualitative feedback in order to facilitate improved skill development and greater self-efficacy for learning success – this specifically relates to making module content more focused on academic study skills and social skills in a learning environment.</li> </ul>
<b>Employability Self-Efficacy</b>	<ul style="list-style-type: none"> <li>• Revise <i>Module 5: Recovery and Employability</i> as per the qualitative feedback in order to facilitate improved employability skills and greater employability self-efficacy – this specifically relates to making module content more focused on employability skills such as finding a job and preparing for a job interview.</li> </ul>
<b>Self-Esteem</b>	<ul style="list-style-type: none"> <li>• This questionnaire assessed the overall course on general self-worth – negative results indicate that the course is not focused enough. The recommendation is to revise the course content per overall qualitative feedback in order to facilitate improved self-esteem.</li> </ul>
<b>Recovery Capital</b>	<ul style="list-style-type: none"> <li>• The negative results are suggested to be due to sample size therefore there are no specific recommendations. However, participants’ feedback does suggest that the module can be improved and revisions to overall content could facilitate improved recovery capital.</li> </ul>

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## APPENDIX 1 – FACTOR ANALYSES

Factor analyses were performed on the learning self-efficacy and employability self-efficacy data (principal factors analysis: PFA) using SPSS. Because some relationship is expected among self-perception variables, and they are therefore expected to intercorrelate with other items in the corresponding scale (Bandura, 1997), an oblique (direct oblimin) rotation with Kaiser normalisation (Kaiser, 1958) was used for the analyses (delta = 0). A criterion of .30 was used for interpretation of the factor loadings. Parallel analysis (Thompson and Daniel, 1996; Wilson and Cooper, 2008) was used to determine the number of factors to be extracted. Parallel analysis calculations were undertaken using syntax provided by O'Connor (2000); that is, 'rawpar.sps' syntax for permutations of the raw data set using principal axis factor analysis with 1,000 data sets and a criterion of 95%. Preliminary analyses indicated suitability of the data set for factor analysis<sup>5</sup>.

### Learning Self-Efficacy

PFA using all 35 items (N = 60) extracted five factors with pre-rotational eigenvalues above 1, accounting for 76.31% of the total variance. All 35 items loaded on to a factor; however five achieved factor coefficients of less than .4. Parallel analysis using all 35 items revealed three factors greater than what might have been expected to occur by chance; that is, eigenvalues for the real data exceeded the eigenvalues for the randomly generated data in the first three cases. This suggests that three factors would provide a more interpretable solution. An additional factor analysis was therefore undertaken, constraining the factors to three. These three factors accounted for 68.04% of the variance in total (all 35 items loaded). Table A1.1 shows the rotated item coefficients (pattern matrix loadings), percentages of variance explained, and reliabilities (which were all very high at .95 or over).

The sample size for this factor analysis was low, which has been argued to be problematic for factor analysis (see Zhao, 2009). However, Preacher and MacCallum (2002) suggest that as long as communalities are high (all above .60) and the number of expected factors is relatively small, then we should not be too concerned with low sample size. Costello and Osborne (2005) suggest that strong data is achieved if communalities are uniformly high, without cross loadings, and several variables load strongly on each factor. Here, the lowest communality for the initial factor analysis was .74 and all variables loaded strongly; therefore, the low sample size was not considered to be an issue. All factors were discernible; the resulting factors were named as follows:

- Factor 1 (F1): Self-Efficacy for Learning Success
- Factor 2 (F2): Self-Efficacy for Further Learning
- Factor 3 (F3): Self-Efficacy for Digital Literacy

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<sup>5</sup> Kaiser–Meyer–Olkin values (Kaiser, 1974) were well over the recommended value of .6 (learning self-efficacy = .84; employability self-efficacy = .88); Bartlett's (1954) Test of Sphericity reached significance (learning self-efficacy:  $\chi^2(595) = 2314.84$ ,  $p = .000$ ; employability self-efficacy:  $\chi^2(45) = 624.47$ ,  $p = .000$ ); and the presence of many coefficients over .30 in the correlation matrices supported factorability.

**Table A1.1 Rotated pattern coefficients and factor structure**

Item no.	Item	Pattern matrix coefficients		
		F1	F2	F3
13	Concentrate on your studying when there are other things to do.	.935		
19	Participate in class discussions.	.808		
11	Plan time to study around other activities.	.754		
23	Structure knowledge and information logically, clearly and concisely.	.747		
12	Plan your personal time around going to classes and studying.	.741		
9	Join a group of students to help you study or complete assignments.	.735		
18	Do a presentation or speech in the classroom.	.723		
14	Set study goals.	.692		
8	Mix with other students in the classroom.	.654		
16	Plan assignment work.	.646		
17	Get assignments done on time.	.626		
21	Talk with tutors outside class about the demands of learning.	.559		
15	Take good class notes.	.534		
28	Combine information from a number of different sources.	.534		
24	Find material in the library about a subject you are studying.	.506		
22	Seek support when you are finding things difficult.	.490		
20	Ask questions of the tutor in class.	.478		
7	Be comfortable in a classroom environment.	.468		
10	Make friends at college/university.	.461		
2	Plan a visit to a college or university.		.859	
4	Apply for a course at college/university.		.852	
5	Be able to find your way around at college or university.		.847	
1	Choose a course that you want to study at college/university.		.785	
3	Arrange to talk to college or university staff about a course.		.780	
6	Be able to get through the first few days at college/university.		.747	
32	Set up a Skype account.			.930
33	Use Skype.			.883
34	Access government services on the internet.			.730
31	Use the computer to send an email.			.727
25	Use the internet to search for information (e.g. using Google, Wikipedia).			.662
35	Access an online (E-learning) course.			.657
30	Create presentations using the computer.			.634
26	Understand which information on the internet is of good quality and which is not.			.597
27	Know how to select the information from the internet which is most useful for your studies.			.492
29	Use the computer to create a text file (e.g. in Word, Notepad or Writer).			.492
% variance explained		52.91	8.07	7.06
Reliabilities (Cronbach's)		0.954	0.954	0.960

Factor 1 (F1): Self-Efficacy for Learning Success; Factor 2 (F2): Self-Efficacy for Further Learning; Factor 3 (F3): Self-Efficacy for Digital Literacy

## Employability Self-Efficacy

PFA using all 10 items (N = 67) extracted two factors with pre-rotational eigenvalues above 1, accounting for 78.56% of the total variance. All 10 items loaded on to a factor. Parallel analysis using all 10 items suggested only one factor was a more interpretable solution. An additional factor analysis was therefore undertaken, constraining the factors to one. This factor accounted for 59.17% of the variance in total; all 10 items loaded. Table A1.2 shows the item coefficients (factor matrix loadings; pattern matrix loadings were not produced as only one factor was stipulated), percentages of variance explained, and scale reliability (which was very high at .92).

Once again, the sample size was low. However, the lowest communality for the initial factor analysis was .63 and all variables loaded strongly; therefore, the low sample size was not considered to be an issue. The factor was discernible and the name 'Employability Self-Efficacy' was retained for the factor.

**Table A1.2 Factor matrix coefficients**

Item no.	Item	Factor matrix coefficients
1	Prepare a CV.	.882
2	Write a cover letter for a job application.	.858
3	Enter your details correctly on internet job search sites.	.839
7	Prepare for a job interview.	.833
5	Talk to a personal advisor in a job centre.	.771
4	Search for a job in a job centre.	.762
6	Sign up with a job/recruitment agency.	.734
9	Develop a business idea.	.723
8	Understand what a business enterprise is.	.625
10	Have a clear idea of what is involved in setting up a business.	.612
% variance explained		59.10
Reliabilities (Cronbach's)		.924

## APPENDIX 2 – Scoring the Psychological Evaluation Tools

### Learning Self-Efficacy

All items are scored as 1 – 5 (1 = not at all confident, 5 = completely confident). An overall score for each subscale is calculated by totalling the participants' scores for the relevant items and dividing this total by the number of items in the subscale – this gives a final subscale score from 1 to 5\*. Higher scores indicate higher self-efficacy. The specific items for each subscale are given in Table A2.1.

(\*Dividing the total subscale score by the number of items in a subscale gives a common 'averaged' metric for each subscale; this means that subscales scores can be compared with each other – this would not be possible if the 'un-averaged' score for each subscale was used.)

<b>Table A2.1 Self-efficacy scales – Items in each subscale</b>		
<b>Subscale</b>	<b>Number of items</b>	<b>Items</b>
Self-Efficacy for Learning Success	19	7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 28
Self-Efficacy for Further Learning	6	1, 2, 3, 4, 5, 6
Self-Efficacy for Digital Literacy	10	25, 26, 27, 29, 30, 31, 32, 33, 34, 35

### Employability Self-Efficacy

All items are scored as 1 – 5 (1 = not at all confident, 5 = completely confident). An overall score for each subscale is calculated by totalling the participants' scores for all 10 items and dividing this total by 10 – this gives a final score from 1 to 5\*\*. Higher scores indicate higher self-efficacy.

(\*\*Final employability self-efficacy scores can be directly compared with final learning self-efficacy scores as they are both scored on an 'averaged' common metric of 1 – 5.)

### Self-Esteem

*Items 1, 3, 4, 7, 10:* scored as 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree (as per the scale). *Items 2, 5, 6, 8, 9:* these need to be reverse scored such that 4 = strongly disagree, 3 = disagree, 2 = agree, 1 = strongly agree. A final score is calculated by totalling the scores for the 10 items (out of a maximum of 40). Higher scores indicate higher self-esteem.

### Recovery Capital

A subscale score is derived from the number of 'yes' responses within each subscale (out of a maximum of 5). An overall score is calculated by totalling subscale scores (out of a maximum of 50). Higher scores indicate higher recovery capital.

## RECOVEU Consortium Details

This document has been produced by the RECOVEU Consortium. The lead partner for this phase of the project and the main author of this report was Staffordshire University.



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