



**Transnational Report**  
*with Country Reports*

**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 Merkezi 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.



# National Report – Northern Ireland

**Question 1: Please provide an overview of the marginalised young adults that you will engage in the course of the DIME 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 Northern Ireland 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 Census Ballybeen 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 NI average; 49.2% of the population aged 16 years+ in Ballybeen have no or low qualifications; 33.7% of the population are economically inactive; 5.05% those aged 16-74year are unemployed (NI 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 Northern Ireland falls under a number of programmes as follows:

1. Northern Ireland Government Statutory Programmes which are benefit related and aimed at those who are unemployed to gain employment. They include
  - Apprenticeships
  - Assured Skills Training
  - Bridge to Employment
  - Graduate Internships
  - Into Work Training support
  - Prince's Trust
  - Steps to Success
  - Training for Success
  - Youth Employment Scheme
2. European Social Fund Funding NI 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.
3. 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.

4. Northern Ireland 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 NI Youth Work practice Level 2 and Level 3

The Level 3 Youth Work Qualifications have been developed by the Youth Work Training Board for Northern Ireland. Youth Work is an informal pedagogical practice that is complementary to formal education in NI. 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 (NI) 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) –(NI & EU £4,030.00).





## National Report – Croatia

**Question 1: Please provide an overview of the marginalised young adults that you will engage in the course of the DIME 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.**

Regarding Digital Media in Croatia significant progress has been made, but we still must work to address the problems of digital literacy, especially in less developed cities where this problem is more significant. Our target group in this project will be marginalised young adults aged between 17 and 29 years old. We will choose young adults in low skilled occupation and unemployed people and we will recruit them with our social partners and in cooperation with Croatian Employment Service. Our target group are most often people from less developed areas who have low digital literacy and need to be further educated. Additional education will improve their competences and increase employment opportunities. They probably don't have a lot of working experience or they do not have it at all. Those persons are most often people with lower status and socially vulnerable persons. A minimum of 20 marginalised young adults in each country will be engaged in the audio-visual production training to develop their key competences before the end of the project life-cycle.

The second target group are Community educators. Callidus will choose 10 suitable educators from his partners Institutions. All educators need to have a basic licence for training. Three of them will attend the Transnational Training Event to be held in Italy.

**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.**

The secondary education in Croatia is still not legally mandatory. That means that young people are not obligated to enrol in secondary schools and can quit their secondary education without direct consequence. However, there are indirect consequences which are visible only later, when the young people who have no expertise join the labour market. People who leave school without completing it and getting their final degree are often exposed to unemployment or temporary employment due to inadequate qualifications and are faced with low income and inability of promotion at

work. In addition, the drop-out of young people causes additional costs in the health and social system.

Croatian Employment Service is a public institution owned by the Republic of Croatia, established by the Law on Employment Mediation and Unemployment Rights with the task of resolving issues related to employment and unemployment in the broadest sense of the words. CES started with the implementation of Guarantees for young on July 1st 2013 and a package of measures for young people “Young and creative” was supplemented with an additional 11 measures primarily aimed at young people up to 29 years. Measures aimed at improving the competence and preparation of young people for employment and in particular the strengthening and involvement of youth in entrepreneurship and the development of civil society organizations as well as all significant stakeholders in the labour market. CISOK is a central place within the Croatian Employment Service for providing new services for vocational guidance and career development. CISOK centres represent a new form of providing career guidance services, tailored to the needs of individuals. In this way, with the help of EU funds, they contribute to balancing the labour market and to liaise with such systems in other EU member states. CISOK is intended to take an important role in “Guarantees for young” with helping young people in mastering the skills needed for career management and to prepare them for the labour market. All CISOK ‘s services are free of charge.

Also, there are numerous institutions that provide opportunities for informal education and lifelong learning. These are education that can last from one month to a year depending on the complexity of education.

**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.**

In Croatia, we have established CISOK - Centre for information and career counselling. The mission of CISOK is to enable the wider community to succeed in choosing appropriate education and employment by vocational guidance services and to contribute to the development of the community and the economy at the local and national level. By providing free services to end users and in cooperation with all relevant institutions, CISOK will enable the development of interest to design and implement lifelong career plan. The purpose is to provide access to professional information on lifelong guidance and career development, which are in line with modern scientific ideas and recommendations. Each CISOK is open to all citizens - pupils, students, parents, unemployed or employed persons, employers, teachers or anyone else - CISOK ‘s counsellors and infrastructure are at their service for any questions or concerns they may have regarding the development of one’s career. All CISOK ‘s services are free of charge.





## National Report – Italy

**Question 1: Please provide an overview of the marginalised young adults that you will engage in the course of the DIME 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.**

Prometeo Educational 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 DIME'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.**

Cooperativa Sociale Prometeo 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 job placement (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 Dime 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 DIME 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 (in Rzeszów in particular) 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 (large scale in Rzeszów) – 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 in Rzeszów, INNEO 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 Rzeszów are provided as one of core elements of official strategy for development of Podkarpackie Region. The strategy along with other documents





constitutes the basis for Regional Operational Programme cofinanced by European Regional Development Fund and European Social Fund. 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 – Finland

**Question 1: Please provide an overview of the marginalised young adults that you will engage in the course of the DIME 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.**

Finland has an education guarantee and a skills programme for young adults targeting those aged 20-29 who have only completed basic education. Besides, traineeships include, among others rehabilitative youth workshops for young people facing multiple disadvantages. In practice this means that young adult who belonging in this group doesn't get unemployment allowances if they don't participate in these measures.

Marginalised young adults participating in this project will be between 20-30 years old and mostly young men. They are participants in different types of supporting work offered by municipal youth services in Joensuu for work shop or club house activities. They have passed a nine year comprehensive school but haven't got a study place or not even applied to study after school. Someone may have a secondary education but no work after graduating.

Also in this project will participate young people who already have started vocational education. But they don't have interest to study and they are in danger to drop out despite of all support they get from study counsellors, special needs teachers and welfare officers.

**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.**

Finland presented a Youth Guarantee Implementation Plan in May 2014, targeting all young people under 25 years and recent graduates below 30 years, building on an already well established scheme.

The Youth Guarantee means that the TE services (Public employment and business services)

will offer an unemployed young person a service or a measure at the latest three months after he or she becomes a jobseeker. These services will improve the young





person's possibilities of being successful in the job market and finding a job.

The Youth Guarantee promotes access to education, training and the job market, prevents prolonged unemployment and prevents exclusion.

For a registered jobseeker an employment plan will be drawn up at the TE Office. The plan will contain services that will help to find a job. Before jobseeker has been unemployed for three months, the TE Office will offer work, education or training or a work try-out.

TE office has bought training or work shop activities from public or private organisations like universities, vocational colleges and communities. These organisations offers education and training and work-shop activities also by themselves. Participants get a labour market subsidy (697 €/month) earnings-related unemployment allowance or basic unemployment allowance (697€/month). All these can be paid at an increased rate for the time of participation in employment promoting measures. Training or other promoting measures are free for participants.

**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.**

In Joensuu the largest adult education provider is North Karelia Adult Education Center which is a part of large provider of vocational education and training North Karelia Municipal Education and Training Consortium. In the beginning of 2018 reform updates the entire vocational education and training (VET).

VET for young people and adults will be consolidated, forming a single entity with its own steering and regulation system and financing model. Education will be competence-based and customer-oriented: Each student will be offered the possibility to design an individually appropriate path to finishing an entire qualification or a supplementary skill set. The primary importance is on what the student learns and is able to do.

North Karelia Municipal Education and Training Consortium, University of Applied Sciences (Karelia) and municipalities of North Karelia have a multiple projects targeting to prevent marginalisation of young adults and to activate those who already are marginalised. EU-funded projects offers work-shop activities, work try-outs at work places, possibilities to visit few days at vocational college to get to know interesting study fields.

All these supportative services are free and everyone has a possibility to participate in measures. Participants get a labour market subsidy (697 €/month) earnings-related unemployment allowance or basic unemployment allowance (697€/month). All these can be paid at an increased rate for the time of participation in employment promoting measures. But the problem is that there are plenty of marginalised young adults who are not jobseekers or students but they are outside of society. For that reason municipalities have outreach youth work.



# National Report – Turkey

**Question 1: Please provide an overview of the marginalised young adults that you will engage in the course of the DIME 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 Turkey, some young people experience marginalisation. These young people include young people from Eastern part of Turkey, young people from newly arrived, refugee or migrant backgrounds, young people with a disability and young people from low socioeconomic backgrounds. Their educational backgrounds are different from each other. However according to statistics, we can say that their education background are until high school as it is compulsory in Turkey. Also, some of these young adults are early school leavers and as the age goes older, this educational background goes lower. A number of specific skills required for young people. These skills included: — Basic internet skills (e.g. search) — How to open and manage a webmail account — Using Microsoft Office products such as Word, PowerPoint and Excel — Managing records online For many young people, these skills represents a significant challenge. Also it is clear that marginalised young groups are more skilled than they were in utilising internet, although their completion of the internet skills audit do not necessarily support this. There is a sense from some young that those working in the human services oriented fields often lack technical skills. Having adequate policies and procedures regarding young people's internet and computer use in place is crucial.

**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 Turkey, some municipalities provide some courses for these young groups. But the organisation whose initial purpose is to open courses for this young people are public education centres. Within the framework of rapid integration of the nations with lifelong learning, it is tried to ensure that adults update their knowledge and skills continuously. In this context, the variety of learning activities increases, however the whole responsibility of learning is loaded on shoulders of the individual. In our country, Public Education Centers are remarkable as the institutions fulfilling adult education





and lifelong learning praxis in the most widespread way.

All the courses in public education centers are free of charge. But this does not solve the problem. Timing, other additional fees are barriers for young people's reaching these courses. According to target groups, our courses are Foreign Languages, Turkish For Foreigners, Sport, Handicrafts, Reading and Writing, Information Technologies, Art and Design, Music and Performing arts, Personal Development and Education, Food and Beverage Services, Social Services and Consulting, Hygiene Education, Child Development and Family Education, Forestry and Environmental, Protection, First aid training, Beauty and Hair Care Services, Food Agriculture, Animal Husbandry, Work life, Aviation, Sick and Elderly Services, Accommodation and Travel Service, Tourism Activities

Open Secondary School and High School

**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.**

Internet plays an important role in the daily lives of many young people, but hypothesised that marginalised young people's access to internet is limited. Internet plays a significant role in the lives of young people experiencing marginalisation, and that this role is not well understood by service providers. Marginalised young people utilise internet in their communication with others and their development of their understanding of the world. For many, mobile phones, email and social networking websites mediate their contact with the world and those who live in it, which potentially impacts on their identity formation. Young people experiencing social isolation or mental health difficulties also engage with others online, with some using the internet as an outlet for self-expression. Young people with fewer friends in the face-to-face environment use the internet to engage in new relationships, and build their confidence and self-esteem. For those with disabilities, the internet is an important resource in seeking to understand their disability better. Young people's use of internet to facilitate their social relationships, maintain contact with significant adults and locate information and support suggests that internet may be a useful tool and setting for mental health promotion.

# National Report - Czech Republic

**Question 1: Please provide an overview of the marginalised young adults that you will engage in the course of the DIME 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 REINTEGRA operates social services in the region of town Krnov and its surroundings. One of the social services is a Half-way house. It is a social service for young people aged 18 to 26 years. These young people don't have family or can't live with their family. REINTEGRA provides them with accommodation and support in education and employment. Furthermore, REINTEGRA operates educational services for young people in socially excluded town locations, where mostly Roma families and very poor families live. REINTEGRA cooperates with all regional organisations that operate social services. The Dime project in the Czech Republic is intended for young people who are users of social services or who live in socially excluded locations or who have problems at school. If we look at the family background of these young people, either they have no family or their family works badly. The reason for this is the relationship problems, poverty, addictive substances in the family (alcohol, drugs). These young people have problems in school, poor school results, problems with absence in teaching, lack of interest in traditional style of education. The Dime project wants to give these young people a new opportunity, wants to captivate, to educate an unconventional and entertaining form. This approach is attractive to the target group and has good results. The target group is sufficient in our region, corresponds to the project and allows the project objectives to be met for both qualitative and quantitative aspects. Approximately 20 to 30 marginalized young adults will be engaged in the audio-visual production training to develop their key competences and skills in the Czech Republic.

**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.**

There is a large shortage of adult education services targeted at marginalised young adults in our region and in the Czech Republic in general. There is also a lack of second chance education programmes for early school leavers. Mainly social services and





supportive consultancy services are designed for marginalised young adults. Their goal is to return marginalised young adults back to the mainstream education system, to mainstream schools or to integrate them directly into the labour market. Alternative forms of education are very rarely offered. The state school system is dominant and most young people attend these public schools. There is a small number of early school leavers in our country. If some supporting educational services are offered to young marginalized people, they are part of various integration programs and social or consultancy services offered by non-profit organisations or by public bodies. Most of these are short-term courses, which aim to motivate young people or help them acquire new skills, such as communication skills. Various retraining courses aimed at preparing for work are determined for early school leavers. As for accessibility of the training in terms of cost and timing, it is very good because courses and programs are mostly free and young people have a large amount of time. But, as we have already stated, the offer is very limited. In the Czech Republic there is no same or similar training program to the one that is in the project Dime. The Dime project offer is absolutely unique and offers great value. In addition, it is financially and time-well available. The marginalised young adults who participate in the project DIME training will develop a range of key competences for life and inclusion; take the first steps on the road to being and lifelong learner; build confidence and self-esteem etc.

**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 Dime project. The Dime project offer is absolutely unique and offers great value. In addition, it is financially and time-well available.

The Dime 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 Czech Republic that is the same or similar to the one in the Dime project.





## National Report – Ireland

**Question 1: Please provide an overview of the marginalised young adults that you will engage in the course of the DIME 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 DIME project locally, the Rural Hub 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.

Statistics from the 2016 Census show that there is considerable representation of social disadvantaged groups in County Cavan. Out of all 26,899 households in County Cavan, 2,589 are one-parent family households (387 households with a single Father and Children and 2,202 households with a single Mother and Children). The Census shows us that between 2015 and 2016, 969 individuals moved to County Cavan from outside of Ireland. These individuals contribute to the growth in the migrant population in County Cavan which currently stands at 8,814; with 1,396 of these individuals coming from outside of the EU. There are 477 individuals in Cavan who are classes as 'White Irish Traveller' in the Census study. In addition, according to the Census 2016 figures, there are 9,328 young adults between the ages of 18-29 years of age resident in County Cavan. Of these, 603 young adults who are permanently resident in County Cavan, at present are unemployed, unengaged in education or training and seeking their first regular job (Census SapMap, 2016). Of the population over 15 whose education has not ceased, 3,225 young adults are attending informal, non-formal, further and second chance education programmes, including apprenticeships. According to the report by the Department of Education and Skills, 'School Completers – What Next?' (2016), there are 706 early-school leavers resident in County Cavan; of these 38% have progressed to higher education, 41% are engaged in second-chance or further education, 12% are engaged in the labour market and the remaining 9% are in receipt of social welfare support or are actively seeking employment.

**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 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. These programmes are delivered through outreach programmes and community-based training centres, and they encompass a broad range of subject areas from personal development and informal hobby workshops, to nationally accredited VET programmes and progression programmes which offer disadvantaged learners a second pathway to higher education.

The ETB which is located in our 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. There are 3 learning centres in total in Cavan which offer targeted training for early school leavers. These centres are based in Cavan town, Cootehill and Kingscourt and they provide full-time training and education programmes for early school leavers aged between 15 and 20 years. Youth Reach is a national programme which is the primary provider of second-chance education in Ireland. It offers a flexible and dynamic programme of integrated general education, vocational training and work experience. Youth Reach in Cavan offer a range of training programmes accredited at QQI levels 3 and 4, as well as non-accredited training in a diverse range of subjects from Maths to Woodwork, Blow-drying Techniques to Information Technology Skills.<sup>1</sup>

Another national programme to engage low-skilled adults in education and training is Springboard. Springboard was first launched as part of the Government's Job's Initiative in 2011. It offers free higher education courses to long-term jobseekers to upskill or reskill them in areas where there are identified labour market skills shortages or employment opportunities. Springboard courses are offered from QQI levels 6 to 9 on the Irish National Qualifications Framework in areas such as IT, manufacturing, international financial services, hospitality and business start-up skills. An integral part of the Springboard training is the low-skilled jobseekers undertake a period of work placement to provide them with practical experience in a professional environment.

**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.**

Up-skilling for front-line workers who work with marginalised young adults in Ireland is primarily provided for by third level institutions and private training companies. The range and scope of the training programmes provided is diverse. There is no national

<sup>1</sup> For a full list of training programmes provided by Youth Reach Cavan, visit: <http://www.cavanyouthreach.ie/classes.html>





training initiative for adult education providers who work specifically with marginalised young adults. Youth Work Ireland and the National Youth Council of Ireland provide a range of short, non-accredited up-skilling programmes for second-chance educators. These are typically delivered as 1 or 2 day workshops, and they are related to subject areas such as intercultural education and training for educators, increasing inclusion in education for marginalised groups and using creative methodologies to engage with hard to reach young people. These workshops range in cost from €50-€250 per participant. However they are not recognised as formal CPD programmes and they are primarily 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. Examples of these programmes include level 6 and level 7 certificates in Adult Education, Community and Further Education, Literacy Development, Integrating Literacy Practice and Adult Guidance. These programmes are offered by a range of community education centres in HEIs, and through the National Adult Literacy Agency (NALA) and AONTAS, the National Adult Learning Organisation. In our region, the primary providers of these programmes are Dundalk Institute of Technology and Maynooth University. All programmes are classroom-based; and are typically delivered over 2 evenings per week for 1 or 2 academic years, depending on the level of qualification. As accredited CPD programmes, fees for these courses range from €900 to €2,500 per academic year. As such, these formal CPD programmes require considerable effort and commitment from front-line staff.

The desk-research undertaken in support of the DIME County Baseline Report has not identified any up-skilling opportunities in the area of digital media skills for practitioners who work to support marginalised young adults to engage in education. As such, this highlights the need in Ireland for the in-service training programme proposed by the DIME project consortium.

# National Report – Switzerland

**Question 1: Please provide an overview of the marginalised young adults that you will engage in the course of the DIME 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.**

Concerning Swiss young marginalised adults; we first would like to mention that they are not necessary migrants. The migrants very often have other programs and other kind of helping.

So concerning Swiss young marginalised adults, we could see two tendencies: the first is that they mostly receive helping social assistance, and the second, that they don't have qualifications (they lack of diplomas of the secondary level 2). They often have dropped out of school or are early school leavers.

The particular skill deficits that we often hear are lacking are those concerning the four basic skills domains: reading, writing, calculation and ICT.

**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.**

This is a hard question because in Switzerland, there are 26 “cantons” that all can work differently. So you will find associations, foundations, or different types of organisations that are different in each counties. Many of those organisations can have staff working as volunteer. We would like to give the example of Canton de Vaud and the state-funded program “FORJAD”: (Formation des jeunes adultes à l'aide sociale). They help youth between 18 and 25 years in three steps: preparation before entering an apprentice (training), vocational training and work placement. This program is addressed to young adults that are beneficiaries of welfare support.



**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.**

Most of the trainers in Switzerland have an andragogic diploma, which of the first level is the "SVEB Certificate for adult educators". They can then achieve the second level called "Brevet fédéral de formateur-trice d'adultes" which is also for trainers that are involved in training-engineering and organisation of the courses. But as said, many of the private or non-governmental organisations have workers that are volunteers, that don't necessary have an andragogic or a pedagogic paper/diploma.

We think that the topics addressed to the trainers working with young marginalised adults are also concerning the basic skills.

Also, most of the workers working with this target group are social assistants.



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