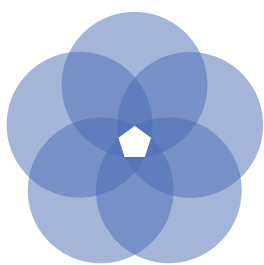




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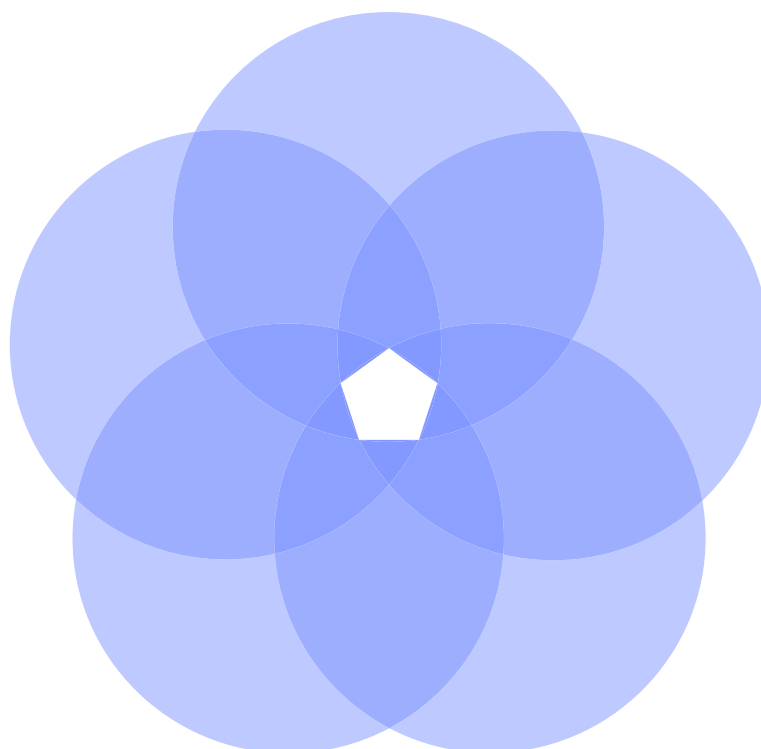


MASTER

**Measures for Adults to Support
Transition to further Education
and Re-skilling opportunities**

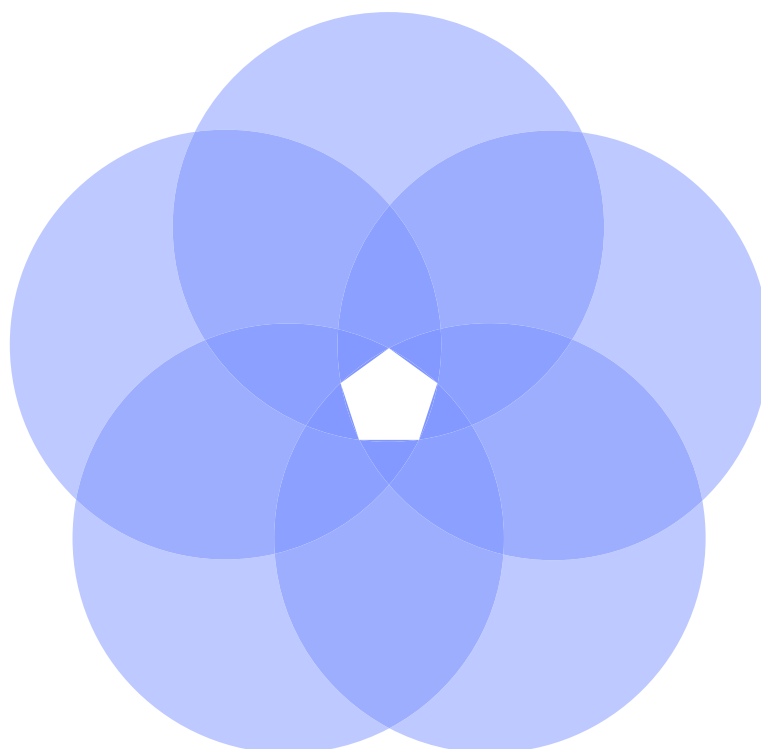
2019-1-IT02-KA204-063178

OUTREACH STRATEGY



PROJECT INFORMATION

Project acronym	MASTER
Project title	Measures for Adults to Support Transition to further Education and Re-skilling opportunities
Project number	2019-1-IT02- KA204-063178
Sub programme or KA	KA2: Cooperation for innovation and the exchange of good practices. KA204: Strategic partnerships for adult education
Project website	www.master-project.it



EXECUTIVE SUMMARY

The MASTER outreach strategy aims to describe the various measures the MASTER project team will choose to ensure maximum breadth to their efforts to engage with other agencies and low-skilled adults. The document will provide background for the agencies engaging with low skilled adults and the characteristics of the selected target groups, and a rationale for their choice.

The document has been adopted by the project consortium following discussion at the Kick-Off meeting and the provision of templates (see appendices) for gathering information on community needs and trends affecting the services they provide. The document will be revised as required and discussed at each transnational project meeting.

The Report was prepared between January and June 2020 at the height of the COVID-19 pandemic progressing across Europe and further around the world. This entailed all partners being in lockdown for the major period of the study and forbade any face-to-face meetings being held. This included not only scheduled Partner Meetings but stakeholder and target group events.

The Partnership desired to continue the project and devised alternative strategies to glean information from the stakeholders and low-skilled adults. The results from these are incorporated into the report.

The project has been funded with support of the European Commission (Erasmus+ programme – KA2 Strategic Partnership for adult education). The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the view only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Author

SWAPWest

Development team

Helen Cormack, Andrew Quinn, Erica O'Neill - SWAPWest

Sylvia Liuti, Chiara Palazzetti, Chiara Marchetta – FORMA.Azione srl

Paolo Di Rienzo, Giovanni Serra – Università degli Studi Roma Tre

Jolanta Banelyte, Viktorija Triuskaite - DOREA Educational Institute WTF

Natália Correlo - KERIGMA – Instituto de Inovacao e Desenvolvimento Social de Barcelos

Raffaella Kihrer – European Association for the Education of Adults

GLOSSARY OF TERMS

AE: Adult Education

Cedefop: Centre Européen pour le Développement de la Formation Professionnelle (European Centre for the Development of Vocational Training)

Erasmus+: European Union programme for education, training, youth and sport

ET2020: the European strategy for cooperation in education and training

EU: European Union

IAG: Information, Advice and Guidance

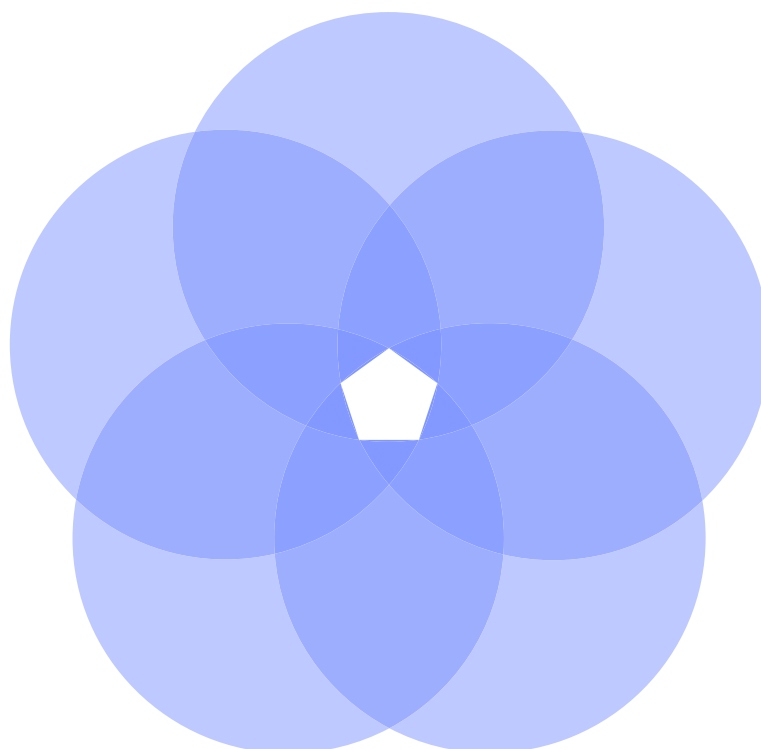
IT: Information Technology

LLG: Lifelong Learning Guidance

MASTER: Measures for Adults to Support Transition to further Education and Re-skilling opportunities

OECD: Organisation for Economic Cooperation and Development

PSL: Personal, Social and Learning to Learn



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CAP. 1

PROJECT DESCRIPTION AND RATIONALE

The European Pillar of Social Rights states 'Everyone has the right to quality and inclusive education, training, and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market'. Concurrently with this commitment, the Recommendation 'Upskilling Pathways: New Opportunities for Adults' was adopted in 2016 by the EU Council confirming that adult learners should access one continuous, coherent, comprehensive initiative involving stakeholders responsible for providing skills assessments, learning offers and validation arrangements. Moreover, the 2019 annual work programme for the implementation of 'Erasmus+', in line with the ET2020, foresees as a priority the setting up of, and access to, upskilling pathways, by developing innovative approaches that enable adults to access learning pathways which suit their specific needs. Careers and educational guidance is paramount for those attempting to access these pathways.

The term 'information, advice and guidance' (IAG) has been used to define general activities within a Lifelong Learning Guidance (LLG) system

(Cedefop, 2011), including: the giving of information; providing advice through an interpretation of that information; and guidance that supports flexibility and new thinking in terms of education, learning and careers. For individuals choosing their career paths or making transitions, these guidance activities can facilitate a positive outcome, such as participating in learning, finding employment, or progressing within their career. There is much evidence on the effectiveness of guidance in supporting individuals to make education, learning and career decisions, plus successful transitions into and through the labour market.¹

In 2016, 63 million European adults left initial education and training with at most a lower secondary education qualification. Considering these data, the European Agenda for Adult Learning highlights a need for low-skilled adults to address the different social and economic changes in career structures. Moreover, the OECD Survey of Adult Skills shows that low-skilled adults are less likely to find a job or to take part in learning, although these are key to their social inclusion and democratic participation.

The MASTER project is an initiative aimed at facilitating the participation of low-skilled adults in formal education or training opportunities and in the labour market by developing or reinforcing their Personal, Social and Learning to Learn competences (PSL competence) which include the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathise and manage conflict in an inclusive and supportive context.² These are considered vital for the activation and engagement of potential learners from vulnerable groups, and which will improve the capacity of Adult Education (AE) providers to reach out to the target group through a multi-stakeholder outreach strategy.

The MASTER Project hopes to focus on building a more integrated provision including an emphasis on learner centrality, increased tailoring of provision to learner preferences, and greater networking possibilities between agencies. This could enable greater cooperation between organisations e.g. in-service provision; cooperation between organisations in producing and exchanging information; and cooperation between organisations, professionals and beneficiaries in accessing career development support.

The project aims to contribute to upskilling, and by so doing empowering, low-skilled adults by:

- Designing, implementing and monitoring an outreach strategy, applying participatory approaches in partnership with adult beneficiaries and local stakeholders;
- Adapting self-assessment tools to the specific sub-target groups' needs already identified at national level and to the Personal, Social and Learning competence (PSL competence);

- Designing, testing, assessing and validating a model for the development or reinforcement of the PSL competence for the selected categories within this group of low-skilled adults, based on a tailored learning programme (non-formal and contextualised learning approach);

- Transnational training targeting Adult Education staff on methods and tools to support the beneficiaries in conducting the self-assessment and identifying the skills gap in the sphere of the PSL competence;

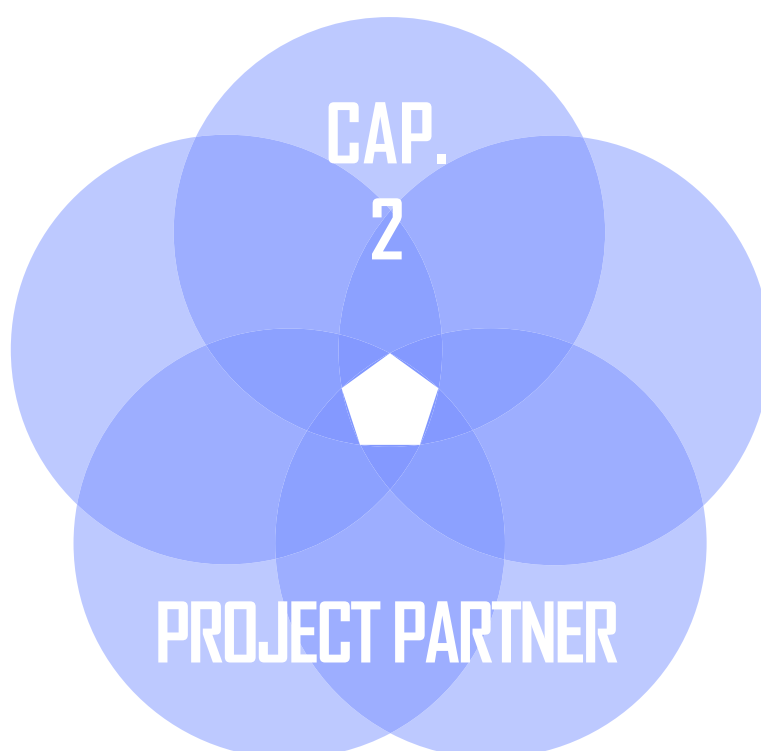
- Providing guidelines to public authorities and AE providers for setting up effective and renewed policies and provisions to improve the chances of disadvantaged and low-skilled adults.

Rationale

- The rationale for the MASTER outreach strategy is to devise a set of approaches, methodologies and tools to reach low-skilled adults, considering the heterogeneity of the target group, the specificities of defined sub-groups and potential individual characteristics which can influence the strategy, e.g. literacy ability or IT skills.

- The strategy will take into account the need for adopting community based approaches which can activate feedback loops among the different participants engaged in support for the low-skilled, in both learning and employment, and which can bridge the gulf between adults with low skills and guidance and learning opportunities.

Within the EU, Member States have aspirations to develop more comprehensive LLG systems, but are often hampered by divisions between contexts and uncertainties on how to deal with issues of professionalisation and the relationship with more informal guidance support in education, training and employment.³ MASTER hopes to address this in a small way but with the potential to expand across EU states.



- Project coordinator (PI) – FORMA.Azione SRL, Italy
- P2 – Università degli Studi Roma Tre, Italy
- P3 – Scottish Wider Access Programme West SCIO, United Kingdom
- P4 – DOREA Educational Institute WTF, Cyprus
- P5 – KERIGMA – Instituto de Inovacao e Desenvolvimento Social de Barcelos, Portugal
- P6 – European Association for the Education of Adults, Belgium





The Outreach Strategy aims to:

- Increase the partners' awareness of the communities they plan to serve
- Enhance these communities' awareness of the Project aims
- Establish and cement relationships in these communities
- Coordinate outreach to these groups
- Set objectives for the implementation of the outreach strategy
- Engage staff in the implementation of the outreach strategy

The outreach strategy will target multi-stakeholders in each participating country using shared key reference points:

- The need for adult education providers to work closely with public services and third sector organisations, especially smaller voluntary organisations dealing with social marginalisation and in daily contact with vulnerable groups
- With the support of project stakeholders, engage low-skilled adults both when they access public services or learning centres and in places where they usually

spend time e.g. at shopping centres, parks and public squares

- By defining a communication strategy moving between different styles and registers to match the expectations of selected target groups

In order to engage national focus groups involving staff members, key stakeholders and other agencies, guidelines require to be developed to consider the range of methods for communicating with the target group and maintaining cost effective strategies towards this aim. This document will attempt to do this and will be shared with partners and stakeholders.

The outreach strategy is seen as a key tool in reaching the potential target groups and agencies which can either signpost them towards the skills which they will need to improve their employability or academic qualifications or deliver these skills to these groups of low-skilled adults.

Adults represent the main target of partners' institutional activity and the partnership's defined outreach strategy will be an effective recruitment tool for beneficiaries.



Partners needed to understand how target groups needs and trends affected the services they provide to contribute to the overall success of the outreach strategy. The community assessment process provides the baseline rationale for the creation of new programmes and eliminating duplication of services.

The following information was collected to obtain accurate data about the groups:

- Demographic data (socio-economic, educational attainment, family structure, etc)
- Other service providers' attitudes and policies
- Geographic boundaries
- General history of the community
- Key people and leaders in the community
- Morale and involvement levels
- Key allies

Completing this assessment was an opportunity to increase knowledge about key players in the community and showcase the project and its programmes as well as build trust with the target groups. This included connecting with public agencies as well as non-governmental organisations that have statistics relevant to the target groups. All the partners contributed to this, using spreadsheet

templates for stakeholder details and target group participants (Appendix I and II).

It was envisaged that engaging stakeholders would form a key part of the consultation to devise and later implement the outreach strategy including realising and reporting to a focus group in each partner country.

The project plan indicated that attendees, at the consultation, would discuss the description of the target group and the mapping reported at national level. The group would then be guided by a facilitator in a discussion to define the reference outreach strategy.

The timing of this activity, coinciding with the lockdown of communities during the Covid-19 pandemic, the partners regrouped with P3 (lead partner for IO1) devising a questionnaire to be sent to 15 stakeholders to request their opinions on suitable and effective methods for reaching the target groups. P3 also devised a questionnaire to gather the opinions of a focus group of 6 low-skilled adults, thus ensuring that the stakeholder and target group methods of information collection were in alignment. These questionnaires were administered during May 2020 with the results collated in June and considered by all partners thereafter in an on-

line meeting using the Zoom platform. The partners then followed up the target group participants with an on-line focus group meeting. Copies of the questionnaires are appended as Appendices III -IV.

The draft of the Outreach Strategy includes desk and in-field research/study for describing the selected target groups for each country, taking care also to identify potential individual characteristics which could affect the outreach process. This mapping of the strategies included those already used by partners and stakeholders to reach low-skilled adults in their daily work at a national level.

The multi-stakeholder outreach strategy approach addressed by the project partners to match their specific target group includes:

- A detailed description of the selected target group for each country, considering potential individual characteristics, and the needs of the group which could affect the outreach process
- A mapping of strategies, already used by partners and stakeholders, to reach out to low-skilled adults in their day-to-day work considering the lessons learnt in previous projects
- A definition of effective and efficient approaches, methodologies and tools to reach low-skilled adults
- Amongst other aspects, the following challenges were considered:
 - The needs of multiple providers and stakeholder organisations which take care of low-skilled adults' needs at social, training and working level
 - Any lack of coordination, guidance and support among these providers and stakeholder organisations preventing effective cooperation in designing and managing support pathways through the activation of feedback loops, with reference to the transition between different stages and services
 - Any lack of understanding of individual needs, as the service provision often caters for groups rather than individuals, thereby undermining the effectiveness of the actions taken for personal and professional development of low-skilled adults

The outreach strategy therefore uses community-based approaches, which can provide

feedback between the different agencies providing services for low-skilled adults in the areas of both learning and employment, enabling links to be made between these provisions. Adult education providers also need to be encouraged to work more closely with public services and third sector organisations dealing with disadvantaged or socially vulnerable adults.

The outreach strategy considers the relevance of differing communication approaches, messages and media to match the needs of these individuals in terms of their communication styles, interests, needs and expectations. This will enable a structured but flexible approach to identifying and engaging the project's target groups as well as other individuals throughout the lifetime of the project. Having described the relevant target groups and given a rationale for their needs and expectations, the strategy suggests ways to best communicate with them in order to influence their attitudes, motivation to learn and behaviour and then to measure the effectiveness of the overall strategy.

Work will be undertaken to recruit low skilled target groups at national level according to the elaborated outreach strategy (approx. 40 people per country) to be involved in the follow-up activities as soon as permissible by national governments releasing the restrictions of lockdown due to the pandemic.

The MASTER Outreach Strategy will be sent to the members of the Stakeholder Committees for their comments before finalising it. The Stakeholder Committees' task is to consider whether the strategy contains a defined structure with enough flexibility in its approach to identify and engage the project target groups. It allows for ways to describe the target groups, understanding their needs and expectations while also assisting the development of relevant communication strategies to influence attitudes and behaviours. Stakeholder Committees will judge the likely effectiveness of the whole strategy.

The document will then be translated into partners' national languages.



The groups for the outreach strategy to attract are both the stakeholders and adult service organisations and the low-skilled adults themselves.

Regarding stakeholder groups and adult service providers, the sharing of the development and delivery of the proposed and tested approaches will encourage cooperation between those facing the same difficulties in dealing with low-skilled adults.

Adult education providers including colleges and universities can play a leading role in reinforcing competence development and in calling for others to take an active part in lifelong learning.

Policy makers can be engaged in the promotion of the MASTER approach, towards more tailored training based on the recognition and validation of a priori learning. Member States have been asked to implement measures in line with the Upskilling Pathway and MASTER represents a contribution to this objective.

Low-skilled adults including learners, and potential learners, will be made aware of the opportunities available through the MASTER project and the methods for self-assessment of skills, re-skilling and up-skilling.

As MASTER is an Erasmus+ project, opportunities will be maximised through the inclusion of EAEA and the contribution of other partners' networks (e.g. EPALE) to inform a wider European audience.

The low-skilled adult target groups were selected by the project partners to achieve best fit with their existing knowledge of their local areas and the demands/constraints of local and national populations.

PARTNER 1 - FORMA.AZIONE SRL

FORMA.Azione is a vocational and educational training provider accredited at a regional level in Italy. The organisation aims to ensure effective employment opportunities for its beneficiaries with adequate training and preparation for the volatile labour market. It also creates opportunities for direct and indirect target groups (adults and young people aged 18 and over) to improve their professional and socio-cultural profiles. It has been working in this area since 1997, assisting the unemployed, particularly the long term unemployed, and young graduates, but also providing special programmes for women.

In 2018 the regional unemployment rate was 9.2% with 52.7% of long term unemployed (55.3% in the case of men and 50.4% of women). An increase in this grouping demonstrates a paucity of training to effectively move this group into employment. Overall, Italy has seen an increase of around 6% in long term unemployment. A variety of factors preclude re-entry to the labour market including limits on job creation, high taxes that do not reward effort, benefits traps, low educational achievement and attainment and a skills mismatch and lack of structured career guidance services.

Amongst adults in Italy, 61.7% have a secondary education qualification and 19.3% a tertiary qualification. Participation of unemployed people in Umbria is around 8.2%. Research has shown that Umbria has proficiency levels lower than any other regions in central Italy in both literacy and numeracy.

PARTNER 3 – SWAPWEST

In Scotland, because of SWAPWest's long experience providing opportunities for adults, the target group will be adults with no or few qualifications who reside in the most economically and socially deprived areas of the West of Scotland. SWAPWest have provided access programmes in the West of Scotland for 31 years. Working predominantly with adults who have few or no qualifications, SWAPWest provides a unique opportunity for adults to access education leading to better employment opportunities.

SWAPWest's access programmes are provided by partner colleges across the West of Scotland and are a proven route into hundreds of education courses. In addition to providing educational programmes, SWAPWest, working closely with partner colleges, ensuring that learner guidance and support is delivered as a core part of programmes. Learners are offered advice about opportunities for employment. Vocational programmes offered by SWAPWest such as Nursing, Education, Science, Business and Finance, are specifically designed

for adults seeking to upskill to enter vocational employment.

SWAPWest learners study a one-year programme at College using their prior experience as an entry qualification and then progress to degree level at university or college – essentially a fast-track scheme.

Since 2015, 5,430 students have enrolled on SWAPWest programmes with 42% coming from some of the most deprived areas in Scotland. 26% in Glasgow and 28% in Renfrewshire had no school qualifications with a further 39% in Glasgow and 23.1% in Renfrewshire having none post-school. In general, they came from families who held no qualification above SCQF Level 5: 77% of their siblings and 79% of parents. Having said that only 7% of Glaswegians and 4.7% of those in Renfrewshire were unwaged before entering the SWAP programme, the rest were in a range of employment from retail to hospitality with a large number (28%) in caring roles. Those in employment in lower paid sectors such as those now tends to be living in poverty as this is now prevalent within these households.

PARTNER 4 – DOREA EDUCATIONAL INSTITUTE WTF

DOREA provides services in the field of professional and personal development for adults and adult education organisations, as well as young people and youth organisations. It aspires to create a difference for the future by placing its emphasis on human potential.

Cyprus has an estimated population of 1.21 million in 2020, with many non-citizens from other countries, predominantly Greece, UK, Romania and Bulgaria (total c 106,270). There are around 64,000 from non-EU countries and 20-25,000 undocumented migrants. There has also been a large increase in those seeking refugee status.

Employment in the public sector demands perfect knowledge of the native language, effectively barring immigrants from these positions. In the international business sector, employees originate from Central

and Eastern Europe, with hospitality roles also taken by migrants from these countries. Asian workers are employed in low skilled roles such as agriculture, manufacture and construction. Domestic labour is carried out by women, mainly from the Philippines, Sri Lanka and Vietnam.

Education is monoculturally Greek and drop out rates, school failure and illiteracy are high among non-Greek speaking and migrant children from economically and socially deprived areas. The 'Open School' programme for adult citizens outside school hours is designed to improve education for a small, single payment.

PARTNER 5 – KERIGMA – INSTITUTO DE INOVACAO E DESENVOLVIMENTO SOCIAL DE BARCELOS

Kerigma promotes the development of individuals, organisations and communities by creating innovative services and products that contribute to active citizenship, solidarity and social cohesion.

In Portugal, unemployment stands at 6.5% and the number of long term unemployed in this population is at 49.9%. In 2019, over half a million people had no educational qualifications, almost two million had completed early primary education but less than one million (882,300) had completed all of primary school. Less than two million (1,770,700) had even attended lower secondary education – 75% of the adult population.

In Barcelos, almost half of the population are employed in the textile industry with a strong presence of the footwear industry, agriculture, tourism and ceramics. Barcelos also has a falling birth rate and an ageing population.

Most adults state that a lack of interest is the reason they do not engage with learning (66% of those surveyed in 2016). The increase in activity in the tourism sector has led to employment opportunities there and this has proved a disincentive to learning, albeit it is seasonal, low-skilled and precarious work.

Changes in benefit systems may also be a factor since it is now more difficult to access if applicants are not prepared to participate in training or work experience. Since 2009, employers are legally obliged to provide 35 hours of training annually which may discourage employees from seeking other opportunities.

There has been a widespread Government advertising campaign to encourage adults to participate with a web portal 'Qualifica Portal' providing access to information on adult learning and TV campaigns e.g. Minuto Qualifica describing the impact of adult learning through video clips. There is also a 'Qualifica Passport' providing information on an individual's education and training record and signposting them to relevant additional learning opportunities. The experience of family and friends is also important in the promotion of training in Portugal, more so than in other EU countries.

TARGET GROUP CHARACTERISTICS

For the MASTER project, all partners have selected target groups comprised of adults with no or few qualifications. Specialised guidance and advice will be offered to these target groups in each country to identify the individuals' competences and link these to possible employment or further training and education.

Forma.Azione

The work which FORMA.Azione does with unemployed adults and, especially long term unemployed, gives it an ideal target group for the MASTER Project. Umbria had around 14.3% of its families in relative poverty in 2018, an increase from 12.6% in 2017. This totals over 50,000 families. Absolute poverty figures are growing even faster among young people. Low skilled employment with its accompanying low wages means that 11% of families with employed breadwinners are in absolute poverty. Poverty increases with the number of

children in a family, an immigrant background and precarious employment. The profile of those in need is that 70% of those who turn to social services for urgent support are:

- Between 45 and 65 years of age,
- With little schooling,
- Unemployed and
- Mainly women.

Immigrants in serious difficulties intercepted by social services are:

- Mostly mothers,
- Between 31 and 45 years old,
- Jobless and
- With a low level of education.

Support is offered through over 70 Citizenship offices in Umbria and various contact points including voluntary associations and organisations who play a role in offering social and health assistance additional to state support from the Public Employment Services, Regione Umbria and its department for the Digital Agenda Implementation to municipal departments such as libraries and social and healthcare services.

There is a coherent strategy for the integration of long-term unemployed comprising:

- Verification of the personal situation after 12 months, including self-assessment tools
- Definition of an action plan
- Nominating the Public Employment Centre as a single access point and
- Strengthening the information infrastructure and flow for the registration and activation of long term unemployed

Basic and advanced digital skills in Italy are below the EU average (Italy is rated 26 among EU countries) as only 44% of people aged 16-74 have basic digital skills. Umbria also has the fifth highest number of immigrants in Italy at around 11% of the population, those whose first language is not Italian. Functional literacy may also be an issue for this group and may influence the Outreach Strategy.

SWAPWest

SWAPWest normally works with low-skilled adults with a low percentage who have attained SCQF Level 5 (65%). A lack of qualifications at higher school qualification level is regarded as a strategic concern for both the Scottish Government and for all the local authority areas SWAPWest works with.

SWAPWest works across an area which has almost one half of the population of Scotland, around 2.7 million people, and the majority of the areas of social deprivation thus making it an ideal vehicle for promoting the aims of MASTER.

Glasgow City employers report higher than average skills shortages which unemployed people are unable to fill. New skills sets are also required to keep up with the pace of digitisation and the retraining and upskilling of adults will fill some of this gap.

In addition, the working age population is set to decline by around 25,000 over the next ten years despite the increase in the pensionable age therefore those adults remaining must be able to make use of the job vacancies that arise.

Recent changes to social security benefits for those unable to work full time or who are disabled has led to an increase in in-work poverty because of the low pay levels associated with many unskilled or part time jobs.

For many adults, confidence in their own abilities is seen as a barrier for returning to education, particularly if their previous experience of education was poor and they were unsuccessful. SWAPWest aims to develop this confidence through guidance and support and MASTER will add to that support through the aims and objectives of the project.

Although the population as a whole has a high level of literacy, numeracy and IT skills, many adults find that the digital world has left them behind and their experience and confidence with IT is severely limited, especially if they have been out of employment or education for some time.⁴

SWAPWest only have a small percentage of students where ESOL appears to be an issue. It is a significant issue for a small number of students at the beginning of their course. Both language and IT are capacities that may need developing for professional reasons and are therefore crucial to their development. These skills are integral for those on the programme but may also be factors in holding people back from returning to education

Guidance is key to ensuring that adults who are accessing a return to education are set to succeed and SWAPWest focuses on guidance throughout the adults' journey. Working with colleges for learners who are on SWAP programmes, SWAPWest also works to encourage adults to return to education.

DOREA

In Cyprus, both the local population and migrant communities acknowledge that refugees need support and that providing support to them is a responsibility of the state. Whilst, across the EU, 28% of respondents rejected the proposition that migrants from Third Countries should enjoy the same rights as national citizens, similar attitudes in Cyprus were more than double this (59%) and represent a substantial majority of respondents. According to research done to find out the social connections and networks of refugees in Cyprus, only 16% of the refugees take part in organisation that include Cypriots. In addition, the evidence strongly suggests that the primary route to paid work is through networked relationships and other forms of informal contact. Since the majority of Greek Cypriots and Turkish Cypriots support the idea that refugees should be living integrated in the local society, and not be isolated in camps, the DOREA target group will be immigrants and refugees (targeting mostly young adults).

During recent years more non-governmental organisations and charities are promoting inclusion of immigrants and refugees, for example, KISA, Cyprus Refugee Council, Dignity Centre, AGAPI

charity.

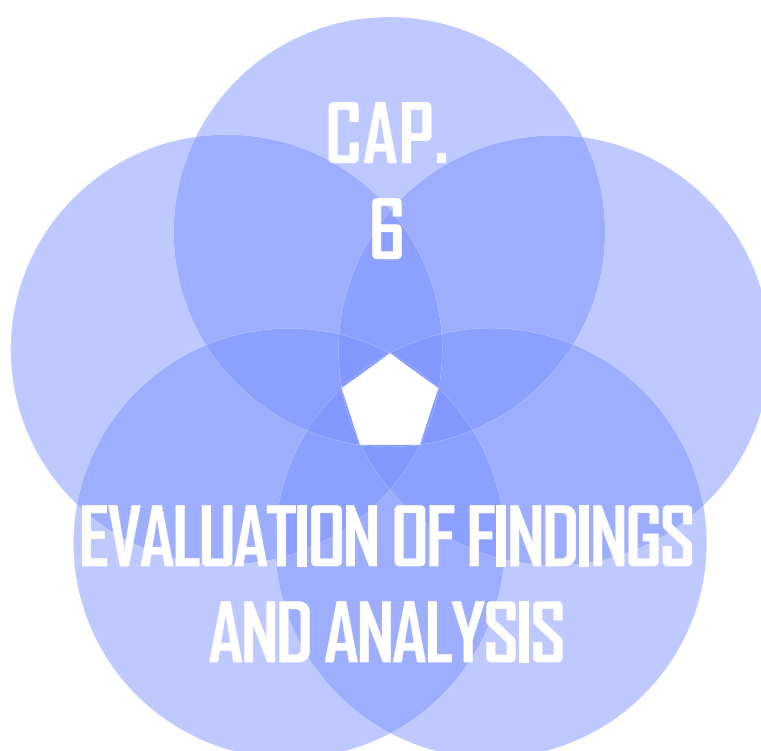
Some cities have made inclusion of immigrants and refugees a priority, e.g. Limassol, which promotes itself as an intercultural city.

The predominant characteristics for people in the target group are an age profile of 35-65 years, low educational level with a high percentage of the Roma community either unemployed or in training courses. This compares with a national profile of females, over 45, with primary education and experience in the service sector looking for work for over one year.

Support is given through the 'Contracts Generation' measure which strengthens incentives for hiring young people and the long term unemployed by exemptions from social security contributions from the employer, together with other support for the long-term beneficiaries.

KERIGMA

In Portugal, issues which may affect the target group in terms of accessing support from the MASTER project are a lack of digital skills, motivation, information, trust and resources combined with mental health issues, an inability to change, substance abuse, a deficient public transport network for people from remote and disadvantaged rural areas, limited mobility, cultural barriers and an inability to complete paperwork. At the date of compiling this report, the global pandemic of COVID 19 (coronavirus) was in full play and this was also thought to be a possible deterrent for some adults.



Evaluation of Findings

The four partner countries found that the responses to the questionnaires and focus groups

varied dependent upon the target groups that they were likely to be working with and their literacy and digital abilities.

Target Group by Partner Country

FORMA.Azione

Unemployed adults, particularly long term unemployed

SWAPWest

Unemployed adults living in areas of social deprivation

Dorea

Low-skilled adults with a migrant background

Kerigma

Long term unemployed adults

FORMA.Azione in Italy found that stakeholders considered Facebook and social media and face-to-face meeting as important ways to connect with the target group. Face-to-face was highly regarded as the best way to engage stakeholders, with events and presentations also worthwhile. Word of mouth recommendation and social media were considered most valuable in engaging adult learners. The locations to attract the target group ranged from online to public spaces such as shopping centres and cafes. Respondents commented that:

'... intercepting low-skilled adults is a very difficult commitment because this target group is often "invisible" to society, considering the most traditional ways of involving citizenship in educational, training and cultural paths, both formal and informal. An adult with low qualifications is unlikely to be a regular visitor to libraries or schools. More likely he will be a visitor to shopping malls, game rooms, bars, gyms and non-cultural places. For this reason, I think it is a good solution to be present in these places with flyers, information points etc.'



Learners in Italy were more focussed on face-to-face meetings, although they also felt that they would look online for information and that would be the best means of attracting them. With self-esteem being a problem with adult learners, this may be a useful means as they do not have to interact with anyone else to gain the information they require. Language competence and reading ability may also deter them from printed materials.

In Portugal where the literacy levels are low, some respondents had difficulty in basic reading and therefore could not be expected to interact with an on-line platform, although others who stated they preferred face-to-face and word of mouth contact admitted that they would browse posters or leaflets if they were distributed in places where they were waiting for service. One respondent said she didn't value leaflets due to the excessive amount of information available in that format. She stated that she does not even read them. In a way, she considered them 'garbage.' However, this same participant revealed that if she is in a cafe or some similar place, she may pay attention to the posters

leaflets if they are nearby because it is a way to entertain herself while waiting to be attended to.

All learners said word of mouth or face to face was their preferred method of receiving information and explained that some leaflets contained too much information for them to process. The return rate was 50%. Lack of digital skills made any form of IT promotion a barrier for them.

Stakeholders in Portugal were broadly in agreement, although the return rate was poor (5%) with the target group respondents as they felt that face to face meetings, events and phone communication were most effective, however they also stated there was a place for social media. They also highlighted community spaces as good venues for displaying written materials. Churches were also mentioned as a focus for passing on information as were other entities who work with these target groups. Comments included:

'To reach these low-skilled adults, we need to rely on entities, bodies, projects that work directly with them

in social terms. This public first seeks answers to their basic needs and only then, through trust and advice, does it begin to value school and / or professional qualification. Thus, face-to-face meetings with entities that have access to low-qualified adults are essential.'

Scotland presented a different picture with stakeholders stating that face to face and word of mouth meetings as well as leaflet and poster points were effective. Stakeholder comments included:

'Each sub-group might require a different approach e.g. adults from migrant backgrounds may respond better to being contacted in cultural community centres and cafes.'

For the target group, there was an almost even result for displaying flyers and brochures on-line and in community centres with additional suggestions being bars and gyms, at nurseries and shopping centres together with other public spaces including job centres. One respondent said:

'Having flyers in these locations [pubs, gyms, nurseries, shopping centres, voluntary sector organisations, job centres] would give a wider population the chance to find out information if they wanted to at their own pace without the feeling of embarrassment in talking to someone about it. Low self-esteem is a widespread issue with many low skilled adults.'

Schools were also mentioned as a means of contacting parents with information. The target group also considered social media platforms held value for engaging with them as they were accessible and easy to use.

Response rates for SWAPWest were high at 69% for Stakeholders and 81% for learners.

In Cyprus, in DOREA's responses, stakeholders chose face-to-face and social media to engage low-skilled adults. This is in keeping with Italy and Portugal. More than half stated that face-to-face was

most effective. There were mixed feelings about the use of webpages, stating that the educational offer is better directed through known websites, the target group would be more likely to respond to that rather than a webpage set up specifically for that offer. Stakeholders also felt that the best way to engage the target group was by face-to-face meetings while posters scored midway for some. Opinions were split over social media and events however. Location of material should be online, but community settings were also considered valuable.

Learners in Italy presented broadly similar views to the stakeholders with social media and face-to-face being most popular for engaging and online being the foremost location with community settings also popular.

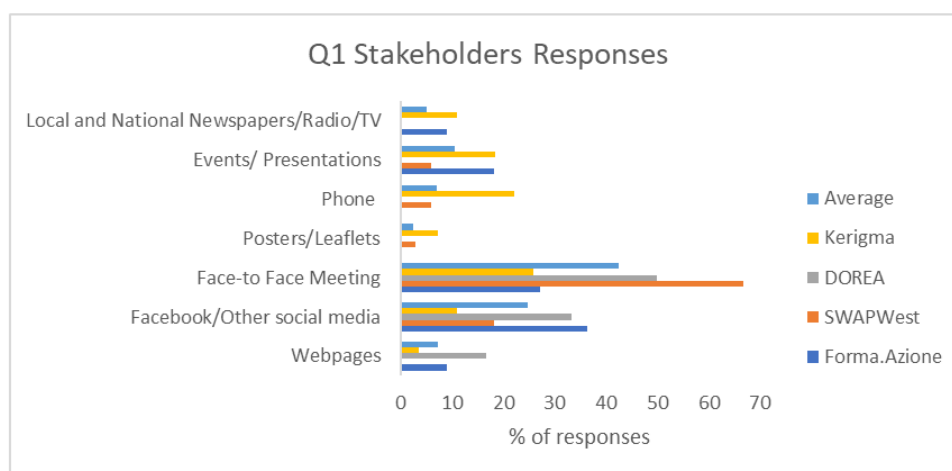
The copies of the blank questionnaire for Stakeholders is at Appendix III and the results of the questionnaire at Appendix IV, those for learners at Appendix V and VI.

ANALYSIS

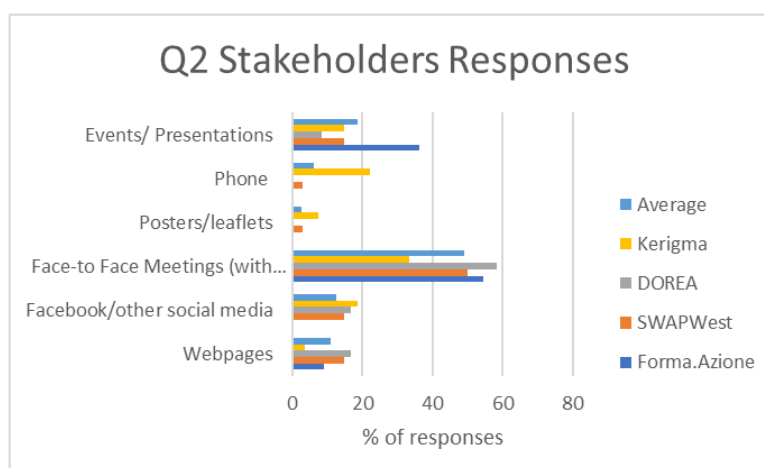
There was some differential between the stakeholders in the partner countries as to the methods likely to be effective in contacting learners, probably due to their understanding of the digital capability of these low skilled adults. All figures are percentages.

STAKEHOLDER DATA BY QUESTION

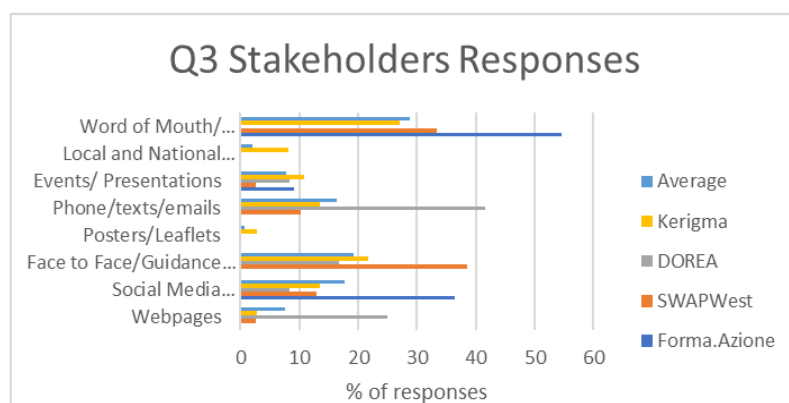
Q1 What would you consider the most effective way to engage with low skilled adults?



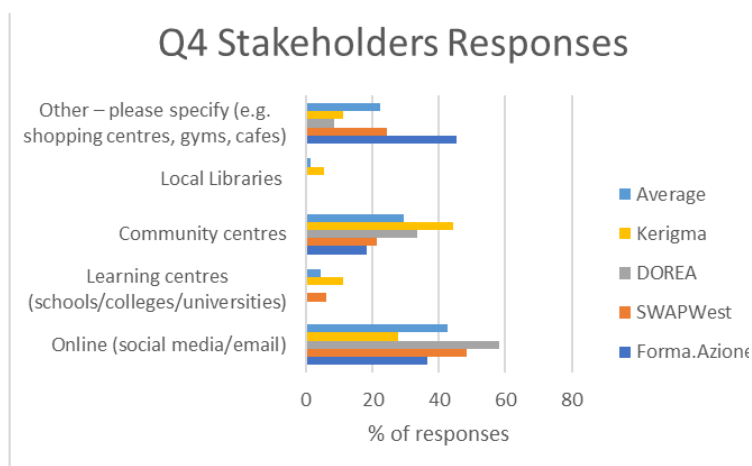
Q2 What would you consider the most effective way to promote the project to stakeholders or other agencies?



Q3 What would you consider the most effective method of communication with low skilled adults?



Q4 What would you consider the best environment/location to maximise display and distribution of flyers, brochures, etc for low skilled adults to access learning activities?

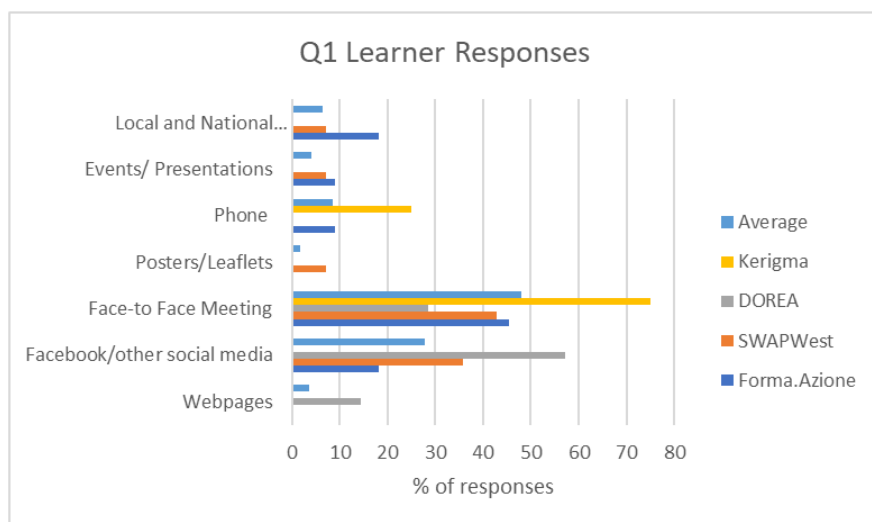


Based on these findings, the most effective ways of attracting stakeholders would be through face-to-face meetings and social media campaigns with learners also being engaged through these methods. The locations to interact with learners, apart from online, would be community centres and other public spaces such as shopping centres, cafes and gyms.

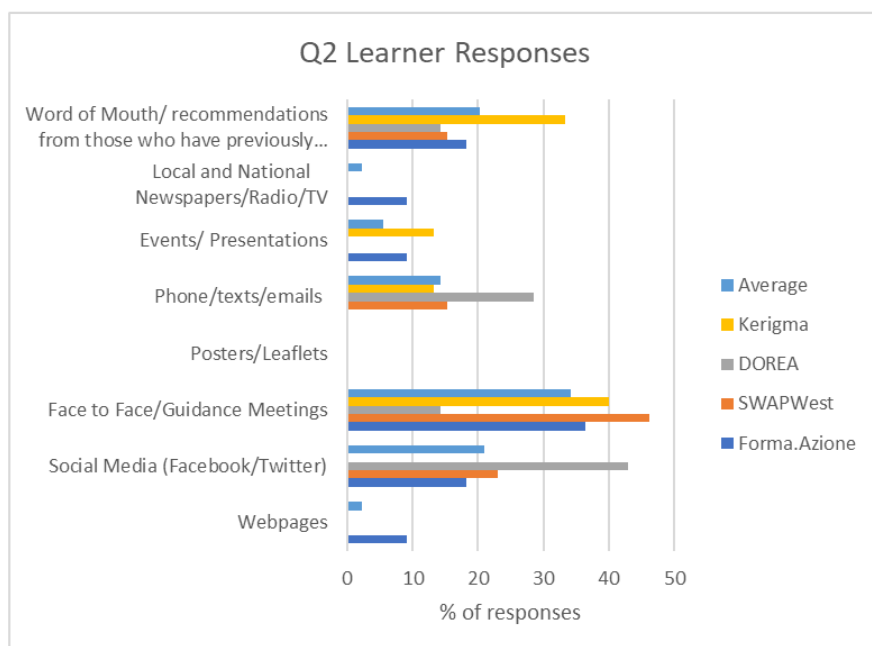
The Learner responses were also different in partner countries, again based on their digital capabilities. Numbers here are also in percentages.

LEARNER DATA BY QUESTION

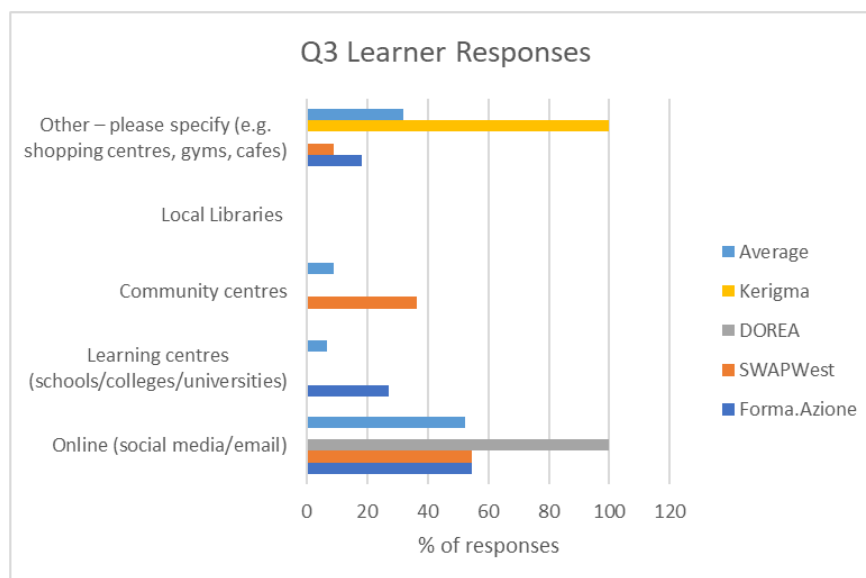
Q1 What would you consider the most effective way to engage with low skilled adults?



Q2 What would you consider the most effective method of communication with low skilled adults?



Q3 What would you consider the best environment/location to maximise display and distribution of flyers, brochures, etc for low skilled adults to access learning activities?



ANALYSIS OF LEARNERS RESPONSES

The low-skilled adults also felt that they would engage best through face-to-face meetings with social media playing a part, especially in an on-going dialogue with them. All respondents felt that online was where they would seek information with community centres and other locations also rating highly.

Data relating to these charts are available at Appendix VIII.



CAP. 7

OUTREACH STRATEGY

For the project's maximum impact to be achievable, a range of strategies should be employed suitable for the target audience. Following on from the analysis of the questionnaire results for Stakeholders and learner groups, it was felt that the following methods would be most effective:

Meetings: Face-to-face meetings, once these are permitted given the Covid-19 difficulties, with local stakeholders and other organisations working directly with target groups will help in forming links with agencies having access to individuals with a low level of education and skills e.g. social security and employment agencies, training and education centres (especially those offering advice and guidance), etc and will assist with promotion, recruitment and engagement of the target groups. During the phase of implementing the questionnaires, online meetings provided an opportunity to promote the project e.g. to stakeholder and learners during the COVID-19 pandemic. These meetings proved very effective in some contexts, e.g. Italy, Scotland, to engage with stakeholders and learners allowing for greater participation than the completion of the questionnaires as the only response. DOREA has already used local contacts to promote the

aims of the project for example with the Limassol Intercultural Council and other projects working with their target group of refugees and asylum seekers.

For the target groups, meetings are an effective and straightforward way of mobilising people to engage with the project. By ensuring that people have paper content to carry away with them such as brochures, leaflets or give-aways they will have something to share with others.

Organising or Participating in Events: Participating in local events with partners, setting up a stall and interacting with people is also a good way to engage this community, especially given the prominence of word of mouth recommendation. Promotion of the event beforehand is crucial to attracting the target group to be included. Much will depend on the continuing situation regarding the pandemic as to whether this is a viable route in the first year of the project. Locations suggested in the responses to the questionnaires should be considered.

Seminars, Presentations, Workshops: Project partners could use attendance at seminars, presentations, and workshops to spread information

widely. Talking about how the project can help the target groups and how to join in with the programmes would encourage other agencies to be motivated to engage, particularly if there is emphasis on the benefits to participants. Again, the coronavirus emergency will influence this method as all seminars and face-to-face meetings are banned in partner countries at present but webinars and on-line workshops may provide alternative platforms.

Since the message is the first point of contact with the audience, it must make a strong impression. It must be tailored to the audience using language they are familiar with.

MASTER Project partners who work in AE provision will be able to offer:

- Support services such as individualised reception and informative guidance in cooperation where appropriate with stakeholders from the world of work, third sector, social services, etc
- Personalised communication materials in the partner languages, using pictures and diagrams where desirable to give an idea of what is available and deliverable and what are the concrete benefits for learners at the end of the training experience. This practice has been successful with migrant women to access health services in Umbria.

People should see MASTER as a project which has their concerns in mind. The message should be articulate and consistent so that over time, people come to recognise it.

Tailored across channels: There is a wide range of channels for getting the message out, but the tools depend upon who the target is since different media appeal to different sets of people. The Stakeholder Committees and Focus Groups felt that the following were most appropriate and effective for the target groups:

- o Face-to-Face interaction
- o Social Media:
- o All four partners have a presence on-line through webpages and Facebook
- o Several have space and links through stakeholder web pages, considered valuable in connecting with the target group

- o Events and Presentations with supporting documentation such as leaflets to take away for further distribution in cooperation with other organisations such as third sector, including charities and voluntary groups, and from the world of work. These would be valuable for additional marketing of the aims of the project in locations such as those mentioned by the respondents to the questionnaires.

Examples of the partners' social media are at Appendix VIII, IX and X. Kerigma's department "Centro Qualifica" has a dedicated website for its training courses. Using social media to educate people about the project and to invite them to events and workshops, even on-line, is extremely helpful. Interacting with community members and encouraging them to share posts gets the message out. Word of mouth recommendations from those who have previously engaged with partners is also a powerful tool, although difficult to evaluate.

- Traditional Media: Although not rated highly in the survey, partners may be able to generate interest through local newspapers, magazines, etc and take advantage of any radio or televised promotions. Since these forms of outreach have a broad scope, they are useful to extend reach. SWAPWest has also advertised in a local housing association's newsletter to good effect.

- Phone calls, texts and emails: Phone calls are the most personal medium for engaging community members and talking about the project and how it fits their needs but can often be seen as intrusive as a form of marketing and are very expensive in terms of staff time. FORMA.Azione already uses a selection of "animators" in the local communities and rural areas to circulate information. Text messages may be useful to answer queries or alert stakeholders to events, while email can be used to send detailed information to target stakeholders and associate partners and those individuals who are already signed up to the project. FORMA.Azione has a dedicated WhatsApp number for one of its existing projects and this may be a route which others could follow.



- **Direct mail:** While mail is an effective way of creating a connection with the target group by giving them a tangible reminder, it is an expensive means of raising awareness. It may be useful to send invitations for awareness events and dates, once these are available in future, to selected agencies and individuals as it has an impact which emails lose.

- **Flyers, Brochures and Posters:** As stated above, these can be posted in areas frequented by the target audience such as stores, shopping areas, health clinics, libraries, religious buildings, and public spaces. Having a phone number on the flyers and posters as well as digital communication means is essential for these groups of adults. Promotion through schools and municipal services will reach audiences of parents and family members, as well as the general population.

A fully functional project website for additional information is essential and this will require to be designed and updated on a regular basis by all partners.

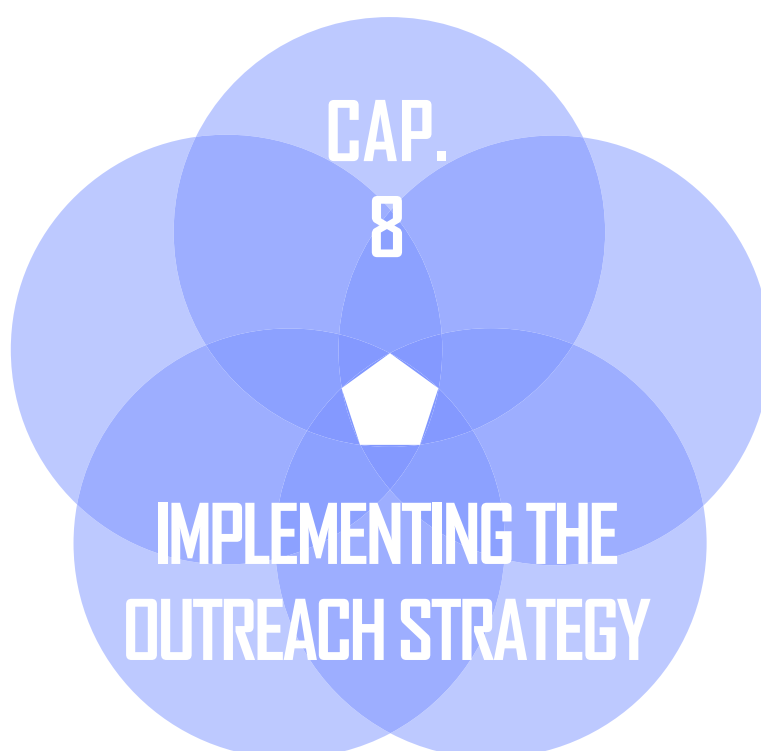
For many low skilled adults, technology expertise is either limited or unavailable because of cost. This means that, although the message should be

recognised on digital media, other methods must be considered.

Whatever the means to attract the target groups, contact methods should be logged for evaluation purposes. This is a critical stage for understanding whether the strategies have worked and if the objectives have been met. The key is to have measurable parameters for each aspect of the outreach plan so, for example, the elements to be measured could be considered as follows:

- o Number of Low skilled adults reached
- o Number of AE providers reached
- o Number of Community groups reached
- o Number of other agencies reached
- o Means of Contact (Totals from each group)
- o Number of low-skilled adults who took up the opportunities offered
- o Number of those progressing into education, training or employment

Partners will do the monitoring according to the Project Quality Plan as well as the Impact Assessment Methodology as described in the project plan.



The outreach strategy is the way in which the key messages will be delivered, Every conversation about the project is an opportunity to deliver these messages: if the outreach efforts can successfully incorporate the project's aims and goals into the communication, more people hear the message and come to recognise the project.

The outreach strategy messages should fit together, complement and reinforce each other. Target groups often find it difficult to relate to projects so the outreach strategy should focus

on advancing the project and support for its work through increased awareness in the community and clear information.

Within the strategy should be clear messages for all staff and project representatives whether they are individuals, community organisations or public bodies. Every advocate of the project should be working from the same set of assumptions and understanding of how their work relates to the project's goals.



CAP. 9

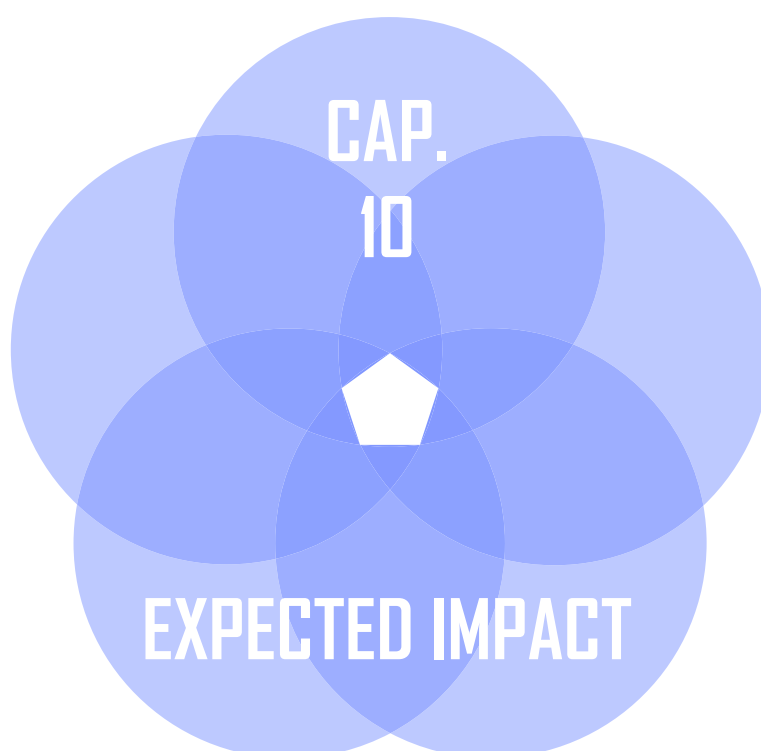
ELEMENTS OF INNOVATION

The main elements of innovation of the MASTER outreach strategy are as follows:

- Definition of multi-stakeholder and community-based strategies and methodologies for reaching low-skilled adults across the partner countries
- Definition of an outreach strategy aimed at promoting effective cooperation between private and public bodies and third sector agencies in designing supporting pathways for low-skilled adults
- Developing an effective management of the transitions between different organisations through activating feedback loops

- Experimenting with a communication approach aimed at developing a personalised communication strategy to engage low-skilled adults in guidance and learning by treating each as an individual.

- Adapting the systems in the original plan to take account of the lockdown scenarios in each country by using a different strategy for the stakeholders and target group focus groups. This necessitated the development of questionnaires to determine the most effective methodologies of reaching the target groups rather than meetings and focus group discussions.



The Outreach Strategy will enable partners to advertise and promote the aims and materials of the project to both the stakeholders and the low skilled adults who are the target group for this initiative. By consulting the target groups before devising a tailored outreach strategy, adults will be more receptive to the methods used to attract and engage them and thereby making it more likely that they will be able to change their attitudes to education and review their competence profiles.

The outreach strategy will also be available as a set of approaches, methodologies and tools for all organisations interested in facilitating and supporting the participation of low-skilled adults in training and educational opportunities and maximising their position in society and the labour market. It will be an example for use by educational organisations and institutions at a European level who are committed to reach this specific target group to assist in implementing lifelong learning objectives.

The strategy will facilitate AE providers in adjusting promotion of their provision and service in tailored guidance and training opportunities by providing a straightforward methodology and practical tools to professionals.

The coronavirus crisis is having a profound economic effect.

Coming, as it does, at a time when low-skilled adults may be forced to review their situation and competence levels, this strategy will be both timely and effective in assisting them through a difficult period in their lives. Skills support is being scaled up rapidly and the objectives set out for the project will be paramount.



CAP. 11

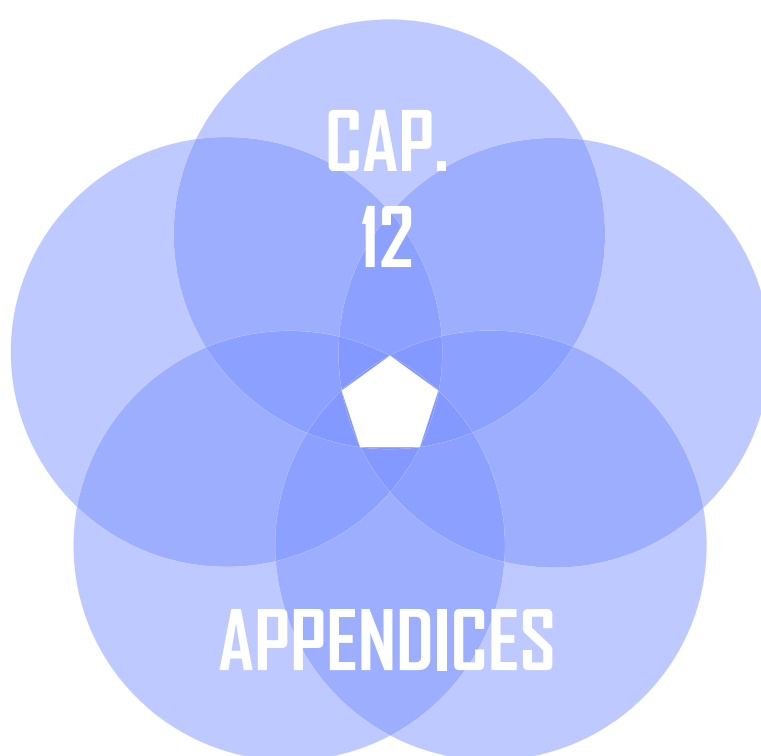
FOLLOW-UP ACTIVITIES

The project Exploitation Plan will be implemented in the final six months of the project as well as in the six months after the project funding ends. Partners will ensure that all materials will be freely available through open licence to interested parties.

Promotional materials devised during the project (documents, webpage, social media profiles, newsletters, press releases, etc.) will be available from the lead partner, PI, for five years after the end of the project.

NOTE

1. Whiston, Li, Goodrich Mitts, & Wright, 2017
2. <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-alf3-11e9-9d01-01aa75ed71a1/language-en>
3. Politica e prassi in materia di orientamento permanente nell'UE: tendenze, sfide e opportunità
https://ec.europa.eu/social/vocational-skills-week/new-commission-study-lifelong-guidance-published_en
4. <https://www.gov.scot/publications/realising-scotlands-full-potential-digital-world-digital-strategy-scotland/pages/4/>





APPENDIX

I

Appendix I

Outreach Strategy Template

Type of Organisation and position in community	Aims of Organisation	Justification for Selection of Target Group for <i>this organisation</i> e.g. previous experience of working with this population
Initial Research on community and population both locally and nationally		
Data on percentages of relevant populations e.g. employment data, educational qualification level		
e.g.General history of the community Key people and leaders in the community Issues of most concern to the community Morale and involvement levels Key allies – potential associate partner and stakeholders		
Outreach Methods/strategies used to recruit adults		
Target Group Justification	Group Characteristics	National and Local Population Statistics for Target Group as % of general population
	i.e. Demographic data (e.g., age, race, socioeconomic and educational attainment data, family structure, and language use)	
	Home status i.e. owned, rented, shared accommodation	
	Other service providers' attitudes and policies towards target group	
	Geographic boundaries for target group selection	
	Issues which may affect the outreach strategy e.g. language, use of IT, etc	



APPENDIX

II

Appendix II

Partners' Completed Outreach Strategy Templates

FORMA.Azione SRL

Type of Organisation and position in community	Aims of Organisation	Justification for Selection of Target Group for <i>this organisation</i> e.g. previous experience of working with this population
FORMA.Azione is a VET provider accredited at regional level and an AE centre. It mainly operates in the Province of Perugia (IT).	<p>The mission of the organization is to:</p> <ul style="list-style-type: none"> • ensure effective employment opportunities for the beneficiaries of its vocational trainings and adequate preparation for the changes in the economic environment/ labour market. • create concrete opportunities for the professional and socio-cultural growth of the direct and indirect target groups (adults and young adults +18). 	<p>Since 1997, FORMA.Azione has worked with adults – mainly long-term unemployed (including special programmes for women) and young graduates.</p>
Initial Research on community and population both locally and nationally	<p><u>Regionally:</u> Unemployment rate in 2018¹: 9.2%. In 2012 jumped from 6.4% to 9.5% and since then moved up and down reaching 11.3% in 2014.</p> <p>In 2018, the LTU in our region were 52.7% of the total number of unemployed people (55.3% in the case of men, 50.4% women). A steady increase has been registered since 2008 (around 36%), demonstrating a scarce capacity of the system training/labour market to give effective responses to this specific sub target.</p>	<p><u>Nationally:</u> Italy is one of the EU Member States that has registered an increase in the number of long-term unemployed in the decade between 2008 – 2018, doubling from around 3% to over 6% (see graph attached at the end of the table).</p> <p><i>Several barriers prevent the LTU to return to employment:</i></p> <ul style="list-style-type: none"> • <i>Investment and regulatory constraints limiting job creation or job reallocation between sectors and firms,</i> • <i>Lack of responsiveness of the labour market:</i> <ul style="list-style-type: none"> ○ <i>High taxes on labour that do not reward the work effort enough, wages not in line with productivity, rigidity in employment protection and lack of responsiveness of working arrangements, lack of a constructive social dialogue may act as deterrents to hiring;</i> ○ <i>Benefits trap: Too high or too long income replacement levels can diminish job search efforts;</i>

¹ ISTAT, 2019

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2019-1-IT02-KA204-063178**

		<ul style="list-style-type: none"> ○ <i>Low educational achievement and attainment: low skills and levels of qualifications make it difficult to (re-)enter employment.</i> ● <i>Insufficient support to the LTU: Low public expenditure on employment services and active labour market policies (ALMPs) and low LTU participation in ALMP measures and lifelong-learning correlate strongly with lower transitions to employment.²</i>
Data on percentages of relevant populations e.g. employment data, educational qualification level	<p>See data above about employment.</p> <p><u>Educational qualification level³:</u> Among adults aged 25-64, 61,7% has a secondary education diploma and 19,3% has a tertiary level education attainment (2018)</p> <p>Participation rate of unemployed people aged 25-64 to training/learning opportunities in Umbria region was 8.2%, specifically 8.7% in the case of women and 7.3% in the case of man.</p>	The results of the PIAAC (report from ANPAL concluded in 2018) show that Umbria has proficiency levels lower than the other regions from central Italy, both in literacy and numeracy. ⁴
e.g. General history of the community Key people and leaders in the community Issues of most concern to the community Morale and involvement levels Key allies – potential associate partner and stakeholders	<p><u>Population (1st January 2019):</u> Umbria Region → 882.015 Province of Perugia → 656.382 Municipality of Perugia → 165.956</p> <p><u>Long history of associationism and volunteering.</u> In Umbria the world of associations and volunteering has a very high percentage, far more than what Umbria historically represents in the national dynamics, for population and per GDP. It is 2.1% of the national total that brings Umbria to the</p>	<p><u>From the 2019 regional report on poverty:</u> In 2018, in Umbria, the share of families in relative poverty was 14.3%, up from 12.6% the previous year. In absolute terms, the phenomenon affects over 50 thousand families; social vulnerability is growing, while absolute poverty is more widespread among young and very young people than among the elderly. According to the Report, even work is no longer enough: 11 families out of a hundred with employed breadwinners are absolutely poor and over the years the average income of young people, previously higher than the elderly, due to</p>

² COMMISSION STAFF WORKING DOCUMENT Analytical Supporting Document Accompanying the document Proposal for a Council Recommendation on the integration of the long-term unemployed into the labour market (2015)

³ ISTAT, 2019

⁴ <https://anpal.gov.it/documents/20126/82906/Rapporto-piaac-online-4.2.2019.pdf/236ba756-875f-1228-aa9f-73415612a6cc>

	<p>4th / 5th position in the ranking of the regions, with a very strong progression in the last decade. Such associations and volunteering organizations play a subsidiarity role in the field of social and health assistance.</p> <p><u>Potential associate partners and stakeholders</u> at local level: Public Employment Services; Regione Umbria (public authority) and its department for the Digital Agenda implementation; municipalities (starting from the M. of Perugia who signed a letter of support for the project); libraries; social /healthcare services; Volunteering associations; <i>Pro Loco</i> from rural areas.</p>	<p>the low quality and precariousness of the job, it has gradually become thinner to 20% lower. The high inheritance of the social condition between generations also risks condemning children in poverty to a life of vulnerability and hardship. Educational poverty represents a heavy mortgage for the future as it exacerbates demographic imbalances, limits social cohesion and development potential, impoverishes the cultural fabric.</p> <p>Regarding the incidence of poverty in Umbria in 2017, 6.1% of Umbrian families are severely deprived and 8.6% have a low labour intensity, values lower than the peak of 2015, in line with the national average. Poverty increases with the growth of the family dimension, especially in the presence of children. It is higher in the case of young people, foreigners or those with precarious employment. The families who live in poverty in Umbria are mostly young, with children and sometimes with a job. A significant portion of them are made up of foreigners and probably constitute the portion of those who find themselves in a condition of greater discomfort.</p> <p>As far as needs are concerned, there are many who turn to public services and the variety of conditions - young and old, Italian and foreign, educated and uneducated, with or without work - makes poverty close and urgent. It is no longer a distant and isolated reality - reads the Report, but it can affect those who previously felt untouchable. There are many Italians in serious difficulty who turn to social services and public facilities set up in Umbria by over 70 Citizenship Offices and contact points. 70% of those who turn to social services for stringent needs are Italians, mainly between 45 and 65 years of age, with little schooling, unemployed and mainly women. Foreigners in serious difficulties intercepted by social services are mostly mothers, between 31 and 45 years old, jobless and with a low level of</p>
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		education.
Outreach Methods/strategies used to recruit adults	<ul style="list-style-type: none"> • Participation to local events with the potential of gathering the target group; • Online communication mainly through the FB page; • Dedicated phone number; • Selection of “animators” directly in the local communities and rural areas; • Promotion of available learning opportunities through distributing leaflets, programmes of the activities in places highly frequented by adults – always including the phone number dedicated. • Through schools/ ECEC services to reach potential parents and family members belonging to the target group; • Promotion in shopping centres • Promotion in religious facilities • Social services at Municipality level 	
Target Group Justification	Group Characteristics	National and Local Population Statistics for Target Group as % of general population
Long term unemployed people (LTU)	i.e. Demographic data (e.g., age, race, socioeconomic and educational attainment data, family structure, and language use)	We do not such data about the home status of the specific target group in our community.
	Home status i.e. owned, rented, shared accommodation	We do not have such data about the home status of the specific target group in our community.
	Other service providers’ attitudes and policies towards target group	<p>The Italian Strategy for the integration of LTU into the labour market⁵ foresees the adoption of the following measures:</p> <ul style="list-style-type: none"> • verification of the personal situation after the first 12 months of unemployment – including by using self-assessment tools as the PIACC online (<i>Programme for the International Assessment of Adult</i>

⁵ *Strategia italiana per l'integrazione dei disoccupati di lungo periodo nel mercato del lavoro*, ANPAL n. 44 of the 23rd December 2018.

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		<p><i>Competences</i>);</p> <ul style="list-style-type: none"> • definition of an <i>agreement</i> for job placement that specifically details active research actions agreed together with the unemployed person, indicating a specific timing and eventual planned training and retraining opportunities (including work experience); • evolution of the Public Employment Centre as a Single Access Point for unemployed and LTU; • strengthening of the information infrastructure and flow for the registration and activation of long-term unemployed period with the aim of having a single national information system. As of December 4, 2017, the ANPAL portal (www.anpal.gov.it) is the tool to acquire the state of unemployment, through registration and declaration of immediate availability at work.
	Geographic boundaries for target group selection	LTU living in the Province of Perugia, preferably in the Municipality of Perugia, and in the rural areas within 20 km
	Issues which may affect the outreach strategy e.g. language, use of IT, etc	<p><u>At national level:</u> <i>In the Human capital dimension, Italy ranks 26th among EU countries and is thus below the EU average. The basic and advanced digital skills levels of Italians are below the EU average. Only 44 % of people aged 16-74 years have basic digital skills (57 % in the EU as a whole).</i>⁶ Our Region is not performing better, considering the high presence of aged people.</p> <p>The Umbria region is the 5th in the country for number of immigrants (following Emilia Romagna, Lombardy, Lazio and Tuscany). In 2019 it constituted the 11,1% (it was 10,8% in 2018). Main countries of origin are Romania, Albania and Morocco. Important communities are also from Ukraine, Macedonia, Ecuador, Moldavia, China, Polonia e Philippine.</p>

⁶ Digital Economy and Society Index 2019 – country report (<https://ec.europa.eu/digital-single-market/en/scoreboard/italy>).

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		<p>Language(s) to be used: Italian, the use of other languages will be considered.</p> <p>Functional illiteracy may play a major role in undermining the efficacy of the Outreach Strategy.</p>
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DOREA Educational Institute

Type of Organisation and position in community	Aims of Organisation	Justification for Selection of Target Group for <i>this organisation</i> e.g. previous experience of working with this population
	DOREA is an active organisation in providing services in a field of professional and personal development for adults and adult education organisations, as well as young people and youth organisations. It aspires into creating a difference for the future by placing its emphasis on the human potential.	Thus, considering the research done and population of Cyprus, DOREA target group will be - immigrants and refugees (targeting mostly young adults). This is the target group DOREA usually works with.
Initial Research on community and population both locally and nationally	<p>Cyprus has an estimated population of 1.21 million in 2020, up from the 2011 census of 839,000 and the 2011 estimate of 1.11 million. This ranks 158th in the world.</p> <p>According to the 2011 Census there are 170,383 non-citizens living in Cyprus, of whom 106,270 are EU citizens and 64,113 are from third countries. The largest EU groups by nationality are Greeks (29,321), British (24,046), Romanians (23,706) and Bulgarians (18,536). The largest non-EU groups are Filipinos (9,413), Russians (8,164), Sri Lankans (7,269) and Vietnamese (7,028). There are an estimated 20–25,000 undocumented migrants from third countries also living in the Republic, though migrant rights groups dispute these figures. The demographic changes in society have led to some racist incidents, and the formation of the charity KISA (the Movement for Equality, Support, Anti-Racism) in response.</p> <p>Cyprus has seen a sharp rise in refugee arrivals since the beginning of the refugee crisis in the region. While the figure in 2016 stood at 2,871, in 2018 it jumped to 7,713. Up until June of 2019, 6,554 people had asked for asylum — a number expected to rise sharply upcoming years. At the same time the country's asylum system has a backlog of 14,000 asylum applications. The Cypriot government has already asked for the EU's assistance in relocating at least 5,000 migrants based on bilateral agreements.</p> <p>Most of asylum seekers in 2018 came from Syria, India, Bangladesh, Pakistan, Cameroon and Vietnam. 68.2% were men, 31.8% women and 14% children. More information: file:///C:/Users/DOREA/Downloads/aida_cy_2018update%20(1).pdf</p>	
Data on percentages	Labour sector	

<p>of relevant populations e.g. employment data, educational qualification level</p>	<p>The ethnic composition of the labour force in Cyprus varies according to the various employment sectors. In the public sector, there are virtually no employees of foreign origin. Indeed, one of the conditions to obtain an official position in the public sector of most countries in the world is the perfect knowledge of the native language. This amounts in effect to barring access to such positions to non-native Greek speakers even if they have Cypriot citizenship. In the international business sector, most non-Cypriot employees originate from Central and Eastern Europe, Russia, Germany, and the former Yugoslav Republics. Migrant employees in hotels, restaurants and trade also originate from Central and Eastern Europe but mainly from the Balkans Bulgaria and Romania. In the agricultural, manufacturing and construction sectors, which are low skill and hardworking environments, a significant number of Asian migrant workers is employed. Since 2000 the Cypriot government has based its immigration policy on “selective” immigration from non-EU countries. Cyprus has thus signed several agreements with Asian countries like Vietnam, the Philippines, Sri Lanka, Bangladesh, Nepal, and Pakistan. Almost all the 37,000 domestic workers employed in Cyprus come from these countries.</p> <p>Domestic helpers are mostly young women from the Philippines, Sri Lanka and Vietnam. They constitute the most vulnerable labor group in Cyprus. In most cases they live in the house of their employers who cover their expenses with regards to rent, nutrition and everyday personal expenses and often have little contact with the outside world.</p> <p>Education</p> <p>Education The traditional educational model that prevails in Cyprus is monoculturally Greek and unadapted to the need of an increasingly culturally diverse society. Pupil drop-out rates, school failure and functional illiteracy is particularly high among non-Greek speaking and migrant children living in economically and socially depressed areas.</p> <p>In 2009, followed a Ministry of Education funding, the Limassol Municipality introduced the institution of the "Open School", which currently operates at the following areas: Agios. Nicholas and Neapolis, Agios Ioannis, Apostolos Andreas, Zakaki (Omonia and Agios Spyridonas). The programme is supported by the Ministry of Education and aims to exploit the infrastructure of public schools by developing a healthy and constructive engagement of citizens, outside school hours. The school offers Greek language training for foreigners for a small one-time fee.</p>
<p>e.g. General history of the community Key people and leaders in the community Issues of most concern to the community Morale and</p>	<p>Cyprus is an island nation in the Eastern Mediterranean Sea. This is the third largest and most populous island in the region and located east of Greece. The island of Cyprus has been inhabited since the 10th millennium BC and has a population estimated at 1.21 million in 2020.</p> <p>Cyprus itself is de facto partitioned into the south, which is effectively under control of the Republic and accounts for 59% of the island, and the north, administered by the self-declared Turkish Republic of Northern Cyprus. The North is recognized only by Turkey. The international community considers</p>

<p>involvement levels Key allies – potential associate partner and stakeholders</p>	<p>the northern region as part of Cyprus which is occupied by Turkish forces.</p> <p>Cyprus is by far the European country with the highest net migration rate in Europe (currently at 11.21 migrants / 1,000 population) and ranks 8th in the world in this respect.⁷ Non-Cypriot residents currently represent approximately 10% of the total population. The largest groups according to country of birth are from Greece, the Philippines, Sri-Lanka, Bulgaria and Russia.</p> <p>Only the large and well-established migrant groups are formally organized. In Limassol, there are 3 Russian associations (Romashka, Gorizont, Russian Business Association), a Bulgarian association and a Romanian association. In addition, there is a Lebanese, an Egyptian and a Syrian association.</p> <p>During recent years more and more non- governmental organizations and charities are taking part in promotion of inclusion of immigrants and refugees. Such organizations are – UNHCR, KISA, Cyprus Refugee Council, Dignity centre, AGAPI charity, etc.</p> <p>Perception of refugees and immigrants by Cyprus society</p> <p>As far as integration, despite the concerns expressed by Cyprus, the majority of Greek Cypriots and Turkish Cypriots support the idea that refugees should be living integrated in the local society, and not be isolated in camps. A large percentage from both communities (Greek and Turkish Cypriots) – a percentage that has further increased since 2015 – report that they donated/volunteered in the past or that they are currently donating/ volunteering to organisations assisting refugees. Those who have never done so, nonetheless expressed willingness to do so in the future.</p> <p>The terms “refugee” and “migrant” are confused by many people. The terms are perceived differently in the Greek Cypriot community than in the Turkish Cypriot community. Moreover, there is generally a perception of migrants as being poor people who came to Cyprus in search of a better life. In both communities the levels of meaningful contacts between the local population and refugees and/or migrants have increased, compared to the 2015 survey and results. Even though the wider public’s general feelings towards refugees, migrants and the phenomenon of migration in general, are today neutral to negative, compared to 2015, there is a significant improvement of attitudes in both communities.</p> <p>Both communities acknowledge that refugees need support and that providing support to refugees is a responsibility of the state. Whilst, across the EU, 28% of respondents rejected the proposition that migrants from Third Countries should enjoy the same rights as national citizens, similar attitudes in Cyprus were more than double this (59%) and represent a substantial majority of respondents. According to research done to find out the social connections and networks refugees in Cyprus, that only 16% of the refugees take part in organization that include Cypriots. In addition, the evidence strongly suggests that the primary route to paid work is through</p>
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	networked relationships and other forms of informal contact.	
Outreach Methods/strategies used to recruit adults	Social media channels, website https://www.helprefugeeswork.org/ , face to face meetings with local stakeholders (e.g. Limassol Intercultural Council) and other organisations working directly with immigrants and refugees.	
Target Group Justification	Group Characteristics	National and Local Population Statistics for Target Group as % of general population
	i.e. Demographic data (e.g., age, race, socioeconomic and educational attainment data, family structure, and language use)	<p>Refugees/Asylum seekers demographics – 2018 data:</p> <p>Most of asylum seekers in 2018 came from Syria, India, Bangladesh, Pakistan, Cameroon and Vietnam. 68.2% were men, 31.8% women and 14% children.</p> <p>Languages spoke (2011 data) Greek (official) 80.9%, Turkish (official) 0.2%, English 4.1%, Romanian 2.9%, Russian 2.5%, Bulgarian 2.2%, Arabic 1.2%, Filipino 1.1%, other 4.3%, unspecified 0.6% (2011 est.)</p> <p>No other official statistics considering only refugees and immigrants are available</p>
	Home status i.e. owned, rented, shared accommodation	<p>Older generations of immigrants have their own places. Most recent (younger generation) immigrants are renting places – most of the time it is shared accommodation.</p> <p>For asylum seekers, refugees Cyprus has 2 reception areas, others rent places.</p>
	Other service providers' attitudes and policies towards target group	<p>During recent years more and more non- governmental organizations and charities are taking part in promotion of inclusion of immigrants and refugees. Such organizations are – KISA, Cyprus Refugee Council, Dignity centre, AGAPI charity, etc. Some cities made inclusion of immigrants and refugees as one of their priorities – for example</p>

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		Limassol, who promotes itself as intercultural city.
	Geographic boundaries for target group selection	The Republic of Cyprus (occupied are not included)
	Issues which may affect the outreach strategy e.g. language, use of IT, etc	

SWAPWest – Scottish Wider Access Programme West

Type of Organisation and position in community	Aims of Organisation	Justification for Selection of Target Group for <i>this organisation</i> e.g. previous experience of working with this population
Initial Research on community and population both locally and nationally	<p>SWAPWest is a partnership of Colleges and Universities in the West of Scotland encouraging adults to return to Higher Education. SWAPWest provides access programmes to adults with few or no qualifications, to enable them to access higher education.</p> <p>SWAPWest's access programmes are provided by partner colleges across the west of Scotland and are a proven route into hundreds of degree courses at Scottish universities.</p> <p>In addition to providing educational programmes, SWAPWest offers independent advice to adults about opportunities for employment through education. Vocational programmes offered by SWAPWest (Nursing, Health professions, Education, Social work, childhood practice, Law, Business and Finance) are specifically designed for adults seeking to upskill in order to enter vocational employment.</p>	<p>SWAPWest provides opportunities for adults, particularly those who live in the most socially and economically deprived areas of the West of Scotland. SWAPWest have provided access programmes in the West of Scotland for 31 years. Since 1989, SWAPWest has worked with low skilled and adults with no qualifications, enhancing educational opportunities for this community.</p> <p>SWAPWest is an integral part of Scotland's education system. By working predominantly with low skilled adults who have few or no qualifications, SWAPWest provides a unique opportunity for adults to access further and higher education leading to better employment opportunities.</p>
Data on percentages of relevant populations e.g. employment data, educational qualification level (data set relates to	<p>Since 2015, 5,430 students have enrolled on SWAPWest programmes.</p> <p>From the most deprived areas in Scotland: 2,261 (42%) With no school qualifications: 1,426 (26%)</p>	

<p>last five years)</p> <p>NB. Employment data relates to the current SWAP cohort (2019-20). Employment data was previously not captured.</p>	<p>With no post-school qualifications: 2,142 (39%)</p> <p>Who have siblings with no post-school quals: 4,159 (77%)</p> <p>Who have parents with no post-school quals: 4,268 (79%)</p> <p>Who were unwaged before SWAP: 7%</p> <p>Who worked in the following low skilled employment:</p> <ul style="list-style-type: none"> • Administration/Call Centre: 15% • Health and Social Care: 28% (SWAP offers a large number of nursing programmes which accounts for the percentage previously working in this sector, albeit in low skilled roles) • Hospitality: 10% • Manual Labour/Trade: 7% • Retail: 5% <p>Who worked in other employment: 11%</p> <p>Who did not respond: 18%</p>	
<p>e.g. General history of the community</p> <p>Key people and leaders in the community</p> <p>Issues of most concern to the community</p> <p>Morale and involvement levels</p> <p>Key allies – potential associate partner and stakeholders</p>	<p>The West of Scotland has traditionally been area of heavy industry, manufacturing, ship building and coal mining. Providing employment opportunities. The period of the 1970's and 1980's was marked by rapid de-industrialisation and high levels of unemployment. The city of Glasgow reinvented itself as a finance and business centre and as call centres grew, employment opportunities were established there. These required a different set of skills from workers. Tourism also has grown in the city and retail breaks have become commonplace. However, these are mainly low skilled with irregular working hours. Across the wider geographic area there have been considerable challenges for our town and former coal mining areas. Glasgow also still has challenges of</p>	

	<p>multiple deprivation across large housing estates and high-density housing. There are also considerable challenges across communities where they were reliant on single sources of manufacturing industry. Diversifying their economy is even more challenging than our city areas. Employment in these areas is limited and costs of travel to other areas high. Addressing these issues is a major concern to the communities and SWAPWest's partner colleges are committed to improving the social and economic wellbeing of the communities they serve. Skills shortages in many areas remain: for example, teaching, health services, engineering and social work. There are also opportunities in professions realising they require to diversify their work forces for example medicine and law. Adults who return to education have good opportunities for long term careers.</p> <p>SWAPWest works with the following partners:</p> <p>Argyll College Ayrshire College Glasgow Clyde College Glasgow Kelvin College New College Lanarkshire South Lanarkshire College West College Scotland</p> <p>Glasgow Caledonian University University of Glasgow University of Stirling University of Strathclyde University of the West of Scotland</p>	<p>Post school education in Scottish education has two main streams: university and college. Colleges provide mainly vocational training from secondary school qualification level up to second year degree (HND). Students who have not achieved many school qualifications can work their way up through these post school qualifications and then progress through articulation schemes to university.</p> <p>SWAPWest adult learners study a tailored one-year programme at college. The programme develops the academic knowledge and skills of our students to ensure they can progress to higher education at degree or HNC level. The programme builds on a student's prior learning and experience.</p> <p>The partners we work with deliver the programmes in a range of curriculum and vocational areas and SWAPWest works closely with them to ensure that learner guidance and support is delivered as a core part of their programme.</p>
Outreach Methods/strategies used to recruit adults	<p>SWAP website College partner websites University partner websites</p>	<p>SWAPWest is promoted through its own website which states: 'The SWAPWest office (which is</p>

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	<p>Staff from partner organisations i.e..</p> <p>Student recruitment and guidance</p> <p>Social media: Facebook</p> <p>Local housing association</p> <p>Word of mouth i.e. Previous SWAP students' recommendations to friends and family</p>	<p>based in Glasgow) works in partnership with colleges and universities throughout the West of Scotland. We give independent advice to adults about opportunities to access higher education. If you believe you have the potential to succeed at university, but you missed out the first-time round, for whatever reason, our friendly staff can give you impartial advice on how to access higher education.'</p> <p>College partner sites have section on SWAP programmes e.g.</p> <p>'This is a Scottish Wider Access Programme (SWAP) course for people interested in a career in Childhood Practice and is designed to help you reach your potential and to help you have the confidence to go on to be successful in a college or university course. If you've few or no formal qualifications and have been out of full-time education for a period of time you could be eligible for this course. Successful completion of the SWAP course may allow you entry to a number of 1st year degree programmes at university or HNC/D courses at college. The programme provides additional support to those adults who are returning to education after a period of time.'</p> <p>University partners also assist, for example, this entry from the University of Glasgow:</p> <p>'SWAP ACCESS PROGRAMME We are one of the founding partners of the Scottish Wider Access Programme; a partnership of Colleges and Universities that provide opportunities for adults, with few or no qualifications, who want to start Higher Education. SWAP programmes are delivered in local Colleges across broad curriculum areas, providing an entrance qualification for agreed</p>
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		<p>progression on to most University of Glasgow degrees.</p> <p>Access to Humanities and Social Science programmes can be studied at a wide range of local Colleges, relevant for a variety of undergraduate degrees, including Primary Education for adults who have developed skills working or volunteering with primary aged children, but who need an academic qualification to progress.</p> <p>Life Science programmes are also available in a number of Colleges and you should study one that contains chemistry and biology.</p> <p>For further information on <u>SWAP programmes</u>, or to discuss the correct option for progression on to a degree, please email or phone SWAP for a friendly chat on 0141 564 7206.</p> <p>If you're interested in Medicine, Dentistry and Veterinary Medicine, you should apply to the Access to Medical Studies programme at Glasgow Kelvin College. Places on the programme, designed specifically for entry to Glasgow, are highly competitive so apply when applications open each January. You will be interviewed prior to the programme and are expected to have experience in your chosen field and recent study of chemistry and biology.</p> <p>If Science and Engineering are your interest, study an Access to STEM programme. There can be specific Maths requirements for Engineering degrees so discuss this at your College interview to ensure progression on to the University of Glasgow.</p> <p>SWAP students have a proud tradition of success at Glasgow, why not join them?</p> <p>A screenshot of the SWAPWest Twitter pages and Facebook page is attached at Appendix VII</p>
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		SWAPWest also promoted programmes through a housing association newsletter.
Target Group Justification	Group Characteristics	National and Local Population Statistics for Target Group as % of general population (Data relates to Scotland's Census 2011)
	<p>As a partner in the MASTER project, SWAPWest has chosen to work with this group given the low percentage who have attained higher school qualifications (65%). A lack of qualifications at higher school qualification level is regarded as a strategic concern for both Scottish Government and for all the local authority areas SWAPWest works with.</p> <p>Guidance is key to ensuring that adults who are accessing a return to education are set to succeed and SWAPWest focuses on guidance throughout the adults' journey. Working with colleges while learners are on SWAP programmes. We also work to encourage adults to return to education.</p>	<p>Population aged 16 and over: Glasgow 497,618 Renfrewshire 144, 299 Scotland 4,379, 072</p> <ul style="list-style-type: none"> • No qualifications: Glasgow 32% Renfrewshire 28.1% Scotland 26.8% • Basic high school qualifications (standard grades/O grade): Glasgow 19.7% Renfrewshire 23.1% Scotland 23.1% • Advanced high school qualifications (Scottish Highers): Glasgow 13.4% Renfrewshire 14.5% Scotland 14.3% • College qualifications (HNC/HND): Glasgow 9% Renfrewshire 11.2% Scotland 9.7% • University qualifications (degree): Glasgow 25.9% Renfrewshire 23.1% Scotland 26.1%
	<p>Low skilled Employment/unemployment</p> <p>The Retail and Hospitality sectors are significant employers in the area which SWAPWest covers. The</p>	<p>People aged 16 or over are unemployed (excluding full-time education): Glasgow 29,534 Renfrewshire 6, 710 Scotland 189,414</p>

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	<p>opportunities available in these sectors can be regarded as low skilled occupations with irregular hours and are often part time or seasonal.</p> <p>In the geographic area covered public transport is an issue, being both expensive and infrequent. SWAPWest offers an opportunity to increase skills and fulfil the requirements for more secure employment and higher paying careers.</p>	<p>People aged 16-74 are in employment: Glasgow 259,766 Renfrewshire 82,126 Scotland 2,516, 895</p> <ul style="list-style-type: none"> Managers, directors and senior officials: Glasgow 6.8% Renfrewshire 8.1% Scotland 8.4% Professional occupations: Glasgow 18.5% Renfrewshire 15.7% Scotland 16.8 % Associate professional and technical occupations: Glasgow 13.3% Renfrewshire 13.3% Scotland 12.6% Administrative and secretarial occupations: Glasgow 11.3% Renfrewshire 12.9% Scotland 11.4% Skilled trades occupations: Glasgow 9.4% Renfrewshire 11.2% Scotland 12.5% Caring, leisure and other service occupations: Glasgow 9.8% Renfrewshire 10.3% Scotland 9.7% Sales and customer service occupations: Glasgow 11% Renfrewshire 10.3% Scotland 9.3% Process, plant and machine operatives: Glasgow 6.4% Renfrewshire 7.6%
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		<p>Scotland 7.7%</p> <ul style="list-style-type: none"> Elementary occupations: Glasgow 13.6% Renfrewshire 10.6% Scotland 11.6%
	<p>Home status</p> <p>We do not have home status collected on the SWAPWest database.</p>	<p>Total number of households with residents: Glasgow 285,693 Renfrewshire 80, 902 Scotland 2,372,777</p> <ul style="list-style-type: none"> Owned: Glasgow 45.6% Renfrewshire 64.8% Scotland 62% Rented from council: Glasgow has arms-length options for social housing Renfrewshire 15.7% Scotland 13.2% Other social rented: Glasgow 36.7% Renfrewshire 8.9% Scotland 11.1% Private rented: Glasgow 16.8% Renfrewshire 10% Scotland 12.4% Living rent free: Glasgow 0.9% Living rent free 0.7% Scotland 1.3%
<p>NB. Employment data relates to the previous four years of SWAP student cohorts (2015-16 – 2019-20). Employment data was previously not captured.</p>	<p>Household/family structure</p> <ul style="list-style-type: none"> 0 dependents: 46.8% 1 dependent child: 25.7% 2 dependent children: 16.6% 3 dependent children: 2.4% 4 dependent children: 0.6% More than 4 dependent children: 0.9% Dependent adults: 7% 	<p>Percentage of the number of residents within households:</p> <ul style="list-style-type: none"> 1 person: Glasgow 43.1% Renfrewshire 38.6% Scotland 34.7% 2 people: Glasgow 30.3%

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	<ul style="list-style-type: none"> Single parents: 25% <p>Over 50% of SWAP students have dependents which is far in excess of the general population.</p>	<p>Renfrewshire 30.5% Scotland 34%</p> <ul style="list-style-type: none"> 3 people: Glasgow 13.7% Renfrewshire 15% Scotland 15.1% 4 people: Glasgow 8.5% Renfrewshire 11.7% Scotland 11.5% 5 people: Glasgow 3.2% Renfrewshire 3.3% Scotland 3.7% 6 or more people: Glasgow 1.2% Renfrewshire 0.9% Scotland 1.1%
	<p>Ethnicity</p> <ul style="list-style-type: none"> Scottish: 80.8% Other British: 4% European Union: 2.3% Other White: 1% Asian, Asian Scottish, Asian British: 2.7% African, Black, Caribbean: 3.2% Other: 1% Prefer not to say/no response: 4.4% 	<p>Ethnicity</p> <ul style="list-style-type: none"> White Scottish: Glasgow 78.6% Renfrewshire 91.3% Scotland 84% White – Other British: Glasgow 4.1% Renfrewshire 3.3% Scotland 7.9% White – Other: Glasgow: 5.7% Renfrewshire 1% Scotland: 4.2% Asian, Asian Scottish or Asian British: Glasgow 8.1% Renfrewshire 1.8% Scotland 2.7% Other Ethnic Groups: Glasgow 3.5% Renfrewshire 1% Scotland 1.3%⁷

⁷ NB all data was correct at 31.03.2020 prior to the Covid-19 crisis.

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	<p>Other service providers' attitudes and policies towards target group</p>	<p>SWAPWest's remit is included under the Scottish Government strategy for Widening Access (sometimes referred to as Widening Participation). The Scottish Government's ambition for Widening Access deems that anyone from Scotland's most deprived communities should have the same chance of going to university as those from the country's least deprived areas. http://www.sfc.ac.uk/access-inclusion/commission-widening-access/commission-widening-access.aspx</p> <p>Glasgow and the West of Scotland</p> <p>Other organisations working within Widening Access in Glasgow and the West of Scotland include FOCUS West – an umbrella organisation providing learning and engagement programmes for school pupils. FOCUS West's programmes are designed to prepare pupils from the most deprived areas in Scotland for further and higher education. These programmes include Routes for All (facilitated by Glasgow Caledonian University and the University of the West of Scotland); the Portfolio Development Programme (for learners wishing to progress to degrees in art and design); Access to the Creative Industries; and Top-Up (facilitated by the University of Glasgow).</p> <p>Pupils completing these programmes may qualify for 'adjusted entry' to university. That is, entry requirement may be lowered for learners from the most deprived areas who have completed a FOCUS West programme.</p> <p>Top-Up is a pre-entry programme providing learners with the experience of university study. Pupils are taught by postgraduates with</p>
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		<p>recent experience of university study. Choosing from a range of subjects, Top-Up participants complete a series of in-school workshops designed to equip learners with essential study skills. Pupils are assessed by workshop contribution and a written assignment. Pupils also participate in Campus Day events at the University of Glasgow where they experience a fabricated typical day of first year university, including a lecture, seminar and campus tour.</p> <p>In addition to the FOCUS West Top-Up programme the University of Glasgow's Widening Participation team facilitate the following programmes for pupils from the most deprived areas of the West of Scotland: Reach, Access to Career and the Early Secondary Programme.</p> <p>The Reach programme is specifically designed for pupils working towards gaining entry to degrees in the medical professions of Medicine, Dentistry and Veterinary Medicine. Reach pupils are guided through a programme related to their chosen profession and participate in campus events with the University of Glasgow's College of Medicine, Veterinary and Life Sciences.</p> <p>Access to a Career follows the structure of the Reach programme for pupils working towards degrees in the professions of Engineering, Accountancy and Finance, and Teaching.</p> <p>The Early Secondary Programme provides pupils in the early years of secondary education with guidance on selecting the correct subjects of study based on plans for further education and careers.</p> <p>SWAPWest is unique in its work for</p>
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		<p>providing independent access programmes for low skilled adult populations with few or no previous qualifications.</p> <p>Other platforms in Scotland providing support for adult entry to university are delivered in the college sector via Articulation Agreements. Students applying to college are required to have prior qualifications.</p> <p>Articulation Agreements allow students to gain access to higher education by completing college qualifications matching those of equivalent first- and second-year university qualifications. Students have the option of 'articulating' into second- or third-year university dependent on the Articulation Agreement between colleges and universities.</p> <p>In 2018/19, of the entrants to university in Scotland from the 20% most deprived areas (SIMD20), 41.8% arrived via an articulation route having completed a college qualification in 2017/18</p> <p>Additionally, universities in Scotland provide in-house access programmes for adults wishing to study degrees at specific universities.</p>
	<p>Geographic boundaries for target group selection</p> <p>Public transport is an issue as was said above. Both the cost and the infrequency of service plus the time taken are a barrier for many. Many adults prefer to access local opportunities which they can walk or cycle to and where they are in easy reach of home and their children's schools.</p>	<p>Glasgow and the West of Scotland SWAPWest works across an area which has almost one half of the population of Scotland and the majority of the areas of social deprivation thus making it an ideal vehicle for promoting the aims of MASTER.</p> <p>Glasgow City employers report a higher than average skills shortage which leads to unemployed people being unable to fill these posts. New skills sets are also required to keep up with the pace of digitisation and the retraining and upskilling of adults will fill some of this gap.</p>

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		<p>The working age population is set to decline by around 25,000 over the next ten years despite the increase in the pensionable age so those adults remaining must be able to make use of the job vacancies that arise.</p> <p>Recent changes to social security benefits for those unable to work full time or disabled has led to an increase in in-work poverty because of the low pay levels associated with many unskilled or part time jobs.</p> <p>file:///C:/Users/helen/Downloads/Master%20Project/gcr_regional-skills-investment-plan_2019-24_final.pdf</p>
	Issues which may affect the outreach strategy e.g. language, use of IT, etc	<p>Confidence in their own abilities is the main barrier which many adults face on returning to education, particularly if their previous experience of education was poor and they were unsuccessful.</p> <p>SWAPWest aims to boost this confidence through their guidance and support and MASTER will add to that support through the aims and objectives of the project.</p> <p>Although the population as a whole has a high level of literacy, numeracy and IT skills, many adults find that the digital world has left them behind and their experience and confidence with IT is severely limited, especially if they have been out of employment or education for some time.</p> <p>We only have a small percentage of students where ESOL is an issue c8%.</p> <p>IT is a significant issue for a small number of students starting out.</p> <p>Both language and IT are capacities that may need developing for professional reasons and therefore crucial to their development. These skills are integral for those on the programme and may also be factors in holding people back from returning to education.</p>

Kerigma - Instituto de Inovação e Desenvolvimento Social de Barcelos

<p>Type of Organisation and position in community</p> <p>Kerigma is a local association for development located in Barcelos</p>	<p>Aims of Organisation</p> <p>To promote the integrated development of individuals, organizations and communities, by creating innovative services and products that contribute to more active citizenship, solidarity and social cohesion.</p>	<p>Justification for Selection of Target Group for <i>this organisation</i> e.g. previous experience of working with this population</p> <ul style="list-style-type: none"> - Human resources experienced in the field of adult education. - Existence of protocols with Social Solidarity Private Institution, Associations, Companies, Training Centers that have access to individuals with a low level of education. - Significant number of LTU in Barcelos. - Compatible with the nature of activities Kerigma develops.
<p>Initial Research on community and population both locally and nationally</p>	<p>Locally (Barcelos)</p> <p>Source: Barcelos Município. (2015). <i>Diagnóstico Social, 2015</i>. Retrieved January 9, 2020 from https://www.cm-barcelos.pt/viver/coesao-social-saude-publica/rede-social/documentos-estrategicos/</p>	<p>Nationally</p>
<p>Data on percentages of relevant populations e.g. employment data, educational qualification level</p>	<ul style="list-style-type: none"> - 75% of the population in Barcelos had the 9th grade or less; - In 2015, 4290 people at Barcelos were unemployed; 2001 of these had been unemployed for more than a year. 	<p>The unemployment rate in 2019 was 6,5%. In this same year, the proportion of long-term unemployed dropped 1.2 percentage points to 49.9%. (Source: https://www.jornaldenegocios.pt/economia/emprego/detalhe/taxa-de-desemprego-desce-para-65-em-2019-ligeiramente-acima-da-meta-do-governo)</p> <p>In 2019, considering the resident population aged 15 and over: 559,8 thousand people had no educational qualification level ; 1.904,3 thousand had completed the first cycle of primary education (grade 1 to 4); 882,3 thousand had completed primary school (grade 1 to 6) and 1.770,7 thousand had lower secondary education. (source:https://www.pordata.pt/Portugal/Popula%C3%A7%C3%A3o+resident</p>

		<u>e+com+15+e+mais+anos+total+e+por+n%c3%advel+de+escolaridade+completo+mais+elevado-2101)</u>
<p>e.g. General history of the community</p> <p>Key people and leaders in the community</p> <p>Issues of most concern to the community</p> <p>Morale and involvement levels</p> <p>Key allies – potential associate partner and stakeholders</p>	<ul style="list-style-type: none"> - In 2015 there was an increase of the elderly people in Barcelos, especially in the age group of 65-69. On the other hand, the fertility rate in 2013 was 26,4% less than the national average (33,9%). Since 2011, Barcelos had a significant increase in the growth of the ageing population. - 50% of the employment in Barcelos relates to the manufacturing industry. Moreover, Barcelos showed the most agricultural activity of its region (about 46%). 63% of the farmers only had basic education (4th grade). - There is an available network of associations and institutions to reinforce the business fabric: Al Minho, ACIB, ACB, ACICE, University of Minho, IPCA, Portuguese Catholic University of Braga, Lusíada University of Vila Nova de Famalicão, CITEVE. - Almost half of the employed population at Barcelos works in the textile industry. However, there is also a strong presence of the footwear industry, agriculture, tourism and ceramic. - In 2014, there were 747 beneficiaries of the Social Integration Income; - In 2014, the Commission for the Protection of Children and Young People in Barcelos had 630 active cases related to child protection; - In 2014, there were 148 registered cases of domestic violence; - In 2014, 314 people were being monitored for alcoholism and drug abuse. 	<p>- “In Portugal, as in other European countries, the main reason cited for not participating in adult learning is, overwhelmingly, a lack of interest. In Portugal, three out of five adults who did not participate in adult learning indicated in 2016 that the main reason for this was that they were not interested in pursuing it. Lack of motivation is still a major barrier for participation in Portugal, despite the significant progress made in recent years. In 2007, more than 90% of non-participating adults cited a lack of desire to participate as the main reason, and in 2011, this share was still 86% (compared to 83% for EU28). This fell to 61% in 2016, compared to about 80% for EU countries, with data available at the end of 2017. This notable increase in willingness to participate may reflect the lack of other opportunities, given the weak labour-market opportunities after the economic crisis. It may also indicate a heightened awareness of the value of learning in Portugal. However, this increase in willingness did not translate into a similar jump in participation rates (...) In fact, participation in formal education has decreased in recent years, offsetting an increase in non-formal adult learning. Further, some stakeholders noted that the recent recovery of the economy – and especially the large number of jobs created in the tourism sector in the past two years – may have resulted in more adults giving up learning or not pursuing learning, in favour of immediate access to employment – even if it was low-skilled or precarious work. These trends highlight the relevance of other barriers to adult learning, in addition to low motivation.” (page 47, SKILLS</p>

	<p>- Potential associate partners and stakeholders: SOPRO ONG, GASC, Santa Casa da Misericórdia de Barcelos, Portuguese Red Cross - Barcelos, Escola Profissional and Tecnologia Profesino, Duodifusão, MP Academia de Formação, ForConsulting Lda, AMES - Associação para Mudança Empreendedora e Solidária, etc.</p> <p>(Note: In 2013, Barcelos had 119824 inhabitants .)</p>	<p>STRATEGY IMPLEMENTATION GUIDANCE FOR PORTUGAL © OECD 2018)</p> <p>- “In 2016, almost 20% of Portuguese adults already participated in learning and did not wish to continue, a figure slightly below the EU average of 25%. This is an improvement from 2011, when 31% of individuals reported that they were not willing to continue. Still, this leaves many participants in adult learning in Portugal who may have participated for reasons other than their own intrinsic interest. Two reasons may explain this situation: recent changes to employment protection legislation and active labour-market policies (ALMPs) have made receipt of benefits more stringent and conditional on participation in some form of training or work experience (OECD, 2017[6]). Further, since 2009, employers have been legally required to provide at least 35 hours of training annually to their employees. This could explain that in 80% to 90% of cases, it is the employer and not the employee who initiated training activities (Ministério do Trabalho, 2017[7]). While employer engagement in providing training is helpful, there is room to encourage employees’ interest in adult learning.” (page 50,SKILLS STRATEGY IMPLEMENTATION GUIDANCE FOR PORTUGAL © OECD 2018)</p>
Outreach Methods/strategies used to recruit adults	<p>- Kerigma department “Centro Qualifica” has a particular website for the purpose of training courses.</p> <p>- Social media (Facebook).</p> <p>- Protocols with Social Solidarity Private Institutions, Associations, Companies, Training Centers that have access to individuals with a low level of education.</p> <p>- Close link with the Institute for Employment and Vocational Training (state institution) through the Office of Professional Insertion</p>	<p>“As for targeting low-skilled adults, large-scale campaigns would appear to be important tools in Portugal, given the large number of adults who fall into this category. The government has made significant efforts for more than a decade to raise the interest of Portuguese citizens in participating in learning, including through public websites (ANQEP, IEFPP) and broad-based awareness-raising campaigns during the New Opportunities Initiative. These appear to have played a role in raising participation</p>

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	<p>that is part of Kerigma.</p> <ul style="list-style-type: none"> - Personal networks. 	<p>(Carneiro, 2011[34]), and possibly in the large increase in interest in learning noted earlier in the chapter. More recently, the introduction of the new Qualifica Programme, which aims to reboot Portugal's strategy to upgrade the education and skills of adults, has been supported by several information tools."</p> <ul style="list-style-type: none"> - Qualifica Portal - web portal that provides access to a range of information on adult learning through multiple channels, including social media; - TV campaigns such as Minuto Qualifica- a large-scale television campaign launched in July 2017. The campaign includes 100 different video clips one to two minutes long, describing real-life situations and the impact of adult learning. - Interactive guidance tools such as the Qualifica Passport. Created in 2017, this new user-oriented online tool and platform provides information on individuals' own educational and training record. It also directs users to potentially relevant learning opportunities based on the qualifications they have already acquired. Stakeholders consulted during the project, however, noted the complexity of the tool in its current design, whose clarity and usability is now being revised, with the addition of a new mobile phone application. These efforts will be important if it is to be used by all adult learners, especially those with low skills. (page 59, SKILLS STRATEGY IMPLEMENTATION GUIDANCE FOR PORTUGAL © OECD 2018) <p>"the social network (family, neighbours and friends) is the second most important source of information and support for pursuing adult learning in Portugal, well after the Internet but slightly ahead of employers or educational institutions.</p>
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		<p>This order is reversed in the EU on average, with the Internet, employers and educational institutions taking precedence. This suggests that outreach methods that rely on social and family networks at the local level could help in Portugal.</p> <p>Finally, (...) social perceptions play an important role in motivating low-skilled adults, including different expectations of achievement based on socio-economic background. This suggests that targeted outreach efforts need to be combined with a broader societal consensus on the value of adult skills and lifelong learning. Government efforts initiated in 2017, such as Minuto Qualifica or the Qualifica Portal, are promising, but they need to be sustained to show a continuous commitment to lifelong learning.” (page 60, SKILLS STRATEGY IMPLEMENTATION GUIDANCE FOR PORTUGAL © OECD 2018)</p>
Target Group Justification	Group Characteristics	National and Local Population Statistics for Target Group as % of general population
Long term unemployed people (LTU)	i.e. Demographic data (e.g., age, race, socioeconomic and educational attainment data, family structure, and language use)	<p>Local perspective: LTU predominant age group: [35, 65] Low levels of education; Strong presence of the Roma community in this target group (around 200 people from this community were living in Barcelos in 2015 and a big part of them were either unemployed or enrolled in training courses)</p> <p>Source: Barcelos Município. (2015). <i>Diagnóstico Social, 2015</i>. Retrieved January 9, 2020 from https://www.cm-barcelos.pt/viver/coesao-social-saude-publica/rede-social/documentos-estrategicos/</p> <p>National perspective: In 2017, the common profile of an unemployed person was:</p>

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		<p>Female gender, over 45 years old, qualifications up to the 3rd cycle of basic education, worked in the services sector and has been looking for a job for over a year.</p> <p>(source: https://eco.sapo.pt/2017/11/08/qual-e-o-perfil-do-desempregado-em-portugal/)</p>
	Home status i.e. owned, rented, shared accommodation	<p>Source: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Housing_statistics/pt</p> <p>Data from 2017: Owner, with mortgage or loan: 37,3% Owner, no outstanding mortgage or housing loan: 37,5% Tenant, rent at market price: 12,8% Tenant, rent at reduced price or free: 12,5%</p> <p>Note: This information is about the general population in Portugal. For that reason, it may lead to erroneous assumptions.</p>
	Other service providers' attitudes and policies towards target group	<p>To strengthen the incentives for hiring young people looking for their first job and long-term or very long-term unemployed individuals, the «Contract-Generation» (Contrato-geração) measure supports hiring through open-ended contracts by allowing the partial exemption or total exemption regime of payment of contributions to the general social security scheme in the part relating to the employer. This measure became valid since April 12, 2019. (source: TRABALHO, SOLIDARIEDADE E SEGURANÇA SOCIAL, Portaria n.º 112-A/2019, de 12 de abril)</p> <p>Strengthening support for the long-term unemployed (LTU), by raising the threshold of income to be considered</p>

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		<p>in the condition of resources for access to the subsequent unemployment social benefit,for beneficiaries who, cumulatively:</p> <ul style="list-style-type: none"> - Have started unemployment benefit at age 52 or older; - The initial unemployment benefit ended; - Meet the conditions for access to early retirement due to long-term unemployment. (source: Projeto de Plano Orçamental, 2020) <p>Extraordinary financial support for the long-term unemployed, in force since March 2016 with the State Budget Law (OE) of that year and following the Laws of OE 2017 and OE 2018, remains.However, the period after which the unemployed may have access to support was shortened in 2018,allowing the maintenance of income to LTU. (source: Projeto de Plano Orçamental, 2020)</p>
	Geographic boundaries for target group selection	Braga, Barcelos and Esposende
	Issues which may affect the outreach strategy e.g. language, use of IT, etc	<p>Lack of digital skills; Lack of motivation/interest; People from remote and disadvantaged rural areas; Lack of information; Lack of trust ; Mental health issues; Unacceptance of change / lack of adaptability; Substance abuse (alcohol, drugs, medication, etc.); Paperwork; Resistance to cooperation/lack of communication amongst relevant authorities; Lack of resources; Ideation vs practicality; Deficient public transport network ; Limited mobility; Cultural barriers; Pandemics.</p>



APPENDIX

III

Appendix III
Stakeholder Questionnaire

MASTER (Measures for Adults to Support Transition to further Education and Re-skilling opportunities) is an Erasmus+ funded project designed to facilitate the participation of low-skilled adults in formal education, training opportunities and in the labour market. MASTER aims to develop and/or reinforce personal, social and learning competences, which are considered vital for the re-activation and re-engagement of potential learners from vulnerable groups. The project aims to reach adults who fall into the following categories: long term unemployed; socially vulnerable adults; adults from a migrant background.

The MASTER partnership is required to develop an 'Outreach Strategy,' to improve the capacity of Adult Education providers to reach out to the target groups. Given the specific demographic of the target group, the 'Outreach Strategy' aims to identify the best method for reaching adults from these socio-economic backgrounds.

To develop an inclusive and effective 'Outreach Strategy,' the MASTER partnership is contacting Stakeholders/Low Skilled Adults, to gather feedback on methods of approach.

It is necessary for the partnership to consider the challenges faced by these groups (for example, potential limited access to technology, social mobility issues, and language barriers).

This questionnaire will assist the partnership in developing the best 'Outreach Strategy.' Please consider the target group in your response to the following questions:

Q1 Numbering from 1-7, what would you consider the most effective way to engage with low skilled adults (1 = most effective; 7 = least effective):

Webpages	Facebook/ other social media	Face-to Face Meeting	Posters/Lea flets	Phon e	Events/ Presentations	Local and National Newspapers/Radi o/TV

Q2 Numbering from 1-6, what would you consider the most effective way to promote the project to stakeholders or other agencies:

Webpages	Facebook/other social media	Face-to Face Meetings (with agencies having access to individuals with a low level of education)	Posters /Leaflets	Phone	Events/ Presentations

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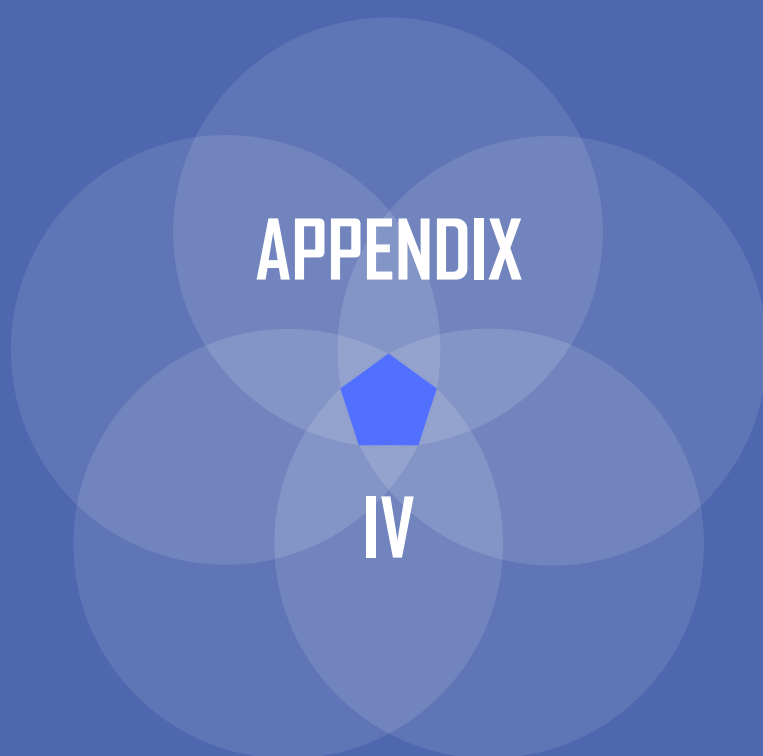
Q3 Numbering from 1-8, what would you consider the most effective method of communication with low skilled adults:

Webpages	Social Media (Facebook /Twitter)	Face to Face/ Guidance Meetings	Posters/ Leaflets	Phone/ texts/ emails	Events/ Presentations	Local and National Newspapers/ Radio/TV	Word of Mouth/ recommendations from those who have previously engaged with the organisation

Q4 Numbering from 1-5, what would you consider the best environment/location to maximise display and distribution of flyer, brochures, etc for low skilled adults to access learning activities:

Online (social media/email)	Learning centres (schools/colleges/universities)	Community centres	Local Libraries	Other – please specify (e.g. shopping centres, gyms, cafes)

Please provide any additional comments:



Appendix IV
Learner Questionnaire

MASTER (Measures for Adults to Support Transition to further Education and Re-skilling opportunities) is an Erasmus+ funded project designed to facilitate the participation of low-skilled adults in formal education, training opportunities and in the labour market. MASTER aims to develop and/or reinforce personal, social and learning competences, which are considered vital for the re-activation and re-engagement of potential learners from vulnerable groups. The project aims to reach adults who fall into the following categories: long term unemployed; socially vulnerable adults; adults from a migrant background.

The MASTER partnership is required to develop an 'Outreach Strategy,' to improve the capacity of Adult Education providers to reach out to the target groups. Given the specific demographic of the target group, the 'Outreach Strategy' aims to identify the best method for reaching adults from these socio-economic backgrounds.

To develop an inclusive and effective 'Outreach Strategy,' the MASTER partnership is contacting Stakeholders/Low Skilled Adults, to gather feedback on methods of approach.

It is necessary for the partnership to consider the challenges faced by these groups (for example, potential limited access to technology, social mobility issues, and language barriers).

This questionnaire will assist the partnership in developing the best 'Outreach Strategy.' Please consider the target group in your response to the following questions:

Q1 Numbering from 1-7, what would you consider the most effective way to engage with low skilled adults (1 = most effective; 7 = least effective):

Webpages	Facebook/ other social media	Face-to Face Meeting	Posters/Leaflets	Phone	Events/ Presentations	Local and National Newspapers/Radio/TV

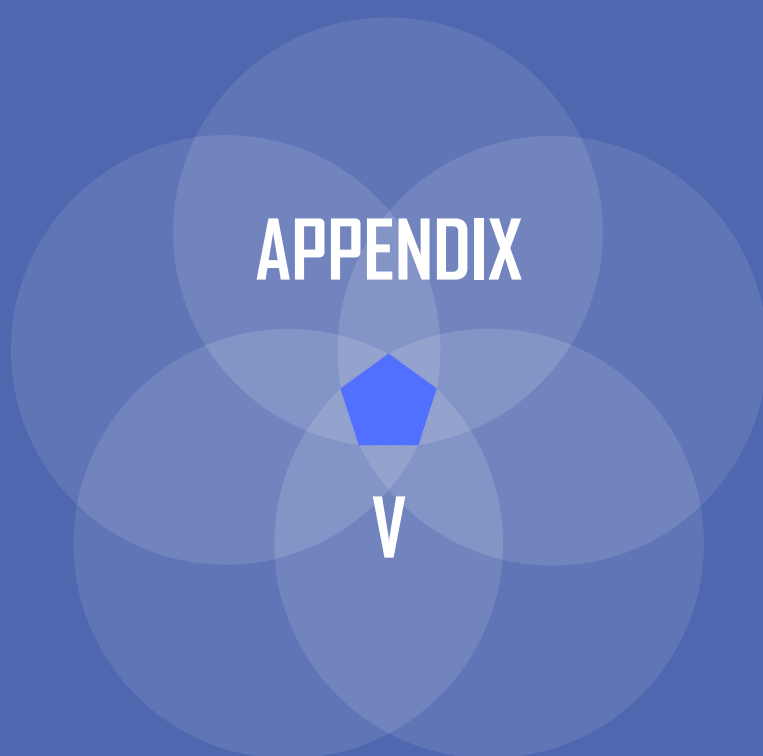
Q2 Numbering from 1-8, what would you consider the most effective method of communication with low skilled adults:

Webpages	Social Media (Facebook /Twitter)	Face to Face/ Guidance Meetings	Posters/ Leaflets	Phone/ texts/ emails	Events/ Presentations	Local and National Newspapers/ Radio/TV	Word of Mouth/ recommendations from those who have previously engaged with the organisation

Q3 Numbering from 1-5, what would you consider the best environment/location to maximise display and distribution of flyer, brochures, etc for low skilled adults to access learning activities:

Online (social media/email)	Learning centres (schools/colleges/universities)	Community centres	Local Libraries	Other – please specify (e.g. shopping centres, gyms, cafes)

Please provide any additional comments:



Appendix V

Partner Results for Stakeholders

Partner 1: FORMA.Azione

Summary of Stakeholder Questionnaire

Partner Name: FORMA.Azione

No. of Stakeholders contacted: 16

No. of Stakeholders who responded (please list organisations): 11

Name	Typology
Biblioteche Comunali di Perugia	Libraries of Perugia
Forum Nazionale Terzo Settore	National Third Sector Forum
EPALE - Electronic Platform for Adult Learning in Europe	EU Platform
EU Agenda for Adult Learning	Italian representative
UIL – Unione Italiana del Lavoro	National Trade Union
Comune di Perugia	Municipality
ARPAL Umbria	Regional Agency for Active Labour Policies
RUIAP – Rete Universitaria Italiana per l'Apprendimento Permanente	Italian Higher Education Network for Lifelong Learning
INDIRE - Istituto nazionale di documentazione innovazione e ricerca educativa	National Institute for documentation, innovation and didactic research
ANCI Umbria	Regional Branch of the national association of Italian municipalities
CPIA Perugia	Provincial Centre for Adult Education

From your Stakeholders' responses, please count up how many number 1s (best method) for each category. i.e. If 7 responders put no. 1 (best method) under 'phone,' please write '7' in the phone field.

Q1 What would you consider the most effective way to engage with low skilled adults?

Webpages	Facebook/ other social media	Face-to Face Meeting	Posters/Leaflets	Phone	Events/ Presentations	Local and National Newspapers/Radio/T V
1	4	3	0	0	2	1

Q2 What would you consider the most effective way to promote the project to stakeholders or other agencies?

Webpages	Facebook/other social media	Face-to Face Meetings (with agencies having access to individuals with a low level of education)	Posters /Leaflets	Phone	Events/ Presentations
1	0	6	0	0	4

Q3 What would you consider the most effective method of communication with low skilled adults?

Webpages	Social Media (Facebook /Twitter)	Face to Face/ Guidance Meetings	Posters/ Leaflets	Phone/ texts/ emails	Events/ Presentations	Local and National Newspapers/ Radio/TV	Word of Mouth/ recommendations from those who have previously engaged with the organisation
0	4	0	0	0	1		6

Q4 What would you consider the best environment/location to maximise display and distribution of flyer, brochures, etc for low skilled adults to access learning activities:

Online (social media/email)	Learning centres (schools/colleges/universities)	Community centres	Local Libraries	Other – please specify (e.g. shopping centres, gyms, cafes)
4	0	2	0	5

Please provide any additional comments:

Positive experience in exploiting contacts with associations which already work with low-skilled adult target groups (i.e. migrants).

I think intercepting low-skilled adults is a very difficult commitment because this target is often "invisible" to society, considering the most traditional ways of involving citizenship in educational, training and cultural paths, both formal and informal. An adult with low qualifications is unlikely to be a regular visitor to libraries or schools. More likely he will be a visitor to shopping malls, game rooms, bars, gyms and non-cultural places. For this reason, I think it is a good solution to be present in these places with flyers, information points etc.

I also think that the training offer must be particularly flexible, in terms of timetables and contents, and its use in real work contexts has to be evident.

At the present moment, the most immediate tool is Facebook.

Involving adults through the valorisation of relationships, one of the main causes of their lack of qualification is mistrust. Creating trust relationships contributes to increasing self-esteem and promoting openness to suggestions and support.

Partner 3: SWAPWest

Summary of Stakeholder Questionnaire

Partner Name: **SWAPWest**

No. of Stakeholders contacted: **47**

No. of Stakeholders who responded (please list organisations): **32 (individuals)**

- **West College Scotland**
- **Glasgow Kelvin College**
- **Glasgow Caledonian University**
- **South Lanarkshire College**
- **Ayrshire College**
- **Glasgow Clyde College**
- **University of Glasgow**
- **College Development Network**
- **SWAP East**
- **New College Lanarkshire**
- **University of the West of Scotland**
- **Stirling University**
- **University of Strathclyde**

From your Stakeholders' responses, please count up how many number 1s (best method) for each category. i.e. If 7 responders put no. 1 (best method) under 'phone,' please write '7' in the phone field.

Q1 What would you consider the most effective way to engage with low skilled adults?

Webpages	Facebook/ other social media	Face-to Face Meeting	Posters/Leafle ts	Phone	Events/ Presentations	Local and National Newspapers/Radio/T V
0	6	22	1	2	2	0

Recommended engagement method: face-to-face meetings / social media

Q2 What would you consider the most effective way to promote the project to stakeholders or other agencies?

Webpages	Facebook/other social media	Face-to Face Meetings (with agencies having access to individuals with a low level of education)	Posters /Leaflets	Phone	Events/ Presentations
5	5	17	1	1	5

Recommended for promotion to stakeholders: face-to-face meetings / social media /events

Q3 What would you consider the most effective method of communication with low skilled adults?

Webpages	Social Media (Facebook /Twitter)	Face to Face/ Guidance Meetings	Posters/ Leaflets	Phone/ texts/ emails	Events/ Presentations	Local and National Newspapers/ Radio/TV	Word of Mouth/ recommendations from those who have previously engaged with the organisation
1	5	15	0	4	1	0	13

Recommended communication: face-to-face meetings / word of mouth / social media

Q4 What would you consider the best environment/location to maximise display and distribution of flyer, brochures, etc for low skilled adults to access learning activities:

Online (social media/email)	Learning centres (schools/colleges/universities)	Community centres	Local Libraries	Other – please specify (e.g. shopping centres, gyms, cafes)
16	2	7	0	8 Shopping centres/cafes/job centres/gyms/schools

Recommended environment: online / community centres / other (shopping centres/cafes/gyms/job centres/schools

Please provide any additional comments:

Overwhelmingly, responders believe that face-to-face contact is the best method of engagement with low-skilled adults.

Responders recommended fliers and other dissemination material could be made available in several languages for better accessibility for migrant communities.

Targeting schools was recommended to reach parents who are low-skilled adults.

As this is a hard to reach group, an unthreatening/accessible approach was recommended. A personal approach was recommended.

It was noted that each sub-group might require a different approach. For example, adults from migrant backgrounds may respond better to being contacted in cultural community centres and cafes.

Partner 4: DOREA

Summary of Stakeholder Questionnaire

Partner Name: DOREA

No. of Stakeholders contacted: 31

No. of Stakeholders who responded (please list organisations): 12

From your Stakeholders' responses, please count up how many number 1's (best method) for each category. i.e. If 7 responders put no. 1 (best method) under 'phone,' please write '7' in the phone field.

Q1 What would you consider the most effective way to engage with low skilled adults?

Webpages	Facebook/ other social media	Face-to Face Meeting	Posters/Leaflets	Phone	Events/ Presentations	Local and National Newspapers/Radio/T V
2	4	6	0	0	0	0

Q2 What would you consider the most effective way to promote the project to stakeholders or other agencies?

Webpages	Facebook/other social media	Face-to Face Meetings (with agencies having access to individuals with a low level of education)	Posters /Leaflets	Phone	Events/ Presentations
2	2	7			1

Q3 What would you consider the most effective method of communication with low skilled adults?

Webpages	Social Media (Facebook /Twitter)	Face to Face/ Guidance Meetings	Posters/ Leaflets	Phone/ texts/ emails	Events/ Presentations	Local and National Newspapers/ Radio/TV	Word of Mouth/ recommendations from those who have previously engaged with the organisation
3	1	2	0	5	1	0	0

Q4 What would you consider the best environment/location to maximise display and distribution of flyer, brochures, etc for low skilled adults to access learning activities:

Online (social media/email)	Learning centres (schools/colleges/universities)	Community centres	Local Libraries	Other – please specify (e.g. shopping centres, gyms, cafes)
7	0	4	0	1

Please provide any additional comments:

Other places: cafes, shopping malls, governmental offices (Social insurance and immigration office), parks.

Partner 5: Kerigma

Summary of Stakeholder Questionnaire

Partner Name: Kerigma

No. of Stakeholders contacted: 169

No. of Stakeholders who responded (please list organisations):

18 respondents (VET providers, adult educators, Qualifica Centres)

Examples: Santa Casa da Misericórdia de Barcelos, Training Always, Centro Qualifica - Agrupamento de Escolas Latino Coelho(Lamego), Centro Qualifica - Adeima, Sandra Simões Soares (adult educator), (...)

From your Stakeholders' responses, please count up how many number 1's (best method) for each category. i.e. If 7 responders put no. 1 (best method) under 'phone,' please write '7' in the phone field.

Q1 What would you consider the most effective way to engage with low skilled adults?

Webpages	Facebook/ other social media	Face-to Face Meeting	Posters/Leaflets	Phone	Events/ Presentations	Local and National Newspapers/Radio/TV
1	3	7	2	6	5	3

Q2 What would you consider the most effective way to promote the project to stakeholders or other agencies?

Webpages	Facebook/other social media	Face-to Face Meetings (with agencies having access to individuals with a low level of education)	Posters /Leaflets	Phone	Events/ Presentations
1	5	9	2	6	4

Q3 What would you consider the most effective method of communication with low skilled adults?

Webpages	Social Media (Facebook /Twitter)	Face to Face/ Guidance Meetings	Posters/ Leaflets	Phone/ texts/ emails	Events/ Presentations	Local and National Newspapers/ Radio/TV	Word of Mouth/ recommendations from those who have previously engaged with the organisation
1	5	8	1	5	4	3	10

Q4 What would you consider the best environment/location to maximise display and distribution of flyer, brochures, etc for low skilled adults to access learning activities:

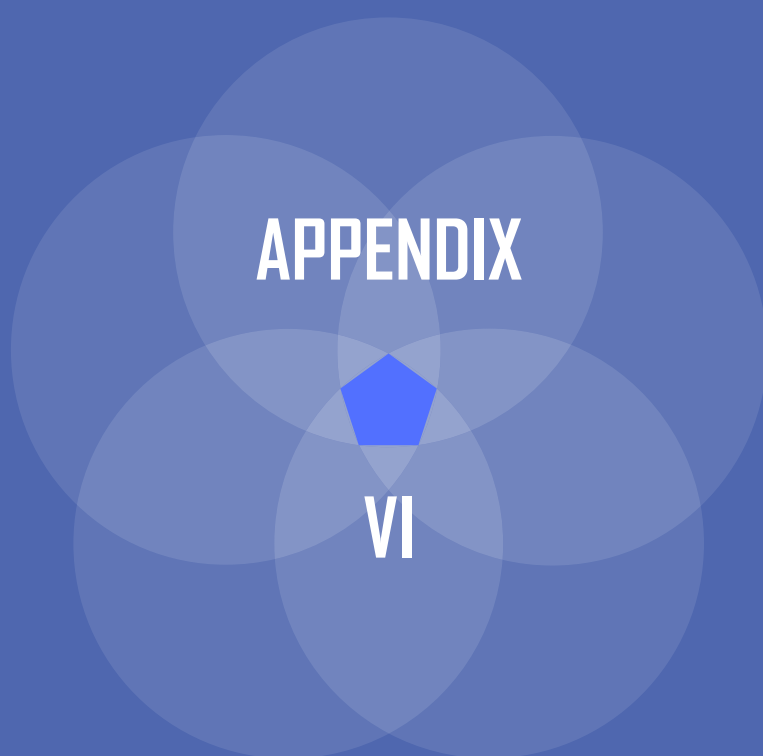
Online (social media/email)	Learning centres (schools/colleges/universities)	Community centres	Local Libraries	Other – please specify (e.g. shopping centres, gyms, cafes)
5	2	8	1	2

Other: the two responses that gave it a 1 mentioned “parish council” and “cafes and other shopping areas”.

Please provide any additional comments:
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<p>“To reach these low-skilled adults, we need to rely on entities, bodies, projects that work directly with them in social terms. This public first seeks answers to their basic needs and only then, through trust and advice, does it begin to value school and / or professional qualification. Thus, face-to-face meetings with entities that have access to low-qualified adults are essential.”</p>
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<p>“Many training offers for adults are disseminated through the local parish priest.”</p>
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Appendix VI

Partner Results for Learners

FORMA.Azione

Summary of Learner Questionnaire

Partner Name: FORMA.Azione

No. of Learners contacted: 11

No. of Learners who responded: 11

From your Learners' responses, please count up how many number 1s (best method) for each category. i.e. If 7 responders put no. 1 (best method) under 'phone,' please write '7' in the phone field.

Q1 What would you consider the most effective way to engage with low skilled adults?

Webpages	Facebook/ other social media	Face-to Face Meeting	Posters/Leaflets	Phone	Events/ Presentations	Local and National Newspapers/Radio/TV
0	2	5	0	1	1	2

Q2 What would you consider the most effective method of communication with low skilled adults?

Webpages	Social Media (Facebook /Twitter)	Face to Face/ Guidance Meetings	Posters/ Leaflets	Phone/ texts/ emails	Events/ Presentations	Local and National Newspapers/ Radio/TV	Word of Mouth/ recommendations from those who have previously engaged with the organisation
1	2	4	0	0	1	1	2

Q3 What would you consider the best environment/location to maximise display and distribution of flyer, brochures, etc for low skilled adults to access learning activities:

Online (social media/email)	Learning centres (schools/colleges/universities)	Community centres	Local Libraries	Other – please specify (e.g. shopping centres, gyms, cafes)
6	3	0	0	2

Please provide any additional comments, including the feedback from the Focus Group:

Sometimes adults are not so enterprising due to the lack of self-esteem, trust and information.

Adults are discouraged, especially if they feel they have “a certain age”.

They can have family problems or obstacles.

It's fundamental to meet professionals from training centres to understand and feel that adults have a dignity, that anyone can contribute in community, that personal talents exist and have to be valorised, that everyone has some aspirations than can be discovered even in adult age.

Adult education promotes self-esteem.

Printed communication is not relevant for adults. The language has to be more understandable.

The training per se is important for adults but they have different commitment, so they prefer to be engaged in learning path that guarantee or have as outcomes a job opportunities/internship.

SWAPWest

Summary of Learner Questionnaire

Partner Name: **SWAPWest**

No. of Learners contacted: **16**

No. of Learners who responded: **10**

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From your Learners' responses, please count up how many number 1s (best method) for each category. i.e. If 7 responders put no. 1 (best method) under 'phone,' please write '7' in the phone field.

Q1 What would you consider the most effective way to engage with low skilled adults?

Webpages	Facebook/ other social media	Face-to Face Meeting	Posters/Leaflets	Phone	Events/ Presentations	Local and National Newspapers/Radio/T V
0	5	6	1	0	1	1

Recommended engagement method: face-to-face meetings / social media

Q2 What would you consider the most effective method of communication with low skilled adults?

Webpages	Social Media (Facebook /Twitter)	Face to Face/ Guidance Meetings	Posters/ Leaflets	Phone/ texts/ emails	Events/ Presentations	Local and National Newspapers/ Radio/TV	Word of Mouth/ recommendations from those who have previously engaged with the organisation
0	3	6	0	2	0	0	2

Recommended communication: face-to-face meetings / social media

Q3 What would you consider the best environment/location to maximise display and distribution of flyer, brochures, etc for low skilled adults to access learning activities:

Online (social media/email)	Learning centres (schools/colleges/universities)	Community centres	Local Libraries	Other – please specify (e.g. shopping centres, gyms, cafes)
6	0	4	0	1 (Pubs, gyms, nurseries, shopping centres, voluntary sector organisations, job centres)

Recommended environment: online / community centres

Please provide any additional comments, including the feedback from the Focus Group:

Although flyer/brochure distribution was not a highly recommended method of communication, it was suggested that having flyers in public locations would give a wider population the chance to discover information in a non-intimidating environment. Low self-esteem is a widespread issue in many low skilled adults who may find learning centres daunting.

Social media platforms were strongly recommended for engagement. Accessibility and ease of use were reasons given for this response.

It was noted that a personal approach is required as individuals' preferences vary according to their specific needs.

Partner 4: DOREA

Summary of Learner Questionnaire

Partner Name: DOREA

No. of Learners contacted: 16 personally and 1 online posts

No. of Learners who responded: 7

From your Learners' responses, please count up how many number 1's (best method) for each category. i.e. If 7 responders put no. 1 (best method) under 'phone,' please write '7' in the phone field.

Q1 What would you consider the most effective way to engage with low skilled adults?

Webpages	Facebook/ other social media	Face-to Face Meeting	Posters/Leaflets	Phone	Events/ Presentations	Local and National Newspapers/Radio/TV
1	4	2	0	0	0	0

Q2 What would you consider the most effective method of communication with low skilled adults?

Webpages	Social Media (Facebook /Twitter)	Face to Face/ Guidance Meetings	Posters/ Leaflets	Phone/ texts/ emails	Events/ Presentations	Local and National Newspapers/ Radio/TV	Word of Mouth/ recommendations from those who have previously engaged with the organisation
0	3	1	0	2	0	0	1

Q3 What would you consider the best environment/location to maximise display and distribution of flyer, brochures, etc for low skilled adults to access learning activities:

Online (social media/email)	Learning centres (schools/colleges/universities)	Community centres	Local Libraries	Other – please specify (e.g. shopping centres, gyms, cafes)
7	0	0	0	0

Please provide any additional comments, including the feedback from the Focus Group:

Other places: parks, shopping malls, cafes.

Partner 5: Kerigma

Summary of Learner Questionnaire

Partner Name: Kerigma - Instituto de Inovação e Desenvolvimento Social de Barcelos

No. of Learners contacted: 13

No. of Learners who responded: 6

From your Learners' responses, please count up how many number 1s (best method) for each category. i.e. If 7 responders put no. 1 (best method) under 'phone,' please write '7' in the phone field.

Q1 What would you consider the most effective way to engage with low skilled adults?

Webpages	Facebook/ other social media	Face-to Face Meeting	Posters/Leaflets	Phone	Events/ Presentations	Local and National Newspapers/Radio/T V
0	0	6	0	2	0	0

Q2 What would you consider the most effective method of communication with low skilled adults?

Webpages	Social Media (Facebook /Twitter)	Face to Face/ Guidance Meetings	Posters/ Leaflets	Phone/ texts/ emails	Events/ Presentations	Local and National Newspapers/ Radio/TV	Word of Mouth/ recommendations from those who have previously engaged with the organisation
0	0	6	0	2 (phone call)	2	0	5

Q3 What would you consider the best environment/location to maximise display and distribution of flyer, brochures, etc for low skilled adults to access learning activities:

Online (social media/email)	Learning centres (schools/colleges/universities)	Community centres	Local Libraries	Other – please specify (e.g. shopping centres, gyms, cafes)
0	0	0	0	5 (cafes)

Please provide any additional comments, including the feedback from the Focus Group:

General feedback: the respondents showed availability to share their thoughts. Some were even willing and able to explain the reasons behind their opinions and thoughts.

Valuable insights:

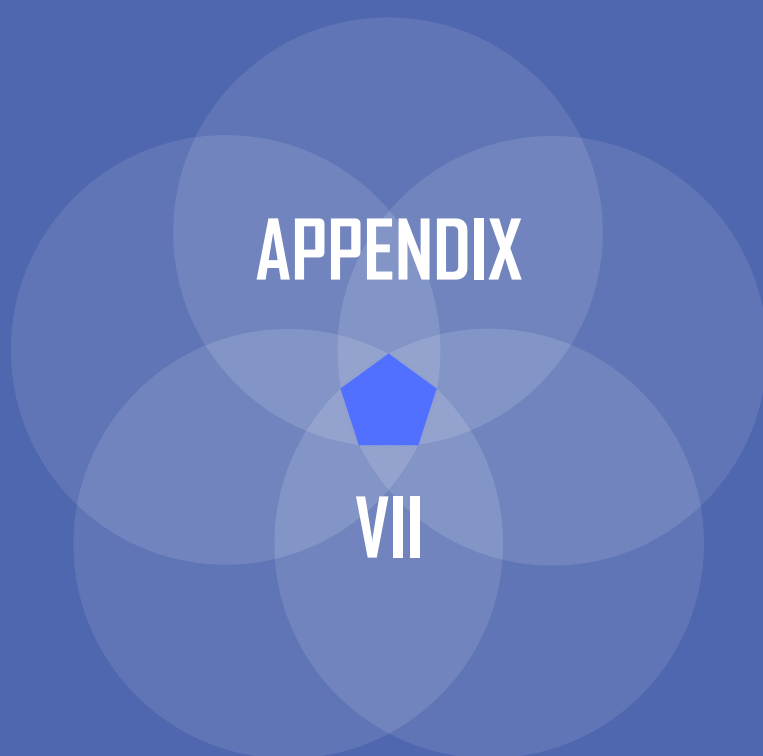
One respondent said she didn't value leaflets due to the excessive amount of information available in that format. She usually doesn't even read them. In a way, it is considered "garbage". However, this same participant revealed that if she is in a cafe or some similar place, she may pay attention to the posters/ leaflets if they are nearby because it's a way to entertain herself while waiting to be attended to.

Many don't have access to the internet nor do they have the digital skills necessary to use online media to get information. Children may be an important bridge for the parents in this regard.

One of the respondents did not know how to read or write so leaflets / newspapers and other similar means are not efficient in disseminating / communicating training opportunities for learners who are in this situation.

One of the respondents stated that she knew about training opportunities because a trainer she already knew usually contacted her to inform her about new opportunities. In this case, personal contacts are important.

One participant disliked phone calls because according to her, these can interfere with what she is doing at the time.



Appendix VII

Stakeholder and Learner Responses Data by Question

Stakeholder Data by Question

Q1 What would you consider the most effective way to engage with low skilled adults?

Q1	Webpages	Facebook/ Other Social Media	Face-to Face Meeting	Posters/ Leaflets	Phone	Events /Exhibitions	Local and National Newspapers/ Radio/TV
Forma.Azione	9	36	27	0	0	18	9
SWAPWest	0	18	67	3	6	6	0
Dorea	17	33	50	0	0	0	0
Kerigma	4	11	26	7	22	19	11
Average	7	25	42	3	7	11	5

Q2 What would you consider the most effective way to promote the project to stakeholders or other agencies?

Q2	Web Pages	Facebook/ Other Social Media	Face-to- Face Meeting	Posters / Leaflet s	Phone	Events/ Presentations
Forma.Azione	9	0	55	0	0	36
SwapWest	15	15	50	3	3	15
Dorea	17	17	58	0	0	8
Kerigma	4	19	33	7	22	15
Average	11	12	49	3	6	19

Q3 What would you consider the most effective method of communication with low skilled adults?

Q3	Web Pages	Facebook/ Other Social Media	Face-to- Face Meeting	Posters / Leaflet s	Phone	Events/ Presentations	Local and National Newspapers/ Radio/TV	Word Mouth of
Forma.Azione	0	36	0	0	0	9	0	55
SwapWest	3	13	38	0	10	3	0	33
Dorea	25	8	17	0	42	8	0	0
Kerigma	3	14	22	3	14	11	8	27
Average	8	18	19	1	16	8	2	29

Q4 What would you consider the best environment/location to maximise display and distribution of flyers, brochures, etc for low skilled adults to access learning activity?

Q4	Online/social media	Learning Centres	Community Centres	Local Libraries	Other
Forma.Azione	36	0	18	0	45
SwapWest	48	6	21	0	24
Dorea	58	0	33	0	8
Kerigma	28	11	44	6	11
Average	43	4	29	1	22

Learner Data by Question

Q1 What

would you consider the most effective way to engage with low skilled adults?

Q1	Webpages	Facebook/Other social media	Face-to-Face Meeting	Posters/Leaflets	Phone	Events/Presentations	Local and National Newspapers /Radio/ TV
Forma.Azione	0	18	45	0	9	9	18
SWAPWest	0	36	43	7	0	7	7
Dorea	14	57	29	0	0	0	0
Kerigma	0	0	75	0	25	0	0
Average	4	28	48	2	9	4	6

Q2 What would you consider the most effective method of communication with low skilled adults?

Q2	Webpages	Facebook/Other social media	Face-to-Face Meeting	Posters/Leaflets	Phone	Events/Presentations	Local and National Newspapers /Radio/ TV	Word of Mouth
Forma.Azione	9	18	36	0	0	9	9	18
SWAPWest	0	23	46	0	15	0	0	15
Dorea	0	43	14	0	29	0	0	14
Kerigma	0	0	40	0	13	13	0	33
Average	2	21	34	0	14	6	2	20

Q3 What would you consider the best environment/location to maximise display and distribution of flyers, brochures, etc for low skilled adults to access learning activities?

Q3	Online/other social media	Learning Centres	Community Centre	Local Libraries	Other
Forma.Azione	55	27	0	0	18
SWAPWest	55	0	36	0	9
Dorea	100	0	0	0	0
Kerigma	0	0	0	0	100
Average	52	7	9	0	32



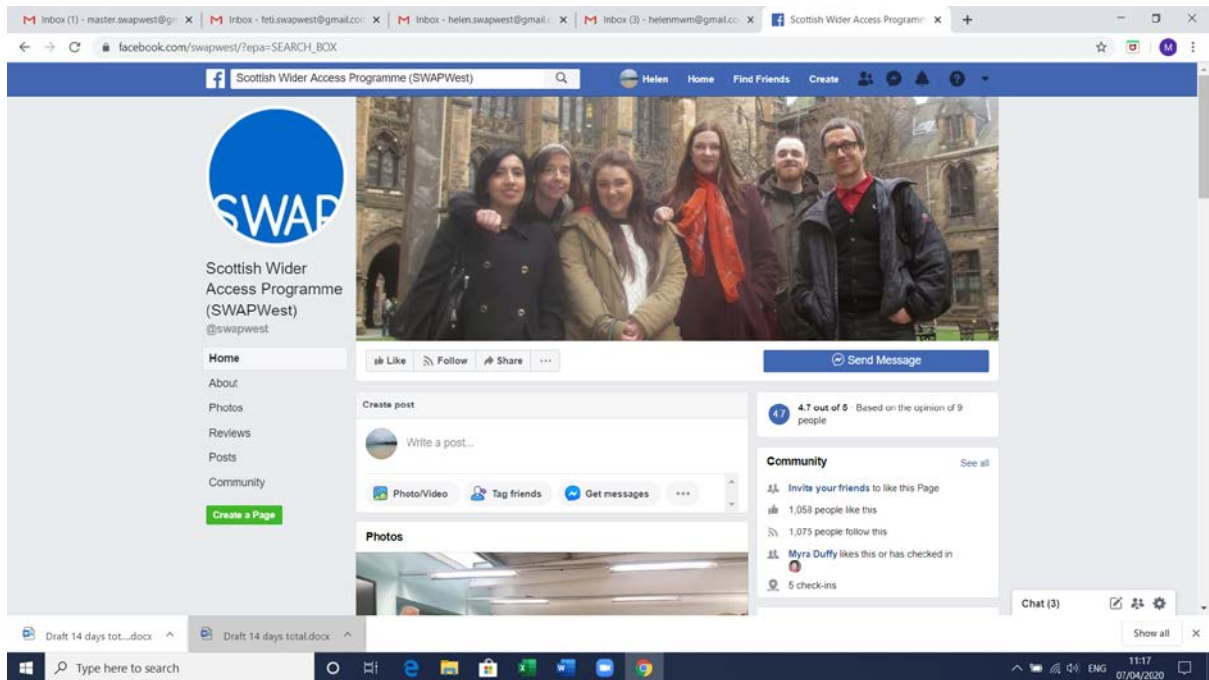
APPENDIX

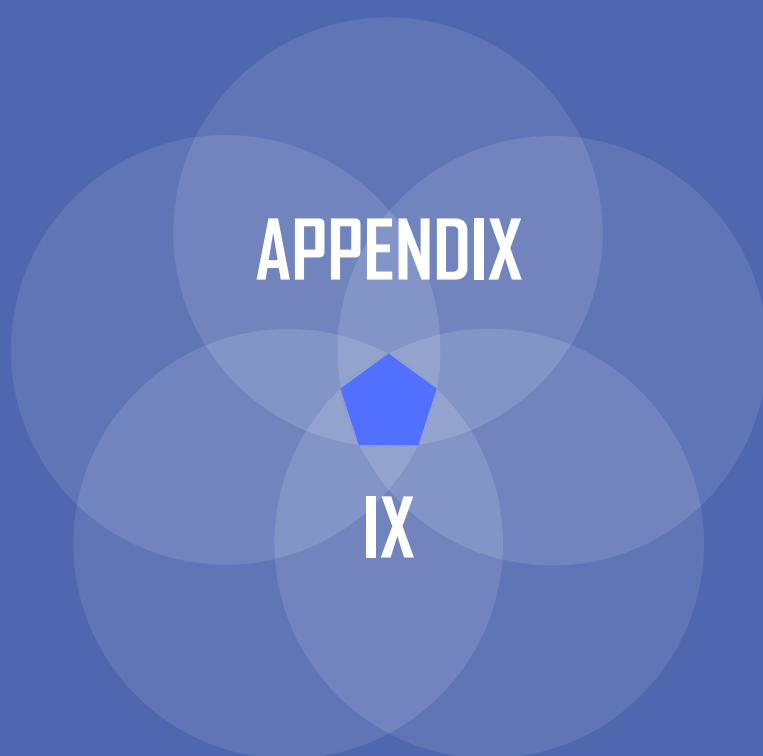
VIII

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Appendix VIII

SWAP Facebook Screenshot

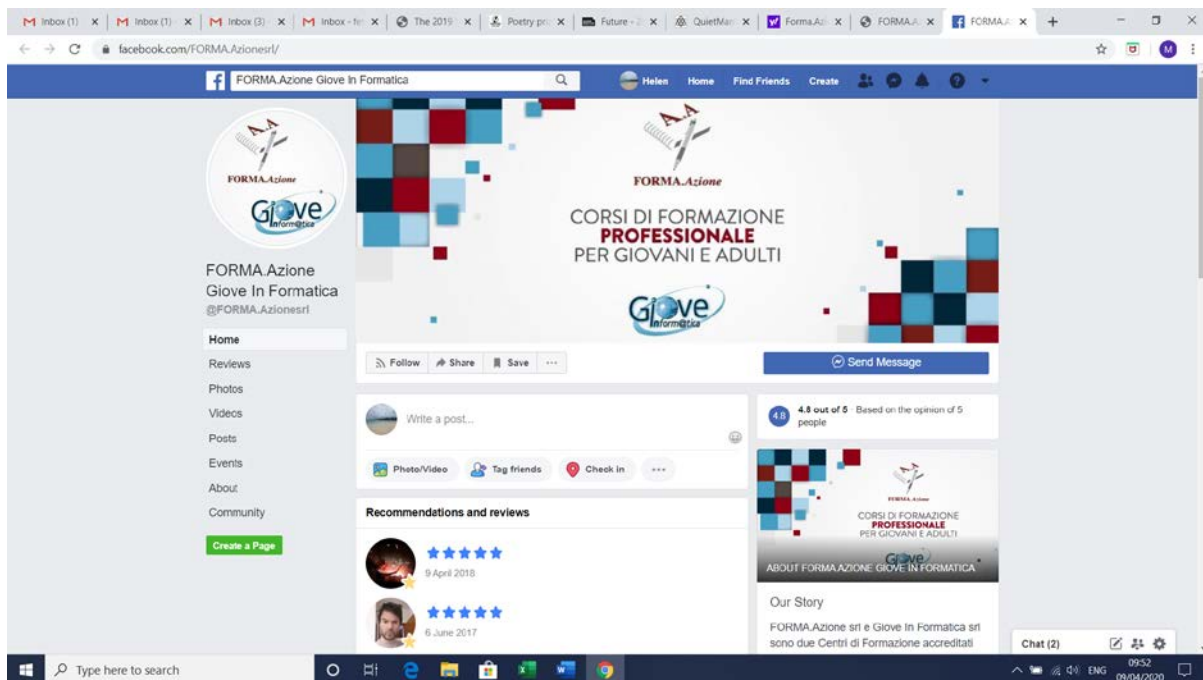


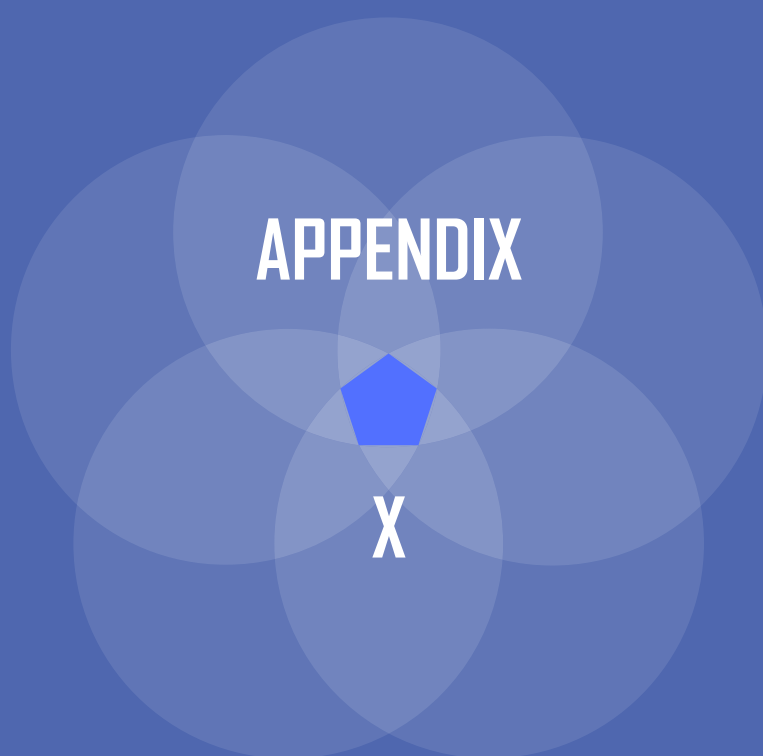


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Appendix IX

FORMA.Azione Facebook Page





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Appendix X

Partner Website Screenshot - Kerigma

