

Transnational Report

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GO DigiArt – Digital Media & Art impact on Adult
Social Inclusion



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Table of Contents

Transnational Report	2
The main goal of the GO DigiArt Project	2
The main goal of the Transnational Report	2
The summary of national reports	3
The comparison of the conditions in different countries.....	5
The conclusion	5

Transnational Report

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 GO DigiArt 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 SYNOPSIS 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 SYNOPSIS** 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**

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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.

INNETICA 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 the partner countries have clear and effective system of training supports available to front-line adult education providers.



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