

# Transnational Report with Country Reports

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**GO DigiArt - Digital Media & Art impact on Adult Social  
Inclusion**



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# Transnational Report

## Digital Media & Art impact on Adult Social Inclusion

### The main goal of the Go DigiArt Project

In society today there are great opportunities to make use of media applications for developing key competences of marginalised groups. There is a wide range of learning environments that are accessible and user-friendly and offer potential learning opportunities for marginalised groups that are at the same time attractive and engaging. However, the educators are often unprepared, or even unwilling, to engage in the new environment, because it undermines their perceived role as educators. They have difficulties accepting that in this evolving education landscape the traditional model of institutional based provision is no longer the only one.

Adult and community education programmes are the places where real educational innovation takes place. They are free from the shackles of institution based provision and considered more useful and convenient by adult participants. Despite of these facts, there is still a significant lack of appropriate in-service training to support the continuous professional development of educators and nowhere is this more apparent than in the adult and community education sector.

The support for those in need of education is only possible through supporting the education providers. The emphasis should be put on the role of the teachers, who might feel endangered by the technology. They need to be ensured that nowadays their role is even more important than it used to be in the past. Social networking sites are the new 'street corners' where young people hang-out regardless of their social, economic or educational status. There is a great need for qualified and open-minded educators who will be able to get noticed and listened to in the online world.

**The Go DigiArt project addresses all above issues and takes action to change adversity of present state of affairs with use of digital media.** It gives a chance of social and work inclusion for marginalized groups of people, and encourages necessary adjustment in adult and community education, in order to make them more responsive to modern world.

### The main goal of the Transnational Report

At the current stage of GoDigiArt Project all cooperating partners conducted desk research in their countries. The aim of the research was to first of all provide an overview of the marginalised young adults that partners will engage in the course of the project. Second to indicate adult education provision with particular reference to services targeted at marginalised young adults, and second chance education programmes for early school leavers, in every partner country. And last but not least, to render the character of training supports available to front-line education providers who work specifically with marginalized young adults.

The Transnational Report presents concise summary of national researches conducted in every partners' country. The comparison of presented conditions and conclusion has been included as well.

# The summary of national reports

**ASEL RO.** states that almost two-thirds of the interviewed youth feel that things in Romania are headed in the wrong direction. Only a little over one-quarter of them feel the heading is the right one and the remaining 9% did not answer. The perception of the youth is that at this point in time the country's three primary problems are: corruption, poverty and employment.

Almost half these young people consider their parents as members of the middle class, and one out of three sees them as working class. Material status is the most significant criterion for social ranking used by youth when they discuss about social classes; level of education and income are the next two criteria they use to place themselves in a social class; for the most part the young believe they are in the same social class as their parents.

Influencing grades by using illegal methods (small gifts, bribes, etc.) appears as a phenomenon with regional variations, and young people aged 25 to 29 seem to have been faced with this more often than teenagers in this sample;

The aim of ASEL RO is to discuss and demonstrate the relationship between the digital skill level of NEETs in rural areas in Romania. There are three research questions that we intend to answer in this analysis: (1) What is the current level of digital skills of young people from rural areas in the three countries? (2) What are the causes of digital exclusion among the rural NEET population in the three countries? (3) How can digital inclusion decrease the rate of NEETs in rural areas and improve the opportunities for young people from rural populations?

**FilmWorks Trust** describing United Kingdom's conditions pointed high unemployment rate among people under 25 which is now 12%. It makes this group comprise one third of people claiming Job Seeker Allowance. In addition to high unemployment **FilmWorks Trust's** acknowledges, among others: low income, low academic achievement, high incidence of lone parents and poor health, as problems faced in the community.

There are following adult education provision programmes presented in the report: European Social Found Founding NI 2014-2020, Peace IV Programme for 2014-2020 and United Kingdom's Education Authority's programmes. All indicated programmes make an effort to support issues of access to employment, social inclusion and growth of skills.

There are training supports targeted to front line education providers presented as well. Among them Youth Work Apprenticeships, Open College Network NI Youth Workpractice Level 2 and Level 3, City and Guilds 9368 Youth Work Level 2 and Level 3, and University of Ulster – Community Youth Work BSc. The programmes provide educators with knowledge and skills needful in their job.

**INSTITOYTO KOINONIKIS KAINOTOMIAS KAI SYNOXIS** emphasises that despite of significant progress regarding digital media in Greece, the problem of digital literacy especially in less developed cities still plays the part. It indicates marginalised young adults aged between 17 and 29, with low skilled occupation or unemployed as first target group for their activity. With cooperation of Greek Employment Service, **INSTITOYTO KOINONIKIS KAINOTOMIAS KAI SYNOXIS** will recruit marginalised young people to engage them in audio-visual production training. The second target group are community educators selected from **INSTITOYTO KOINONIKIS KAINOTOMIAS KAI SYNOXIS** partners institutions.

A lot of young people quit their secondary education exposing themselves to subsequent marginalisation or exclusion from labour market. The Greek Employment Service acts on improving preparation of young people for employment, by implementing Guarantees for young – package of

measures for young people, providing career guidance and development services for all citizens free of charge.

**STEPP STRATEGIE SERVIZI SVILUPPO SRLS** indicates two marginalised target groups in their working area – young children (15-20) who left school, and unemployed adults. Both groups are featured by low knowledge of digital media and little know-how with modern technology devices.

There are several non-formal learning programmes aiming groups with social vulnerability, for instance Youth Guarantee Program and Welfare to Work (WTW). Training supports to front line staff doesn't measure up to modern environment's expectations. STEPP STRATEGIE SERVIZI SVILUPPO SRLS intends to integrate existing courses with the actions provided by Go DigiArt project.

**FUNDACJA AUTOKREACJA** points three groups of marginalised young adults in Poland with special regard to city of Rzeszów: young adults with no higher education often unemployed or illegally employed; young adults with higher education, but with no working experience and no demand for their learned skills; and young Ukrainian immigrants. Skill deficits that feature these groups are lack of basic economic, social and entrepreneurial awareness; difficulties in writing formal documents – email, report etc., and poor soft skills.

Large part of an adult education provision targeted at marginalised young adults in Poland is covered by post-secondary schools. They are very accessible, to graduate it usually takes 1-3 years, presented knowledge is highly practical and it is taught by professionals working in the field. The other solution for young unemployed adults and second chance education are group or individual courses financed by the local Employment Agencies.

The majority of training offer for marginalised young adults in Poland is implemented in the framework of the programme "Knowledge Education Development" funded by European Social Fund. Within this programme free training courses are offered by training institutions. The support for education providers and throughout their agency for marginalised young people in FUNDACJA AUTOKREACJA is provided as one of core elements of official strategy for development of the Region. The programme directs its financial support to wide range of institutions and organisations oriented on the fields of social inclusion, entrepreneurship, public and non-public education, including adults' education, etc.

**ARISTA DEKA LIMITED** directs its social services in everyday work to young adults in the Cyprus and the surrounding region. In its report ARISTA DEKA LIMITED indicates specifically one of its services – a Half-way house, that concentrates on providing accommodation, support in education and employment assistance to young people, aged 18 to 26 years, who don't have family or can't live with their family. Furthermore the organisation provides services for young people in socially excluded town locations, where mostly Roma families and very poor families live. These environments are main target groups that will be related to by the action within Go DigiArt programme. Approximately 20 to 30 marginalized young adults will be engaged in the audio-visual production training. Among the problems faced by young adults in Krnov there are broken or nonexistent families, family problems – drugs, alcohol; poverty, difficulties at school, poor school results.

Alternative forms of education are very rarely offered. The dominant role in education provision is played by state school system. There are however some non-profit organisations or public bodies providing supporting educational services such as short term courses, retraining courses etc. This support is very accessible, usually free of charge and time-flexible.

**INETICA** in its activity within Go DigiArt programme will seek to engage young adults experiencing or at-risk of educational or social disadvantage. This includes young people featured by one of following social or family background: travellers, Roma, early-school leavers, one parent-

families, migrants, people with a disability, young offenders, etc.

The front-line adult education providers working with marginalised young adults have an opportunity to use assistance provided by both private and state organisations. However, its accessibility is limited and the courses are usually chargeable.

## **The comparison of the conditions in different countries**

Based on above profile of partners' national reports it is possible to detect that there is a space where activities included in the course of Go DigiArt Project can be addressed in every partner country. As Partners emphasised there is a need for services offered within Go DigiArt programme despite different available activities proposed by other initiatives.

Unemployment and straitened access to labour market for people with low digital knowledge and technological skills was indicated as dominant reason for marginalisation by majority of partners. Another frequently listed issue was lack of competence due to early ending of education by young people, unmarketable skills acquired during education or family problems.

There are different forms of adult and community education provision operating in partner countries. In UK, Poland, Cyprus and Romania this role is served mainly by statutory institutions or organisations with support of EU's funds in some countries. On the other hand, in Italy there are several non-formal programmes, and in Greece the governmental programmes operate locally on the level of individual regions, and are accompanied by multiple private and non-governmental organisations.

The forms of training supports targeted to front line education providers also take diverse character in different partner countries. In Spain there is well organised network of educational institutions cooperating with public services and organisations in order to support educators with knowledge and skills essential in their job. In Ireland there are multiple well-developed state programmes addressed to front line adult educators.

## **The conclusion**

There are many different reasons for social and work marginalisation of young adults in partner countries. Some of them have transnational character, and others are closely connected with specific region. Respective countries take different approaches to manage the issues.

Adult and community education in majority of partner countries is provided within formal programmes or institutions. Although the access to these services is usually free of charge, different factors can sometimes build barriers.

Not all of the partner countries have clear and effective system of training supports available to front-line adult education providers.

# National Report – United Kingdom

**Question 1: Please provide an overview of the marginalised young adults that you will engage in the course of the Go DigiArt project. Please address the following issues in your response:**

- **Family status or background**
- **Educational and/or employment history**
- **Particular skill deficits that need to be addressed in personal and technical terms**

**Please provide responses of no less than 200 words and no more than 300 words.**

## **Background**

In UK under 25s have an unemployment rate of 12% which is four times that of people aged 25 and over. Young people under 25 now comprise one third of all people claiming Job Seekers Allowance. The working age economic inactivity rate for NI stands at 29.5% which is significantly higher than the UK average rate (21.1%) and is the highest of the 12 UK regions.

From the 2011 is characterised by high unemployment, low income, low academic achievement, high incidence of lone parents and poor health which is borne out by these statistics: 24% of school leavers across the 3 wards attained 2 or more A levels below that of the UK average; 49.2% of the population aged 16 years+ have no or low qualifications; 33.7% of the population are economically inactive; 5.05% those aged 16-74 year are unemployed (UK rate is 6%). Of those unemployed: 44.1% are Long Term unemployed: 43.2% have never worked; 4.18% look after the family or home.

Young people in the area face complex issues which arise from the intergenerational deprivation that exists:

- High levels of teenage sexual activity/rising rates of teenage pregnancy.
- Increase in availability/use of drugs.
- Lack of positive role models in young people's lives/no-one to turn to.
- Hidden harm within homes
- Mental health – rising rates of anxiety/depression/sense of hopelessness
- Ill health amongst parents resulting in rising numbers of young people acting as carers.
- Family/relationship breakdown.
- Low aspirations.
- Increasing numbers of children/young people diagnosed with behavioural and/or psychological issues such as ADHD/ADD/ASD. These often feel misplaced within mainstream youth provision and may struggle to fit in.



Our target groups are those young people who are socially and economically marginalised with our community.

**Question 2: Please provide a concise overview of adult education provision particularly services targeted at marginalised young adults or second chance education programmes for early school leavers. Please address the following issues in your response:**

- **Type of organisation providing the training – statutory, community, etc;**
- **Accessibility of the training in terms of cost and timing**
- **Topics addressed in current training and relevance of training to target group needs**

**Please provide responses of no less than 200 words and no more than 300 words.**

Adult education provision for marginalised young adults in UK falls under a number of programmes as follows:

1. Social Fund Funding UK 2014-2020 which aims to combat poverty and enhance social inclusion by reducing economic inactivity and to increase the skills base of those currently in work and future potential participants in the workforce. There are 3 priorities:
  - Priority 1: Access to Employment - promoting sustainable and quality employment and supporting labour mobility ( projects supporting unemployed, economically inactive and young people 16-24 years not in education, employment or training)
  - Priority 2: Social Inclusion - promoting social inclusion and combating poverty and any discrimination ( project supporting adults with a disability and a participants not in employment, education or training aged 16+ years)
  - Priority 3: Skills for Growth - investing in education, training and vocational training for skills and life-long learning.
2. Peace IV Programme for 2014-2020 – under the Children and Young People

Priority 2.1 will invest in children and young people so that they can reach their potential and maximise their contribution to a more cohesive society. The Programme will be outcomes focused in terms of good relations, personal development and citizenship, which will bring about a positive change in the form of clear, meaningful and sustainable 'distance travelled' for those young people who participate. It will target young people aged between 14-24 years who are disadvantaged, excluded or marginalised, have deep social and emotional needs and are at risk of becoming involved in anti-social behaviour, violence or dissident activity. It will be implemented through Local Authority Action Plans.

3. United Kingdom Education Authority – which provides 2 types of youth services/programmes
  - Generalist youth work ensuring that supportive environments are made available to a significant numbers of young people to help them enhance their personal and social skills, develop their communication skills and improve their levels of motivation and overall resilience.
  - Targeted provision to address the direct impact of exclusion and marginalisation, tackling key issues such as risk taking behaviour, health, sectarianism, racism, disaffection and low levels of attainment at school. The targeting of provision is aimed at meeting policy imperatives and ensuring that youth services are positioned to tackle the impact of economic and social deprivation that affects young people and which can impact negatively on their future aspirations and life chances.

**Question 3: Please provide an overview of training supports available to front-line adult education providers in your area who work specifically with marginalised young adults. Please address the following issues in your response:**

- **Accessibility of the training in terms of cost and timing**
- **Topics addressed in current continuous professional development training**

**Please provide responses of no less than 200 words and no more than 300 words.**

Training Available to Front-Line Staff

1. Youth Work Apprenticeships (City and Guilds) - provide learners with knowledge and skills needed to progress within a youth support role. Areas covered include encouraging young people in their personal, social and educational development, and facilitating and supporting young people's growth.
2. Open College Network UK Youth Work practice Level 2 and Level 3  
The Level 3 Youth Work Qualifications have been developed by the Youth Work Training Board for United Kingdom. Youth Work is an informal pedagogical

practice that is complementary to formal education in UK. These qualifications were designed to provide workforce mobility across a wide range of job roles in which practitioners work to improve the educational achievement of young people. The qualifications are aligned to the Department of Education's (UK) policy and strategy for educational achievement. Subject areas include:

- Outreach and detached youth work
- Youth work education and training
- Youth work management
- Youth work practice

3. City and Guilds 9368 Youth Work Level 2 and Level 3

These are qualifications for people who work with young people using youth work principles and practice. Level 2 is aimed for the 16+ age group and Level 3 is aimed at the 18+ age group.

Level 2 – a professional or voluntary youth worker and have some relevant knowledge and skills, usually from a role where they have been supervised.

Level 3 – professional or voluntary youth and have a great deal of technical skills and knowledge, work with minimum supervision.

4. University of Ulster – Community Youth Work BSc (Hons) – (UK & EU £4,030.00).

# National Report – Greece

**Question 1: Please provide an overview of the marginalised young adults that you will engage in the course of the Go DigiArt project. Please address the following issues in your response:**

- **Family status or background**
- **Educational and/or employment history**
- **Particular skill deficits that need to be addressed in personal and technical terms**

**Please provide responses of no less than 200 words and no more than 300 words.**

Transitioning to a digital economy and society is an evolving process in all the countries around the world. On the one hand, it is fuelled by the stealthy diffusion of digital technologies and, on the other, by targeted policies that recognise the significance of this transition in terms of economic competitiveness and social modernisation. The COVID-19 pandemic and mandated social distancing have rendered the need for digitalisation when communicating with companies, human capital and public services even more imperative.

As to the DESI 2020 for human capital, as evidenced, Greece is ranked 25th with a score of 34.8 as compared to 49.3 for the EU-28 average. According to the individual indicators for the human capital dimension, in 2019, 51% of individuals aged 16-74 had at least basic digital skills in Greece (58% in the EU). The percentage of individuals with at least basic software skills was 56% (61% in the EU-28). Information and Communication Technology (ICT) specialists as a percentage of total employees in Greece was low compared to the EU-28 average (1.8% as opposed to 3.9%). The percentage of female ICT specialists in Greece came to just 0.5%, three times lower than the EU-28 average (1.4%), while ICT graduates made up 2.9% of all degree holders (3.6% in the EU-28) (Table 1.1). The level of digital skills differs depending on the degree of integration in the labour market. In Greece, 64% of the employed have at least basic digital skills, as opposed to 53% of the unemployed and 51% of the (economically inactive) population aged 16-74. In the EU-28, the situation is similar, with the exception of the unemployed, who have quite a low percentage of digital skills (46%)<sup>4</sup>. There are no significant gender-specific differences. Gender disparity is significant only when it pertains to individuals without digital skills, where men are proportionately fewer, as well as individuals with advanced digital skills, where men are ahead – both in Greece and in the EU-28.

**Question 2: Please provide a concise overview of adult education provision particularly services targeted at marginalised young adults or second chance education programmes for early school leavers. Please address the following issues in your response:**

- **Type of organisation providing the training – statutory, community, etc;**
- **Accessibility of the training in terms of cost and timing**
- **Topics addressed in current training and relevance of training to target group needs**

**Please provide responses of no less than 200 words and no more than 300 words.**

Although Greece has an average drop-out rate (around 14 per cent) the Ministry of Education provides for those over 18 who have not completed their compulsory education through Second Chance Schools. Second Chance Schools are for 18-40 years old who have not completed the 9-year compulsory education, are unemployed or unskilled, with part-time or seasonal employment and wish to develop their skills to help social integration. They take part in a two-year programme which updates their knowledge and skills, at the end of which they receive either a certificate equivalent to a primary school qualification (ISCED level 1) or equivalent to a high school qualification (ISCED level 2). Core objectives of the programme are the development of a positive learning attitude, the acquisition of basic knowledge and skills, vocational orientation, access to the job market and reconnection with the formal education system. Classes can be held either in Second Chance Schools or other local venues, depending on demand.

The National Accreditation Centre for Continuing Vocational Training (EKEPIS), was established in 2001 and has developed and applied a System of Certification of Adult Instructors and in 2007 had certified more than 6, 000 people. The Centre is developing specifications and key knowledge criteria for 65 professions. These job descriptions will include the title, the definition, and the required knowledge, skills and competencies. Adult Trainer is one of the professions for which a profile is being developed. The situation will change under the new Law 3879/2010 and there is a drive towards the creation of a single registry for adult educators under the supervision of the GSLL.

Although the Action Plan does not include a specific priority relating to increasing the possibility to achieve a qualification at least one level higher, many adults with low qualifications have the opportunity to enrol with the Hellenic Open University (HOU/ΕΑΠ) to achieve a higher education qualification.

**Question 3: Please provide an overview of training supports available to front-line adult education providers in your area who work specifically with marginalised young adults. Please address the following issues in your response:**

- **Accessibility of the training in terms of cost and timing**
  - **Topics addressed in current continuous professional development training**

**Please provide responses of no less than 200 words and no more than 300 words.**

The General Secretariat for Lifelong Learning (GSLL) develops educational programmes for socially excluded groups. Between 2004 and 2008, 2,159 repatriates, 4,259 Roma people, 7,103 Muslims, 12,539 offenders, 23,621 immigrants and 1,876 people with special educational needs were trained. The GSLL's Adult Education Centres offer a range of courses including: three courses in Greek language for adults who have not completed basic education (75 hours); courses for parents who belong to socially vulnerable groups and combine Greek language learning, parenting skills and health education (150 hours); courses in basic skills in IT (50 hours); and a course at four levels in Greek as a second language for working immigrants, the fourth level of which allows a learner to sit a test for a Certificate of Proficiency in Greek Language, which is a prerequisite for the issue of permanent residency.

# National Report – Italy

**Question 1: Please provide an overview of the marginalised young adults that you will engage in the course of the Go DigiArt project. Please address the following issues in your response:**

- **Family status or background**
- **Educational and/or employment history**
- **Particular skill deficits that need to be addressed in personal and technical terms**

**Please provide responses of no less than 200 words and no more than 300 words.**

STEPP STRATEGIE SERVIZI SVILUPPO SRLS has been working for over twenty years in the field of vocational training and lifelong learning programs focusing on non-formal learning and support for disadvantaged people with social vulnerability.

The development of Go DigiArt's key actions will be directed primarily to two different targets: young NEET, or young children (15-20) who left school studies - the second target group are unemployed adults, those who have been sacked, or have lost their jobs, so-called social aid recipients. The target audience will have the common prerequisite: low knowledge of digital media, little know-how with modern technology devices. People with possible risk of marginalization.

**Question 2: Please provide a concise overview of adult education provision particularly services targeted at marginalised young adults or second chance education programmes for early school leavers. Please address the following issues in your response:**

- **Type of organisation providing the training – statutory, community, etc;**
- **Accessibility of the training in terms of cost and timing**
- **Topics addressed in current training and relevance of training to target group needs**

**Please provide responses of no less than 200 words and no more than 300 words.**

STEPP STRATEGIE SERVIZI SVILUPPO SRLS is in accordance as a social-educational center with local authorities.

There are already several non-formal learning programs dedicated to target-group with social vulnerabilities.

An example is the Youth Guarantee Program, which includes training, and jobplacement (stage), for young people between the ages of 15 and 29, unemployed, non-students, inactive in the workplace, and in the scholastic area.

Another example of social inclusion is welfare to work (WTW), a program that provides, up to 180 hours of paid training for sacked adults.

The idea is to integrate these existing courses with the actions provided by the GO DigiArt Project and to increase the level of out-of-the-box skills of the users of training activities.

**Question 3: Please provide an overview of training supports available to front-line adult education providers in your area who work specifically with marginalised young adults. Please address the following issues in your response:**

- **Accessibility of the training in terms of cost and timing**
- **Topics addressed in current continuous professional development training**

**Please provide responses of no less than 200 words and no more than 300 words.**

The work area for marginalized people is sensitive. Non-formal learning does not follow a schematic evolution, but rather dynamic, and subject to variables. The human resources employed must have a minimum of pedagogical and skills knowledge regarding their competence / transmission area.

The area of work is sensitive because disadvantaged people, adults or young people, come from complex social situations, often with low levels of schooling, and low computer, multimedia and technical skills.

The idea is to remodel existing training programs, which are classic “inputs”, with more modern non-formal learning models focused on technologies 2.0, and offer free and easy-to-use tools.

# National Report – Poland

**Question 1: Please provide an overview of the marginalised young adults that you will engage in the course of the Go DigiArt project. Please address the following issues in your response:**

- **Family status or background**
- **Educational and/or employment history**
- **Particular skill deficits that need to be addressed in personal and technical terms**

**Please provide responses of no less than 200 words and no more than 300 words.**

In Poland there are different groups of marginalised young adults:

- Young adults with no higher education, people from difficult families with very low economic status, often unemployed or illegally employed. Sometimes with the history of law infringement.
- Young adults with higher education, but with no experience in the field and no demand for their learned skills. This is the result of the social pressure on almost anyone to go to university that was popular 5-10 years ago. Higher education was associated with high social and economic status and it resulted in thousands of people with high education that no one needs and no skills to do less demanding jobs.
- Young Ukrainian immigrants– they are wanted in many workplaces but because of very low wages and cultural/language barriers they are in danger of social marginalisation.

Because of many contacts with education providers and the amount of higher universities, FUNDACJA AUTOKREACJA is more likely to engage in work with the second group (young, unemployed adults with higher education). However, we do not rule out the other two groups if the project results could get their attention.

The group that we usually work with suffer from very typical skill deficits:

- How to make a good impression and properly look for a job
- Lack of basic economic/social/entrepreneurial awareness
- Basic literacy (writing a proper email, report or any other document)
- Soft skills (how to behave when meeting people, networking skills, negotiation, team working etc.)

**Question 2: Please provide a concise overview of adult education provision particularly services targeted at marginalised young adults or second chance education programmes for early school leavers. Please address the following issues in your response:**

- **Type of organisation providing the training – statutory, community, etc;**
- **Accessibility of the training in terms of cost and timing**



- **Topics addressed in current training and relevance of training to target group needs**

**Please provide responses of no less than 200 words and no more than 300 words.**

Large part of an adult education provision targeted at marginalised young adults in Poland is covered by **post-secondary schools** (“szkoły policealne”). To be enrolled to the classes it is enough to graduate from secondary education (high school or VET school) but passing “matura” exam is not required.

The school is very accessible – in many cases it is free and the classes are held on every second weekend (so it is possible to have job at the same time). In fact these schools are often misused by young people, because being enrolled guarantee having health insurance.

To graduate from the school it usually takes 1-3 years (depending on the course). The knowledge is highly practical and it is taught by professionals working in the field. The most popular fields are: administration, health and safety, IT, beauty and make up, security, medical caretaking, accountancy, financial services and ports and terminal services. At the end of the courses the learners have a chance to pass the qualification exam.

The other solution for young unemployed adults and second chance education **are courses financed by the local Employment Agency**. They are designed for those struggling with unemployment, those without qualifications and those who need to change their profession. There are two types of training:

- Group courses – the agency makes a research which qualifications are the most needed and recruit people for the free training
- Individual courses – unemployed individuals might apply for financial help if they find the course that interest them and they can prove that they need it for their professional development.

**Question 3: Please provide an overview of training supports available to front-line adult education providers in your area who work specifically with marginalised young adults. Please address the following issues in your response:**

- **Accessibility of the training in terms of cost and timing**
- **Topics addressed in current continuous professional development training**

**Please provide responses of no less than 200 words and no more than 300 words.**

The majority of training offer for marginalised young adults in Poland is implemented in the framework of the program “Knowledge Education Development” funded by European Social Fund. The aim of this program is to support people in managing on labour market. Within this program free training courses are offered by training institutions. The projects implemented in the framework of this program usually include also career advice and organization of internships. This is a large support for social inclusion and professional development.

The supports for education providers and throughout their agency for marginalised young people in Poland are provided as one of core elements of official strategy for development of each Polish Region. The strategy along with other documents constitutes the basis for Regional Operational Programme cofinanced by European Regional Development Found and European Social Found. Amongst other goals the Programme concentrates on counteracting unemployment and social exclusion by social activation and raising education level. The Programme directs its financial support to wide range of institutions and organisations oriented on the fields of social inclusion, entrepreneurship, public and non-public education, including adults' education, etc. Training courses, studies and traineeships are down to the Programme. The current Programme is going to be in operation until 2020. The support for adults' education providers tends to take the form of financial assistance rather than practical training supports.

# National Report – Cyprus

**Question 1: Please provide an overview of the marginalised young adults that you will engage in the course of the Go DigiArt project. Please address the following issues in your response:**

- Family status or background
- Educational and/or employment history
- Particular skill deficits that need to be addressed in personal and technical terms

**Please provide responses of no less than 200 words and no more than 300 words.**

The organization ARISTA DEKA presents elements exposed by the first National Young Adults Strategy designed by the young people themselves was approved by the Council of Ministers in May 2017. The strategy was devised by the young with the help of the Youth Adults Board of Cyprus which consulted more than 3.000 young people. The strategy includes targets and priorities in eight thematic fields that directly affect the life of young people in Cyprus: (1) Employment and Entrepreneurship (2) Social Inclusion (3) Participation (4) Education and Training (5) Health and Wellbeing (6) Volunteering (7) Youth and the World (8) Creativity and Culture.

Youth Adults Board of Cyprus (ONEK). While the Youth Adults Board of Cyprus is a semi-governmental organization under the Ministry of Education and Culture there is no Ministry for the Youth and . The National Agency for Erasmus+ is part of ONEK. The Cyprus Youth Council (CYC) was founded in 1996 as an umbrella organization for the youth organisations in Cyprus. CYC is in continuous cooperation with the European Youth Forum. Areas of interest include human rights and equality, employment and social issues, active citizenship and life- long learning, non-formal education and youth policies.

**Question 2: Please provide a concise overview of adult education provision particularly services targeted at marginalised young adults or second chance education programmes for early school leavers. Please address the following issues in your response:**

- Type of organisation providing the training – statutory, community, etc;
- Accessibility of the training in terms of cost and timing
- Topics addressed in current training and relevance of training to target group needs

**Please provide responses of no less than 200 words and no more than 300 words.**

In general, in Cyprus there is a tendency to perceive the term “youth worker” as tantamount to the term “youth trainer”. In the research “Youth Trainers in Cyprus” conducted in 2015 by A. Dalosi, the youth trainers in Cyprus are: – Devoted to youth education while working in other professions. – Motivated by a sense of altruism and genuine interest in young people – Giving emphasis to cooperation. – Fascinated by the intercultural dimension of youth training. – Driven by the social nature of the

training activities and the originality of the methods of non-formal learning. – Attending training for trainers (usually abroad) on their own initiation. – Using a wide range of non-formal learning methods. – Promoting important competences for learners. – Gaining considerable job satisfaction regardless of economic rewards.

There are no undergraduate or postgraduate courses in the field of youth work in Cyprus. The youth organisations are very active in organising international training courses with funding from Erasmus+/ Youth. The National Agency for Erasmus+/ Youth (Youth Board of Cyprus) organises Transnational Cooperation Activities (TCA) and Contact Seminars in Cyprus. Moreover, it provides the Cypriots with the opportunity to participate in the same kind of activities abroad.

**Question 3: Please provide an overview of training supports available to front-line adult education providers in your area who work specifically with marginalised young adults. Please address the following issues in your response:**

- **Accessibility of the training in terms of cost and timing**
- **Topics addressed in current continuous professional development training**

**Please provide responses of no less than 200 words and no more than 300 words.**

Both private and state organizations provide support to the front-line adult education providers who work specifically with marginalised young adults. Various training courses, educational programs, accredited trainings are offered in the area. Their accessibility is not very good because they are mostly paid and education providers don't have much time to participate. As regards topics addressed in current continuous professional development training, the offer is very rich, but it does not contain any course or program that would be the same or similar to that in the GO DigiArt project. The Go DigiArt project offer is absolutely unique and offers great value. In addition, it is financially and time-well available.

The Go DigiArt project in-service training will support skills acquisition in audio visual production using available media devices and open source software. The training will allow adult educators use the media production process to develop key competences of marginalised young adults.

The adult educators who complete the project trainings will:

- improved their professional competences in areas of increasing importance-digital media skills, embedded and enquiry-based learning, on-line learning, using digital learning resources etc.;
- become more aware of the difficulties and obstacles faced by marginalised young adults where access to appropriate education resources and courses is concerned;
- become part of a transnational team of professionals seeking to address the distance between marginalised young adults and lifelong learning;
- be recognized as experts in the use of alternative learning approaches that can attract marginalised young adults back to lifelong learning.

As we have already mentioned, there is no course or program in the Cyprus that is the same or similar to the one in the Go DigiArt project.



# National Report – Spain

**Question 1: Please provide an overview of the marginalised young adults that you will engage in the course of the Go DigiArt project. Please address the following issues in your response:**

- **Family status or background**
- **Educational and/or employment history**
- **Particular skill deficits that need to be addressed in personal and technical terms**

**Please provide responses of no less than 200 words and no more than 300 words.**

To deliver the Go DigiArt project locally, INNETICA will seek to engage young people who are experiencing or at-risk of educational and social disadvantage. The parameters for assessing educational and social disadvantage in Ireland are such that these young adults and their families will typically come from one of the following social groups: Travellers, Roma, early-school leavers, one-parent families, migrants, people with a disability, young offenders, etc.

The majority of all Spanish youths aged 12–17 use online social networking sites (internet and mobile technology), according to a new local survey of teenagers conducted by INNETICA. The survey also found that older teens, in particular girls, are more likely to use these sites. For girls, social networking sites are places to reinforce pre-existing friendships, while for boys these networks provide opportunities for flirting and making new friends. In both cases, business relations in the future will be influenced by this new relationship method with 'new business relationships' being taken on by 'digital natives' as opposed to the current 'digital immigrants' who have not taken on board this network technology as quickly. The objective of this study is to present our research on the relationship between web 2.0 technologies and the behaviour and personality of the teenagers who form the object of the study as well as the potential dependencies, and resulting personal, academic and family disorders that may stem from abuse of these technologies, especially via mobile phones. The main objective is to explore how web-based technologies lessen or generate different types of disorders in today's society, particularly amongst teenagers.

**Question 2: Please provide a concise overview of adult education provision particularly services targeted at marginalised young adults or second chance education programmes for early school leavers. Please address the following issues in your response:**

- **Type of organisation providing the training – statutory, community, etc;**
- **Accessibility of the training in terms of cost and timing**
- **Topics addressed in current training and relevance of training to target group needs**

**Please provide responses of no less than 200 words and no more than 300 words.**

**Upper secondary education** is also mainly provided in secondary education high schools. It lasts two academic years, generally attended between the ages of 16 and 18. It offers students two possibilities, **bachillerato** (general option) and **intermediate vocational training** (vocational option). The latter is also offered in integrated vocational training institutions and in national reference centres.

**Adult education** (EPA) comprises different types of education offered by the educational, labour and local administrations in very different types of institutions. Face-to-face education leading to an official qualification in the education system are provided in mainstream institutions or in specific institutions for adult education. EPA is addressed to people over 18 years of age and, exceptionally, to people over 16 years of age who work and cannot attend ordinary schools, or who are high-performance athletes.

In addition to these types of education, the Spanish education system offers specialised education:

- **Language education**, which includes language teaching at levels A1, A2, B1, B2, C1 and C2 according to the Common European Framework of Reference for Languages (CEFR). These programmes are provided in the official language schools.
- **Artistic education**, which includes elementary music and dance education, professional artistic education and higher artistic education. These studies are delivered in different specific institutions, in accordance with each type and level of education.
- **Sports education**, organised into intermediate and higher training cycles and taught in the same institutions as vocational education.

Spain has prioritised the modernisation and flexibilisation of its education system:

- improving the level of competence of the entire student body, compensating for any initial disadvantages;
- regaining the equality lost during the crisis years;
- modernising Vocational Training and improving its enrolment and qualification rates;
- reducing early school drop-out and facilitating reintegration into the education system;
- updating the teaching profession to lead curricular and didactic innovation;
- improving the scope and quality of 0-3 education and its curriculum framework;
- making secondary education more flexible with more individual attention for educational achievement;
- increasing STEM vocations, especially among female students;
- guaranteeing education in civic values in order to enable the exercise of critical and participatory citizenship;
- guaranteeing an investment space in education and scholarships regardless of political alternation and economic circumstances.

**Question 3: Please provide an overview of training supports available to front-line adult education providers in your area who work specifically with marginalised young adults. Please address the following issues in your response:**

- **Accessibility of the training in terms of cost and timing**
- **Topics addressed in current continuous professional development training**

**Please provide responses of no less than 200 words and no more than 300 words.**

**Early childhood education** lasts until the age of 6. Although it is not a compulsory stage of education, the second cycle is free of charge in all institutions receiving public funding (public and publicly-funded private institutions). The public institutions that provide this education are called nursery schools, and those which also offer primary education are called early childhood and primary schools.

**Basic education** is compulsory and provided free of charge in publicly funded institutions. It comprises ten years of schooling and consists of the following:

- **Primary education**, provided in primary schools. It consists of six academic years, normally between the ages of 6 and 12.
- **Compulsory Secondary Education (ESO)**, which is provided in secondary schools between the ages of 12 and 16. At the end of this stage, students receive their first official qualification, the Compulsory Secondary Education Graduate diploma (Graduado en Educación Secundaria Obligatoria), which gives them access to upper secondary education or to the labour market.
- **Basic level training cycles**, which are offered in secondary education high schools between the ages of 15 and 17. Students who complete these courses receive a diploma as Graduate in Compulsory Secondary Education and the qualification of Basic Technician in the corresponding specialisation.





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