

JUST/2014/ACTION GRANTS

Final Technical Report

The information provided in this report must correspond to the financial information declared in the final financial statement.

This form must be completed in English and signed.

The European Commission will reject any incomplete reports.

The hard copies of the documents and outputs must be sent to:

European Commission
Directorate-General Justice and Consumers
Directorate A
Unit A4: Programme Management
MO59 04/021
B-1049 Brussels

Agreement Number	JUST/2014/RCIT/AG/CITI/7263
Project Title	Active Citizens Together (ACT)
Name of the Beneficiary/Coordinator	East of England Local Government Association

Contact details	Name and surname: Malgorzata Strona Address: West Suffolk House, Western Way Postal code: IP33 3YU City: Bury St Edmunds Country: Great Britain E-mail: Malgorzata.Strona@eelga.gov.uk Phone: 01284 758324
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Co-beneficiaries and Associate Partners (Name + Country)	<i>Co-beneficiaries</i> 1. 2. 3. 4. <i>Etc.</i> <i>Associate Partners</i> 1. 2. 3. 4. <i>Etc.</i>
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Dates of project implementation (Article I.2.2 of the Grant Agreement)	Start date: 01.10.2015 End date: 30.09.2017
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Project website(s) (if applicable)	http://smp.eelga.gov.uk/migrant-workers/act-project.aspx
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Estimated expenditure (Article I.3 of the Grant Agreement)	Amount of Total Eligible Costs: 176,234.48 Percentage of EU Grant: 80% Amount of EU Grant: 140,994.48
Expenditure incurred (column <i>Declared expenditure</i> of the sheet <i>Budget & Execution Summary</i> of the financial statement)	Amount of Total Eligible Costs: 133,915.53 Percentage of EU Grant: 80% Amount of EU Grant: 111,002.71

Executive Summary (max. 4000 characters)

Summary presenting:

- the main objectives of the project;
- a short description of the project activities;
- the key results of the project;
- the impact on the target groups or other groups affected by the project.

This text could be published on the website of the Commission, Directorate-General Justice and Consumers, or used for other information and dissemination purposes.

The Active Citizens Together (ACT) Project

On 1 October 2015, The East of England Local Government Association's Strategic Migration Partnership (SMP) started the delivery of a two-year Active Citizens Together Project, co-funded by the European Commission's action grant under the 'Rights, Equality and Citizenship Programme 2014-2020'.

Objectives of the project

The fundamental principles of the European Commission's 'Rights, Equality and Citizenship' Programme were that all European citizens need to feel at ease when they live or travel in a Member State other than their own, and that everyone should be able to rely on access to justice throughout the EU.

The programme was developed to focus on combatting discrimination, violence, and supporting EU citizens to take part in civic life, including voting in local and EU elections.

Beginning on 1 October 2015 for two years, the ACT Project provided community groups and colleges with a unique project team devised [entry level 2-3 module](#) for 'English for Speakers of other Languages' (ESOL) courses on the rights of mobile EU nationals in the UK.

The ESOL course was supported by [two-hour interactive workshops for EU migrants](#) delivered by the ACT project team, investigating the opportunities to become active in civic and community life. Examples included: becoming a school governor or working with a voluntary organisation; joining an advice and guidance service; fundraising; becoming a magistrate; organising cultural and/or sporting events or helping with conservation projects.

The final stage of the project was aimed at working in partnership with local councillors and those in public or voluntary sector across the East of England with roots in other EU Member States, reflecting the ethnic diversity of the region, to create a [mentoring programme](#). Through this programme mentors have been able to support migrants in standing for public office, and/or undertaking other forms of active citizenship.

To encourage communication and develop a support network for mobile EU nationals and the organisations involved in the project, a virtual ['Active Citizens Together' network](#) has been established in the region as part of the project, to ensure targeted civic and political engagement work is sustainable beyond the completion date of the project.

The project aimed to maximise its resources by focusing on parts of the East of England with larger or more concentrated groups of EU citizens, including Bedfordshire, Cambridgeshire,

Hertfordshire, Norfolk, Peterborough and Suffolk. However, training and ESOL modules have also been delivered in Thurrock, Southend, Luton and Essex.

The key elements of the project included:

- The development of a new module at entry level 2-3 for ESOL tutors on the civic rights of EU citizens
- 8 ESOL tutors briefed about, and provided with the (above) module, along with supporting learning materials
- 200 ESOL class participants from EU countries study the (above) citizenship module, become more aware of their civic rights
- The development of two-hour interactive workshops featuring guest speakers with roots in other EU countries and positive experiences of undertaking community and civic activity
- 200 EU citizens participate in the (above) interactive workshops which will take place approximately monthly throughout the project
- The development of a mentoring programme comprising local councillors and others in the public or voluntary sector with roots in EU countries, to support EU nationals wanting to take up roles such as local councillors; special police constables; patient advocates; advice & guidance providers; volunteers in community support networks
- The development of an 'Active Citizens Together' network, producing and disseminating quarterly newsletters on the project
- Hosting a conference for the (above) network members in the latter stages of the project to reflect on its achievements, and to identify ways for the network to continue to stimulate active citizenship amongst mobile EU citizens into the future

The final project outcomes will be shared with eleven other Strategic Migration Partnerships and other UK and EU organisations to highlight successful mechanisms for increasing the civic and political participation of mobile EU citizens.

The key results of the project

The project team has provided workshops, learning materials and mentoring opportunities on active citizenship for a wide range of mobile European citizens over a two year period. An East of England network of active citizens has been developed, and a series of networking events were organised to end the project as a way of sharing good practice and creating sustainable opportunities for mobile EU nationals continuing to develop as 'active citizens'.

Activity	Target	Delivered
Workshops	20	24
Workshop participants	200	256

ESOL classes	20	47
ESOL class participants	200	280
Mentoring meetings	20	23
Numbers involved in mentoring	40	60
Active Citizens Network Members from non-UK EU Member States	50	111
Other Active Citizens Network Members supporting the project	No target set	261

These figures demonstrate that mobile Europeans have shown genuine interest in acting to improve the quality of life and wellbeing of their fellow citizens, whether from the same cultural background or not. The professionally qualified are often keen to recommence their careers, such as teaching, being an accountant or a medical doctor. Taking part in the project's mentoring programme has created opportunities for EU citizens to meet mentors and receive advice on living and working in the UK. It has also enabled people to develop confidence to investigate how they can return to the type of employment they had in their countries of origin.

The impact on the target groups or other groups affected by the project

The project has been extremely successful. However, there were some initial challenges in recruiting EU nationals to participate in the ESOL module and the workshops, working through community groups and small migrant support organisations. Although fully supportive of the project, some of these local contacts only managed to attract small numbers of EU citizens to take part. However, we were able to assist them with this because of the good working relationships we had developed with them over previous region-wide projects, and because of our own extensive networks.

Established institutions such as Further Education Colleges found it much easier than most community-based ESOL classes, to attract eligible project participants via their existing ESOL classes, following face-to-face briefings by members of the project team. They were extremely interested, and delivered the ESOL module with enthusiasm. Having delivered the module, the majority of colleges went on to request a workshop led by the project team, with external guest speakers identified by us on their behalf. The college workshops had to be adapted to accommodate larger numbers, for example by creating interactive 'market places', where students could meet different community groups, agencies and local authority councillors and ask them about the local active citizen opportunities. These new relationships with local colleges have been extremely successful and have created 'community hubs', where students have been provided with opportunities to find out about their local area and how to become more actively engaged.

Feedback from the EU nationals and the organisations supporting their communities has been extremely rewarding and motivating. Comments include:

“Having possibilities to contact people from different ethnic groups which made you understand that you are not on your own with your problems and they are people that are willing to help you unconditionally as well as providing directions where to find such people or organisations. Also by gathering different ethnic groups together, it exposes you understand them.”

“Introduced me to many people who were very knowledgeable and helpful and helped me realise that I can be a help to someone as well.”

“This project was useful because I knew a lot of interesting people who work at Charity Shop ‘Scope’. I had opportunity to improve my English language - speaking. The main cause my voluntary job in this shop was given help disabled people.”

PART 1 – RESULTS AND IMPACT OF THE PROJECT

1.1. Present in one sentence the main achievement of your project

Creating a diverse network of mobile EU citizens from around the East of England, supporting them to explore the volunteering and community engagement opportunities available in their local areas and ensuring continued sustainability once the project ends through sharing best practice amongst all organisations engaged with the project.

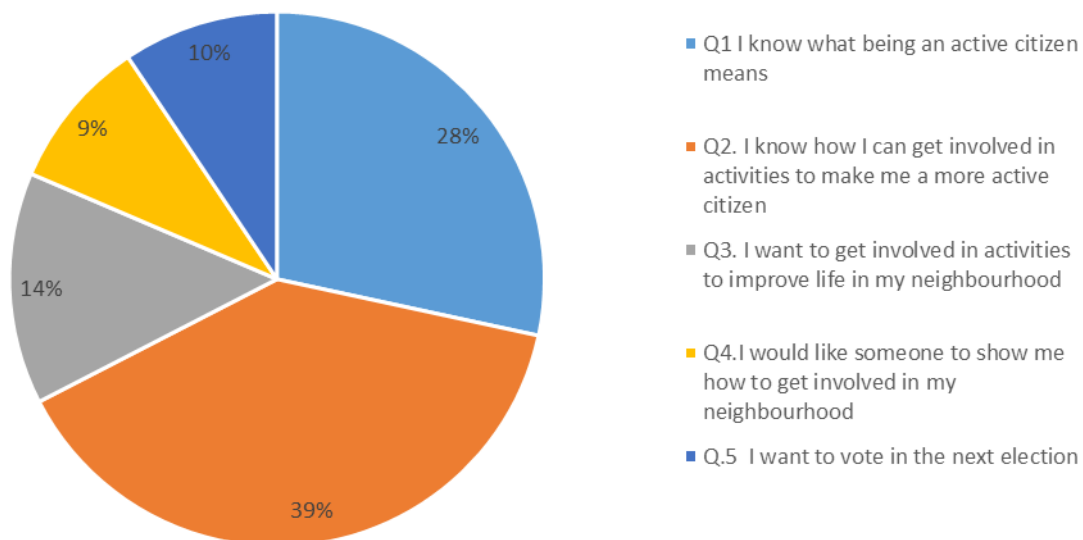
1.2. Results of the project (max. 1 page)

Have you achieved the results described in section 1.4 of Annex I to the Grant Agreement? List the results achieved by the project.

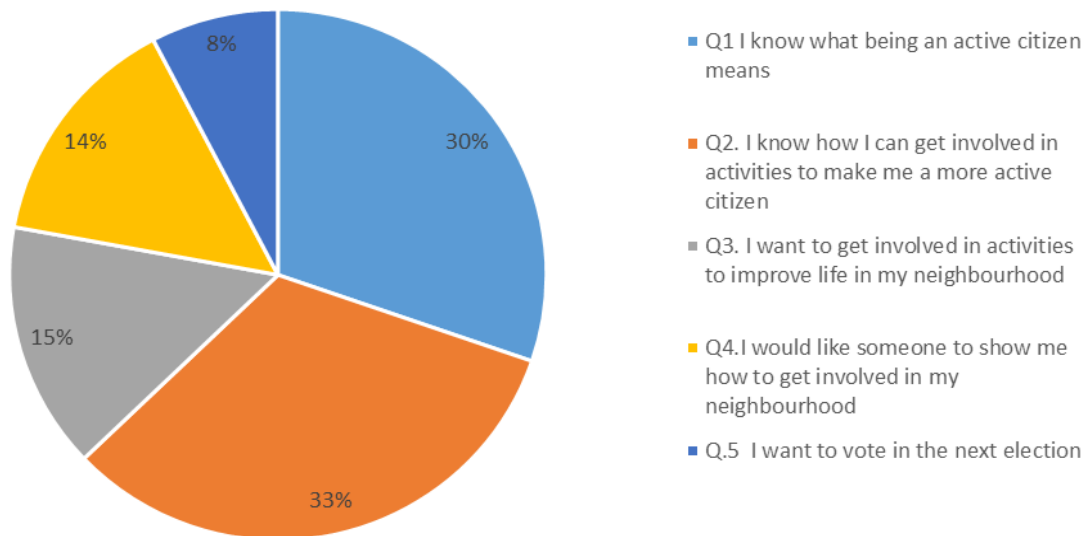
Describe how these results contributed to the achievement of the objectives described in Annex I to the Agreement and how they promote the objectives of the Programme that funded your project.

*In this part you should not list activities/outputs of your project (see Part 2), but you should focus on the results of your project. **Results** are immediate changes that arise for the target groups after the completion of the project (e.g. improved knowledge, increased awareness).*

ESOL Sessions Average Feedback Scores from Evaluation Forms



Workshop Sessions Average Feedback Scores from Evaluation Forms



Participants were asked to assess their levels of knowledge and aspirations in relation to being active citizens, by completing a pre and post session evaluation/feedback form comprising five statements.

The pie charts above show the overall changes of response by the end of the workshops or ESOL classes across all participants in relation to the five statements. The results indicate positive progress across all five areas – particularly in relation to knowledge of the topic of active citizenship and of how to get involved.

Participants had the opportunity to meet local authority councillors and political representatives through workshops and the mentoring programme. This introduction to politics and civil rights gave mobile EU citizens the opportunity to have their voices heard and to develop an understanding of routes into local politics and other options for engagement. In return, through their involvement as external guests in the workshops and as mentors, local authorities and civic organisations had the opportunity of direct dialogue with mobile EU citizens, leading to increased mutual understanding.

Many of the organisations attending the workshops recognised the importance of increasing the representation of mobile EU citizens in their work, so as to become more responsive to the increasingly multi-cultural makeup of local communities. The successful inclusion and participation of mobile EU citizens in the host EU country's civic and political life plays an important part in reducing the sort of anti-social behaviour and hate-crime which increased sharply in July 2016, following the UK's decision to leave the EU. An inclusive society also recognises and values the essential everyday contributions of EU nationals to the UK.

1.3. Long-term impact and/or the multiplier effect of the project (max. 1/2 page)

What change(s) will the project bring in the long-term? Take into account the long-term impact on the target groups and the society, as well as on legislation and/or policy-making. Make reference to national and/or transnational impact, as appropriate.

*In this part you should not list activities/outputs of your project (see Part 2), but you should focus on the expected long-term impact of your project. The **long-term impact** refers to long-term socio-economic consequences that can be observed after a certain period following the completion of the project and may affect either the target groups of the project or other groups falling outside the boundary of the project, who may be winners or losers.*

The long term impacts of the project are potentially very positive for those who have already taken part. And those community groups and colleges wishing to continue delivering the ESOL module into the future, and adapting it to the needs of their students will be able to do so, as all project materials will be available on the East of England Local Government Association website. Although aimed at mobile EU citizens, many of the classes where the module was delivered also comprised migrant students from outside the EU, some of whom commented on the benefits of the module in improving their understanding of the European way of life.

There were many examples of project impact for individuals. During one of the ESOL classes, an EU citizen and a Chinese migrant talked about their respective voting rights. The EU citizen couldn't understand why the Chinese migrant had never been given the opportunity to vote, which led to a fascinating debate on citizenship rights and responsibilities. We also saw in the project workshops that non-EU migrants were equally keen to engage with the local agencies for volunteering and mentoring opportunities. So although clearly directed at mobile EU citizens, although we have not included others in our evaluation data, the project's reach and impact has been wider.

The project has also had long-term impact in terms of fostering new links between individuals and organisations who, despite working in close geographical proximity, or with the same community groups, may have failed to connect, thus potentially duplicating effort or missing opportunities. For example, we linked up people working for the same organisation who were unaware that they were working independently in the same deprived ward to establish ESOL classes as a way of promoting childcare qualifications. And we linked three community gardens across the East of England to help them look at funding opportunities, and to share best practice, ensuring that they could continue to be sustainable.

The ACT network has also linked like-minded EU citizens to support and encourage each other to continue their community work. Additionally it has illustrated the range of multi-agency working opportunities available and how they can be accessed.

The project as a whole has encouraged organisations to network and to communicate about the work they do and how they can continue partnership work in the future. The workshops and mentoring visits have been invaluable in helping participants explore volunteering opportunities. Additionally, they have been useful to community groups and other organisations who needed volunteers but had not considered targeting mobile EU citizens because of language barriers or lack of access to diverse communities. For example, a Polish participant in the mentoring programme wanted to volunteer in a charity shop, to help

improve her English. The charity we approached on her behalf was keen to mentor her by giving her the opportunity to volunteer with them, as they had a significant Polish customer base and no other Polish team members. Initial mentoring meetings such as this one have created new bonds and relationships which can provide the basis for greater community cohesion.

1.4. Sustainability of the results (max. 1/2 page)

What is foreseen as follow-up of the project after the financial support of the European Union has ended?

How will the results of the project be sustained? Give examples (e.g. your organisation is able to financially sustain the project outputs and/or results; or has other sources of funding to continue with the project activities or build on the project results; or another organisation has taken up the project outputs and results; or the behaviour of the target group has changed already in a sustainable way).

The project will be sustained in a number of different ways, including:

The ESOL module – There were many instances during module delivery, of tutors adapting the materials. This will no doubt continue as community groups and colleges enrol students and participants with different learning needs. The colleges have discussed introducing videos and interactive maps to expand the module.

The workshop – The ACT project team has created databases with details of all the agencies, volunteers and councillors attending the workshops across the region. With permission, contact details have been passed to relevant community organisations/colleges, to enable them to organise their own annual Active Citizens Together workshops.

Mentoring – These opportunities will continue as mentors provide on-going support and guide mentees in whatever they feel is the most mutually beneficial way.

Networking – The project has linked community groups, EU citizens, colleges, statutory agencies and volunteers throughout the East of England. We have helped connect people to examples of best practice and to create information sharing forums. This will continue to grow as people share experiences, training opportunities and network. Although we will be unable to further facilitate these developing relationships, by locating project materials on our website, as stated at 1.3 above, practical guidance will be on hand. The East of England Strategic Migration Partnership will also respond to any future requests for assistance, as one of its key functions is to link partners working on migration issues across the region.

1.5. European dimension and added value of the project results (max. 1/2 page)

Describe the European dimension and the added value of the project results. How are the project and/or its results transferable to other Member States of the European Union?

This project has highlighted a genuine desire amongst mobile EU nationals to be active citizens and to support their local communities. One participant in Thetford said 'This is my home, I want to make it a better place for my family and the people I live and work with.'

The feedback from the participants completing the ACT ESOL module was that 10% wanted

to vote in the next elections. 8% of workshop participants also wanted to vote in the next elections. The project has raised awareness of the EU election system and also created a greater awareness of civic and political engagement and its importance. This will potentially remain with individuals who transition to other Member States, increasing participation in 2019 EU Parliamentary elections.

Several project participants showed an interest in becoming more politically involved, and seven mentoring meetings took place across the region as part of the project where participants met with local Councillors and MPs to discuss how they could achieve this. Although the vote to leave the European Union means that the UK will no longer have MEP candidates, participants will still have the knowledge and experience to apply their political skills in other Member States if they decide not to remain in the UK.

The best practice materials and solutions developed and tested by the project are now available on the East of England SMP website <http://smp.eelga.gov.uk/migrant-workers/act-project.aspx> along with the report produced for the European Commission describing key successes and lessons learnt for any other Member State wanting to replicate any elements of the project relevant to their circumstances.

The mentoring/shadowing programme is easily transferrable to any EU Member State able to identify an appropriate range of mentors from local civic and political organisations.

Best practice will be disseminated via the East of England European Partnership <http://www.east-of-england.eu/> and via EU-wide websites, such as the European Website on Integration. The project team is also presenting the findings of the project in Brussels to the European Week of Regions and Cities workshop on 11 October 2017 which will bring together projects fostering the engagement and participation of mobile EU citizens, to brainstorm future projects and initiatives with a synergistic or collaborative element at the regional or city level.

1.6. Dissemination (max. 1/2 page)

How did you implement your dissemination strategy?

Demonstrate how the target groups were reached by your dissemination activities and give concrete examples (e.g. project outputs that were disseminated to other organisations in your field, researchers, politicians, published articles in newspapers, or specialised magazines; number of hits on a website; participation of the target group in awareness-raising events, such as conferences).

Describe the response of the target groups you reached out to and how successful you were in influencing their behaviour (e.g. project outputs that have been used by other organisations in your field, by researchers, by politicians, or that were quoted in newspapers; survey results comparing the level of knowledge/expertise before and after a training).

Disseminating information about the project, activities and results

- As stated above, a project website is available at: <http://smp.eelga.gov.uk/migrant-workers/act-project.aspx> - website details were shared with agencies supporting the project, and with project participants through the final ACT network newsletter, distributed to around 380 network members in September 2017.

- From the beginning of the project, workshops were advertised on the website, and participants were encouraged to register their details to book places. Information about the ESOL module was disseminated direct to college tutors via the face-to-face briefings mentioned in the above Executive Summary.
- The website had 28 hits in the two years of the project. Given the linguistic diversity of our target group and the multiple demands on their time and attention, we needed to adopt a much more active approach to disseminating project information than relying on website visits. The most successful method of communication proved to be text messaging or phoning participants, along with emailing. We also produced two project leaflets – one for the target group of mobile European citizens and the other for local agencies and organisations. By the end of the project, 530 copies of these leaflets were sent electronically to contacts throughout the East of England. In addition we produced local flyers to advertise the workshops, which were disseminated to a wide range of contacts across the region, to enlist their help in promoting these events. The team also created a Facebook page, which was used as a research tool rather than to promote the project.
- At the start of the project, we established a ‘virtual’ Reference Group of 17 members from a wide range of organisations across the region, including migrant support groups, to provide advice and guidance to the project team as required. This group provided a link to existing local groups and networks and helped promote the project and disseminate information about it to key target groups. We regularly called upon group members for advice and support. For example, drawing on their local knowledge for opportunities to introduce ACT active citizenship materials into ESOL classes. Reference Group members included a Traveller and Diversity Manager; a Roma Church Pastor; two Chief Executives of third sector organisations; a senior civil servant from the Cabinet Office for Civil Society based in the region, and a Founder member of the Gypsy Roma Traveller Police Association. Only one member left the group since its inception in October 2015, due to a change of post.
- Eight articles were written by the project team for our host organisation, East of England LGA’s newsletter (2,000 recipients) – January, March, August and November 2016 and January, March, May and September 2017.
- One article was written on the ACT project for the Office for Civil Society Newsletter in February 2016.
- Three articles were written for the European Partnership Newsletter - November 2016, and March and September 2017. The recipients include local authority Leaders and Chief Executives, Universities and Local Enterprise Partnerships across the East of England. The November 2016 issue was also forwarded to all regional networks in Brussels and the European Regions Research and Innovation Network (ERRIN network) which specifically shared it with “More Years Better Lives JPI” to help them launch a project of their own on migration.
- The ACT project also submitted evidence to the inquiry by British Futures into the status of EU nationals in the UK in August 2016
- An ACT project presentation was delivered to the regional Migrant Worker Steering Group on 13 September 2016, 6 December 2016 and 14 June 2017.
- An ACT project presentation will be delivered to the European Week of Regions and Cities Conference in Brussels on 11th October 2017.
- ACT Project Newsletters were issued in: May 2016, September 2016, January 2017, May 2017, and September 2017. Feedback on the newsletters has been extensive. Here is one interesting example (in her own words):

31/5/17 – “It’s really lovely to read so many inspiring stories and I am happy to see one of our ex-volunteers in this newsletter. What I have noticed in your news is that most of those stories come from enthusiast, hard driven, ambitious migrants who try hard to get themselves to the right professional level. I love all these as they are very inspiring but also I would love to see your newsletter capture the story of what represents the majority of migrant force – those working in farms, factories, care homes in very difficult conditions, I think that represent the picture of a real migrant life in UK. I want to thank you for the lovely work you have done so far and I hope you will continue beyond September”.

- The Colchester Gazette wrote a short article about the ACT workshop held at Colchester Institute in May 2017:

Language lessons

MORE than 120 students from all over the world came together to learn skills which will help them live in the UK.

Colchester Institute hosted the event organised by Essex County Fire and Rescue Service's community builders team alongside government-funded Active Citizens Together.

Students at the college got the chance to practice their English skills and gain extra knowledge.

Lecturer Giles Armour said: “The event has been such a success that we are now aiming to run it as an annual event as it will be useful for future students.

“Our students have really appreciated it and have had lots of questions to ask, which has been great for improving their English language skills.”

- Feedback from the ESOL classes and workshops has been extremely positive and practitioners are hoping to continue delivering the ACT materials and embed them into their current teaching curriculum. Feedback includes:

“Thank you to all of you who attended the ACT Market Place at City College Norwich on Friday morning. I’m sure you all agree that it was a very successful event and I know for a fact that many students really gained from the experience and the information. I hope we can arrange a similar event in 2018. I also hope to maintain contact with many of you to strengthen the link between ESOL at City College and community groups such as yourselves.” (Ian Lain – Course Leader ESOL Norwich City College 23.05.2017)

“Hello Everyone, I hope you enjoyed the visits last Friday - here are some lovely photos! I would like to use them for our website and for the Cambridge Evening News. Thank you” (Sarah Adams – Chesterton ESOL Café 19.06.2017)



Survey Monkey Feedback

The feedback from both surveys delivered by survey monkey was extremely positive. 266 people were contacted to complete the surveys. 84 people responded to the survey. The low response rate may be related to the fact that the survey was sent in the summer holidays and therefore people were not accessing their email. It is also possible that the people we contacted are no longer living in the UK or are not in the same employment.

Participants:

An invitation to complete the survey was sent to 165 participants. 40 participants completed the survey. 20 were partially completed and 20 were fully completed. The feedback showed that 44% of the participants who completed the survey felt the project demonstrated how they could become more active citizens in their communities. It also highlighted that if participants had not already registered to vote the project encouraged individuals to register to vote or consider the process involved. The project was useful to EU citizens because it gave them an opportunity to network and investigate active citizen opportunities as shown by the feedback from question three. Question four highlights the passionate people have for becoming active citizens and the recognition that it benefits individuals and communities.

Supporters:

An invitation to complete the survey was sent to 111 supporters. 44 surveys were completed fully. The people supporting the project were from a diverse range of organisations, which demonstrates the interest agencies have in encouraging EU citizens to become more active in their local communities. Similar to the participants, the supporters enjoyed having the opportunity to meet EU citizens and work with them. It was also recognised that the materials provided by the project were beneficial for teaching and learning. The materials were also adaptable and could be adjusted to be delivered to different ability classes. Feedback regarding improving and learning from the project focused on time and sustainability. As with many projects funding is often time limited, but the ACT project has provided organisations with the materials and contacts to encourage embedding the Active Citizens ethos throughout the East of England.

Key learning Points:

- The project provided agencies with an opportunity to work with EU citizens in an interactive and proactive manner. It helped them to reach communities that can be difficult to engage with.
- ACT Materials were well co-ordinated and adaptable for sustainable future use.
- The project encouraged collaboration and sharing best practice between local and regional organisations. This has helped to improved working relationships and limited the duplication of services.
- Agencies have recognised the importance of embedding an Active Citizen ethos in their work to improve engagement with European Citizens.



Survey Monkey
Feedback Supporter



Survey Monkey
Feedback Participant

1.7. Ethical issues (max. 1/2 page)

Were you faced with any ethical issues during the implementation of the project? How did you solve them?

No.

1.8. Evaluation (max. 1/2 page)

Was the project evaluated (internally and/or externally)? If yes, summarise the conclusions of this evaluation.

The project was evaluated internally. The findings are:

Mobile EU citizens

- Despite work pressures and family commitments, from the outset, many of the EU citizens involved in the project were already contributing to the local community, through volunteering opportunities which reduced social isolation, anti-social behaviour and improved community integration.
- Looking at project participation, 'Brexit' did not necessarily appear to act as a deterrent to EU citizens in becoming 'Active Citizens'. Workshop attendance rates actually increased after June 2016, whilst they declined slightly for ESOL class participation. However these trends could be due to project logistics rather than the result of 'Brexit'.
- Many project participants shared examples of their own experiences of contributing to the running of local organisations and authorities, including helping their community's integration into host existing communities. Some perceived and expressed this 'activism' as a natural part of their daily lives rather than as anything exceptional.
- Others appeared to see active citizenship as a more pragmatic opportunity to improve their employment, housing and overall opportunities. They understood that if they became more involved in community life, their English would improve and they might make useful contacts and extend their networks, as well as doing something worthwhile and interesting.
- The project gave participants networking opportunities with a range of people and organisations they would probably not have met otherwise, cultivating useful supportive links and relationships for the future.

Local authorities

- The workshops delivered by the project team promoted an understanding of politics and voting. A very slim majority of workshop participants claimed on their evaluation forms to have registered to vote (51%), ESOL class participants slightly less so (49%). There were some misconceptions about voting rights and processes, which were addressed throughout the project. For example using a short quiz on voting devised by the project team, and having ESOL class participants complete voter registration forms. Meeting councillors and learning more about the implications of 'Brexit' helped engage people with politics, and several participants who expressed an active interest in local politics went on to be mentored by councillors as part of the project.
- The ACT materials and information available on the project website will provide guidance for Local Authorities contacted for support after the end of the project.

Civic organisations

- Civic organisations have been given a unique opportunity to meet more mobile EU nationals, thereby potentially increasing the ethnic diversity amongst their volunteers, and enabling their services to more accurately reflect the multi-cultural make-up of their areas or service users.

1.9. Conclusions and recommendations for the European Commission in terms of legislation/policy-making (if applicable)

As stated at 1.5 above, these will be shared at a European Week of Regions and Cities workshop in Brussels on 11 October 2017. The event will bring together projects fostering the engagement and participation of mobile EU citizens, to inspire a brainstorm on future projects and initiatives with a synergistic or collaborative element at the regional or city level.

PART 2 – WORKSTREAMS AND ACTIVITIES

2.1. Implementation of the Workstreams

How to report on the implementation of Workstreams

You must be consistent with the structure and logic of your project as presented in the Workstreams in Annex I to your Grant Agreement.

Workstream 0 - Management and Coordination of the Project

Workstream 0 is intended for all activities related to the general management and coordination of the project (kick-off meetings, coordination, project monitoring and evaluation, financial management) and all the activities which are cross cutting and therefore difficult to assign just to one specific workstream.

Workstreams 1 – 4

In Workstreams 1 to 4 you must follow the structure and logic of Annex I to your Grant Agreement and present the activities that you implemented in order to achieve the objectives and results described in Part 1, as well as the achieved outputs of these activities.

Each activity/output should be listed only once under the relevant Workstream.

I. Activities

Review the planned activities for the Workstream as presented in Annex I to your Grant Agreement and indicate in this report:

- which of the planned activities were implemented (including a description of these activities:);
- which of the planned activities were not implemented (and explain why);
- if there were any unforeseen activities implemented (including a description of these activities).

Be concrete and specific in your descriptions and explanations.

II. Outputs

Outputs and outcomes/results of your activities, e.g. conferences, seminars, trainings, training modules, events, knowledge, professionals trained, manuals, leaflets, websites, articles, training material packages, books, etc.

Review the outputs for the workstream as presented in Annex I to your Grant Agreement and report all produced outputs for the Workstream.

For events, indicate: title, date of implementation, place of implementation and number of participants.

Example: *Final conference, 9-10/03/2016, Brussels, 219 participants.*

For publications, indicate: precise title, type, format (e.g. printed and/or electronic), languages and number of copies produced.

Examples:

1. *Good Practice Guide on XXX, publication, printed and electronic, EN (100 copies), FR (only electronic), DE (100 copies), IT (only electronic), ES (100 copies), PL (only electronic)*
2. *<http://www.myproject.eu/>, website, electronic, all EU official languages*

I. Activities

Implemented activities:

- 1. Kick-off meeting attendance**
 - Louise Gooch and Malgorzata Strona on 17th November 2015 in Brussels
- 2. Identify up to 6 members for a project reference group to offer the project team advice and support throughout its duration**
 - 17 reference group members identified and consulted on a regular basis
- 3. Monitor delivery of the project**
 - Monthly monitoring of progress of workshops, ESOL training and mentoring at team meetings
- 4. Financial management**
 - Budget spreadsheet updated on a regular basis, monthly checks of expenditure
- 5. Monthly team meetings to evaluate progress**
 - 6 October 2015, 20 October 2015, 9 November 2015, 23 November 2015, 15 December 2015, 11 January 2016, 10 February 2016, 9 March 2016, 12 April 2016, 11 May 2016, 8 June 2016, 20 July 2016, 16 August 2016, 12 September 2016, 12 October 2016, 23 November 2016, 14 December 2016, 18 January 2017, 27 February 2017, 15 March 2017, 5 April 2017, 17 May 2017, 20 June 2017, 26 July 2017, 16 August 2017 and 13 September 2017
- 6. Collate evaluation from other work-streams and amend materials/ways of delivery as appropriate**
 - Workshop and ESOL evaluation forms collected and collated
 - Workshop workbook amended after pilot workshop in November 2015
 - Amended delivery format of workshops for colleges as described in the above executive summary
- 7. Disseminate project results**
 - ACT Project materials now available to review on Strategic Migration Partnership website: <http://smp.eelga.gov.uk/migrant-workers/act-project.aspx>
- 8. Conduct online survey of all project participants to assess increase in knowledge & understanding**
 - SurveyMonkey completed and feedback analysed

Activities delayed or not implemented: N/A

II. Output(s)

Output 1: Project website – electronic (English), 200 visits over the life of the project –
<http://smp.eelga.gov.uk/migrant-workers/act-project.aspx>

- The website was visited 28 times over the two year lifetime of the project. The

website was not used extensively as a form of communication with participants or partners, as explained in detail in 1.6 above.

- There is potential for website visits to rise at the end of the project, as people access the site for ACT resources.
- As stated in 1.6 above, project workshops were advertised on a website events subpage <http://smp.eelga.gov.uk/events/> where participants could book workshop places. This also proved to be a useful way for the project team to collect basic contact details for participants for future project communications – e.g. about mentoring opportunities. Participants who were unable to book their places because they did not understand the system or did not have access to the internet were supported by local contacts.

Output 2: Best practice guidelines and project materials - electronic (English)

- As described in 1.6 above, two project leaflets were produced – one for support organisations/project partners and one for mobile EU citizens, to introduce the project and encourage them to take part.
- The ESOL module was developed, tested and shared with ESOL tutors, to be delivered to EU nationals as part of Entry Level 2-3 language classes. However several tutors also modified the materials, taking them more slowly, sometimes over a series of sessions, with students working at a slightly more rudimentary level.
- A 16 page workbook was produced by the project team to guide participants through the two hour workshops, and 179 hard copies were distributed to participants. Some of the colleges did not use the workbook given the much larger sizes of their groups, where we adopted an interactive ‘marketplace’ format instead, enabling participants to interact with external guests to find out more about being an active citizen and volunteering.
- Evaluation/feedback forms were piloted and adapted, to make them as ‘user-friendly’ as possible for participants with sometimes limited English.
- A mentoring guide, agreement and mentoring interest form were produced and used with mentors and mentees.
- ‘Top 10’ local organisations/contact tables were produced for each county area and two of the unitary authority areas of local government in the region - Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Luton, Norfolk, Peterborough and Suffolk, and shared at final events and via the website. The organisations in the tables were included for their capacity to present project participants with opportunities to take up active citizen-type roles.

Output 3: General dissemination activities - electronic (English) – quarterly article for EELGA newsletter (2000 recipients) & SMP newsflash (480 recipients), 6-monthly update for European Partnership (to share with the European Migration Network)

As stated in 1.6 above:

- Eight articles were written by the project team for EELGA’s newsletter (2,000 recipients) – January; March, August and November 2016 and January, March, May and September 2017
- One article was written on the ACT project for the Office for Civil Society Newsletter in February 2016.
- Three articles were written for the European Partnership Newsletter - November 2016, March and September 2017. Recipients include local authority Leaders and

Chief Executives, Universities and Local Enterprise Partnerships across the East of England. The November issue was also forwarded to all regional networks in Brussels, the European Regions Research and Innovation Network (ERRIN network) which specifically shared it with “More Years Better Lives JPI” to help them launch a project of their own on migration.

- In August 2016, we submitted evidence to the inquiry by British Futures into the status of EU nationals in the UK.
- Project presentations were delivered to the regional Migrant Worker Steering Group on 13 September 2016, 6 December 2016 and 14 June 2017.
- A project presentation will be delivered at a European Week of Regions and Cities workshop on 11 October 2017.

Output 4: Project survey report

- Electronic (English) – sent to all project participants and partners (372+) and included on the website

➤ Workstream 1: Title: ESOL module to cover the following:

I. Activities

Implemented activities:

1. Design a lesson plan for the module

- Lesson plan and materials created for the module by the project team, who have backgrounds in ESOL delivery.

2. Design feedback forms to capture interest from ESOL students in further learning

- The project team designed evaluation/feedback forms (output 2 above) which gave students the opportunity to request further information. This included becoming a member of the project’s mentoring programme, and/or joining the ACT network mailing list. These same forms were used in all project workshops run by project team members on being an active citizen, apart from the college ‘marketplace’-type workshops described under Workstream 0, Output 2 above. An adapted feedback format was used for these sessions.

3. Conduct a survey of ESOL providers to identify those with highest numbers of mobile EU citizens attending

- A survey of 7 ESOL provider organisations was completed by the end of December 2015. These included organisations in parts of the region with the greatest concentrations of mobile European citizens, covering three county and one unitary authority council areas (Cambridgeshire, Norfolk, Peterborough and Suffolk). This gave us an insight into the levels of ESOL provision available and at what level, as we were seeking to produce materials for entry levels 2-3.

4. Liaise with ESOL contacts and disseminate lesson plan - project team to train ESOL tutors or deliver directly into classes or a mixture (two team members are EFL qualified teachers)

- The project team held face-to-face briefing meetings with 18 local ESOL tutors and/or leads in year one to disseminate the lesson plans. In year two additional 20 ESOL tutors were briefed.

5. Run a pilot lesson and revise materials as appropriate

- The pilot lesson took place in Ipswich on 26 May 2016 and was observed by Louise Gooch from the project team. Five ESOL provider organisations across the East of England commented on the draft lesson materials. Their collective comments enabled the project team to revise the materials before delivery commenced.

6. ESOL tutors /project managers to deliver the module

- The ESOL active citizens' module was delivered by 32 tutors to a total of 47 adult classes between March 2016 and September 2017.
- The target set for ESOL module class participants on active citizenship (200) was exceeded, with 280 participants attending. This extremely positive outcome might have been due to the project team's reflective style of working, adapting the materials throughout year one to ensure that targets were successfully achieved in year two. We also identified a wide range of ESOL providers to work with, including formal teaching institutions (Further Education Colleges) and informal community settings such as an ESOL café, a Scouting Head Quarters and migrant support organisations.
- The ESOL sessions have largely attracted Polish citizens (22%) followed by Lithuanians (20%) and Portuguese (19%).

7. Project managers to observe 8 ESOL tutors

Eight ESOL observations took place across the East of England

1. Ipswich Community Media – 26.05.2016
2. Luton Lea Manor Adult Education Centre – 12.07.2016
3. Chesterton ESOL Café – 20.09.2016
4. Norwich City College – 10.11.2016
5. Cambridge Regional College – 23.01.2017
6. King's Lynn Hanseatic Society – 28.01.2017
7. Peterborough City College – 07.03.2017
8. Colchester Institute – 26.04.2017

8. ESOL learners and teachers to complete evaluation of lesson

- The ESOL learners completed the evaluation/feedback forms described at part 2 of this section of the report. Tutors were also asked to evaluate the ACT module materials using a feedback form. 14 tutors provided valuable feedback in this way.

9. Project team to collate evaluation and revise lesson plan as required

- The ESOL lesson plan has been updated to accommodate changes in module delivery. As the project has developed, ESOL tutors have adapted the initial lesson plan to meet the needs of students and the time constraints of different classes, and have fed this back to the project team via the feedback forms described in the previous point.

Activities delayed or not implemented: N/A

Unforeseen activities:

1. ESOL tutors have occasionally needed additional support from the project team, over and above the briefing meetings/inductions by members of the project team, to improve their own understanding of the EU, local government and the voting rights of EU citizens.
2. Although we had a high rate of completed evaluation forms from the ESOL module participants, and some helpful feedback from the tutors, our overall assessment of the effectiveness of the ESOL module has been more limited than for the active citizen workshops we delivered ourselves, where team members observed colleagues' sessions to provide peer feedback for quality control.
3. There were students from countries outside the EU in almost all the ESOL classes where the active citizens' module was used. Although not included in our statistical analyses, their feedback suggested that they also found the module useful.

II. Output(s)**Output 1: Report of ESOL providers' survey - electronic (English) – to inform the decision as to which ESOL providers have highest numbers of mobile EU citizens among their students**

- ESOL providers' survey overview document compiled.

Output 2: ESOL module on civic and political engagement for EU participants of Entry Level 3 course (B1) - printed for briefing for 8 ESOL tutors; electronic for future reference (e.g. to print for students in class)

- Module developed and disseminated; face-to-face briefings offered and delivered, each tutor provided with a hard copy of all the materials plus electronic version on a memory stick or via email.

Output 3: Briefing delivered to 8 ESOL tutors - face to face meetings between project team and ESOL tutors to discuss the module

- 38 local ESOL Tutors and/or leads briefed during 26 sessions on how to deliver our active citizens teaching module, compared with a project-end target of 8 tutors

Output 4: Pilot conducted - observed by a team member to check how the module works in practice

- Pilot carried out on 26 May 2016 and observed by Louise Gooch.

Output 5: Pilot report completed - electronic (English) – to improve future delivery of the module

- Observation report completed and filed – module adjusted for future classes (adding map of the UK with regions shown, in addition to a more detailed map of the region which was the only one included initially); local authority logos added as the delivery of the project moved beyond areas initially selected.

Output 6: Lesson taught on civic and political engagement - to be delivered to 200 mobile European citizens attending ESOL courses

- Lesson delivered to 280 European citizens exceeding the original target of 200 learners by 40%.

Output 7: 8 ESOL tutors observed by project managers - 8 observation sheets completed to ensure consistent quality

- 8 ESOL tutors observed by April 2017. Observations written up and saved electronically.

➤ **Workstream 2: Title: Training**

I. Activities

Implemented activities:

1. Develop materials for training

- The training workshops were largely based around the workbook produced by the project team (Workstream 0, output 2). This was developed as a result of the pilot workshop in November 2015, and included interactive activities and plenary discussion topics which have generated lively discussions on citizen rights and the democratic process. Materials have been adapted throughout the project to meet the needs of different workshop groups.

2. Design evaluation forms

- The evaluation/feedback forms described above (Workstream 0, Output 2 & Workstream 1, activities 2 & 8) evolved over the course of the first four workshops, including the pilot workshop in November 2015. This initial version of the form used the ratings scale: 'Strongly Agree' (4) 'Agree' (3) 'Disagree' (2) 'Strongly Disagree' (1) in response to a range of five statements. But workshop participants whose first language was not English appeared to find this difficult, so we amended the wording, which then remained constant for all subsequent workshops - i.e. "Yes"; "A bit"; "Not much"; "No", scored 4-1 in that order.

3. Pilot the training & revise the contents as appropriate

- Having run the pilot workshop in a part of the region with a large European migrant population, we were able to amend our first drafts of all workshop materials so that they were more effective at engaging the target audience of Entry level 2-3 ESOL speakers. This included evaluation forms, workshop workbook and handouts.

4. Devise a leaflet & distribute via ESOL classes, migrant support agencies and venues frequented by mobile EU citizens to identify training participants

- By the end of the ACT project over 530 people had received the ACT project leaflets and flyers by email to promote the workshops. Detailed contact records document the people who received promotional materials.

5. Brief 5 migrant support organisations with highest numbers of EU residents in their area

- 11 organisations were briefed on the project including 6 non-governmental migrant support organisations (NGOs), 1 police team (Thetford), 1 local authority (Peterborough City Council) and 3 educational organisations (Chesterton Community College, Colchester College and Watton Children's Centre), compared to a project-end target of 5.

6. Deliver training

- 256 European citizens took part in the 24 workshops run by the project team across

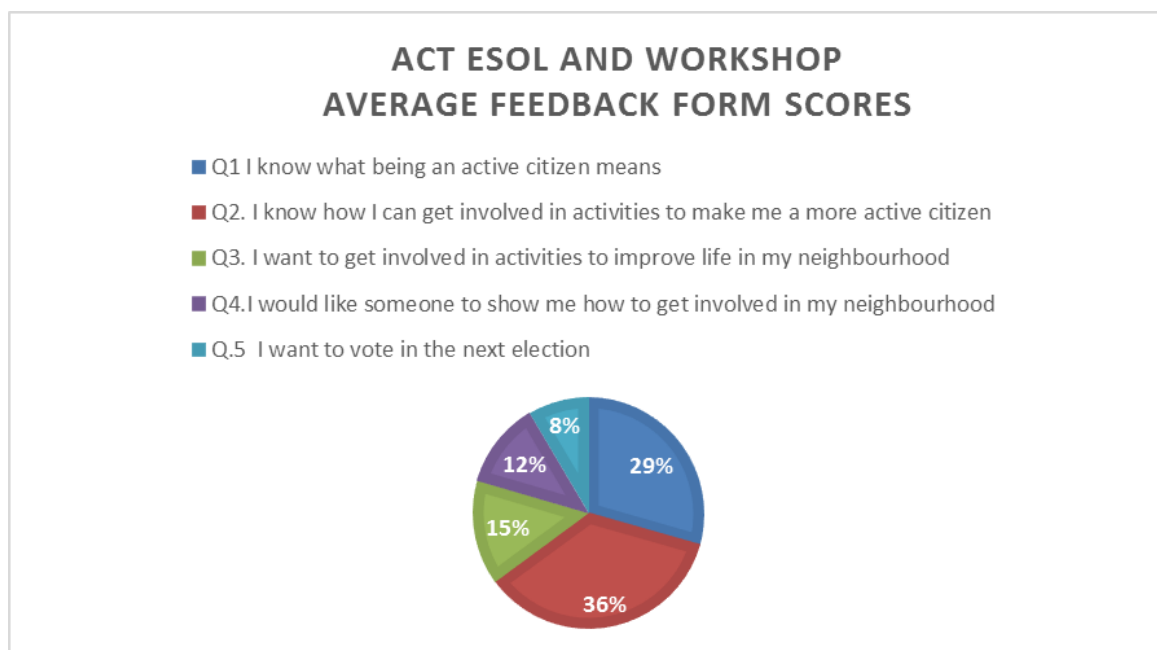
the East of England region, exceeding our target of 200 participants completing the workshops by 28%.

- Of the 256 European citizens attending the ACT workshops, the five nationalities most regularly represented at the workshops were Polish (35%), followed by Portuguese (13%); Lithuanians (12%); Romanians (11%) and Spanish (8%). However, citizens from 22 of the 27 other EU member states took part in the project overall, demonstrating both the considerable multi-cultural mix of the East of England's population, and levels of interest in the project.

7. Conduct peer observations of sessions for quality control

- In year one the workshops were delivered by one team member, and observed by another team member. Only one of the 11 workshops did not have an observer. Observers provided written feedback on 6 of the 11 workshops.

8. Collate feedback



The pie chart above is an amalgamation of the two pie charts at Part 1 1.2 of the above executive summary.

The initial project implementation plan expected that:

- 70% of project participants will have increased awareness of their civic and political rights (confirmed by feedback forms). The positive results across the five evaluation/feedback statements demonstrate that the project has easily met this target.
- 60% of project participants intend to register to vote in local and EU elections (confirmed by feedback forms). The evaluation/feedback form asked whether participants had registered to vote. As described at 1.6 above, 50% of project participants (taking workshop participants and ESOL class students together) said that they had. In addition, 8% of participants responded positively to statement 5: "I

want to vote in the next election”.

- 70% of project participants will have a better understanding of local political and civic life (confirmed by feedback forms). The responses to statements 1, 2 & 3 of the evaluation forms, (which between them explored understanding of active citizenship and personal ambition to become active) were designed to test this. The 80% positive result indicates that this target was exceeded.
- 10% of training session participants will express interest in engagement in local civic and political life and will participate in the mentoring/shadowing programme (confirmed by feedback forms). Q4 – 12% of participants wanted someone to show them how to become more involved in their local neighbourhood. Again, this target was exceeded.

Other feedback collated for the purposes of the project:

- We have produced written reports for internal use within the project team on all the active citizenship workshops and ESOL module classes that have been delivered. The collated workshop reports contain detailed feedback from the workshops and are used to develop and populate databases for the project’s mentoring programme and regional network.
- Year one project results were collated and disseminated externally to 191 people through the second project newsletter in September 2016, of whom at least 40% were European citizens, and the others were project contacts and supporters, such as key migrant support organisations. Year two findings were collated and distributed to 372 members of the ACT network in the final project newsletter in September 2017.

9. Record information on further interest from participants for the purposes of the shadowing/mentoring programme and the network

- The project has been positively received and endorsed by migrant community support organisations across the East of England. They have supported the focus on encouraging European nationals to become civically active and to make positive contributions to community life. The demand for workshops has continued throughout the project, with colleges requesting workshops after the project end date, and others asking for the project to continue.
- Of the 256 active citizenship workshop participants, 107 (42%) indicated on their evaluation/feedback forms that they wanted to join the project’s ‘Active Citizens Together’ region-wide network, to keep in contact with the project and with other people becoming more active in their communities in the future.
- 23 mentoring meetings took place during the project. The mentoring process was helpful for both mentees and mentors, often creating sustainable support networks for the mentees to continue to develop their knowledge and experience of being active citizens.
- Although not identified on the mentoring spreadsheet, the ‘marketplace’ workshops

that took place in collaboration with the colleges enabled participants to meet with councillors, charities and other agencies, and to establish their own 'mentoring' meetings. For example one student in Norwich arranged to meet with a garden project manager to find out more about becoming involved in the project. Often the networking opportunities provided by the project encouraged mentoring relationships.

10. Conduct 4-month follow-up phone calls with 10% of training participants

- In addition to the evaluation/feedback forms, between March 2016 and September 2017, the team completed follow-up telephone surveys with a sample of participants four months after each workshop or ESOL class. This enabled us to assess the slightly longer-term impact of the project, to find out how people were doing, and to remind them of further opportunities to take part in the project. Electronic records were kept of each of these conversations. We eventually achieved a 14% rate of calls, thus exceeding the 10% target.

Activities delayed or not implemented: N/A

Unforeseen activities:

- External guests were invited to attend all the project workshops to talk to participants about their own particular community and civic activities. These included local councillors; voluntary and community organisations; representatives from the constabulary; education and health. Having this wide range of local guest speakers at the project workshops has provided us with the 'side-benefit' of being able to network some of the local agencies, for example connecting police service staff across constabularies to learn about volunteering opportunities offered in different areas.
- In addition, many of the workshop participants themselves were able to offer each other helpful examples from their own existing work in the community, or for their wider area. At the end of the workshops we witnessed many informal gatherings of participants and guests networking and sharing contact details, and we facilitated this networking as much as possible by seeking participants' permission to circulate contact details.

II. Output(s)

Output 1: Training module - Electronic (English) & printed for training participants (200 copies)

- Electronic version of the training module produced and 179 hard copies of the training booklet printed. The 'marketplace' workshops did not use the training booklet.

Output 2: Leaflet - 500 copies to advertise training

- Electronic copies of the workshop leaflet were sent before each workshop to NGOs and other local partners with the request to advertise to potential participants. 530 copies of the leaflet were sent electronically to contacts throughout the East of England.

Output 3: Briefing for NGOs - 5 NGOs - migrant support organisations with highest numbers of EU residents in their area briefed

- As stated at part 2 point 5 above, we briefed conducted 11 briefing sessions, including 6 NGO migrant support organisations and 5 others.

Output 4: Pilot conducted - peer observed by a team member to check how the training works in practice

- The pilot was delivered in Wisbech on 24 November 2016 by Rachel Heathcock and observed by Sue Hay. Subsequent alterations were introduced to both the booklet and the feedback forms.

Output 5: Pilot report - electronic (English) – to improve future delivery of the training

- A pilot report was produced by Sue Hay following the session and recommendations acted upon.

Output 6: Training - delivered to 200 participants

- Training delivered to 280 participants



ESOL Module
Numbers.xlsx

➤ Workstream 3: Title: Mentoring/shadowing

I. Activities

Implemented activities:

- 1. Identify elected members with EU roots in relevant councils to canvas views on mentoring, possible interested candidates, being part of an ESOL lesson Q&A and other councillors they would recommend as contacts**
 - 4 elected members with EU roots acted as mentors (plus 3 who were either British or had non-EU origins). 4 elected members with EU roots participated in workshops (plus another 8 who were British or had non-EU origins)
 - The total of 14 elected members contributed to mentoring, workshops or both – see the document below.



Elected Members
and the ACT Project.

2. Design evaluation forms

- An 'Ongoing Achievement Record' document was designed by the project team to capture the learning from the mentoring process.

3. Design data capture forms to evidence impact of contacts

- A 'Mentoring and Shadowing Programme Shared Agreement Document' was developed for both Mentors and Mentees to sign. As part of this document they both agreed to keep the ACT Project Team informed of progress.

4. Identify representatives in local authorities and civic organisations interested in mentoring and peer support for mobile EU citizens

- 21 Civic Representatives and 7 Councillors (4 with EU roots) have mentored 33 EU participants.

5. Pair these representatives with relevant EU citizens and decide on the outline of the contents of the mentoring/shadowing programme

- 23 mentoring meetings took place over the two project years across the region, taking different formats. Some involved more than one mentee, where several participants had expressed an interest in meeting the same type of mentor. Requests for mentors were still coming in to the project team in the final month of the project.

6. Collect and maintain database of ESOL students and training participants who have expressed an interest in mentoring programme

- A database was created to record participant interest in being mentored, as expressed via evaluation/feedback forms.

Activities delayed or not implemented: N/A

Unforeseen activities:

- Many EU citizens appeared very interested in becoming active citizens in their communities, but over the two years of project delivery, we came to understand the many competing pressures on their time – particularly balancing family and working life. And changed circumstances could lead to people having to miss out on project opportunities, such as mentoring or networking events.
- Running the mentoring programme required painstaking work to identify appropriate mentors, and to organise introductory meetings which, in all but one case, were attended and facilitated by a project team member.
- As stated in point 5 above, some of the mentoring meetings involved more than one mentee. This came about as a result of participant feedback, particularly from some of the younger, and perhaps less socially confident mentees, that group sessions would be preferable to one-to-one mentoring sessions. These group sessions were very successful and enabled the mentees to create their own ongoing mentoring networks in collaboration with the mentors.

II. Output(s)

Output 1: Mentoring pairs established and mentoring programme completed - 20 pairs in total, including 15 from civic organisations and 5 from local authorities – 20 mobile EU citizens, 5 councillors, 15 civic organisations' members – by the end of year 2

- 23 mentoring meetings took place
- 21 civic representatives were mentors
- 33 EU citizens were mentored
- 7 councillors / political representatives were mentors (4 with EU roots)

➤ Workstream 4: Title: Networking

I. Activities

Implemented activities:

1. Collect and maintain a database of EU citizens who in their feedback forms expressed interest in joining the 'Active Citizens Together' network

- 111 EU citizens joined the ACT Network and received the ACT Newsletter.

- 372 people including EU nationals, non-EU migrants and professionals joined the ACT network.

2. Issue 5 network newsletters

Newsletters issued in:

- May 2016
- September 2016
- January 2017
- May 2017
- September 2017

3. Create materials for the website to be available for interested parties (EU citizens, local councils and civic organisations, migrant support agencies, ESOL tutors) during the project and after its completion

- Project materials (workshop booklet, ESOL module, mentoring materials, network newsletters and other relevant documents) have been placed on the Strategic Migration Partnership website so that they can be used beyond the life of the project.

4. Use existing councillor contacts to develop a network of mentor councillors for those interested in getting involved in local democracy

- 7 councillors / political representatives have been mentors (4 with EU roots) and 12 have participated in workshops. In total 14 councillors supported the project.

5. Organise a regional conference for members of 'Active Citizens Together' network

Rather than organising a single end of project conference, the project team decided that it would be easier for ESOL and workshop participants, as well as organisational representatives, to attend final events in four locations across the region. We also ran two of the four events on the back of existing gatherings to make it even easier for former participants of our ESOL classes and/or workshops to take part.

The 4 events were:

- Chesterton ESOL Café, Cambridge – Friday 30 June 2017 – 5 EU citizen participants
- 'WASSUP' Group, Ipswich – Wednesday 12 July 2017 – 7 EU citizen participants
- Polish British Integration Centre, Bedford – Saturday 22 July 2017 – 21 EU citizen participants
- City College Peterborough – Thursday 7 September 2017 - 8 EU citizen participants

Total: 41 EU citizen participants

These final events were an opportunity to explore the project's achievements and potential for longer-term sustainability, as well as being an opportunity to network and share good practice.

For example at the Bedford event, three projects being run by the Polish British Integration Centre in Bedford were presented:

- The Active Integration Project, involving volunteering placements in local communities and mentoring for community champions
- The Living Rights Project, covering 'Brexit', employment law, benefits, education and

health issues

- The National Careers Service, supporting professional development

Participants at this event were keen to share their contact details for ongoing networking – a very positive sign in terms of potential project legacy.

And at Peterborough, a great deal of local information was shared, including information about a new project based at City College as part of the Home Office’s “Controlling Migration Fund” programme. The “Getting to Know You” project will help recent arrivals to settle into daily life in Peterborough without disrupting its settled communities, by teaching new residents basic everyday English as well as ways to navigate through public services such as the NHS. Although describing herself as “very shy”, one of the participants at the event signed up as a project volunteer. She had taken part in our ESOL module and mentoring programme.

Activities delayed or not implemented: N/A

Unforeseen activities:

1. The project team did more promotional work than originally intended in some parts of the region, as a result of time and other capacity constraints increasingly impacting on the voluntary sector. Although this generated additional work, it enabled the team to develop extensive grassroots community level contacts.

II. Output(s)

Output 1: Established network - 50 participants of the network identified

111 EU citizens + 261 non-EU citizens

Output 2: 5 newsletters produced - electronic (English) – distributed to 50 members of the network

May & September 2016, January, May & September 2017

Output 3: ACT conference organised & next steps agreed - 30 attendees, next steps agreed and recorded

4 local events and 41 attendees

2.2. Staff members

List the names of all the staff members per organisation (mentioned in the final financial statement under Heading A - Staff) and describe their role in the project.

Indicate: Name of the staff member, employer organisation, role in the project, total number of days worked for this project.

- Sue Hay, East of England Local Government Association, Project Worker, 3 days a week
- Rachel Heathcock, East of England Local Government Association, Project Worker, 1 day a week in year 1, increased to 2 days a week in year 2
- Louise Gooch East of England Local Government Association, Project Manager, 1.5 days a week in year 1 reduced to 0.5 days a week in year 2
- Malgorzata Strona, East of England Local Government Association, Financial Manager

and Project Manager, 1 day a week in year 1 reduced to 0.5 days a week in year 2

2.3. Intellectual property rights (max. 1/2 page)

In addition to the provisions of the Grant Agreement, what intellectual property rights have you agreed within the partnership? N/A

What other intellectual property rights issues have you identified? Did any third parties have any pre-existing intellectual property rights in relation with the project? N/A

2.4. Commercialisation of outputs

Have you commercialised or do you intend to commercialise any of the outputs? If so, please give details. NO

2.5. Visibility of EU funding (max. 1/2 page)

How was the visibility of the European Union's financial support ensured throughout the project?

Every ESOL Module, workshop and mentoring session was introduced by explaining the background of the project and that the funding for the project came from the EU. All the materials produced by the project displayed the EU logo.

2.6. Main problems/difficulties in the implementation (max. 1/2 page)

Were you faced with any problems/difficulties during the implementation of the project? How did you solve them?

The pilot workshop we ran in November 2015 was positive in terms of developing networks and kick-starting the project, but the EU participants did not have sufficient levels of English to work through the project booklet we had produced at that early stage. Also, several of the local contacts we tried working through found it difficult to identify members of our target group with the right levels of English and/or the time to participate in the project. So on a couple of occasions we had to postpone workshops until we had done more intensive work with community contacts to get appropriate groups of participants together.

We also began doing more work with Further Education colleges to deliver ESOL modules and workshops. This was an extremely effective way of approaching project delivery, and just meant adapting the smaller group format used in other community settings, such as community centres, to the 'market place' format, where students had an opportunity to meet agencies/charities providing voluntary opportunities and to ask questions and create their own mentoring opportunities.

The mentoring/shadowing process initially developed slowly and was generally time-consuming, but it was very successful. Again we used more than one format, to accommodate more people (see unforeseen activities under Workstream 3 above).

2.7. Cooperation within the partnership (max. 1/2 page)

How did the Co-beneficiaries and Associate Partners participate in the project and what was their role?

N/A

2.8. Lessons learned and other comments on the implementation of the project (positive and/or negative experiences) (if applicable).

The most positive aspect of this project has been the enthusiasm of the mobile EU nationals we met during the ESOL module classes and workshops, and the willingness of local partner agencies to support them in becoming more active citizens. The majority of participants wanted to be part of the ACT network, and despite 'Brexit', wanted to become more involved in their local communities and to demonstrate their commitment to making their neighbourhood a better place. The colleges positively embraced the project and many have adapted the materials, and said that they will embed 'Active Citizenship' into their future courses, as a way to ensure project legacy.

Our approach to running this project has demonstrated the importance of listening to and, observing participants' responses, and being prepared to adapt our approach accordingly in order to be successful and to meet, or, in this case, to exceed project targets.

2.9. Conclusions and recommendations for the European Commission in terms of programme management (if applicable).

In terms of recommendations and conclusions for the European Commission, the ACT project has proven that the inclusion of an 'Active Citizen' module in ESOL classes supported by Active Citizen workshops and mentoring opportunities enables European Citizens to understand the active citizenship opportunities available to them and how to access them.

The project has recognised that employers have an important role to play in supporting European Citizens to learn English and become Active Citizens. Shift work combined with family life and expense can often restrict access to ESOL opportunities for many European Citizens. This restriction to language learning can often make European Citizens susceptible to exploitation and Modern Day Slavery. To ensure European Citizens are provided with language learning opportunities, it is essential that Governments recognise the importance of collaborating with employers to provide time and access for employees to language support.

A key recommendation would be to share the project findings with European partners and create a trans-national programme of work using transferable practice. Disseminating key learning points from the ACT project will help European partners to recognise the potentials of encouraging active citizenship engagement with EU citizens and how it can be achieved. Many countries may already have similar projects / practices in place for engaging with refugees and asylum seekers, which can simply be modified for EU citizens.

The project has identified that there is already a great deal of excellent practice taking place in terms of engaging with European Citizens to become Active Citizens. A productive next step would be to meet with European partners to share examples of best practice and discuss how practice can be sustainably transferred to embed Active Citizenship practice across Europe.

SIGNATURES

DECLARATION

In addition to the provisions of Articles I.7 and II.8, the Beneficiaries warrant that the European Union has the rights to use or publish the information included in this report and its Annexes.

We, the undersigned, confirm that we are duly authorised to sign this declaration on behalf of the Beneficiaries. We certify that the information given in this report is correct, and confirm that the Annexes are complete, accurate, and adopted/approved by the Beneficiaries.

Name of the person responsible for implementing the project:

.....

Signature:

Place: Date:

Name of the legal representative of the Beneficiary/Coordinator:

.....

Signature:

Place: Date:

COMPULSORY ANNEXES

The Final Technical Report must be submitted within 60 days of the end date of the action in one paper copy and in electronic version (either on a USB key or CD-Rom or by e-mail to the functional mailbox indicated in the agreement).

The following documents must be annexed to this Final Technical Report:

1. The signed cost claim (original copy)
2. The final financial statement (paper and electronic copies)
3. Quantitative reporting on policy-related outputs (Indicators)
4. One sample of each finalised output produced by the project: e.g. reports, surveys, publications, flyers, posters, promotional material, such as T-shirt, mugs, caps, training material (hard copies, if production/printing costs are reported)
5. Agendas/programmes, signed attendance lists, minutes of meetings, conferences, presentation and proceedings of conferences, etc. (preferably in electronic format)
6. Results of the evaluations/feedback given by participants and facilitators/trainers at the end of a seminar/training/conferences (preferably in electronic format)
7. Evaluation reports (if applicable) (at least electronic copies)
8. Audit report (if applicable) (original hard copy)

Please list below the Annexes of your Final Technical Report and number them as instructed above.

Please organise Annexes 4-8 by Workstream.

Paper and electronic documents should be labelled clearly (e.g. Workstream (or WS) 1, output 1, minutes)

1. The signed cost claim (original copy)
2. The final financial statement (paper and electronic copies)
3. Quantitative reporting on policy-related outputs (Indicators) (paper and electronic copies)
- 4. Finalised outputs of the project (electronic)**
 - 4.1. WS0, output 2, ACT project background document
 - 4.2. WS0, output 2, mentoring guide & programme
 - 4.3. WS0, output 3, quarterly article for EELGA newsletter & SMP newflash
 - 4.4. WS0, output 3, 6 monthly update for European Partnership
 - 4.5. WS0, output 4, project survey report
 - 4.6. WS1, output 1, report of ESOL providers' survey
 - 4.7. WS1, output 2, ESOL module on civic and political engagement for EU participants of Entry Level 3 course (B1)
 - 4.8. WS1, output 5, ESOL pilot report
 - 4.9. WS1, output 7, ESOL observation sheets
 - 4.10. WS2, output 1, workshop training booklet + feedback forms

- 4.10 WS2, output 2 training leaflet for support agencies
- 4.11 WS2, output 2, project leaflet for EU mobile citizens
- 4.12 WS2, output 5, workshop pilot report
- 4.13 WS2, output 7, peer observation feedback
- 4.14 WS3, output 1, list of mentoring pairs/groups
- 4.15 WS4 output 1, list of network participants
- 4.16 WS4, output 2, 5 network newsletters
- 4.17 WS4, output 3, photo booklet of all 4 ACT network events' participants
- 4.18 WS4, output 3, top 10 voluntary organisations lists for each area in the region (legacy documents)

5. Agendas/programmes, signed attendance lists, minutes of meetings & conferences

- 5.1 WS0, activity 6, agendas and minutes of monthly team meetings
- 5.2 WS1, output 6, ESOL attendance lists
- 5.3 WS2, activity 9, list of workshop and ESOL participants interested in mentoring/shadowing
- 5.4 WS2, activity 10, list of participants selected for 4 month follow up phone calls
- 5.5 WS2, output 6, workshop attendance lists
- 5.6 WS3, activity 1, list of elected members supporting the project
- 5.7 WS3, output 3, record of mentoring sessions which took place
- 5.8 WS4, output 1, list of ACT network participants
- 5.9 WS4, output 3, attendance lists from mini conferences
- 5.10 WS4, output 3, mini conference reports

6. Results of the evaluations/feedback given by participants and facilitators/trainers at the end of a seminar/training/conferences (electronic)

- 6.1 WS1, activity 8, ESOL teachers' feedback
- 6.2 WS1, activity 8, collated ESOL students' feedback
- 6.3 WS2, activity 8, collated workshop participants' feedback
- 6.4 WS2, activity 10, feedback from follow-up phone calls with 10% of participants