



Transnational Report
Digital Media
A bridge to inclusion



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Transnational Report

Digital Media: A Bridge to Inclusion

The main goal of the DIME 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 DIME 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 DIME 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

Ballybeen Women's Centre describing Northern Ireland'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 Ballybeen Women's Centre 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: Northern Ireland Government Statutory Programmes, European Social Found Founding NI 2014-2020, Peace IV Programme for 2014-2020 and Northern Ireland 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 Work practice 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.

Callidus emphasises that despite of significant progress regarding digital media in Croatia, 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 Croatian Employment Service, Callidus will recruit marginalised young people to engage them in audio-visual production training. The second target group are community educators selected from Callidus' partners institutions. Three of them will attend the Transnational Training Event in Italy.

Due to secondary education in Croatia not being legally mandatory, a lot of young people quit their secondary education exposing themselves to subsequent marginalisation or exclusion from labour market. Owned by Republic of Croatia, Croatian Employment Service acts on improving preparation of young people for employment, by implementing Guarantees for young – package of measures for young people, and CISOK centres that provide career guidance and development services for all citizens free of charge. Moreover CISOK centres provide support for teachers and other educators.

Cooperativa Sociale Prometeo 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. Prometeo Educational intends to integrate existing courses with the actions provided by DIME project.

The Centre for Research and Development Inneo 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 Rzeszów is provided as one of core elements of official strategy for development of Podkarpacie 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.

Innoventum accents that education guarantee and skills programme is provided in Finland to young adults aged 20-29 who have only completed basic education. Innoventum targets its activity to marginalised young adults between 20-30 years old, especially men. This group after graduating nine year comprehensive school haven’t continued education or graduated secondary education but haven’t applied for any job. Second target group are young people who already have started vocational education but have no interest in studying and are in danger to drop it.

Finland introduced Youth Guarantee Implementation Plan in 2014 which envisions cooperation with public employment and business services (TE) in job provision. Furthermore TE offices provide free training and workshop activities and labour market subsidy for participants. In the city Joensuu the largest adult education provider is North Karelia Adult Education Centre. IN the beginning of 2018 there will be introduced a reform to update VET training, to be more competence-based and customer-oriented.

Kaz Halk Egitim Markezi will engage in the course of the DIME project marginalised young adults especially from eastern part of Turkey, young people with migrant and refugee background, with disability and from low socioeconomic environments. The Partner indicates following examples of troublesome skills among marginalised groups – lack of basic internet skills, inability to use Microsoft Office products and manage records online.

In Turkey adult and community education is provided by Public Education Centres that implement variety of learning activities. The courses are free of charge however timing and additional fees can cause barriers for participants.

REINTEGRA directs its social services in everyday work to young adults in the town Krnov and the surrounding region. In its report REINTEGRA 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 DIME 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.

There is a shortage of adult education services and second chance education

programmes for early school leavers in Czech Republic. 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.

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 Rural Hub in its activity within DIME 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.

Adult education in Ireland is provided for primarily by the 16 Education and Training Boards (ETBs) nationwide. Coordinated by Education and Training Boards Ireland (ETBI), regional branches of ETBs provide formal, informal and non-formal education programmes for all individuals over the age of 15 in Ireland. The ETB which is located in Rural Hub's region is Cavan and Monaghan Education and Training Board (CMETB). CMETB offer a range of additional supports to NEETs and adult learners to encourage them back into education; these include the Vocational Training Opportunities Scheme (VTOS) and the Back to Education Initiative (BTEI); both of which are government-funded programmes which provide financial support to jobseekers and long-term unemployed individuals to support them to up-skill and re-engage in education and training. CMETB also offer free education and career guidance services and adult literacy support to socially disadvantaged groups. CMETB is also responsible for managing and delivering the Youth Reach Programme through its local centres across County Cavan. Another national programme is Youth Reach, which is the primary provider of second-chance education in Ireland. Next national programme to engage low-skilled adults in education and training is Springboard.

There is no national training designed to adult education providers working with marginalised young adults. The assistance is usually provided by third level institutions and private training companies. Youth Work Ireland and the National Youth Council of Ireland provide short, non-accredited up-skilling programmes for second-chance educators but these are not free of charge; and are addressed to educators who work with young people aged 15-20. In terms of training opportunities for educators who work with marginalised young adults aged 18-30, programmes are offered by higher education institutions primarily, and they tend to be in subject areas related to adult literacy and adult guidance. In the region of Rural Hub activity, the primary providers of these programmes are Dundalk Institute of Technology and Maynooth University.

SVEB indicates two dominant tendencies among marginalised young adults in Switzerland. First of them involves people who receive helping social assistance, and the second those who lack qualifications or are early school leavers. The particular skill deficit concerns four basic skills domain: reading, writing, calculating and ICT.

There is variety of different programmes aimed at marginalised young adults in all 26 cantons of Switzerland, they operate locally in individual regions. Majority of trainers have andragogic diploma of first or second level. However volunteers or social assistants cooperating with private or non-governmental organizations don't necessary have the diploma.





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 DIME Project can be addressed in every partner country. As Partners emphasised there is a need for services offered within DIME 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. Inneo and Kaz Halk Egitim Markezi marked additionally language/cultural barriers as another reasons for marginalisation of young adults within immigration environment.

There are different forms of adult and community education provision operating in partner countries. In Northern Ireland, Croatia, Poland, Finland, Turkey, Czech Republic and Ireland 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 Switzerland 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 Northern Ireland and Finland 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. Croatia's CISOK centres alongside with career guidance and development services for the citizens, support teachers and other educators. Opportunities to use assistance for adult educators in Czech Republic are provided by both private and state organisations. However, its accessibility is limited and the courses are usually chargeable. In Poland programme Knowledge Education Development and local strategies for development, provide mainly financial support for training institutions.

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.



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