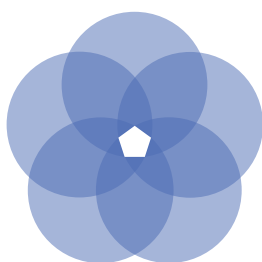




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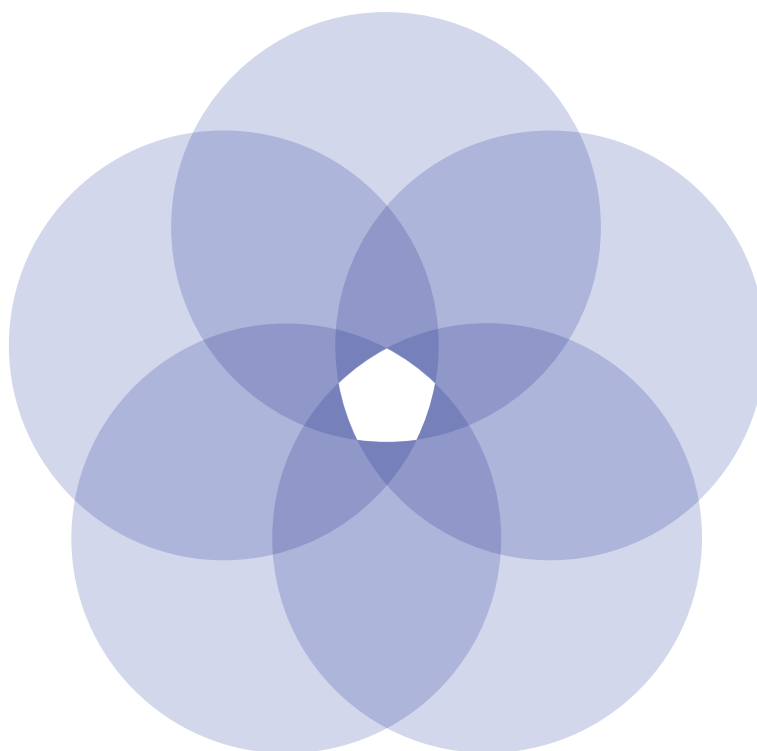


MASTER

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

2019-1-IT02-KA204-063178

IMPACT ASSESSMENT REPORT



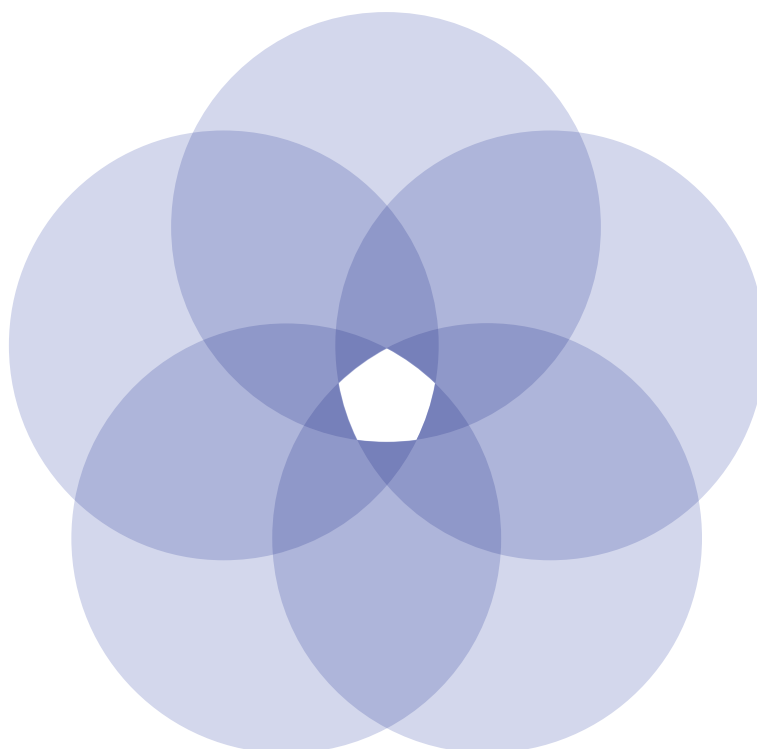
PROJECT INFORMATION

Project acronym	MASTER
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Project number	2019-1-IT02- KA204-063178
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Sub-programme or KA	KA2: Cooperation for innovation and the exchange of good practices. KA204: Strategic partnerships for adult education
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Project website	www.master-project.it
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EXECUTIVE SUMMARY

This document presents the results of the Impact Assessment implemented under the Erasmus+ KA2 MASTER Project, no. 2019-1-IT02-KA204-063178. Specifically, the report covers the results of the MASTER Plan implementation in the United Kingdom, Portugal, Italy and Cyprus. The MASTER Plan is a bridge programme of tailored learning activities aimed at low-skilled adults to facilitate and support their participation in non-formal and formal educational paths (vocational or further or higher education) and in the labour market.

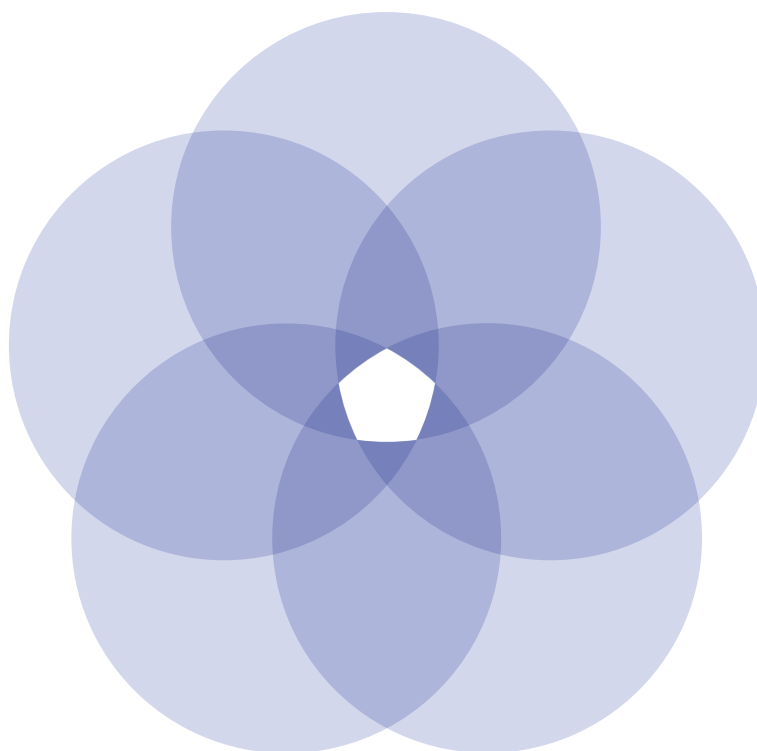
The impact assessment report covers three levels of investigation:

- the self-perceived improvement of PSL competence in involved adults;
- the achievements in terms of acquired/reinforced competences (PSL) in the adults participating in MASTER Plan testing;
- the short-term performances of beneficiaries in terms of employability level and access to VET, higher or further education paths after two months from the conclusion of MASTER programmes.

The final report aims to summarise the impact of the learning activities on the different low-skilled target groups reached.

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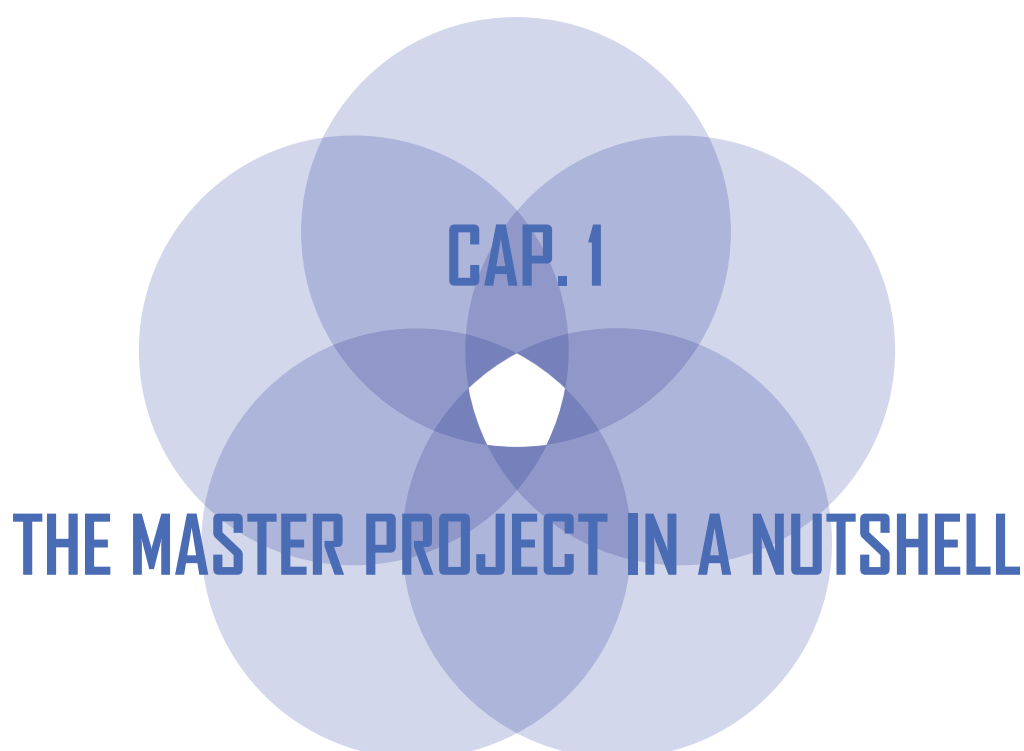
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CAP. 1

THE MASTER PROJECT IN A NUTSHELL

The MASTER project is an initiative aimed at facilitating the participation of low-skilled adults in formal education/training opportunities and the labour market by developing or reinforcing their Personal, social and learning to learn competence [PSL competence], which is crucial for the re-activation and re-engagement of potential learners from vulnerable groups and improve the capacity of AE providers to reach out to the target group through a multi-stakeholder outreach strategy.

The idea of the MASTER project comes from the partners' specific experience in Adult Education: indeed, the project's transnational partnership includes six organisations from Italy, Portugal, the United Kingdom, Cyprus and Belgium which, thanks to their work with low-skilled adults and adults from disadvantaged backgrounds, identified specific challenges that call for a renewed strategy to tackle adults' social exclusion and low competitiveness in the labour market:

- lack of key competences in unemployed adults at large, and in low-skilled ones in particular;
- difficulties of low-skilled adults in participating in training experiences and/or in being supported for their access to labour market – need for guidance services;

- public support services are not often able to work according to a common framework, to reach the most vulnerable groups and elaborate tailored guidance and training paths for different individuals
- paths are designed taking into account the needs of the target group more than the individual ones;
- recognition and validation processes aren't systematic and widely accessible and do not provide enough support for non-formal and informal learning validation.

Within their different and specific contexts, partners have identified the following subgroups: long-term unemployed in Italy and Portugal, socially vulnerable adults in UK, adults with migrant background in CY - of which, over 160 were directly involved in the activities functional to the production of the Outputs.

The activities implemented by the MASTER project are the following:

- 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 to learn competence (PSL competence);
- designing, testing, assessing and validating a model for the development/reinforcement of the PSL competence for the selected categories within the heterogeneous group of low-skilled adults, based on a tailored learning programme (non-formal and contextualised learning approach);
- transnational training targeting AE staff asked to guide and tutor low-skilled adults on methods and tools to support the beneficiaries in conducting the self-assessment and filling 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 in favour of disadvantaged and low-skilled adults

The activities mentioned above allowed the development of the following outputs.

ID1 - MASTER outreach strategy.

It represents a set of approaches, methodologies, and tools to reach low-skilled adults, considering the heterogeneity of the target group, the specificities of defined subgroups, and potential individual characteristics that can influence the outreach strategy. The strategy has been planned primarily considering the need to adopt community-based approaches that can activate feedback loops among the different actors engaged in low-skilled adults support, learning and employment and build bridges between adults with low skills and guidance/learning opportunities.

ID2 - MASTER self-assessment toolkit.

The MASTER self-assessment toolkit is a methodological support for AE professionals, providing them with a set of practices and tools to carry out the self-identification

and self-assessment of low skilled individuals' learning outcomes acquired through non-formal and informal learning. The output is focused specifically on the "Personal, social and learning competence" considering the need to equip individuals with the right skills to better cope in the world of fast changing jobs, education, training pathways.

ID3 – Master plan.

It represents a bridge programme of tailored learning activities to prepare low skilled adults for further educational paths (vocational or higher) and for the labour market, by developing and/or reinforcing their PSL competence.

ID4 – MASTER Impact assessment plan.

The plan includes the methodology and process, whose implementation will be aimed at providing an extensive and qualitative account of the initiative realised in the diverse contexts and their impact on the given target groups. The usefulness of this output relies mainly on the availability of reliable and "grass-root" data and information which can serve as a source of inspiration as well as a support for decision making.

ID5 - MASTER Guidelines.

The Guidelines represent an easy-to-use support tool for the various stakeholders in the field of adult education and social inclusion to promote greater awareness on self-assessment of key competence and adopting tailored initiatives for the development of the PSL competence (MASTER Plan). Specifically, the Guidelines includes two sections, the first one targeting adult education centres and AE staff (trainers/guidance/counsellors), and the second one addressed to policy makers in the domain of AE.

For more information about the project, please visit the project's website: MASTER PROJECT | Measures for Adults to Support Transition to further Education and Re-skilling opportunities (master-project.it)

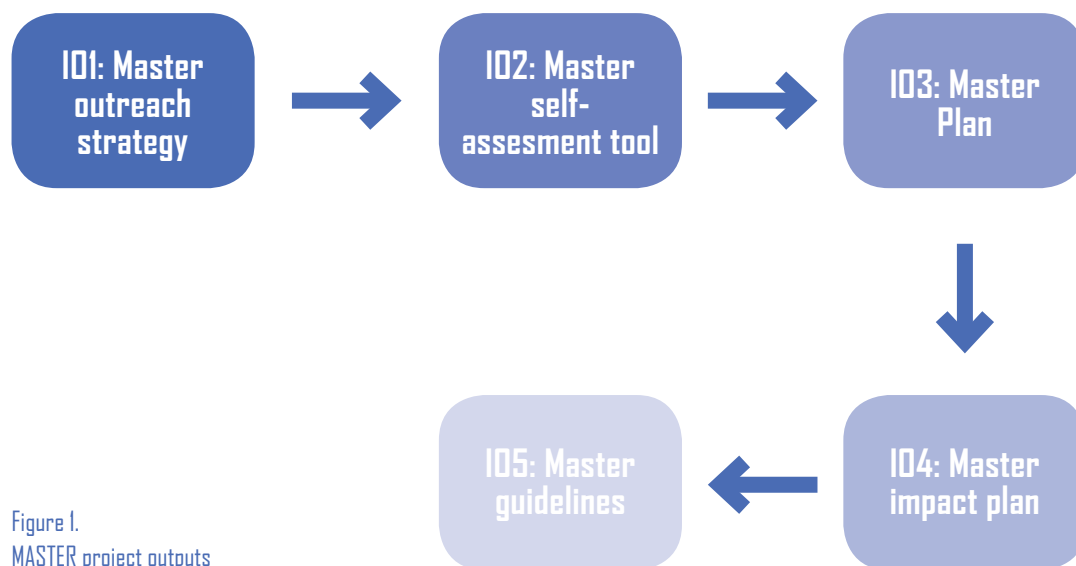


Figure 1.
MASTER project outputs



The impact assessment in MASTER project was done to help the partnership to understand if the MASTER model can be proposed for the actual implementation of the Upskilling Pathway initiative in national Adult Education policies/systems with reference to specific sub-groups, on the basis of concrete achieved results. The impact assessment results are intended to validate the developed model and to demonstrate its benefits to other organizations operating in the field of Adult Education which also deal with disadvantaged groups of learners. Overall, the impact evaluation methodology can serve as a set of criteria, indicators and evaluation methods/tools to be adopted by other AE providers in their institutional activities.

The impact assessment in the MASTER project aimed to evaluate the 2 main project outcomes in terms of impact on learning and employability level of involved low-skilled adults:

- the Intellectual Output n.2, the MASTER self-assessment, a set of practices and tools to carry out the self-identification and self-assessment of low skilled individuals' learning outcomes acquired through non-formal and informal learning, with specific reference to the personal, social and learning competence' (PSL);

- The Intellectual Output n.3, the MASTER Plan, a bridge programme of tailored learning activities aimed at low-skilled adults, to facilitate and support their participation in non-formal and formal educational paths (vocational or further education) and the labour market, through the development/reinforcement of their Personal, Social and Learning to Learn competence.

The impact assessment methodology is based on a three dimensions' investigation method that aims to measure:

- how the preliminary self-assessment tools provided by partners, through an ad-hoc research among existing tools, effectively produced positive impact to the target groups in terms of increasing both their awareness/knowledge about the PSL competence and their real capacity to assess it also in light of possible future training/learning opportunities;
- how the consistent set of training/learning opportunities provided by partners, also in cooperation with other relevant stakeholders (i.e. other AE/VET providers, other experts, etc.) positively impacted on target groups' need to develop and/or acquire PSL competence, after

the self-assessment phase;

- how either the combination among the two actions or each of the activity delivered to the selected target groups had the capacity to effectively improve the target groups' PSL competence in view of their employability and/or further access to appropriate learning opportunities.

Consequently, the three dimensions' investigation method has been implemented through 3 different level of investigation:

- LEVEL 1: self-perceived improvement of PSL competence in involved adults, evaluated by the administration of tools described in IO2 for self-assessment to collect comparable data and measure any changes which have happened;

- LEVEL 2: evaluation of the achievements in terms of acquired/reinforced competences (PSL) in the adults participating in MASTER programmes, measured during IO3 testing with reference to expected learning outcomes through questionnaires, structured interviews, simulations and practical exercises;
- LEVEL 3: evaluation of beneficiaries' performances in terms of employability level and access to further education paths after 2 months from the conclusion of MASTER programmes.

¹ Council Recommendation of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance.)
ST/9009/2018/INIT

CAP. 3

MASTER SELF-ASSESSMENT AND PLAN IMPLEMENTATION

Level I of the impact evaluation has been based on the MASTER project Intellectual Output (IO) 2, namely the “Master Self-Assessment Toolkit” which contains series of tools aiming to help low-skilled adults to recognize and make evident their PSL competence. These tools had selected by project partners among different ones already developed and used in other projects and contexts, and had tested with adult learners to see if they can be used for helping low-skilled adults in recognising their PSL competence. Due to the pandemic situation, most of the testing of the tools was performed online, between October and December 2020. A set of ad hoc questionnaires, elaborated by University Roma Tre, has been used to evaluate the tools’ and the whole process of beneficiaries’ support efficacy in allowing low skilled adults in recognising PSL competence; in addition, the questionnaires investigated users’ opinions on several elements at the beginning as well as at the end of the tools administration procedure.

To provide a comprehensive overview of the level I of the impact evaluation and before providing a detailed analysis of the impact assessment results related to LEVELS 2 and 3 and connected with the experimentation of the Intellectual Output 3: “The Master Plan”, it is worth recalling some of the elements relating to LEVEL I - the PSL self- perceived - already presented in the “IO2:

Master Self-assessment Toolkit”.

The PSL competence self-assessment tools were proposed by the partners to a total of 171 low-skilled adults. 149 of them were actually involved in the experimentation and 138 completed the course, filling out an initial evaluation questionnaire and a questionnaire at the end of the test.

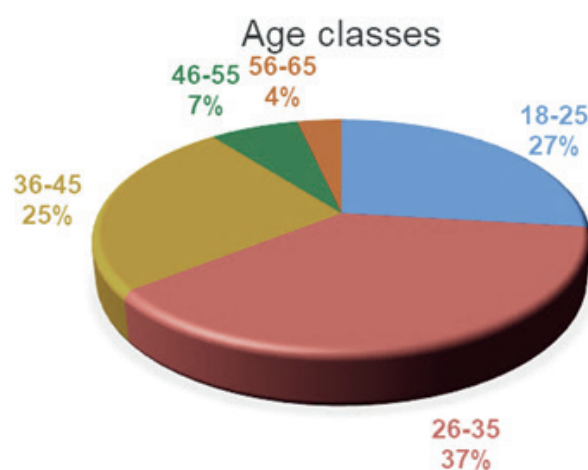


Figure 2. IO2 – Age classes of participants in self-evaluation of competences

Most of the participants (62.6%) were in the young-adult group, with an age between 26 and 45 years (Figure 2).

Over 70% were engaged in a study or work activity (Figure 3), while the prevailing social status of 64% of the total was "Adult with low qualification level" (Figure 4).

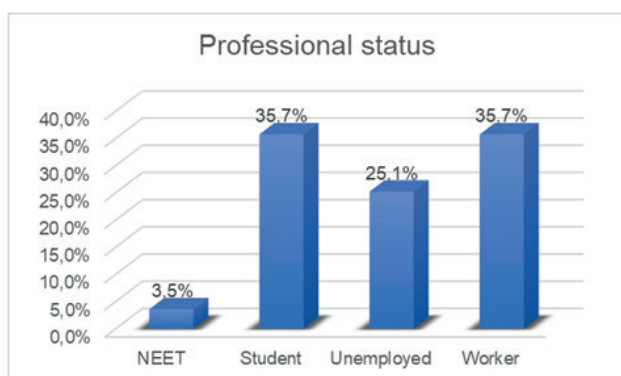


Figure 3.102 - Professional status of participants in self-evaluation of competences

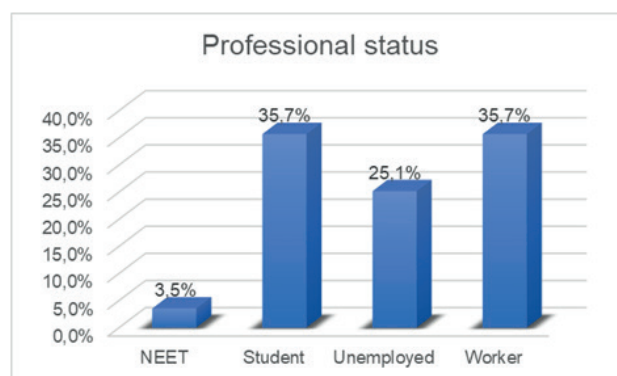


Figure 4.102 - Prevailing social status of participants in self-evaluation of competences

In the initial questionnaire, participants were asked if they knew the meaning of personal competence, social competence and learning-to-learn competence. They were then asked to provide an example of each of these three components. The responses were ranked on a four-level scale: "not relevant", "little relevant", "relevant enough", and "very relevant".

As can be seen from Figure 5, before starting the self-assessment of competences the participants showed a greater knowledge of the meaning of social competence, while the percentage of not relevant or little relevant examples was higher for the learning-to-learn competence and for the personal competences.

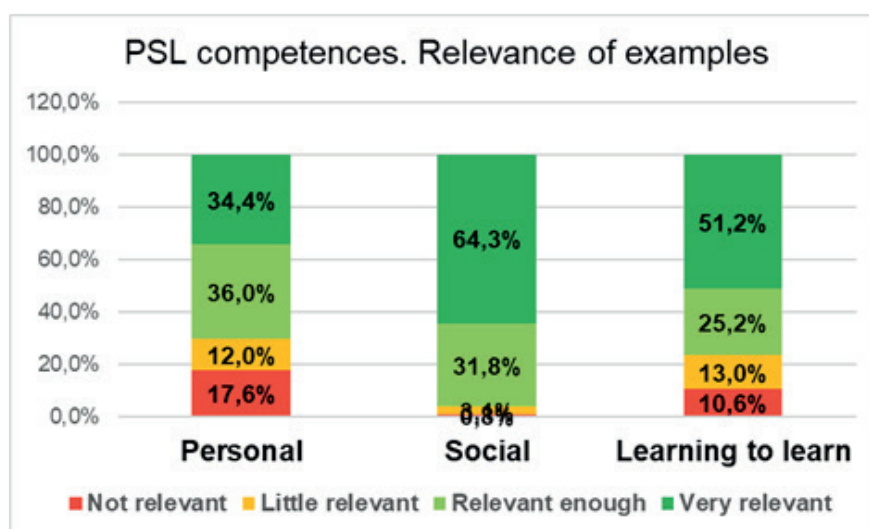
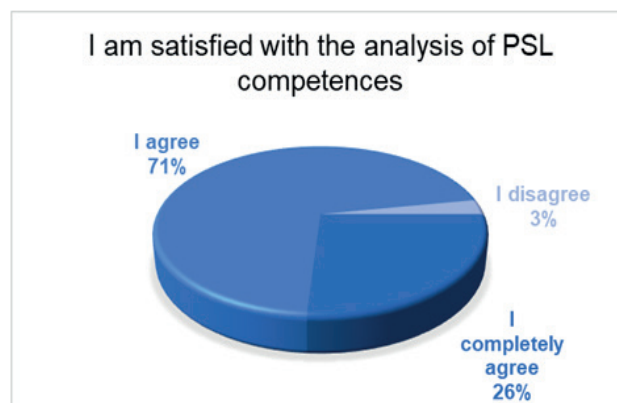


Figure 5.102 - Relevance of examples provided by participants about Personal, Social and Learning to learn competences.

At the end of the self-assessment of PSL competence, once low-skilled adults have been asked about their perception of the overall procedure, the 97% of the participants declared themselves satisfied with the experience (Figure 6).

Figure 6. IO2 – Level of satisfaction of participants about the PSL self-assessment



In addition, 86% said that PSL competence self-assessment would be the basis for a personal action plan (Figure 7) and 77% said they are interested in attending

training activities to develop these competences (Figure 8).

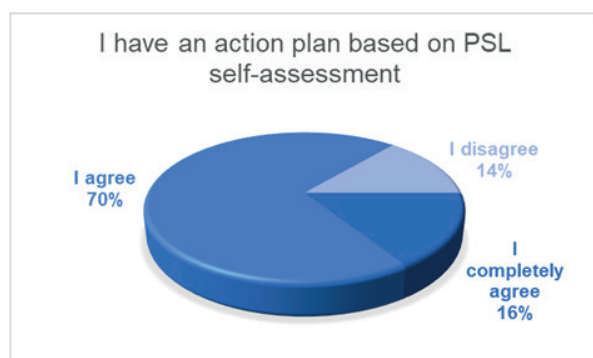


Figure 7. IO2 – Percentage of participants who declared to have an action plan based on PSL self-assessment



Figure 8. IO2 – Percentage of participants who declared the willingness to develop PSL competences through training activities.

Based on the target group's previous experience and testing results focused on PSL competence (testing of tools from IO2: MASTER self-assessment toolkit and guidelines of IO3: MASTER Plan), each project partner has designed and piloted tailor-made courses. MASTER Plan is a bridge programme of tailored learning activities addressed to low-skilled adults to facilitate and support their participation in non-formal and formal educational paths (vocational or further education) and the labour market.

This approach enabled partners to implement a more integrated PSL competence provision, emphasising

learner centrality, increasing the tailoring of provision to learner preferences, and greater networking possibilities between AE key actors and stakeholders. Most project partners have covered modules such as communication and collaboration, working in a team environment. Italian and Cypriot organisations has also implemented workshops in the area of motivation, while the Scottish partner covered the topic of empathy, and the Portuguese partner organised a workshop on learning management.

ITALY	PORTUGAL	SCOTLAND	CYPRUS
<ul style="list-style-type: none"> Communication Setting motivation and goals for growth 	<ul style="list-style-type: none"> Communication Collaboration - working in a team environment Managing Learning 	<ul style="list-style-type: none"> Develop your skills and succeed in education Empathy Collaboration - working in a team environment 	<ul style="list-style-type: none"> Communication Collaboration - working in a team environment Motivation and change management

Figure 9. MASTER plan workshops in each partner country

3.1. MASTER PLAN PILOT IN ITALY

The MASTER Plan in Italy was tested in the framework of the activities and the relationships of FORMA.Azione, adult education provider working in Italy, and located in the Umbria region. The testing was carried out in the capital city of the Umbria Region, Perugia, and in the towns of Gubbio and Spoleto, from September 2021 to January 2022, by delivering ad hoc training modules based on the needs and requests coming from the users. In total 62 participants coming from low-skilled, long-term unemployed, with special educational needs (disabilities, social/economic disadvantage) background took part in the MASTER plan pilot activities.

In order to set the testing, FORMA.Azione worked with the Public Employment Services (PES) and the social enterprises dealing with active labour policies in several Umbrian areas (Perugia, Gubbio, Spoleto, Gualdo Tadino): these contacts have been very fruitful because they allowed FORMA.Azione to involve in the MASTER Plan testing users with different characteristics and also to maintain a constant exchange with the PES practitioners about the relevance of acquiring or reinforcing PSL for low-skilled adults, the methodologies for favouring the acquisition of this competence and

the systematisation of the cooperation among public and private organisations.

FORMA.Azione tested two MASTER Plan modules:

1. COMMUNICATION (referring to “Effective Communication and Public Speaking”)

The module was aimed at making users able to:

- use the relevant communication strategies, domain-specific codes and tools, depending on the context and content;
- understand the need for a variety of communication strategies, language registers, and tools that are adapted to context and content;
- understand and manage interactions and conversations in different socio-cultural contexts and domain-specific situations;
- listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts.

During implementation for this module, 3 blended courses, including 4 or 5 sessions each, addressed to different groups of users took place. 18 participants took part in these sessions.

2. SETTING MOTIVATION AND GOALS FOR GROWTH

The module was aimed at making users able to:

- develop a growth mind-set based on the belief in one's own and others' potential to learn and progress continuously;
- potentiate the awareness of and confidence in one's own and others' abilities to learn, improve and achieve with work and dedication;
- reflect on other people's feedback as well as

on successful and unsuccessful experiences to continue developing one's potential;

- plan, organise, monitor and review one's learning.

During the implementation of this module 2 courses (1 in presence, 1 online), including 4 or 5 sessions each, addressed to different groups of users took place. 2 other workshops (1 in presence, 1 online) for different groups of users also took place. In total 44 participants took part in these activities.

3.2. MASTER PLAN PILOT IN PORTUGAL

Kerigma is a local development association with a broad experience in adult education and training, validation of prior learning, international cooperation, gender equality issues, entrepreneurship and employability projects for the community and community support through various projects. Kerigma is a national contact point of ECWT - European Centre for Women and Technology and is also an associate member of EAEA - European Association for the Education of Adults.

The implementation of the Master Plan took place in Kerigma (Barcelos, Portugal). The MASTER plan was implemented from October to December 2021 and involved 30 adults, divided in 2 groups of 15, men and women, with low qualifications, employed and unemployed, who were attending a training to increase their educational level.

The main aim of MASTER plan pilot was to promote the integrated development of individuals, organisations and communities, creating innovative services and products that contribute to more active citizenship, solidarity and social cohesion.

The MASTER plan was applied to the two groups of 15 people each and over 5 sessions. The activities and dynamics developed were the same in both

groups. The MASTER Plan lasted 15 hours for each group (30 hours were spent in total) in 5 sessions lasting 3 hours each.

In the 1st session of the Master Plan (preliminary session) 5 training modules were presented. The modules presented corresponded to learning areas related to Flexibility, Communication, Collaboration, Mental growth and Learning management. Based on the individual Self-Assessment results, each adult, with the help of the trainer, selected the 2 or 3 most appropriate courses to achieve their goals. Of the five modules presented, three were selected: Communication, Collaboration and Managing learning.

1. COMMUNICATION

The module was aimed at making users able to:

- Identify different communication strategies and registers to be used in different situations
- Identify the characteristics and needs of the audience
- Understand the context in which the communication takes place
- Define the objective of the communication
- Identify the tools that convey the message

2. COLLABORATION - WORKING IN A TEAM ENVIRONMENT

The module was aimed to:

- Encourage and facilitate each other's contributions
- Exchange resources and process information
- Provide each other with feedback to improve performance in tasks and responsibilities
- Challenge each other's conclusions and reasoning in order to promote greater insight into the problems
- Stay motivated to strive for mutual benefit

3. MANAGING LEARNING

The module was aimed at making users able to:

- Identify one's own learning needs and interests, as well as learning goals
- Identify and analyse one's own learning processes and preferred strategies
- Be able to plan one's own learning.

In the 2nd session of the Master Plan implementation, the theme of Communication was addressed, while Collaboration - Working in a team environment was addressed in 3rd session and Managing Learning, was the theme addressed in the 4th session. In the last 5th session, trainers summarised what was covered in the different sessions and participants were asked individually, based on the self-assessment they made in the previous session, and with the help of the trainers, to start defining the next steps to develop and/or acquire skills that will help them achieve their goals more easily. Trainers also presented solutions/ proposals of available training offers and the most appropriate to the needs and objectives of each one.

3.3. MASTER PLAN PILOT IN SCOTLAND

The MASTER Plan has been tested with learners from SWAPWest access to higher education programmes studying at the Paisley campus of West College Scotland.

West College Scotland is a further education college and one of SWAPWest's partners. Created on 1 August 2013 by the merger of Clydebank College, Reid Kerr College in Paisley and James Watt College in Greenock, West College Scotland has 21,500 students and 1,200 staff, making it one of the biggest educational institutions in the country. This large scale allows the college to provide greater choice to students, better facilities, and enhanced services. The College plays a key role in supporting local communities, providing courses in college, in school, and online. It provides training for a huge range of business partners, from small- and medium-sized local companies to some of the biggest companies in the world.

SWAPWest delivered the MASTER Plan via a series of interactive workshops, introducing students to skills and competences; assisting in the self-assessment process; and finally, facilitating activities to develop selected skills and competences. The MASTER Plan workshops were delivered by highly experienced SWAPWest staff over a few weeks in the autumn term of 2021. Due to the pandemic, all events took place on the Zoom platform. Workshops were timetabled to take place during the class's guidance time (a weekly session to assist in developing study skills).

Sessions lasted between two and two and a half hours with an introduction to the project and some administration in the first session, followed by more detailed explanations and some didactic teaching mixed with activities of a problem-solving nature to identify key competences and consider the learners level of expertise in these. Many of these activities were carried out in breakout rooms within the platform.

Learners undertaking Access to Humanities, Access to Science, and Access to Primary Education programmes were targeted for this experience.

In total 63 beneficiaries took part in the workshops. SWAPWest learners come from many different backgrounds but predominantly one of low educational achievement and low skilled work and many live in areas of social disadvantage. At the time of the MASTER Plan delivery, the beneficiaries were enrolled in access to higher education programmes in the following areas: science, humanities, and primary education.

SWAPWest developed and delivered the following modules:

1) SWAPWEST and MASTER: DEVELOP YOUR SKILLS AND SUCCEED IN EDUCATION

The core part of this module focused on identifying skills and competences. The following competences were explored:

- Ability to work collaboratively
- Negotiate and create confidence
- Ability to communicate orally and in writing
- Express and understand different points of view
- Ability to learn how to use new software

2) SWAPWEST and MASTER: DEVELOP YOUR SKILLS AND SUCCEED IN EDUCATION.

This workshop focused on LifeComp framework, European Policy Cooperation (ET 2020 Framework) and the four common EU objectives for Lifelong Learning. Participants were asked to choose which competence they would like to develop.

3) SWAPWEST and MASTER: EMPATHY

The workshop provided an overview of the LifeComp framework to introduce the concept and importance of PSL competence in training and education. The

workshop explained that Empathy is included in the Social area of LifeComp. The following competences were explored:

- Ability to describe some feelings;
- Knowledge of what empathy is;
- Knowledge of when empathy should be shown; and
- Knowledge of how to show empathy (even if you have difficulty feeling it).

4) SWAPWest and MASTER: COLLABORATION

The workshop introduced learners to the MASTER project and its partners and provided an overview of the LifeComp framework to introduce the concept and importance of PSL competence in training and education. The following competences were explored:

- Ability to describe what collaboration is;
- Knowledge of what to expect from a team;
- Knowledge of how you should behave in a team.

3.4. MASTER PLAN PILOT IN CYPRUS

DOREA Educational Institute is a not-for-profit organisation established in 2012 in Limassol, Cyprus. It offers continuous personal and professional development training solutions for general public as well as working professionals throughout Europe. DOREA courses combine the most effective and fastest-growing models of applied psychology such as Neuro- Linguistic Programming (NLP), Transactional Analysis (AT), Enneagram and Gestalt among others.

DOREA has implemented MASTER plan workshops online during the months of December 2021 and January 2022. At first stage the training sessions were planned to take place face to face, however, due to Omicron variant and the new restrictions imposed, considering the safety of staff and participants, the training sessions were eventually held online using the ZOOM platform and breakout rooms.

There were 3 online webinars organised and participants had access to Dropbox with materials and exercises for self-study. If they had any questions or needed any clarification, they could contact the trainers and receive the required guidance.

In total 34 learners took part in MASTER plan implementation. The participants were primarily comprised from workers, unemployed people and NEETs.

The topics/tools and tools were selected considering participants' previous experience and PSL testing results and needs. These topics were selected: Teamwork, Communication and Conflict management, Motivation, Learning to Learn, Change Management. The structure on MASTER plan:

1) MODULE 1: TEAMWORK

The following competences were explored:

- Knowledge of what is a team
- Knowledge of the life cycle of the team
- Knowledge of group dynamics
- Ability to work in the team
- Ability to understand different roles in the team
- Ability to build a teamwork culture

2) MODULE 2: COMMUNICATION AND CONFLICT MANAGEMENT

The following competences were explored:

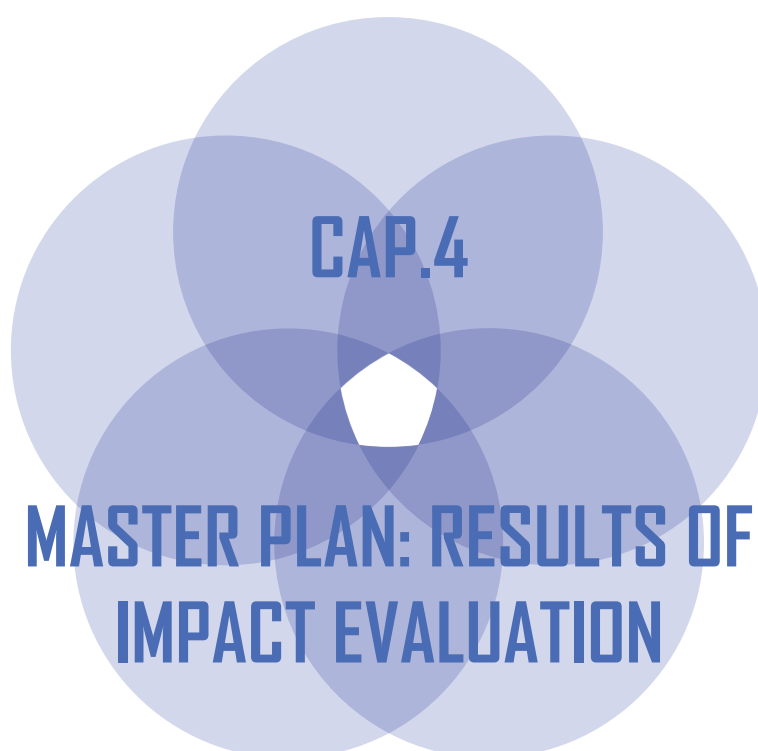
- Knowledge of communication: verbal, non-verbal and vocal
- Knowledge of the importance of good communication
- Ability to listen actively
- Ability to receive and provide feedback
- Knowledge of the types of conflicts and different ways to solve them
- Ability to handle a conflict at work

3) MODULE 3: MOTIVATION AND CHANGE MANAGEMENT

The following competences were explored:

- Knowledge of motivation, different types of motivation (intrinsic and extrinsic motivation)
- Knowledge of lifelong learning
- Ability to motivate oneself and stay motivated
- Ability to motivate others
- Knowledge on resilience
- Understanding the symptoms of stress and stress response
- Ability to manage stress and change

Overall, online workshops aimed to reinforce participants' knowledge of personal, social and learning to learn (PSL) competencies while helping them discover their strengths and areas that require improvement. During the workshops, participants improved their teamwork and communication skills needed to enhance teamwork capacity, create a confident, relaxed, and constructive working environment. They also enhanced their ability to adapt to changes and motivation to continue their self-development.



The results presented are divided into level 2 and level 3 of investigation. Level 2 refers to results from the questionnaire given to participants straight after the MASTER plan implementation and aimed at measuring the impact on Master Plan participants in relation to PSL competence familiarity, acquisition and further need of development. Level 3 refers to results from the questionnaires given to the participants 2 months after

attending the MASTER plan workshops and mainly focused on the effectiveness of learning PSL competence with reference to labour market access and/or other related opportunities. The questions in both questionnaires were based on Likert 5 levels scale, from 1 to 5, according to the following:

5: strongly agree; 4: agree; 3: partially agree; 2: disagree; 1: strongly disagree

4.1. IMPACT IN ITALY

After the Master Plan implementation in Italy only 27 participants out of 62 have responded to the questionnaire. The majority of respondents (92%) have indicated that they have a better understanding

of the PSL competences as a result of MASTER plan activities. Only 1 participant among the 27 responding, felt that MASTER plan activities did not help him understand PSL competence better.

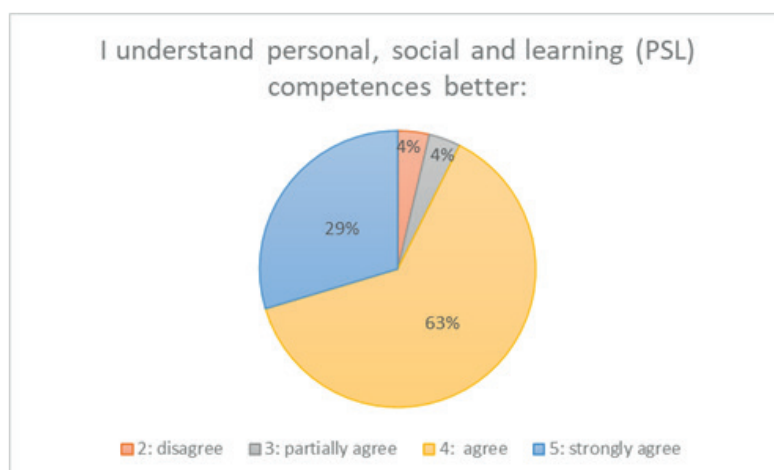


Figure 10. Italy: Participants' understanding of PSL competence after MASTER plan implementation

The same percentage of respondents (92%) also indicated that they believe that they have PSL competence, while only 1 person stated that he/she does not think to have PSL competences.

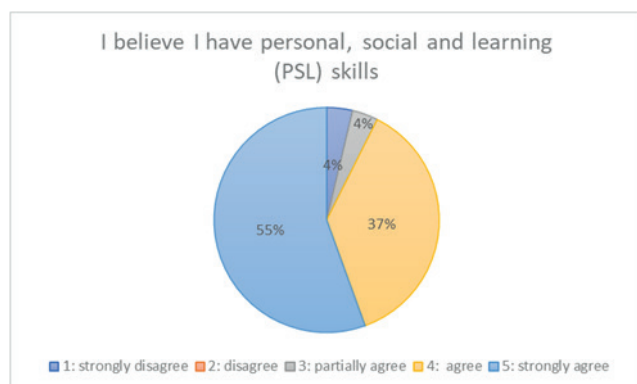


Figure 11 Italy: Participants believing to possess PSL competences after MASTER plan implementation

While most of the respondents (89%) also claimed that they are comfortable applying the PSL skills in their daily personal and professional lives, it is worth mentioning that more participants feel slightly unsure about it (partly agree). This may indicate the need for additional or follow up activities. Almost half (44,4%) of respondents would consider

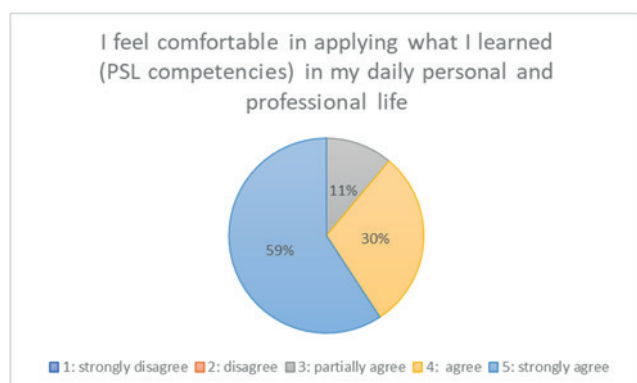


Figure 12. Italy: Participants feeling comfortable in applying what they learned (PSL competences) in their daily personal and professional life

more training on the PSL skills, and the same number of people have the feeling that what they have learned during the training will help them in:

- being better at their job;
- finding a job;
- continuing in their education.

Only 2 respondents did not believe that what they have learned will be helpful for them in the future while looking for a job or continuing their education.

More than half of them (55%) also claimed to be inspired to continue their education (VET or higher education) after MASTER plan activities.

MASTER plan implementation

To understand better the impact of MASTER plan activities in a longer period, participants were also asked to fill in a follow-up questionnaire after 2 months of finishing MASTER plan activities. In this case only 21 participants have responded to the questionnaire. After 2 months have passed, the majority of the respondents (67%) believe that they have improved their PSL competence.

The majority of the respondents also indicated that they apply the knowledge, skills and competences gained during the MASTER plan activities in their personal life. Only 1 participant stated that he does not apply the knowledge learnt in his daily life. When it comes to using the knowledge, skills and competences gained during the MASTER plan activities in work/while looking for a job or further

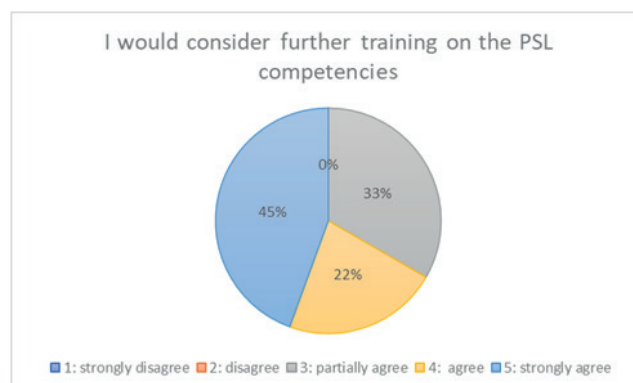


Figure 13. Italy: Participants considering further training on PSL competence after MASTER plan implementation

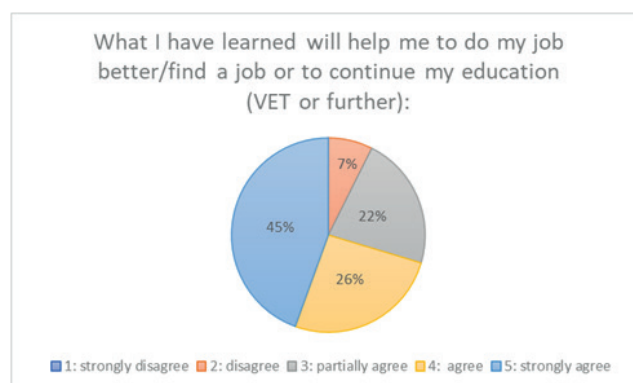


Figure 14. Italy: Participants believe that what they have learned will help them to do their job better/find a job or to continue education (VET or further) after

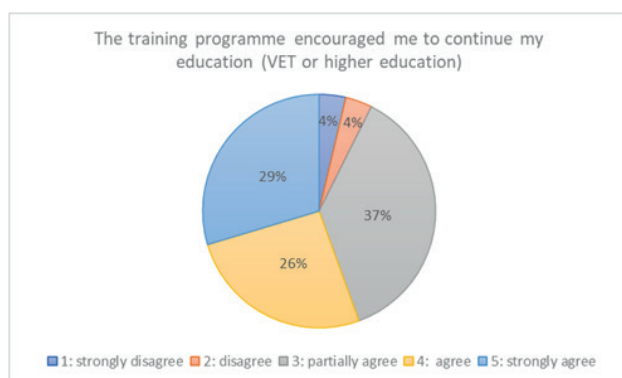


Figure 15. Italy: Participants who got inspired to continue their education (VET or higher education) after MASTER plan activities

education/training, all participants answered positively. This last information, although related only to around the 30% of the participants to the Master Plan activities, is a clear confirmation of adults' perception of lifelong learning benefit. All of the respondents also indicated that to a greater or lesser extent, the MASTER plan activities helped them be better at their job/better at looking for a job or being a better student. In addition, they

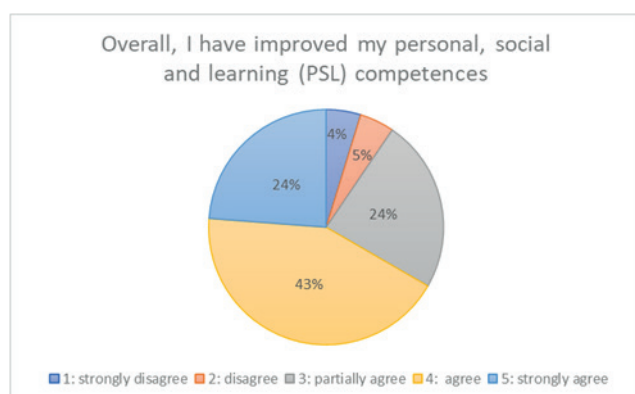


Figure 16. Italy: Participants who believe they have improved their PSL competence after 2 months after MASTER plan implementation

also indicated that MASTER activities helped to improve their confidence and motivation. However, it is important to highlight that the results also show that there are some respondents (namely 6) who "partly agree" with the statement. Thus, it seems that follow up activities, consultations or even more permanent activities in the area of PSL competence mainly aimed at making evident the added value that participants gain after having attended the Master Plan activities, may be required. Since the end of Master plan activities, one-third

of respondents (33%, that means 7 persons) have continued with further training on the PSL competence, while 57% of respondents plan to



Figure 17. Italy: Participants who apply what they have learned in MASTER plan activities in their professional lives

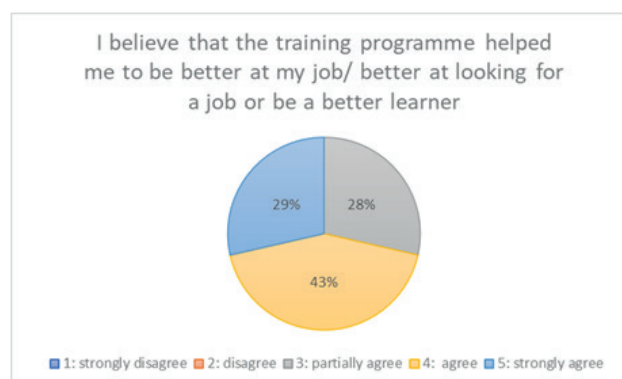


Figure 18. Italy: Participants who apply what they have learned in MASTER plan activities in their personal life

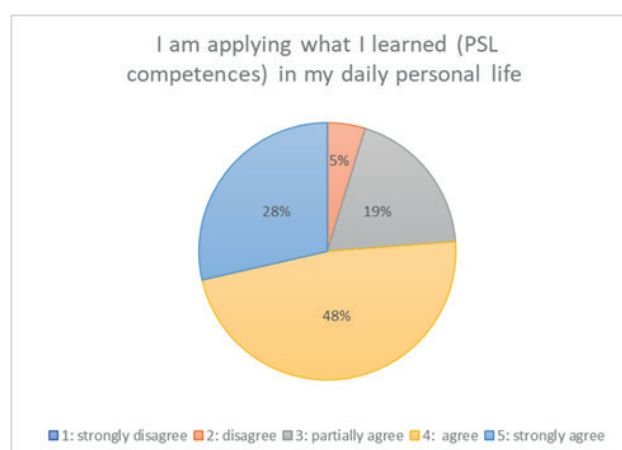


Figure 19. Italy: Participants claiming that MASTER plan made them better at their professional lives

continue in the future. However, 10% of them have no plans to continue further education on PSL competence.

The majority of the respondents (76%) indicated that they had not found a job or moved to another

education or training opportunities 2 months after the MASTER Plan activities ended. However, 29% of them have enrolled themselves in an educational programme, not strictly related to the PSL competence, while 33% plan to do so. This might result from increased motivation and confidence in the participants as a result of MASTER plan activities. Overall, most of the participants believe that MASTER Plan activities had a positive impact on their lives

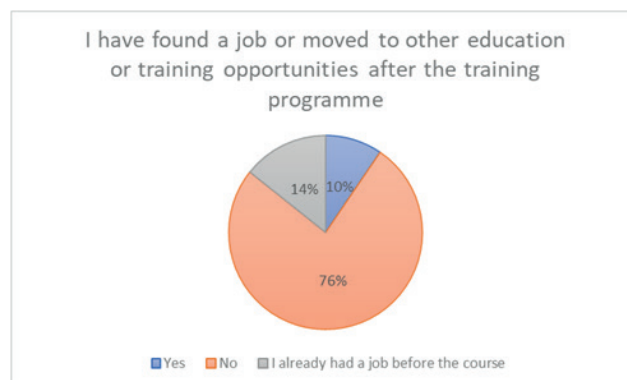


Figure 22. Italy: Participants who have found a job or moved to other education or training opportunities after MASTER plan activities



Figure 20. Italy: Participants claiming that MASTER plan activities boosted their confidence and motivation



Figure 23. Italy: Participants who have enrolled in an educational or training programme after MASTER plan activities



Figure 21. Italy: Participants who continued further training on the PSL competences

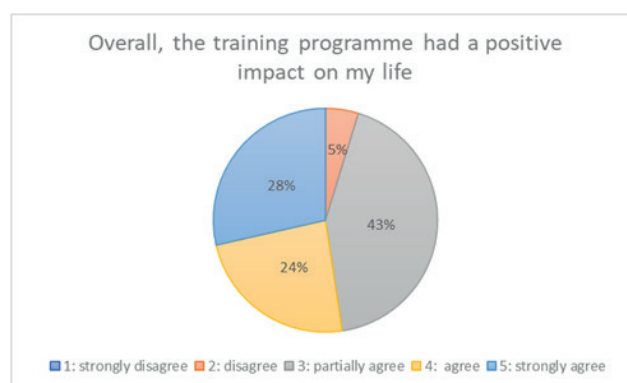


Figure 24. Italy: Participants who believe MASTER plan activities had positive impact on their lives

4.2. IMPACT IN PORTUGAL

The Master Plan implementation in Portugal was finalised with the great results from the participants. All the 30 participants have responded to the questionnaire. All of the participants have indicated that they have a better understanding of the PSL competence as a result of MASTER plan activities. All participants also indicated that they believe

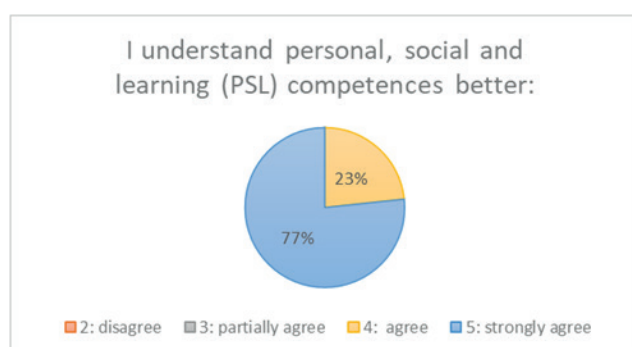


Figure 25. Portugal: Participants' understanding of PSL competences after MASTER plan implementation

they not only have PSL competence but they are also aware of how to use these skills and feeling comfortable in doing it.

When asked how they would apply their new knowledge, some answered: being able to use skills with more confidence, knowledge on which areas they need to develop so it's easier to find other suitable trainings and feeling more secure about their PSL skill.

All participants would consider more training on the

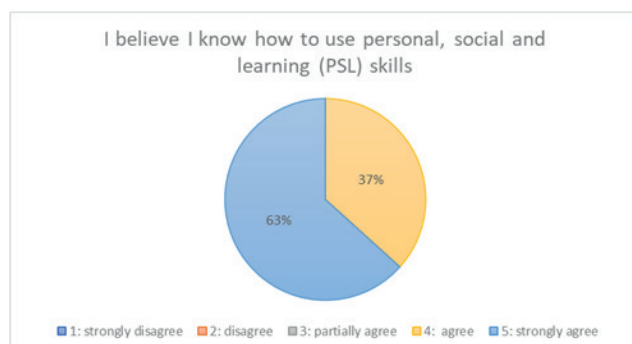


Figure 26. Portugal: Participants believing to possess PSL competences after MASTER plan implementation



Figure 27. Portugal: Participants who indicated that they know how to use PSL competences

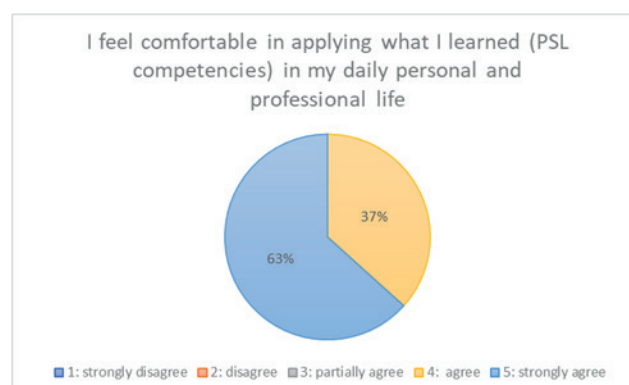


Figure 28. Portugal: Participants feeling comfortable in applying what I learned (PSL competencies) in their daily personal and professional life

PSL skill. In addition, most of the participants would like to hold follow-up sessions or attend MASTER plan programme activities periodically. One of the participants proposed to have this training annually.

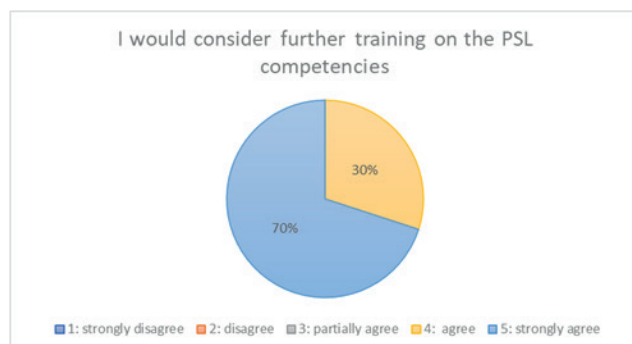


Figure 29. Portugal: Participants considering further training on PSL competences after MASTER plan implementation

Participants also agreed that what they have learned during the training will help them to do better at their job, help them find a job, or help them continue

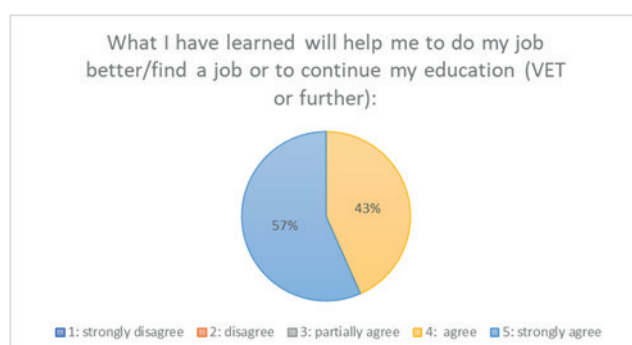


Figure 30. Portugal: Participants believe that what they have learned will help them to do their job better/find a job or to continue education (VET or further) after MASTER plan implementation

in their education. However, when asked if the training programme encouraged them to continue their education (VET or higher education), 17% only partially agreed, showing a more doubtful attitude.

Like their fellow students from Italy, participants were also asked to fill in a follow-up questionnaire after 2 months of finishing MASTER plan activities. In this case only 20 participants have responded to the questionnaire. All of them have indicated that they have improved their PSL competence after attending MASTER plan activities.

The respondents have also indicated that they are

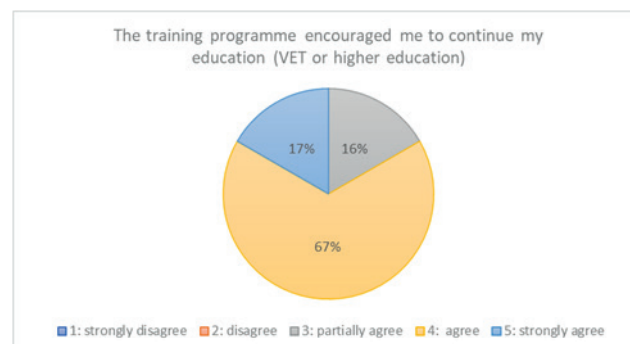


Figure 31. Portugal: Participants who got inspired to continue their education (VET or higher education) after MASTER plan activities

still applying the knowledge, skills and competences gained during the MASTER plan activities in their personal and professional life.

All of the participants also indicated that to a greater or lesser extent, the MASTER plan activities have helped them become better at their job/better at looking for a job or becoming a better student. They also indicated that MASTER activities helped to improve their confidence and motivation.

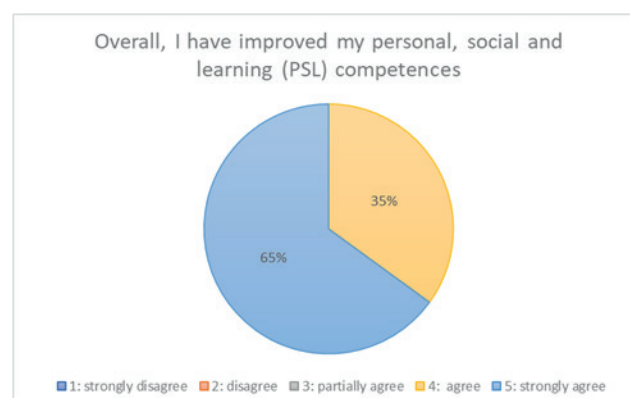


Figure 32. Portugal: Participants who believe they have improved their PSL competences after 2 months after MASTER plan implementation

While no participants have indicated they have continued with further training on the PSL competence or have enrolled in educational programmes, all agreed that they are planning to do it in the future. The majority of participants had already a job before enrolling to MASTER programme activities, and the rest had not yet found a job or moved to another education opportunity.

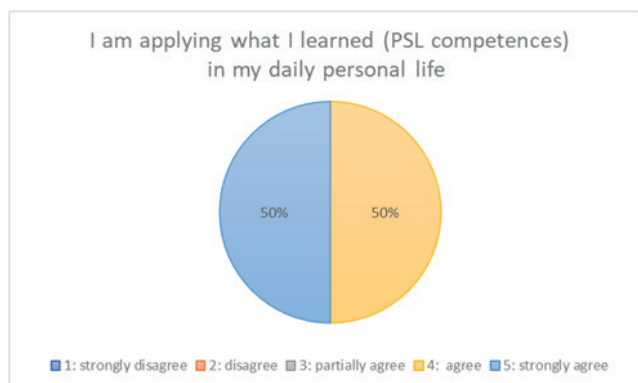


Figure 33. Portugal: Participants who apply what they have learned in MASTER plan activities in their personal life

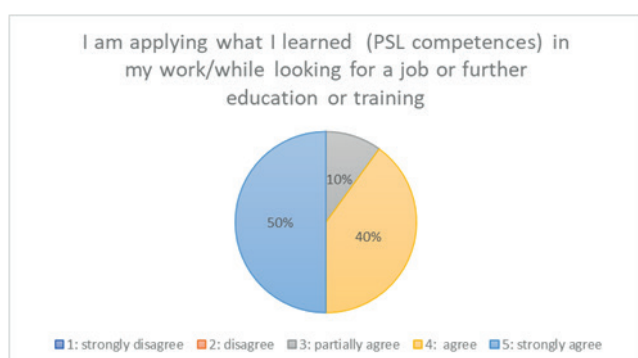


Figure 34. Portugal: Participants who apply what they have learned in MASTER plan activities in their professional lives



Figure 35. Portugal: Participants claiming that MASTER plan made them better at their professional lives

Overall, most of the participants believe that MASTER plan activities had a positive impact on their lives. They indicated that they feel more confident with the skills they have, are more aware of the skills they have, which help them perform their duties at their

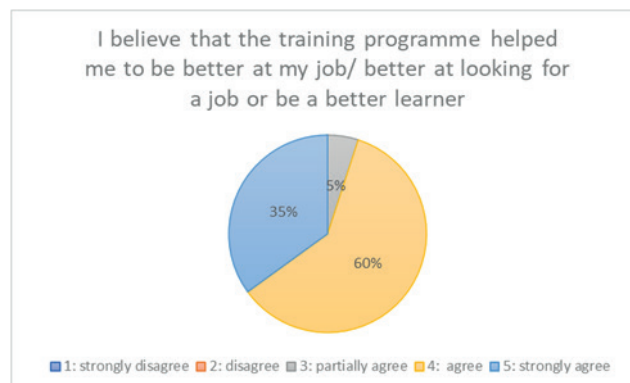


Figure 36. Portugal: Participants claiming that MASTER plan activities boosted their confidence and motivation

job, have greater motivation and self-confidence, and a sense of autonomy. In addition, some of the participants indicated that they also feel more confident in their active job search or during job interviews when talking about their skills.

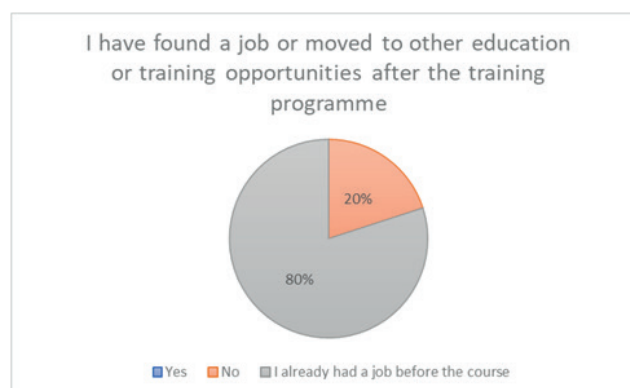


Figure 37. Portugal: Participants who have found a job or moved to another educational opportunities 2 months after the MASTER plan

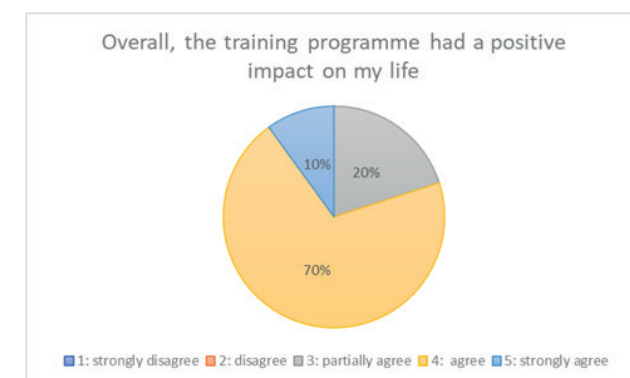


Figure 38. Portugal: Participants who believe MASTER plan activities had positive impact on their lives

4.3. IMPACT IN SCOTLAND

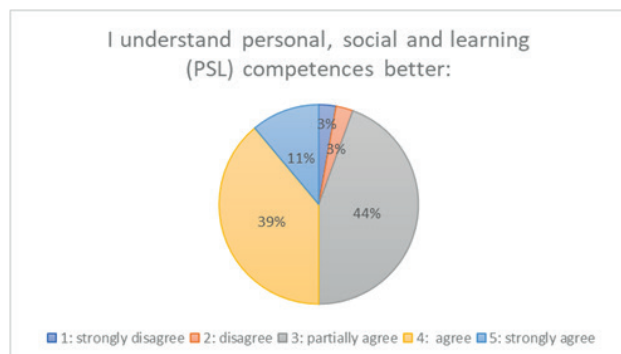


Figure 39. Scotland: Participants' understanding of PSL competences after MASTER plan implementation

After the Master Plan implementation in Scotland, 36 participants out of 63 participants responded to the questionnaire. Half of the respondents indicated that they had a better understanding of the PSL competence as a result of MASTER plan activities. At the same time, 44% of respondents partially agreed with the statement. However, 6% of participants (that means 2 persons) felt that MASTER plan activities did not help them understand PSL competencies better.

More than half of the participants believe that they possess the PSL competence, 33% are not sure, and 6% do not believe they have PSL competence. The same percentage of participants believe that they know how to and feel comfortable using these competences.

When asked how they would apply their new knowledge, some answered: being able to apply skills with more confidence in personal and professional life/ following through on plans to attend university/ applying skills in an academic setting/ being able to use newly gained digital skills, etc.

When it comes to further training on the PSL competence the majority of respondents (75%) would consider joining further training activities focused on PSL competence. 25% do not consider such option. The significant number of participants who would want to continue with their PSL training



Figure 40. Scotland: Participants believing to possess PSL competences after MASTER plan implementation

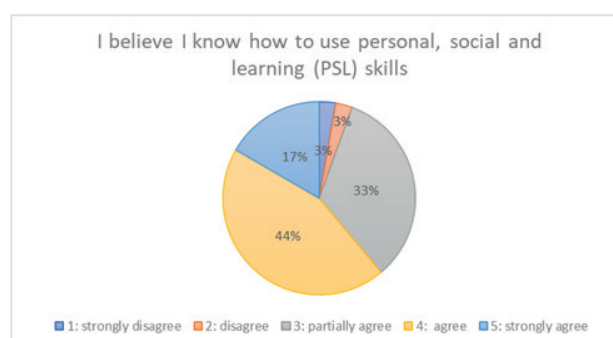


Figure 41. Scotland: Participants who indicated that they know how to use PSL competences

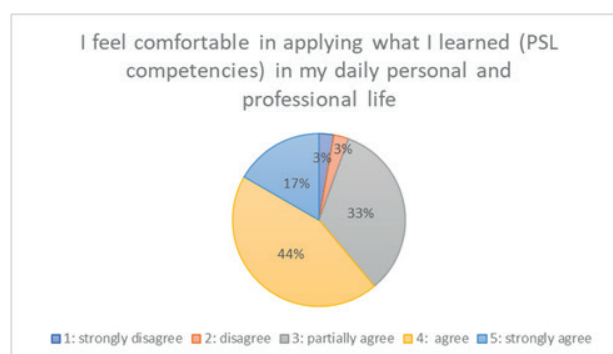


Figure 42. Scotland: Participants feeling comfortable in applying what I learned (PSL competencies) in their daily personal and professional life

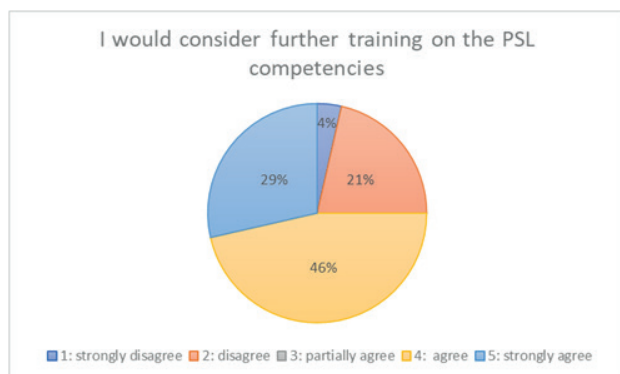


Figure 43. Scotland: Participants considering further training on PSL competences after MASTER plan implementation

may be explained by the fact that a large percentage of participants are not sure about their PSL competence and their ability to use them, thus, further training would be desired. On the other hand, participants who feel comfortable in their ability to use the PSL competences may not see the necessity for additional training.

A bit more than a half (53%) of respondents agrees that knowledge, skills and competences gained during MASTER plan activities will help them do better at their job, or to find a job or to continue in their education. 39% partly agree, while 8% disagree with such a statement.

The same percentage of respondents also believe that knowledge, skills and competences gained during MASTER Plan activities will help them to do their job better/find a job or continue their education. 39% partially agree, while 8% disagree with such statement. All participants claimed that the MASTER Plan activities had encouraged them to continue their education.

After 2 months of finalisation of MASTER plan activities, participants were invited to answer a follow-up questionnaire to better understand the impact in a more extended period. Here again, 36 participants out of the 63 who took part in the activities have responded to the questionnaire. After 2 months have passed, participants have not changed their minds - half of the participants believe that they

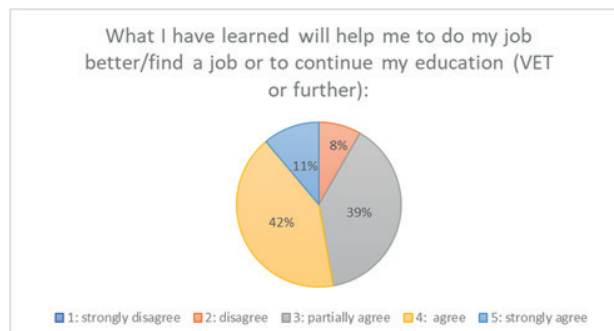


Figure 44. Scotland: Participants believe that what they have learned will help them to do their job better/find a job or to continue education (VET or further) after MASTER plan implementation

have improved their PSL competence, 44% partly agree, while 6% claims that they have not improved their PSL competence. Considering the large number

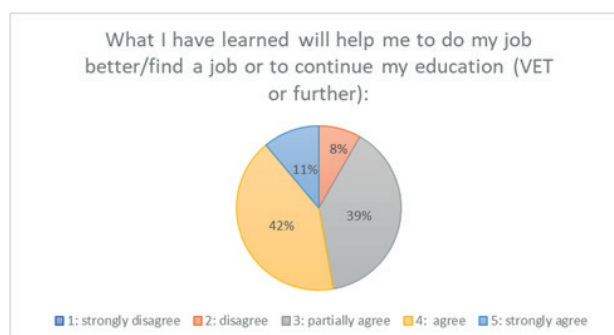


Figure 45. Scotland: Participants believe that what they have learned will help them to do their job better/find a job or to continue education (VET or further) after MASTER plan implementation

of respondents who are not sure (44%), follow up activities, consultations or even more permanent activities in the area of PSL competence may be a good strategy to follow.

More than half of the respondents (61%) indicated that they apply the knowledge, skills and competences gained during the MASTER plan activities in their personal life. 33% partly agree with the statement, while 6% disagree. When it comes to using the knowledge, skills and competences gained during the MASTER plan activities in work/while looking for a job or further education/training, a bit less of respondents (53%) answered positively. 39% of participants partly agree, while 8% disagree.

All of the respondents also indicated that to a greater or lesser extent, the MASTER plan activities helped them to be better at their job/better at looking for a job or be a better student, with 29% strongly agreeing, 43% agreeing and 28% partly agreeing with the statement. They also indicated that MASTER activities helped to improve their confidence and motivation.

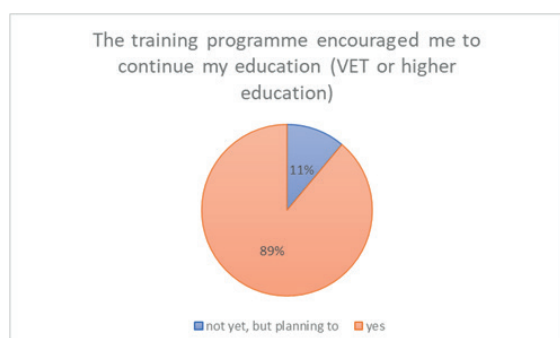


Figure 46. Scotland: Participants who got inspired to continue their education (VET or higher education) after MASTER plan activities

Since the end of Master plan activities, 19% have continued with further training on the PSL competences, while most respondents (70%) are planning to continue in the future. However, 11% of them have no plans to continue further education on PSL competences.

Almost all the respondents (90%) have found a job or moved to another education or training opportunities as of 2 months after the MASTER Plan activities ended. Out of this 90%, 89% have enrolled in an educational programme, while 11% plan to do so. This is not surprising, considering that all participants

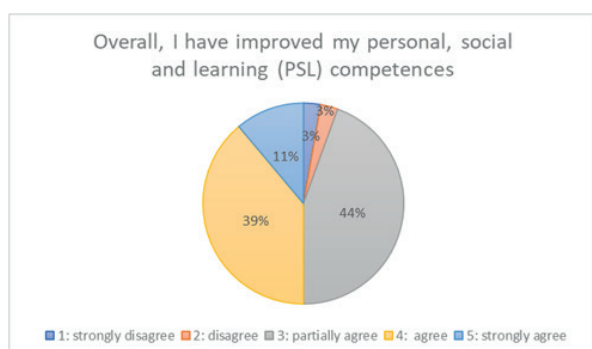


Figure 47. Scotland: Participants who believe they have improved their PSL competences after 2 months after MASTER plan implementation

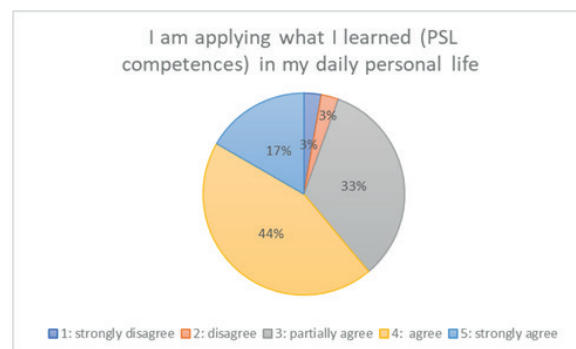


Figure 48. Scotland: Participants who apply what they have learned in MASTER plan activities in their personal life

are adult returners to learning, continuing their education with SWAP Programme.

When it comes to participants who believe that MASTER plan activities positively impacted their lives, the majority of the respondents (89%) partly agree or strongly agree, while 11% either disagree.

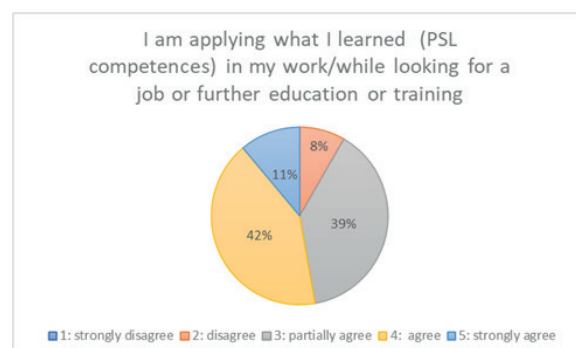


Figure 49. Scotland: Participants who apply what they have learned in MASTER plan activities in their professional lives

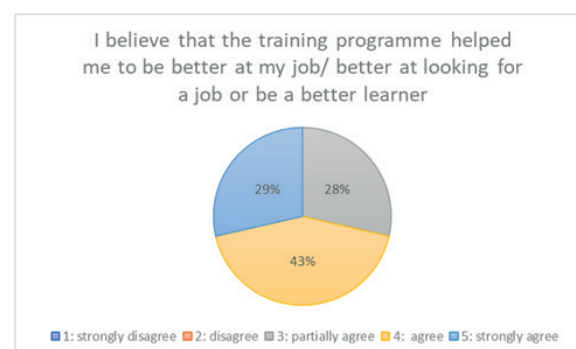


Figure 50. Scotland: Participants claiming that MASTER plan made them better at their professional lives

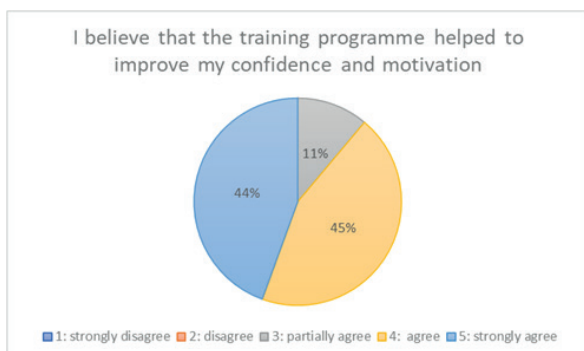


Figure 51. Scotland: Participants claiming that MASTER plan activities boosted their confidence and motivation

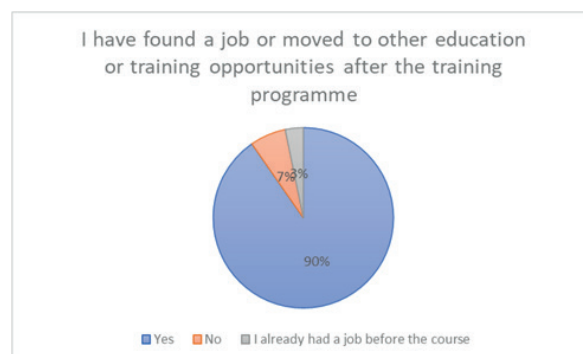


Figure 53. Scotland: Participants who have found a job or moved to other education or training opportunities after MASTER plan activities



Figure 52. Scotland: Participants who continued further training on the PSL competences



Figure 54. Scotland: Participants who have enrolled in an educational or training programme after MASTER plan activities

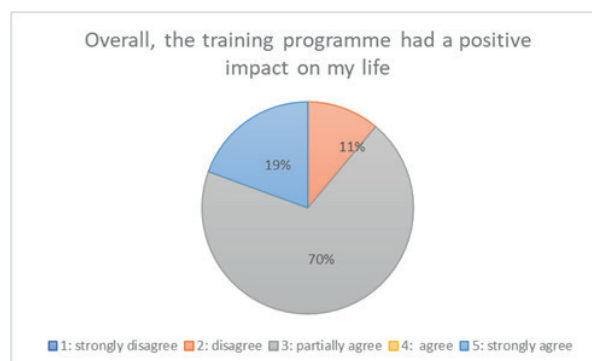


Figure 55. Scotland: Participants who believe MASTER plan activities had positive impact on their lives

4.4. IMPACT IN CYPRUS

The Master Plan implementation in Cyprus was finalised with the great results from the participants. 32 participants out of 34 have responded to the questionnaire after the Master plan activities. All of the participants have indicated that they have a better understanding of the PSL competences as a result of MASTER plan activities.

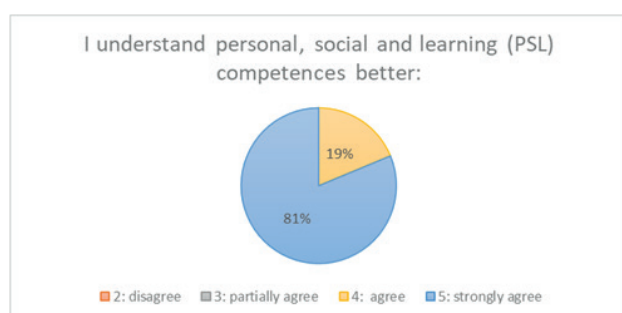


Figure 56. Cyprus: Participants' understanding of PSL competences after MASTER plan implementation

All participants also indicated that they believe they not only have PSL competence but also are aware of



Figure 57. Cyprus: Participants believing to possess PSL competences after MASTER plan implementation

how to and feel comfortable using these skills. It is important to mention that 9% of respondents partly agrees with the statement that they feel comfortable applying what they have learned in their personal and professional life. Further practical

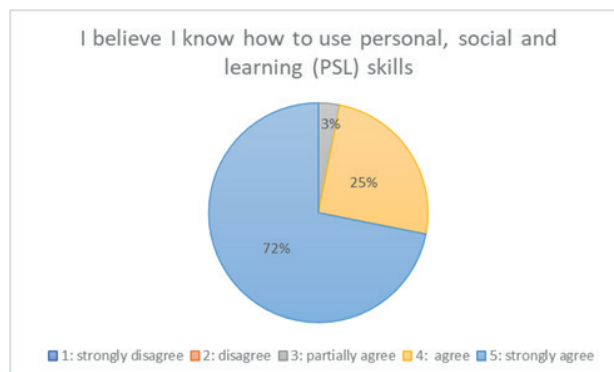


Figure 58. Cyprus: Participants who indicated that they know how to use PSL competences

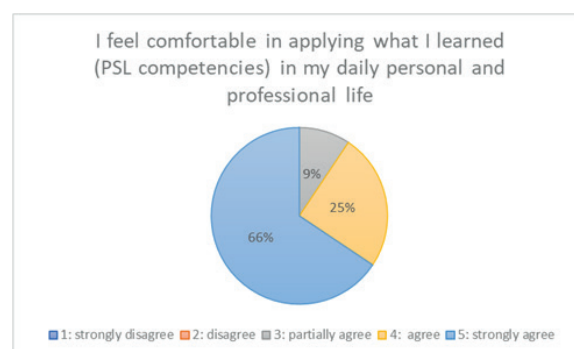


Figure 59. Cyprus: Participants feeling comfortable in applying what I learned (PSL competencies) in their daily personal and professional life

activities focused on using the knowledge, skills and competences gained in real-life situations might be a good course of action.

When asked how they would apply their new knowledge, some answered: using what I learned to understand others better in conflict situations/using the effective communication skills I learned at work and in my personal life/using the skills I learned in job interviews, during discussions and with team/ planning my personal learning activities, etc.

All respondents would consider more training on the PSL skills. In addition, most of the them would like to hold follow-up sessions to keep being motivated, also helping them tackle arising issues or attend activities focused on other skills among PSL.

Participants believe that knowledge, skills, and competences developed during MASTER Plan activities

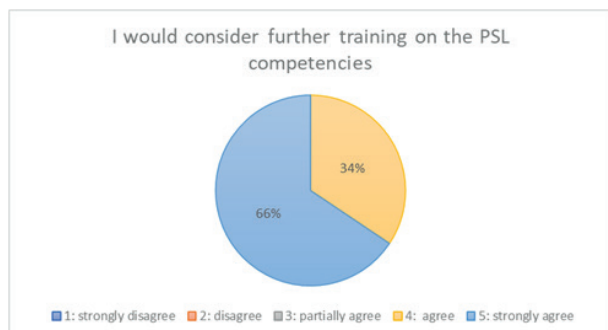


Figure 60. Cyprus: Participants considering further training on PSL competences after Master plan implementation

will help them to do better at their job, help them find a job, or help them continue in their education. However, when asked if the training programme encouraged them to continue their education (VET or higher education), 19% were doubtful, and 9% disagreed.

To understand the Master plan activities' impact in longer-term, participants were also asked to fill in a follow-up questionnaire after 2 months of finishing MASTER plan activities. 31 participants out of 34 have

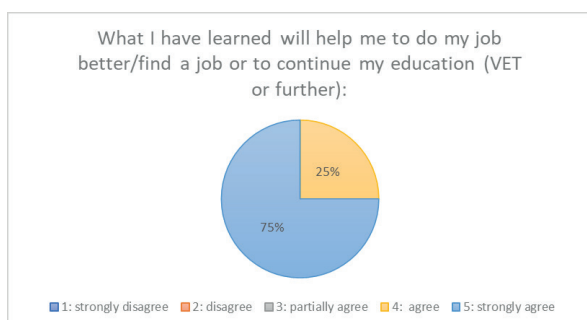


Figure 61. Cyprus: Participants believe that what they have learned will help them to do their job better/find a job or to continue education (VET or further) after MASTER plan implementation

responded to the questionnaire. All respondents have indicated that they have improved their PSL competence after attending MASTER plan activities.

Respondents stated that they are still applying the knowledge, skills and competences gained during

the MASTER plan activities in their personal and professional life.

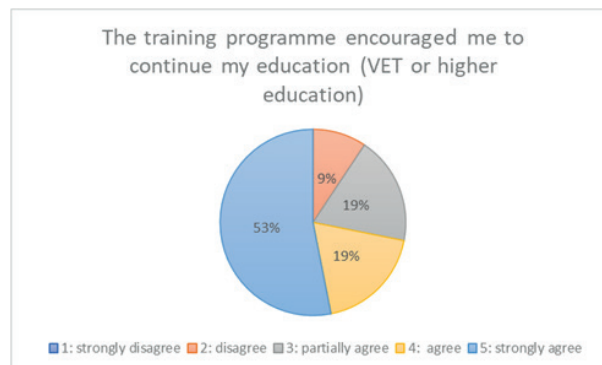


Figure 62. Cyprus: Participants who got inspired to continue their education (VET or higher education) after MASTER plan activities

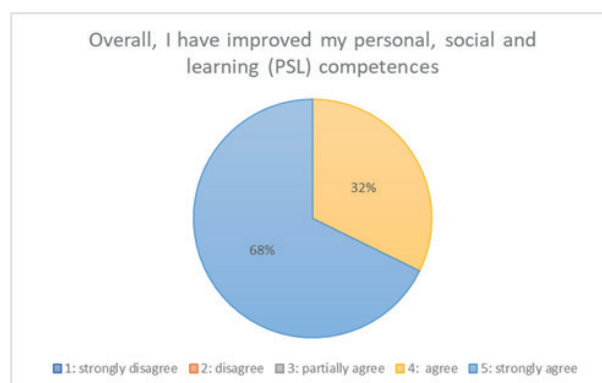


Figure 63. Cyprus: Participants who believe they have improved their PSL competences after 2 months after MASTER plan implementation

All of the respondents also agreed that MASTER plan activities have helped them become better at their job/better at looking for a job, or becoming a better student. Furthermore, they indicated that MASTER activities helped improve their confidence and motivation.

Almost one-third of respondents (32%) have continued with further training on PSL competence and 55% are planning to do that in the future. However, 13% of them are not planning to continue with further training.

29% of respondents had a job before starting the

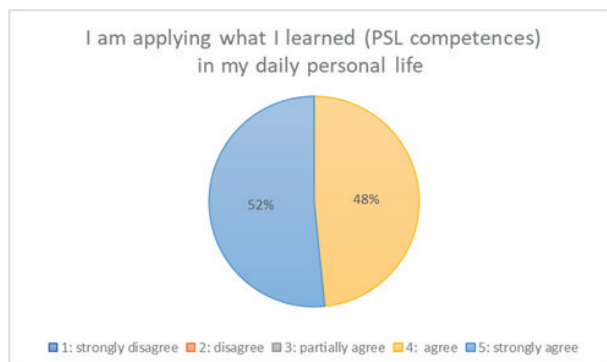


Figure 64. Cyprus: Participants who apply what they have learned in MASTER plan activities in their personal live

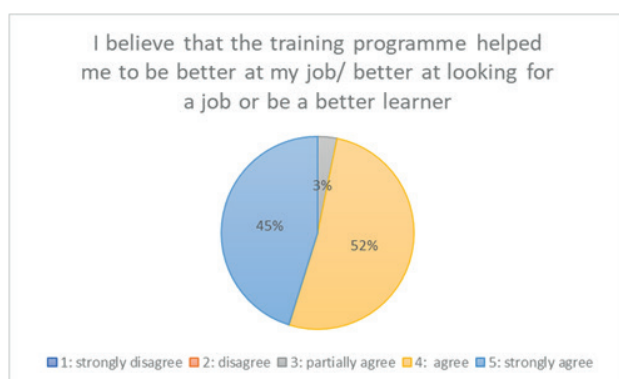


Figure 65. Cyprus: Participants who apply what they have learned in MASTER plan activities in their professional lives



Figure 66. Cyprus: Participants claiming that MASTER plan made them better at their professional lives

MASTER plan activities, 23% have found a job and 48% have not yet found a job. However, almost half of the respondents (48%) have enrolled in an educational programme or training, 16% are planning to do that in

the future, and 39% have no plans to enrol.

Overall, all the respondents believe that MASTER plan activities positively impacted their lives. They indicated that they became more curious and enthusiastic about learning new things, improved their communication skills, their relationship with co-workers got better, they gained more motivation and courage to join new learning opportunities and meet new people., etc.



Figure 67. Cyprus: Participants claiming that MASTER plan activities boosted their confidence and motivation

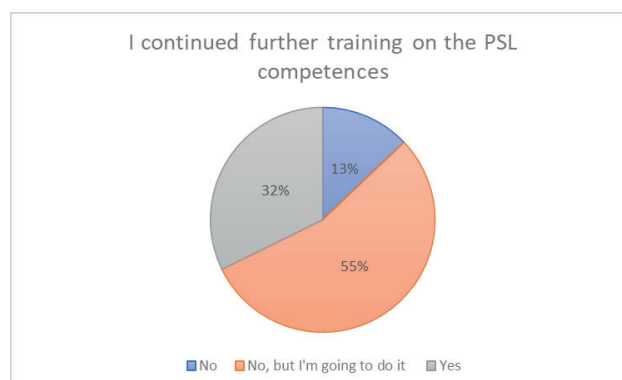


Figura 68. Participants who continued further training on the PSL competences

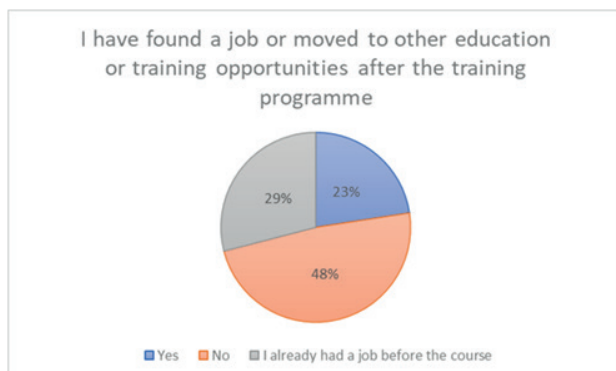


Figura 69. Cyprus: Participants who have found a job or moved to another educational opportunities 2 months after the MASTER plan



Figura 70. Cyprus: Participants who have enrolled in an educational or training programme after MASTER plan activities

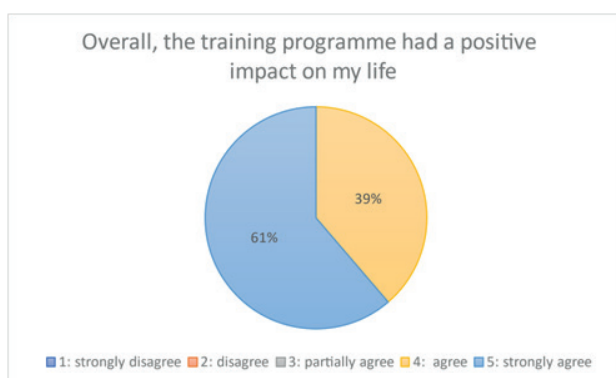


Figura 71. Cyprus: Participants who believe MASTER plan activities had positive impact on their lives



CONCLUSIONS AND CONCEPTUAL

The MASTER plan activities were implemented in four countries; Italy, Portugal, Scotland and Cyprus, aiming to help adult learners to improve their Personal, Social and Learning (PSL) competence. Overall, 189 adults took part in the Master Plan activities. The majority of participants were coming from vulnerable groups (e.g., low-skilled adults and adults from disadvantaged backgrounds).

To measure the impact of MASTER plan activities, participants were asked to fill in two questionnaires, one right after the MASTER plan activities ended and the second one 2 months after the MASTER plan activities. Overall, MASTER plan activities in all countries have achieved the desired results. As major preliminary comment it is clearly evident that the choice to focus the project on the PSL competence has been very meaningful specially to help the most vulnerable adults in start reflecting of its importance both in their personal and professional lives. It has been a stimulus towards engaging in further learning opportunities and to increase motivation towards further education. The majority of participants in all countries believe that

the MASTER plan activities had a positive influence on their life, making them more confident and motivated to continue learning. Furthermore, most of the participants believe that their PSL skills have improved after joining the MASTER plan activities. They generally became more confident in using these skills in their daily professional and personal lives, leading to be more aware when selecting and choosing professional and lifelong learning opportunities. Among positive outcomes, participants mentioned that being aware of their skills helps them perform better at work and gives them a sense of autonomy, made them more confident while job searching and during interviews. Overall, The MASTER plan activities gave them courage to join new learning opportunities, made them more curious and enthusiastic to learn new things.

However, outcomes and the feedback received from participants also show that there is a need for follow-up activities. Many of the participants expressed that they would like to continue further training on PSL competences, mainly because they would like to improve different competences, while some of the participants

expressed the feeling that they did not develop their PSL skills in a way they hoped - not being confident using the skill or they believe they do not possess these skills yet. One of the recipients proposed the idea of an annual PSL training while others also expressed they would like to attend the MASTER plan activities periodically. The participants also believe that follow-up sessions will keep them motivated and would help them tackle arising challenges.

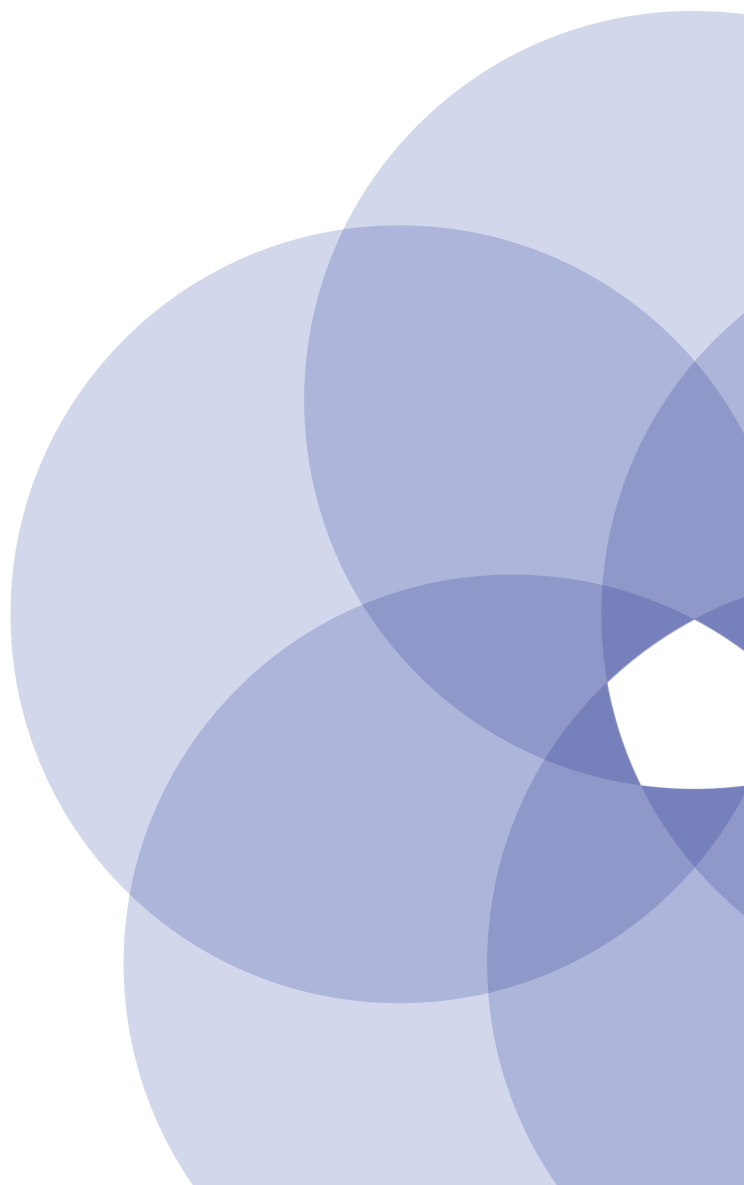
By comparing the data collected among the different countries involved, it is worth mentioning that only in Portugal the majority of the respondents seem to be divided between two main categories of positive answers (agree and strongly agree), while all the other respondents from Italy, Cyprus and Scotland show a wider variety of answers including the negative ones. This finding could be related to the following two aspects:

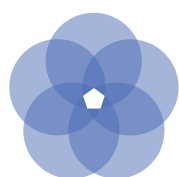
- On one hand the specificity of the piloting held in Portugal, where the partner decided to take advantage of the presence of Qualifica centres. Indeed, these are privileged places where adults at risk of unemployment or already unemployed can access high specialised services to guide them throughout the different labour market and VET opportunities available, including the validation of non formal and informal prior learning. The focus on the PSL competence thus seems to be assessed by beneficiaries as an added value of the services traditionally offered in response to already well known beneficiaries' needs and requests and positively evaluated.

- On the other hand, the uncertainty of Italian, Cypriot and Scottish adults involved in the piloting as a result of the awareness raising activity about PSL competence. In this sense it seems that the adults while were acquiring more consciousness on their own PSL competence level, were at the same time more aware of the risk to loose opportunities if not prepared enough for labour market and societal challenges. That's why they probably answered less positively, being not fully equipped and/or supported by the Public Employment

Services to react to the unforeseen.

In our opinion this could be the indirect indicator of less confidence respondents who, although showing a positive attitude towards the Master Plan activities still have doubts or not complete satisfaction, just because they are experiencing this opportunity for the first time. Finally, it is also important to mention, that impact results gathered have been valuable for the development of IO5 - MASTER Guidelines, which presents specific recommendations on how to use the MASTER model for the actual implementation of the Upskilling Pathway initiative in national Adult Education policies/systems with reference to specific sub-groups, on the basis of the concrete achieved results.





MASTER

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



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