aIMS(M)
We support Migrants

Empowering Migrants & Low Skilled Adults

aIMS(M) Training Model Guideline

Co-funded by the Erasmus+ Programme of the European Union

Stichting Surplus
Prometeo
Asociatia CFPC Constanta
Consorzio Scuola Comunità Impresa
Kvalifikaciju ir profesinio mokymo pletros centras

Co-funded by the
Erasmus+ Programme
of the European Union

Foreword

The Guidelines form an essential part of the aIMS(M) project, which aims to address the digital skills gap and promote the inclusion of long-term unemployed adults, low-skilled migrants and adults. In today's rapidly digitizing world, where digital competences are crucial for employment and societal participation, these Guidelines have been carefully developed so that in the hands of educators and staff can provide customized educational pathways that empower long-term unemployed adults, low-skilled migrants and adults to thrive in the digital age.

The project draws inspiration from EU recommendations to upskill and reskill the labour force, focusing on equipping unemployed and migrant adults with the necessary digital competences. By doing so, aIMS(M) seeks to encourage digital citizenship, promoting active engagement in society and digital inclusion, which ensures access to high-quality networking opportunities and fosters a culture of innovation and enjoyment.

Collaboration stands as a fundamental pillar of the aIMS(M) project, with a consortium of five organizations which led to innovative tools, training, and methodologies supporting migrants' and low skilled long term unemployed adults education and trainers' growth. The active involvement of low-skilled unemployed adults and migrants was crucial in developing and validating the final resources, ensuring relevance within the European context as these Guidelines enhance employability, foster community participation, and embrace digital opportunities.

The aIMS(M) project expresses profound gratitude to the European Commission[1] and the Erasmus+ Programme for their co-funding, which made the creation of these Guidelines possible. Their support and commitment to education and social inclusion have been instrumental in empowering individuals through this initiative.

The project extends sincere appreciation to all partners, stakeholders, and individuals involved in aIMS(M). Together, they embark on a transformative journey to bridge the digital skills gap, enhance the lives of long-term unemployed, low-skilled migrant adults, and promote a more inclusive and digitally empowered Europe. These Guidelines exemplify the collective effort to create a brighter and more equitable future for all.

[1] DISCAIMER: The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

To our target audience,

The intended audience for these Guidelines is staff and teachers who are currently working with or planning to work with long-term unemployed adults, low-skilled migrants, and adult learners. The product is dedicated to supporting these educators in their mission to empower and equip the ultimate beneficiaries of the aIMS(M) project with essential digital skills.

As staff and teachers, you hold a pivotal role in the success of the project's longevity. You are the ones directly interacting with and guiding long-term unemployed adults and low-skilled migrants and adults on their journey to acquire digital competences. These individuals often face unique challenges, such as language barriers, varying cultural backgrounds, and limited digital literacy.

The Guidelines have been meticulously designed to provide you with comprehensive and professional support in delivering effective digital skills training to these specific beneficiaries. By equipping you with the necessary instruments, these Guidelines ensure that you can communicate and interact effectively with public administrations and the learners you serve.

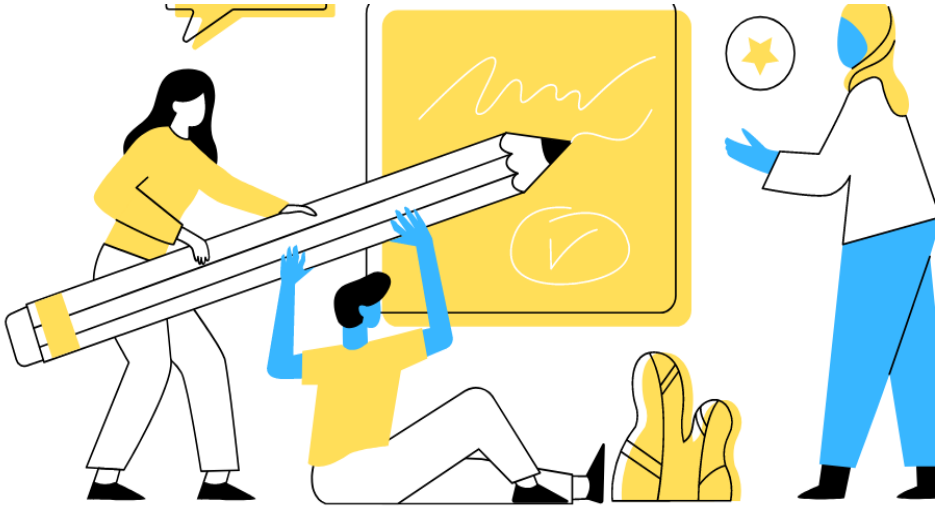
By adopting participatory and learner-centred approaches, you can engage the beneficiaries – migrants and long-term unemployed adults/ low-skilled adults and migrants - actively in the learning process, making the training experiences inclusive and meaningful. The modular structure of the Guidelines allows for flexibility, enabling you to tailor the content to meet the specific needs and proficiency levels of the learners.

These Guidelines take into account the importance of practical relevance and real-life examples, enhancing the beneficiaries' understanding and confidence in applying their digital skills to various contexts, especially social integration and employment opportunities.

By empowering staff and teachers like you with the necessary tools and resources, the aIMS(M) project aims to bridge the digital skills gap and promote digital inclusion for long-term unemployed adults and low-skilled migrants and adults. Your dedication and expertise play a vital role in fostering a more inclusive and digitally empowered society, enabling the beneficiaries to thrive in their new communities and contribute to the labour markets of their receiving countries.

The success of the aIMS(M) project relies on your commitment and passion to support the ultimate beneficiaries. Your contribution in implementing the Guidelines will make a lasting and positive difference in the lives of those seeking to enhance their digital competences, providing them with greater opportunities for personal growth, employability, and societal participation.

TABLE OF CONTENTS



Chapter 1:
How and why the programme started

1.1 Introduction

The aIMS(M) project is a KA204 - Strategic Partnerships for adult education co-funded by the Erasmus+ Programme of the European Union. It spans a duration of 35 months, starting from October 2020 and concluding in August 2023. This pan-European initiative aims to address the digital skills gap and foster the inclusion of unemployed, low-skilled long-term migrant adults.

Inspired by European recommendations such as "A new skills agenda for Europe" and the Digital Skills and Jobs Coalition, aIMS(M) places a strong emphasis on upskilling and reskilling the European labour force, with a particular focus on migrants and refugees. The project recognizes the increasing significance of digital competences in today's job market, where 90% of positions require some level of digital skills across diverse industries and sectors.

The primary goal of the project is to create an educational pathway tailored to the needs of long-term unemployed, low-skilled migrant adults. This pathway aims to contribute to their digital citizenship, enabling their active participation in society, and foster digital inclusion by providing quality opportunities for network usage and cultivating a culture of innovation and fun.

One of the key aims of the project is to customize education provision for migrants and refugees by developing an educational plan that helps them acquire essential digital competences. Additionally, the project seeks to train the trainers involved in delivering education to migrants and refugees, equipping them with the necessary skills to effectively support and integrate these individuals.

The project consortium comprises five non-governmental organizations (NGOs) from four European countries.

Stichting Surplus from the Netherlands serves as the Project Coordinator and focuses on offering work opportunities to long-term unemployed individuals.

Asociatia CFPC Constanta in Romania conducts research, career counselling, and vocational training to create opportunities for disadvantaged adults and young people.

Prometeo, based in Italy, promotes cultural exchanges and social integration for young individuals in cross-border regions.

Consorzio Scuola Comunità Impresa, also based in Italy, is a vocational training agency that develops programs to support the social inclusion of young migrants.

Finally, KPMPC in Lithuania aims to ensure that the country's lifelong learning system aligns with the needs of the economy and national and international initiatives.

By bringing together these diverse organizations, the aIMS(M) project seeks to make a significant impact in addressing the digital skills gap among unemployed, low-skilled long-term migrant adults. Through its tailored educational pathway and training initiatives, the project aims to empower individuals and facilitate their integration into society and the job market.

1.2 Background

In Europe, there is a pressing need to equip the workforce with digital skills to ensure their productivity and support their career advancement. The Recommendation "Upskilling Pathways: New Opportunities for Adults" emphasizes that even traditionally low-skilled jobs are becoming more demanding and will require at least some level of digital competences in the near future. Additionally, a significant portion of the EU workforce lacks sufficient digital skills, with one-third having inadequate proficiency and 20% never having used the internet.

To address these challenges, the project aIMS(M) aims to provide a comprehensive pathway for unemployed, low-skilled long-term migrant adults. The project's goals encompass enhancing digital citizenship, which involves open access and active participation in society with a strong digital awareness, as well as promoting digital inclusion, which focuses on creating quality opportunities for network use and fostering a fun and innovative culture.

The project's intellectual outputs consist of three key components. First, an online self-assessment tool adapts the DIGCOM 2.0 framework to the specific needs of long-term unemployed adult migrants and refugees. This tool helps identify learning goals and training opportunities across various areas of the framework. Second, another online self-assessment tool tailors the DIGCOMP 2.0 framework to cater to the needs of low-skilled unemployed adults. This tool provides a tailored MOOC (Massive Open Online Course) for migrants and adults and offers guidelines for professional counsellors, educators, and job support professionals. Lastly, the project develops a methodological pathway for the appreciative validation of non-formal competence of low-skilled adults, providing a procedural guide to collect evidence and references to support the validation of learning outcomes.

In addition to the intellectual outputs, the project also includes a blended mobility program for adult learners and joint staff training events. These activities aim to improve the participants' training skills and provide linguistic trainers with enhanced technological accessibility. The project recognizes that some participants may require guidance and coaching to complete courses, and the use of ICT services will facilitate interaction between workers, mentors, and learners. This approach not only

benefits migrants by addressing language barriers but also provides trainers with new perspectives on their methodologies.

By addressing the digital skills gap and fostering digital inclusion, the aIMS(M) project aims to empower unemployed, low-skilled long-term migrant adults by equipping them with essential digital competences and providing them with valuable learning opportunities within an inclusive European context.

1.3 Objectives and beneficiaries

The primary objective of the project is to establish a comprehensive educational pathway specifically designed for long-term unemployed, low-skilled migrant adults. This pathway is aimed at achieving two key outcomes: enhancing digital citizenship, which entails fostering active participation in society, and promoting digital inclusion by creating high-quality opportunities for network utilization and cultivating a culture of innovation and enjoyment.

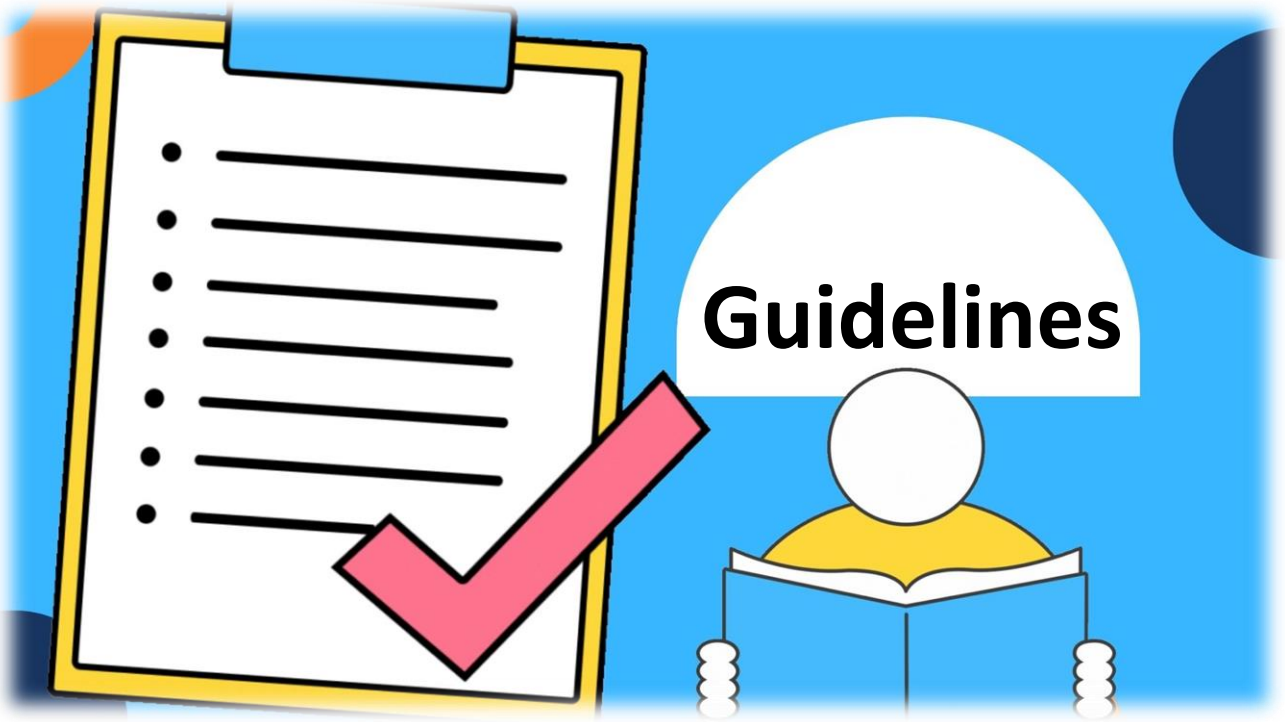
To realize these objectives, the project aims to customize the delivery of education for migrants and refugees. This involves developing a tailored educational plan that equips them with the necessary digital competences to thrive in today's digital-centric world. Moreover, the project seeks to enhance the capabilities of trainers who work with migrants and refugees, enabling them to provide education and support that is specifically tailored to the unique needs and circumstances of these individuals, thus facilitating their successful integration into society.

The project's primary beneficiaries will be 200 low-skilled unemployed adult migrants and/or refugees who will actively participate as testers in the educational pathway. Their invaluable experiences and insights will contribute to the validation and refinement of the final tools and approaches within a European context. By involving these individuals in the testing process, the project aims to ensure that the educational pathway is effective, relevant, and responsive to the specific needs and challenges faced by migrant adults.

Overall, the project strives to empower low-skilled unemployed adults and migrants by providing them with a structured educational pathway that equips them with essential digital competences. Through their active participation and feedback, the project seeks to validate and enhance the effectiveness of the tools and resources developed, ultimately contributing to the successful integration and empowerment of migrant adults within the European community.

1.4 Description of the Guidelines

Introducing an online tool in the form of an E-book, the Guidelines provide comprehensive and professional support to staff and teachers, equipping them with the necessary instruments to effectively communicate and interact with public administrations and other beneficiaries. This document serves as a pivotal moment to evaluate the outcomes and efficiency of previous efforts, aimed at delivering a valuable resource for employees and learners alike.



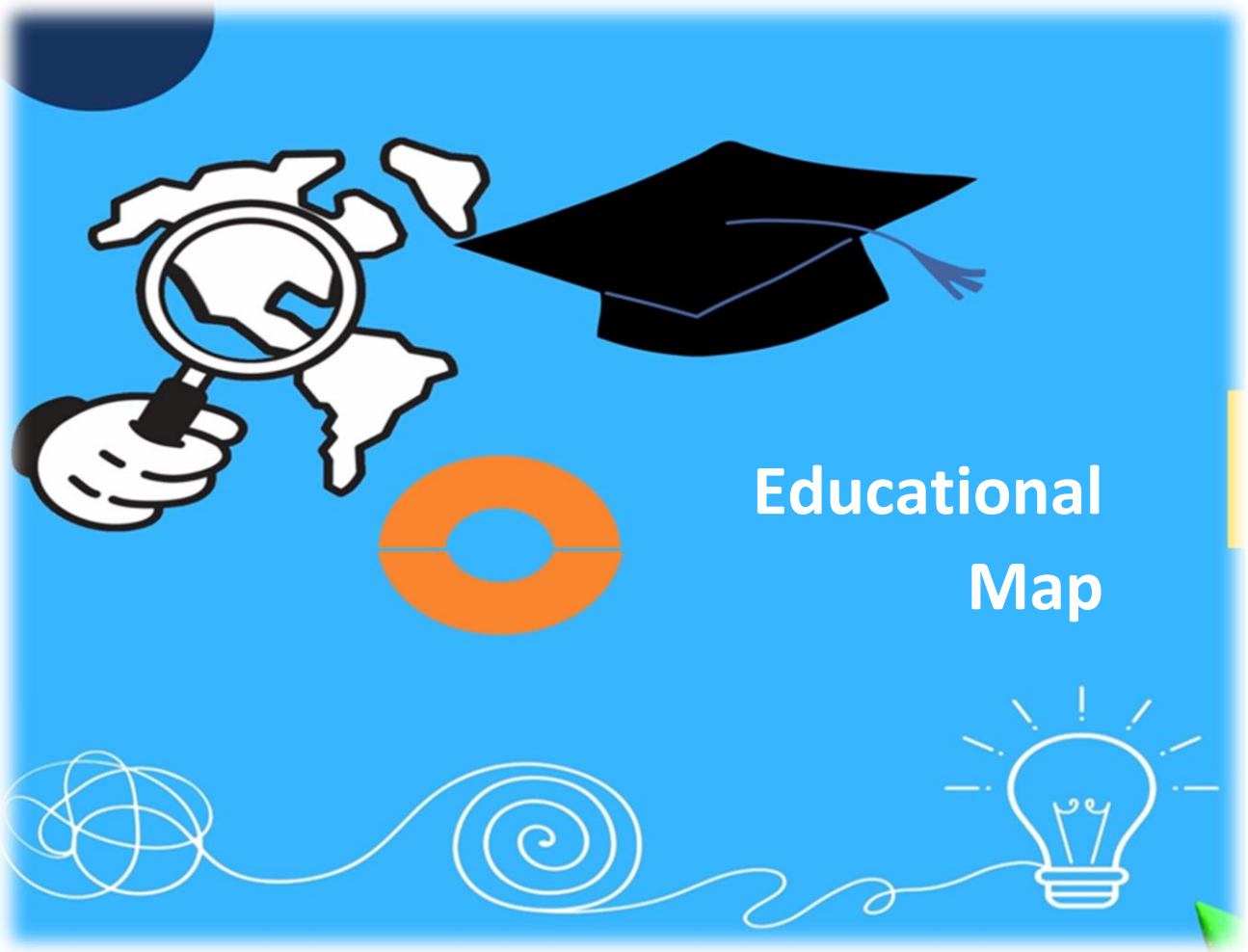
The Guidelines focus on enhancing digital skills across five key areas, encompassing hands-on workshops, pre-established rules for instrument management, lesson plans, and a map of educational debts and credits for digital literacy skills pertaining to job-related procedures commonly associated with professions at the EQF 4 level. The inclusion of this information is derived from IO4.1 - Workshops Summary Reports, ensuring a solid foundation based on real-world insights.

By employing the Guidelines, educators can establish clear learning objectives and effortlessly identify suitable training opportunities. This flexible resource is adaptable to diverse non-formal educational settings and job-oriented contexts, empowering users to establish learning objectives, recognize training opportunities, and implement the program effectively.

The primary goal of these Guidelines is to provide individuals with a comprehensive understanding of the various components that constitute an educational path. They emphasize the significance of practical and procedural knowledge alongside cognitive processes. Through a methodological

framework, the Guidelines enable beneficiaries to comprehend the underlying concepts and principles, facilitating the seamless implementation of teaching and learning sessions, courses, experiential workshops, and assessment.

Ultimately, the Guidelines serve as an indispensable tool, mapping out the educational debts and credits for digital literacy skills essential for job-related procedures frequently encountered in professions aligned with the EQF 4 level. By offering practical guidance, step-by-step instructions, detailed explanations, examples, and best practices, these Guidelines empower staff and teachers to confidently utilize the provided instruments, ensuring efficient and successful outcomes.



Chapter 2:
Understanding Learning Objectives and Identifying Training Opportunities

2.1 Introduction

Throughout this chapter, we will focus on the importance of understanding learning objectives and identifying training opportunities for staff and teachers who are supporting students in the aIMS(M) MOOC. It is essential for these educators, working with long-term unemployed adults, low-skilled migrants, and adult learners, to comprehend the learning objectives and recognize the various training opportunities available to effectively guide their students towards acquiring digital competences and achieving their educational goals.

In this chapter, we will explore the importance of understanding learning objectives and identifying training opportunities for teachers and staff working with and supporting long-term unemployed adults, low-skilled migrants, and adult learners in the aIMS(M) MOOC. It is essential for these educators and staff to comprehend the learning objectives and recognize the various training opportunities available to effectively guide their students towards acquiring digital competences and achieving their educational goals.

This chapter provides valuable insights and practical guidelines for teachers and educational staff to enhance their instructional approach and facilitate meaningful learning experiences.

2.2 Context

Understanding learning objectives and identifying training opportunities for low skilled / long-term unemployed adults and low-skilled migrant learners are essential components for teachers supporting students in the aIMS(M) MOOC. By comprehending the learning objectives, teachers can align their instruction and assessment practices effectively. Identifying training opportunities for that those specific beneficiaries empowers teachers to create a dynamic and engaging learning environment, fostering collaboration and real-world application of digital competences. By following the guidelines provided in this chapter, teachers can facilitate meaningful learning experiences and empower their students to achieve success in their digital skills development journey towards society and workforce integration.

2.3 Definition of Learning Objectives

Learning objectives play a vital role in guiding the educational journey of students in the aIMS(M)

MOOC. They provide a clear and concise description of what students are expected to learn and achieve through the course. By defining learning objectives, teachers and educational staff can effectively structure their instruction, design assessments, and track students' progress.

In the context of the aIMS(M), learning objectives are focused on developing digital competences among students, particularly low skilled / long-term unemployed adults and low-skilled migrant learners. These objectives encompass a range of skills, including but not limited to:

Digital Citizenship: The learning objectives aim to cultivate active participation in society through digital means. Students will develop an understanding of responsible online behaviour, digital rights and responsibilities, and the ethical use of technology. They will also acquire the skills needed to navigate and engage with digital platforms, ensuring their open access and full participation in the digital realm.

Digital Inclusion: The learning objectives seek to provide students with quality opportunities to utilize digital networks and foster a culture of fun and innovation. Students will acquire the necessary knowledge and skills to leverage technology effectively, enabling them to access educational resources, collaborate with peers, and adapt to the changing demands of the digital age.

By clearly defining these learning objectives, teachers can tailor their instructional strategies, learning materials, and assessments to ensure that students are equipped with the essential digital competences needed to succeed in the modern world. These objectives serve as a compass, guiding teachers in their efforts to empower students and support their digital skills development journey.

In the following sections of this chapter, we will delve into practical guidelines and strategies that teachers can employ to effectively align their instruction with the defined learning objectives. These guidelines will help teachers create a dynamic and engaging learning environment that fosters the acquisition and application of digital competences, ultimately leading to the successful achievement of the identified learning objectives by the students in the aIMS(M) MOOC.

2.4 Identifying Training Opportunities

Identifying training opportunities for low skilled / long-term unemployed adults and low-skilled migrant learners enables teachers and educational staff to facilitate a dynamic and engaging learning environment that goes beyond the online modules. By recognizing the diverse possibilities for training, teachers can support students in their quest to apply their newly acquired digital competences in real-world contexts.

Consider the following guidelines:

2.1. Encourage Active Exploration: Encourage students to explore digital tools and platforms relevant to their learning objectives. Provide them with a list of resources and recommend interactive websites, software, or applications where they can practice and refine their skills.

2.2. Promote Collaborative Learning: Create opportunities for students to engage in collaborative activities within the MOOC. Foster discussion forums, group projects, or peer feedback sessions where they can interact and learn from each other's experiences. Encourage students to share their knowledge and offer support to their peers.

2.3. Leverage External Resources: Identify external resources such as workshops, webinars, or local events related to digital skills development. Share information about these opportunities with your students, enabling them to further enhance their competences and expand their network of contacts.

2.4. Provide Personalized Guidance: Recognize the unique needs and interests of each student. Offer individualized guidance and support, tailoring your assistance to their specific learning objectives and areas of improvement. Regularly assess their progress and provide constructive feedback to facilitate their continuous growth.

2.5. Foster Reflective Practice: Encourage students to reflect on their learning experiences and identify areas for improvement. Incorporate reflective activities within the MOOC, such as journaling, self-assessments, or periodic progress reports. Guide them in setting personal goals and developing action plans for ongoing skills development.

2.5 Measuring Learning Objectives against Training Opportunities

In the aIMS(M) project, it is crucial to measure the extent to which students are achieving the defined learning objectives and to identify the effectiveness of the training opportunities provided. This section focuses on the assessment and evaluation of student progress and the alignment of training opportunities with the intended learning outcomes.

To measure learning objectives, educators and teaching staff can employ various assessment methods, both formative and summative, to gauge student understanding and progress. These assessments should be designed in alignment with the defined learning objectives and the specific digital competences targeted in the course for the specific beneficiaries - low skilled / long-term unemployed adults and low-skilled migrant learners. Formative assessments, such as quizzes, assignments, and peer feedback, can provide ongoing feedback to students and guide instructional decisions. Summative assessments, such as final projects or exams, can evaluate overall achievement of the learning objectives and determine the extent to which students have acquired the desired digital competences.

Furthermore, it is essential to evaluate the effectiveness of training opportunities in facilitating student learning and achievement. This evaluation can be conducted through self-reflection, student feedback, and analysis of learning outcomes. Teachers should assess whether the training

opportunities provided adequately address the defined learning objectives and whether they engage students in meaningful ways. This evaluation process allows for continuous improvement and adjustment of training approaches to ensure optimal student learning outcomes.

To measure learning objectives against training opportunities effectively, teachers can consider the following steps:

Align Assessment Strategies: Ensure that assessment methods and tasks are aligned with the defined learning objectives. Assessments should directly measure the acquisition of digital competences targeted in the course and provide valuable feedback to guide further instruction.

Monitor Progress: Regularly monitor and track student progress towards achieving the learning objectives. This can be done through continuous formative assessment practices, such as tracking completion of learning activities or monitoring student engagement and participation.

Collect Feedback: Engage students in providing feedback on the training opportunities and their alignment with the learning objectives. This can be done through surveys, interviews, or focus groups, enabling students to express their perspectives on the effectiveness and relevance of the training activities.

Analyse Learning Outcomes: Analyse student performance and learning outcomes in relation to the defined learning objectives. This analysis provides insights into the effectiveness of the training opportunities and identifies areas for improvement or adjustment in future iterations of the course.

By systematically measuring learning objectives against training opportunities, teachers and educational staff can ensure that the educational experiences provided in the aIMS(M) project effectively support the acquisition of digital competences among low skilled / long-term unemployed adults and low-skilled migrant learners students. This process of assessment and evaluation fosters continuous improvement, allowing for the refinement of training approaches to enhance low skilled / long-term unemployed adults and low-skilled migrant students learning outcomes and maximize the impact of the course.

Chapter 3:
Methodology approach

3.1 Approach

In the aIMS(M) project, we recognize the importance of a robust methodology for understanding the learning objectives and identifying training opportunities in our training model for supporting low-skilled and long-term unemployed adults, as well as low-skilled migrants in education. To achieve this, we employ a mixed-methods approach that combines both quantitative and qualitative research methods.

Quantitative research methods play a crucial role in gathering data on the specific needs of our learners and assessing the effectiveness of different training programs. For instance, we conduct surveys to collect data on language skills, educational backgrounds, and learning goals of the beneficiaries. This quantitative data enables us to identify common needs and knowledge gaps that require attention in our training programs. Furthermore, pre- and post-training assessments help us measure the success of our programs in helping learners achieve their desired learning outcomes.

Complementing the quantitative approach, qualitative research methods provide valuable insights into the experiences of our learners and the cultural factors influencing their learning. Through interviews and focus groups, we delve into the personal experiences of the beneficiaries, exploring language barriers, cultural challenges, and other factors that may impact their educational journey. By analyzing this qualitative data, we gain a deeper understanding of common themes and barriers to learning that need to be addressed in our training programs.

By employing this mixed-methods approach, we aim to gain a comprehensive understanding of the needs and experiences of our learners in education. The combination of quantitative data on learning outcomes and qualitative data on learner experiences allows us to develop more effective and tailored training programs. Furthermore, this approach enables us to identify and address cultural factors that may influence learning, ensuring our training programs are culturally sensitive and relevant to learners from diverse backgrounds.

Throughout the implementation of the Guidelines and the strategies discussed in this chapter, teachers and educational staff play a vital role in fostering a more inclusive and digitally empowered society for low-skilled and long-term unemployed adults, as well as low-skilled migrants. Their dedication and expertise as educators are essential in guiding the learners towards success in their digital skills development journey. By supporting and empowering the beneficiaries, teachers and educational staff contribute significantly to bridging the digital skills gap and promoting a more equitable future for all.

3.2 Methods of implementing the programme in any context of non-formal education or job-orientation activities

To successfully implement a program in the context of non-formal education or job-orientation activities, teachers and educational staff must consider the specific needs and interests of the learners, who are low-skilled and long-term unemployed adults, as well as low-skilled migrants. The following methods can be used to crate effective and tailored training programs:Needs Assessment: Before developing the program, conduct a needs assessment to identify the specific digital skills and knowledge that the beneficiaries need. This can be done through surveys, focus groups, or interviews

with the learners. The needs assessment will help to ensure that the program is relevant and meets the specific needs of the learners.

Curriculum Development: Once the needs assessment is completed, develop a curriculum that addresses the identified needs of the learners. The curriculum should include clear learning objectives, content that is relevant to the learners' interests and needs, and assessment methods that are appropriate for the context.

Program Delivery: Deliver the program using a variety of methods that are appropriate for the context and engaging for the learners. These methods may include face-to-face classes, online courses, or a combination of both. Tailor the delivery method to the needs and preferences of the learners.

Evaluation: Evaluate the program to determine its effectiveness in meeting the learning objectives and addressing the identified needs of the learners. This can be done through pre- and post-tests, surveys, or focus groups. Use the evaluation data to make improvements to the program and ensure that it continues to meet the needs of the learners.

Continuous Improvement: Continuously improve the program based on feedback from the learners and the evaluation data. This may involve making changes to the curriculum, delivery methods, or assessment methods.

Partnership and Networking: Establish partnerships and networks with organizations and stakeholders in the community to support the implementation of the program. This can help to ensure that the program is accessible to the target audience and that it meets the needs of the community.

By following these methods, teachers and educational staff can develop and implement effective training programs that empower low-skilled and long-term unemployed adults, as well as low-skilled migrants, with the essential digital skills they need to succeed in today's society.

3.2.1 The educational path

2

The educational path for low-skilled and long-term unemployed adults, as well as low-skilled migrants, addressing their digital basic skills involves providing tailored digital literacy training programs that meet the specific needs of the learners. This educational path includes the following stages:

Needs Assessment: The first step is to conduct a needs assessment to identify the specific digital skills and knowledge that the learners need. This can be done through surveys, focus groups, or interviews with the beneficiaries. The needs assessment will help to ensure that the digital literacy training program is relevant and meets the specific needs of the learners.

Digital Literacy Training: Once the needs assessment is completed, a digital literacy training program can be developed that addresses the identified needs of the learners. The training program should cover basic digital skills such as using computers, navigating the internet, and using social media. The

[2] Image by upklyak on Freepik

program may also cover more advanced topics such as online safety, cybersecurity, and digital citizenship.

Program Delivery: The digital literacy training program can be delivered using a variety of methods that are appropriate for the context and engaging for the learners. These methods may include face-to-face classes, online courses, or a combination of both. Tailor the delivery method to the needs and preferences of the learners.

Evaluation: Evaluate the digital literacy training program to determine its effectiveness in meeting the learning objectives and addressing the identified needs of the learners. This can be done through pre- and post-tests, surveys, or focus groups. Use the evaluation data to make improvements to the program and ensure that it continues to meet the needs of the learners.

Continuous Improvement: Continuously improve the digital literacy training program based on feedback from the learners and the evaluation data. This may involve making changes to the curriculum

3.2.2 The importance of practical and procedural knowledge

[3]

[3] Image by barudakvisual on Freepik

Practical and procedural knowledge are two types of knowledge that are essential for success in many fields, including education, healthcare, business, and technology. Practical knowledge refers to knowledge that is gained through experience and is often related to specific tasks or activities. Procedural knowledge refers to knowledge of the processes or steps required to complete a task or activity.

Both types of knowledge are important for success in various fields, as they enable individuals to effectively apply their knowledge in real-world situations.

Practical knowledge is important because it allows individuals to apply their theoretical knowledge in real-world situations. Theoretical knowledge, which is often gained through formal education, provides individuals with a foundation of knowledge that they can build upon through practical experience. Without practical knowledge, individuals may struggle to apply their theoretical knowledge effectively, which can limit their ability to solve problems and achieve their goals.

Procedural knowledge is also important because it allows individuals to effectively complete specific tasks or activities. For example, in healthcare, procedural knowledge is essential for performing medical procedures such as administering medication or performing surgery. In business, procedural knowledge is important for completing tasks such as budgeting, marketing, and project management. Without procedural knowledge, individuals may struggle to complete tasks efficiently and effectively, which can lead to mistakes, delays, and reduced productivity.

In addition to enabling individuals to effectively apply their knowledge, practical and procedural knowledge also contribute to the development of expertise. Expertise is often characterized by a deep understanding of the practical and procedural aspects of a field, as well as a strong foundation of theoretical knowledge. Expertise is essential for success in many fields, as it enables individuals to solve complex problems, make informed decisions, and innovate.

Moreover, practical and procedural knowledge are often learned through hands-on experience and apprenticeship, which are important for building skills and developing talent. Through apprenticeships, individuals can learn from experienced practitioners, who can provide guidance and support as they develop their practical and procedural knowledge. This type of learning can be particularly important for individuals who may not have access to formal education or training programs.

Overall, practical and procedural knowledge are essential for success in many fields. By enabling individuals to effectively apply their knowledge in real-world situations, these types of knowledge contribute to the development of expertise, skills, and talent. Practical and procedural knowledge are often learned through hands-on experience and apprenticeship, which can be particularly important for individuals who may not have access to formal education or training programs. As such, investing in the development of practical and procedural knowledge can be an important strategy for promoting individual and organizational success.

3.2.3 Cognitive processes

The cognitive process in low skilled / long-term unemployed adults and low-skilled migrants attending courses for enhancing their digital skills can be described as a series of mental processes that enable learners to acquire, retain, and apply new knowledge related to digital literacy. These

processes involve various stages, including attention, perception, memory, and problem-solving. The following are some of the cognitive processes that are involved in the learning of digital skills by migrants attending courses:

Attention: The first step in the cognitive process is attention, which involves focusing on the relevant information and ignoring distractions. In the context of digital skills training, attention is important for learners to focus on the content being presented and to understand its relevance to their learning goals.

Perception: Perception involves making sense of the information that is being presented. In the context of digital skills training, perception involves understanding the concepts and procedures involved in using digital tools and platforms.

Memory: Memory is the process of encoding, storing, and retrieving information. In the context of digital skills training, memory is important for learners to retain the information and skills they have learned. Memory can be enhanced through repetition, practice, and the use of mnemonic devices.

Problem-Solving: Problem-solving involves using critical thinking and reasoning skills to solve problems. In the context of digital skills training, problem-solving is important for learners to apply their knowledge and skills to real-world situations. Problem-solving can be enhanced through the use of case studies, simulations, and hands-on activities.

Metacognition: Metacognition is the process of thinking about one's own thinking. In the context of digital skills training, metacognition involves reflecting on one's own learning and identifying areas for improvement. Metacognition can be enhanced through the use of self-assessment tools and reflection exercises.

Overall, the cognitive process involved in the learning of digital skills by migrants attending courses is complex and involves various stages of attention, perception, memory, problem-solving, and metacognition. By understanding these processes, trainers can develop effective digital skills training programs that are tailored to the specific needs and interests of migrant learners. By using a range of teaching methods, such as case studies, simulations, and hands-on activities, trainers can help migrants to develop the cognitive skills and knowledge they need to succeed in the digital world.

3.2.4 The Flipped Classroom Method: A Paradigm Shift in Education for Active Learning and Student Engagement

The flipped classroom method, also known as the flipped learning approach, is a pedagogical strategy that has gained significant popularity in recent years among low-skilled / long-term unemployed adults and low-skilled migrants as learners. This method challenges the traditional lecture-based

teaching model by redefining the roles of teachers and students and reshaping the learning environment to cater to the unique needs of these learners.

In the traditional classroom setting, teachers deliver lectures during class time, and students, including low-skilled / long-term unemployed adults and low-skilled migrants, are expected to complete homework assignments and problem-solving exercises independently outside of class. However, the flipped classroom method flips this arrangement. In this approach, students are first exposed to new content outside of the classroom, often through pre-recorded video lectures, readings, or other digital resources. This allows learners to engage with the material at their own pace and revisit the content as needed, accommodating their specific learning requirements.

Classroom time, in the context of low-skilled / long-term unemployed adults and low-skilled migrants, is then transformed into an interactive and collaborative learning space. During in-person sessions, teachers (referred to as teachers and educational staff) can focus on facilitating discussions, group activities, and hands-on exercises. This interactive approach enables the learners to apply their understanding of the pre-learned material, ask questions, and actively participate in the learning process. Furthermore, teachers and educational staff have the opportunity to provide individualized support and address any specific challenges or misconceptions that the low-skilled / long-term unemployed adults and low-skilled migrants may encounter during their learning journey.

The flipped classroom approach is driven by several key principles, including student-centered learning and active learning, which are particularly crucial for the successful education of low-skilled / long-term unemployed adults and low-skilled migrants. Additionally, the integration of technology into education is emphasized, recognizing the importance of digital literacy and its role in fostering meaningful learning experiences for these learners. By combining these principles, educators can tailor their instruction to meet the diverse needs of the learners, promoting deeper understanding, critical thinking skills, and self-directed learning.

The successful implementation of the flipped classroom method for low-skilled / long-term unemployed adults and low-skilled migrants as learners requires careful planning, considering the learning objectives, content delivery, and assessment strategies. Teachers and educational staff must ensure that the pre-class materials are engaging and accessible to all learners, irrespective of their background and circumstances. Moreover, creating a supportive classroom environment that encourages active participation and collaboration is essential in enhancing the learning experience and achieving positive outcomes.

The flipped classroom approach has been embraced in various educational settings, including those catering to low-skilled / long-term unemployed adults and low-skilled migrants, from K-12 classrooms to higher education institutions and professional training programs. Research on its effectiveness has shown promising results, such as improved student engagement, increased performance, and positive attitudes toward learning among these specific groups.

As technology continues to advance, the flipped classroom method can further evolve, incorporating various digital tools and resources to enhance the learning experience for low-skilled / long-term unemployed adults and low-skilled migrants. This represents an exciting shift in education, where student engagement, interaction, and the utilization of technology play a crucial role in fostering meaningful and impactful learning experiences for this unique learner population.

3.3 The concept behind the methodological system developed to implement teaching and learning sessions, courses, experiential workshops, and assessment

The methodological system developed to implement teaching and learning sessions, courses, experiential workshops, and assessment is based on a learner-centred approach that prioritizes the needs and interests of low-skilled / long-term unemployed adults and low-skilled migrants. This system emphasizes the use of active learning methods that engage learners in the learning process and help them to apply their knowledge and skills in real-world situations.

The following are the key elements of this methodological system:

Needs Assessment: The first step is to conduct a needs assessment to identify the specific needs and interests of the learners. This can be done through surveys, focus groups, or interviews. The needs assessment will help to ensure that the teaching and learning sessions, courses, and workshops are relevant and meet the specific needs of the learners.

Curriculum Development: Once the needs assessment is completed, a curriculum can be developed that addresses the identified needs of the learners. The curriculum should include clear learning objectives, content that is relevant to the learners' interests and needs, and assessment methods that are appropriate for the context.

Active Learning Methods: Active learning methods are used to engage learners in the learning process and help them to apply their knowledge and skills in real-world situations. These methods may include case studies, simulations, role-playing, and hands-on activities. The use of active learning methods helps learners to develop critical thinking skills, problem-solving skills, and creativity.

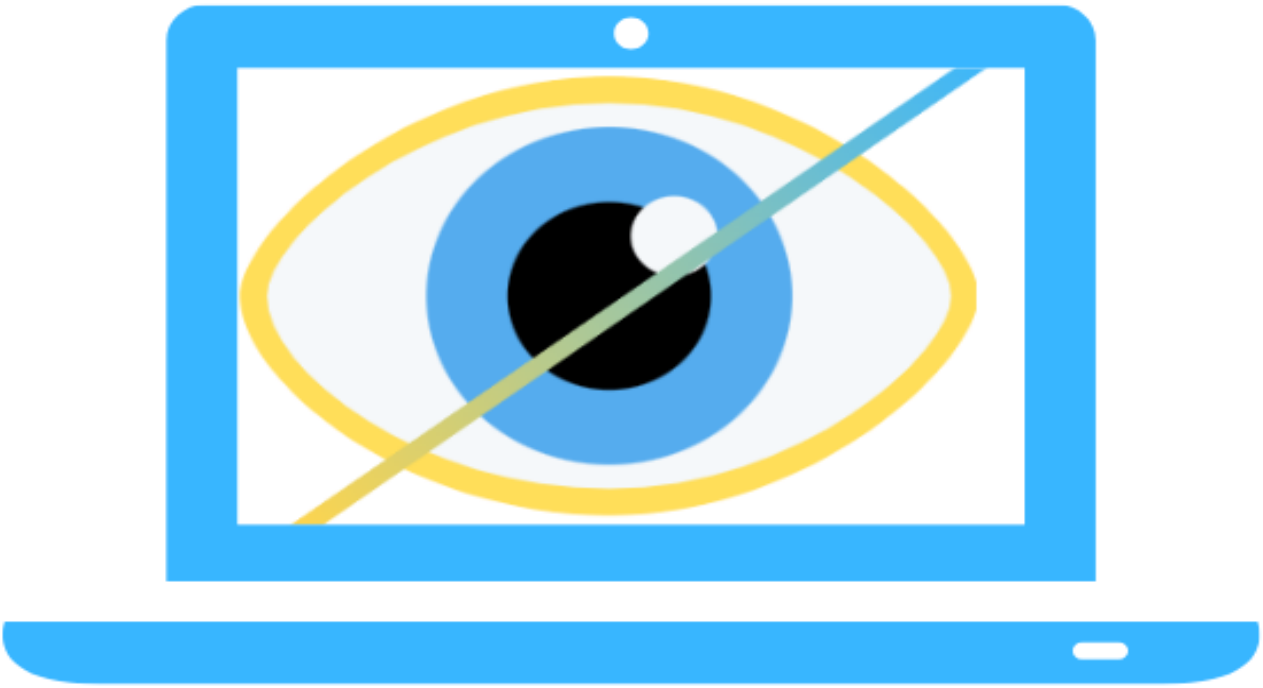
Assessment: Assessment is an important part of the methodological system and should be used to evaluate the effectiveness of the teaching and learning sessions, courses, and workshops. Assessment methods should be aligned with the learning objectives and should be designed to evaluate the learners' ability to apply their knowledge and skills in real-world situations.

Continuous Improvement: The teaching and learning sessions, courses, and workshops should be continuously improved based on feedback from learners and the assessment data. This may involve making changes to the curriculum, delivery methods, or assessment methods.

Technology Integration: The methodological system also emphasizes the integration of technology in teaching and learning. This includes the use of digital tools and platforms that enhance the learning experience and help learners to develop digital skills that are essential in today's world.

Overall, the methodological system developed to implement teaching and learning sessions, courses, experiential workshops, and assessment is learner-centred, emphasizing the needs and interests of the learners. Active learning methods are used to engage learners in the learning process, and assessment is used to evaluate the effectiveness of the teaching and learning sessions. Continuous improvement and technology integration are also key elements of this system, ensuring that the teaching and learning experiences are relevant, effective, and aligned with the needs of the learners.

3.4 Delivering sensitive content



Delivering sensitive content in courses for basic skills for migrants can be a challenging task, as this content may involve topics that are sensitive or difficult to discuss. These topics may include cultural differences, gender roles, discrimination, and social norms. It is important to deliver this content in a sensitive and respectful manner that acknowledges the diversity and experiences of the learners.

The following are some strategies that can be used to deliver sensitive content in courses for basic skills for low-skilled / long-term unemployed adults and low-skilled migrants:

Cultural Sensitivity: Cultural sensitivity is important when delivering sensitive content in courses for migrants. Trainers should be aware of cultural differences and should strive to deliver content in a way that is respectful and sensitive to the learners' cultural backgrounds.

Use of Examples: Examples can be used to help learners understand sensitive content in a non-threatening way.

Trainers should use examples that are relevant to the learners' experiences and that help to illustrate the concepts being discussed.

Active Listening: Active listening is important when delivering sensitive content, as it helps trainers to understand the learners' perspectives and experiences. Trainers should listen actively to learners and be open to feedback and questions.

Safe Environment: Creating a safe environment is essential when delivering sensitive content in courses for migrants. Trainers should create an environment that is respectful, non-judgmental, and free from discrimination.

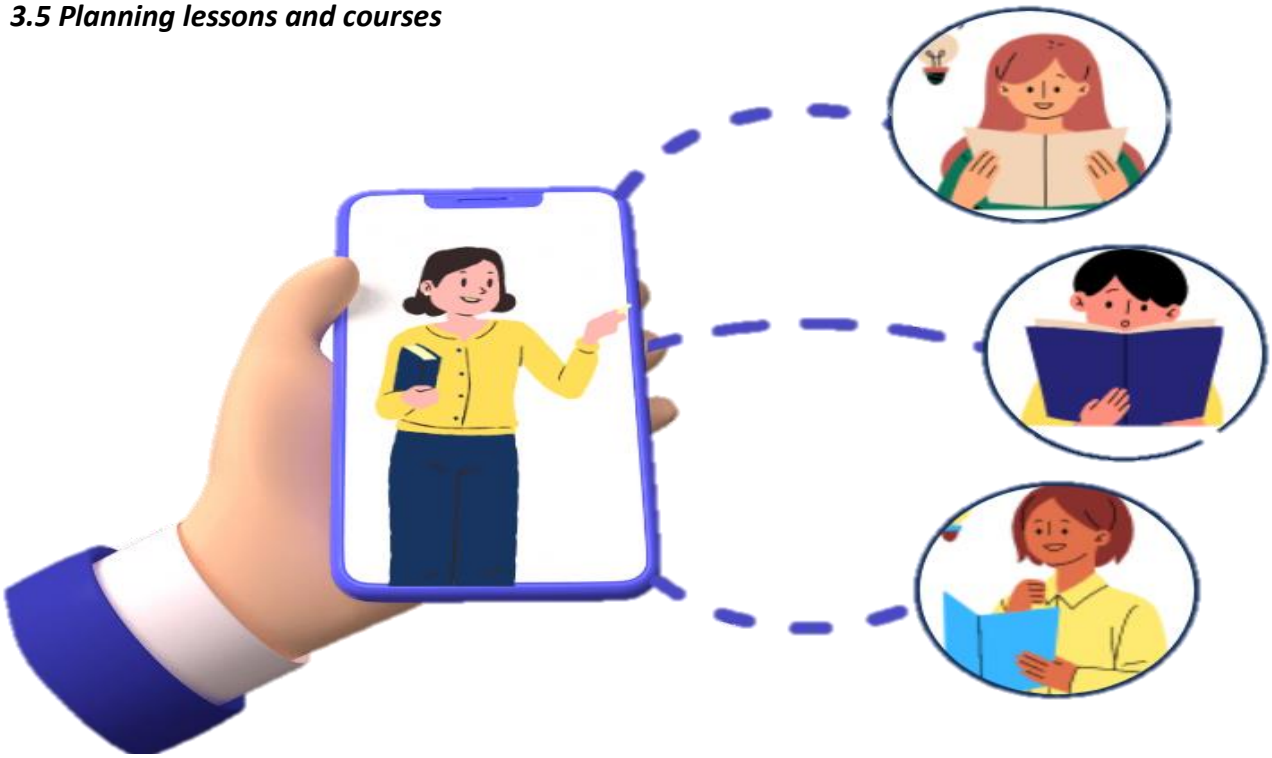
Use of Visuals: Visuals can be used to help learners understand sensitive content in a non-threatening way. Trainers should use visuals that are appropriate and that help to illustrate the concepts being discussed.

Empathy: Empathy is important when delivering sensitive content in courses for migrants. Trainers should show empathy towards learners and be sensitive to their experiences and perspectives.

Personal Reflection: Personal reflection is important when delivering sensitive content in courses for migrants. Trainers should reflect on their own biases and experiences and strive to deliver content in a way that is non-judgmental and respectful.

Overall, delivering sensitive content in courses for basic skills for migrants requires sensitivity, empathy, and cultural awareness. By using strategies such as cultural sensitivity, use of examples, active listening, safe environment, use of visuals, empathy, and personal reflection, trainers can deliver sensitive content in a way that is respectful and meaningful for learners. This approach can help learners to understand and navigate sensitive topics in a supportive and safe learning environment.

3.5 Planning lessons and courses



Planning lessons and courses for basic skills for low-skilled / long-term unemployed adults and low-skilled migrants is a critical aspect of delivering effective and engaging learning experiences. Planning involves identifying the learning objectives, developing appropriate content and activities, and designing assessments to evaluate the learners' understanding of the material.

The following are some key strategies for planning lessons and courses for basic skills for low-skilled / long-term unemployed adults and low-skilled migrants:

Identify Learning Objectives: The first step in planning lessons and courses for migrants is to identify the learning objectives. Learning objectives should be clear, specific, and measurable. They should be aligned with the overall goals of the course and should reflect the needs and interests of the learners.

Develop Content and Activities: Once the learning objectives have been identified, content and activities can be developed to support the learners' understanding of the material. Content and activities should be engaging and relevant to the learners' experiences. They should also be designed to meet the different learning styles of the learners.

Consider Cultural Sensitivity: Cultural sensitivity is an important consideration when planning lessons and courses for migrants. Trainers should be aware of cultural differences and should strive to deliver content in a way that is respectful and sensitive to the learners' cultural backgrounds.

Use a Variety of Teaching Methods: Using a variety of teaching methods is important when planning lessons and courses for migrants. Different learners have different learning styles, and using a variety of teaching methods can help to engage all learners. These methods may include lectures, discussions, case studies, role-playing, and hands-on activities.

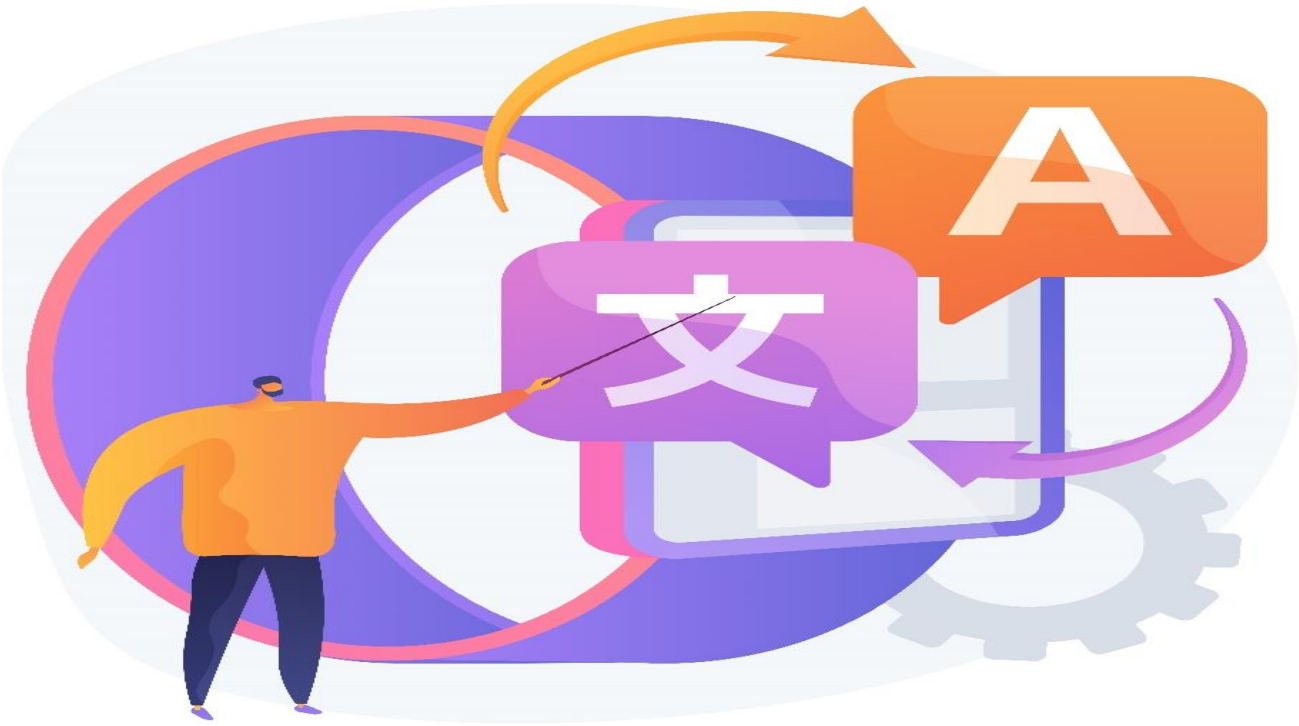
Design Assessments: Assessments are an important part of planning lessons and courses for migrants. Assessments should be aligned with the learning objectives and should be designed to evaluate the learners' understanding of the material. They should also be designed to meet the different learning styles of the learners.

Use Technology: Technology can be used to enhance the learning experience for migrants. Trainers can use digital tools and platforms to deliver content, engage learners, and provide feedback.

Create a Lesson Plan: Creating a lesson plan is an important part of planning lessons and courses for migrants. Lesson plans should include the learning objectives, content and activities, assessments, and teaching methods. Lesson plans should also be flexible and adaptable to the needs and interests of the learners.

Overall, planning lessons and courses for basic skills for migrants involves identifying learning objectives, developing appropriate content and activities, designing assessments, considering cultural sensitivity, using a variety of teaching methods, using technology, and creating a lesson plan. By using these strategies, trainers can deliver effective and engaging learning experiences that meet the needs and interests of the learners.

3.6 Language matters



[4]

Language matters in courses for migrants about their basic digital skills because language is a critical tool for communication and understanding. For migrants who are learning new digital skills, language can be a barrier that can impact their ability to learn and apply new concepts effectively. It is important for trainers to be aware of the language barriers that migrants may face and to implement strategies to address these barriers.

The following are some key strategies for addressing language barriers in courses for migrants about their basic digital skills:

Use Simple and Clear Language: When delivering content, trainers should use simple and clear language that is easy for learners to understand. Technical jargon should be avoided, and explanations should be given in clear and concise terms.

[4] *<ahref="https://www.freepik.com/free-vector/digital-translator-abstract-concept-illustration_12291007.htm#query=language%20illustration&position=2&from_view=keyword&track=ais#position=2&query=language%20illustration">Image by vectorjuice on Freepik*

Provide Bilingual Materials: Providing bilingual materials can be helpful for learners who may not be fluent in the language of instruction. Bilingual materials can include handouts, videos, or online resources that provide information in the learners' native language.

Use Visuals: Visuals can be used to help learners understand concepts even if they are not fluent in the language of instruction.

Trainers should use visuals that are appropriate and that help to illustrate the concepts being discussed.

Use Multilingual Facilitators: Having multilingual facilitators can be helpful for learners who are not fluent in the language of instruction. Multilingual facilitators can help to bridge language gaps and provide support for learners who may be struggling with language barriers.

Provide Language Support: Providing language support such as translation services or language classes can be helpful for learners who are struggling with language barriers. Language support can help learners to improve their language skills and to better understand the content being presented.

Foster a Safe and Inclusive Environment: Creating a safe and inclusive environment is important for learners who may be struggling with language barriers. Trainers should create an environment that is respectful, non-judgmental, and free from discrimination. This can help learners to feel more comfortable and confident in their ability to learn and apply new digital skills.

Overall, language matters in courses for migrants about their basic digital skills. By using strategies such as using simple and clear language, providing bilingual materials, using visuals, using multilingual facilitators, providing language support, and fostering a safe and inclusive environment, trainers can help to address language barriers and support learners in their journey to acquire new digital skills.

Co-funded by the
Erasmus+ Programme
of the European Union

Chapter 4:
Modules & Detailed Session Planes

Welcome to Chapter 4 of the Guidelines for Teaching Digital Skills to low-skilled / long-term unemployed adults and low-skilled migrants. This chapter is dedicated to providing teachers, trainers and educational staff with a comprehensive set of modules, detailed session plans, methodologies, contents, resources, and assessment instruments. These materials are designed to assist educators in delivering effective lessons on digital skills to low-skilled / long-term unemployed adults and low-skilled migrants, with the goal of facilitating their integration into the societies of their receiving countries and the labour market.

The key objectives of this chapter are as follows:

1. Modular Approach: The digital skills training is organized into modular units to provide a structured and progressive learning experience for migrants.
2. Tailored Modules: The modules are designed to address the specific needs and challenges faced by migrants, taking into account their cultural backgrounds, language proficiency, and digital literacy levels.
3. Comprehensive Session Plans: The session plans are developed to guide teachers in effectively delivering lessons on digital skills, ensuring coherence and alignment with the overall learning objectives. Moreover, the session plans may be used as a guide and adapted to deliver the lessons both online or in a classroom, as well as in blended form, or assisted online teaching and learning.
4. Progress Assessment: You will be able to implement assessment instruments and techniques to monitor migrants' progress, identify areas of improvement, and provide targeted support throughout the training process.
5. Practical Relevance: The chapter provides the opportunity to integrate real-life scenarios, case studies, and examples that demonstrate the practical relevance of digital skills for migrants' integration into society and the labour market.
6. Professional Growth: This chapter fosters a culture of continuous professional development for teachers and trainers, empowering them to enhance their own digital skills and teaching approaches.

By utilizing the provided modules and detailed session plans, teachers, trainers and educational staff can create engaging and inclusive learning experiences that support migrants in their integration efforts and enhance their employability. This will allow them to empower migrants with the digital skills they need to thrive in their new communities and contribute to the societies and labour markets of their receiving countries.

Stichting Surplus
Prometeo
Asociatia CFPC Constanta
Consorzio Scuola Comunità Impresa
Kvalifikaciju ir profesinio mokymo pletros centras

Lesson 1: Browsing, searching and filtering data, information and digital content	
A. Educational Scenario's Identity Data	
Duration:	1 hour 30 minutes
Objective:	• To explain how to articulate information needs, to search a data, information and content in digital environments. • To explain and introduce how to create and update personal search strategies.
Materials:	• M1L1 Browsing, searching, filtering data, information and digital content (PPT Presentation) • M1L1-1 Browsing (PPT Presentation) • M1L1_Video1_Bookmarking (Video) • M1L1_Video2_Browsing in Chrome (Video) • M1L1_Video3_Browsing in Edge (Video) • M1L1_Video4_Browsing in Safari (Video) • M1L1-2 Searching (PPT Presentation) • M1L1-3 Filtering data (PPT Presentation) • M1L1-4 Information and Digital content (PPT Presentation) • M1L1-5 Further Resources (PPT Presentation) • Activity Exercise Sheet (Word) • Test per Lesson 1_ Browsing, searching, filtering data, information and digital content (Word)
B. Procedure	
Introduction (5 minutes)	• Provide an overview of the lesson. • Explain the definitions and importance of information and data literacy.
Browsing (20 minutes)	

	• Present the PPT presentation *M1L1-1 Browsing* to explain the definitions of browsing, Internet browser, navigations buttons, bookmarks, hyperlinks, and webpages. • Play the videos *M1L1_Video1_Bookmarking, M1L1_Video2_Browsing in Chrome, M1L1_Video3_Browsing in Edge, M1L1_Video4_Browsing in Safari* to show the examples of browsing.
Searching (10 minutes)	• Present the PPT presentation *M1L1-2 Searching* to explain the definitions of searching, to introduce different stages in the process of building a search strategy, to define what a well-designed search strategy is.
Filtering (15 minutes)	• Present the PPT presentation *M1L1-3 Exploring filtering options:* understand data filters, data types, and sample filtering instances.
Information and digital content (15 minutes)	• Present the PPT presentation *M1L1-4 Information and Digital content* to explain the definitions of information, digital content, digital environment, to introduce different types of digital content.
Activity (10 minutes)	• Complete the activities specified in the *Activity Exercise Sheet (Word)*.
Wrap-up and Review (5 minutes)	• Encourage students to ask questions, facilitate a group discussion.
Assessment (5 minutes)	• Ask student to complete the *Test per Lesson 1_ Browsing, searching, filtering data, information and digital content (Word)*.
Conclusion (5 minutes)	• Summarize the key messages discussed during the lesson. • Provide an overview of the next lesson "Evaluating data, information and digital content".
Note: Adapt the timing and instructional strategies as needed based on the students' needs and the available resources in the online format.	

Lesson 2: Evaluating data, information and digital content	
A. Educational Scenario's Identity Data	
Duration:	1 hour 30 minutes
Objective:	• To explain and introduce how to analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content.
Materials:	• M1L2-1 Evaluating data, information and digital content (PPT Presentation) • M1L2-2 Evaluating information sources (PPT Presentation) • M1L2_Craap test (Video) • M1L2-3 Data interpretation (PPT Presentation) • M1L2-4 Data Interpretation methods (PPT Presentation) • M1L2-5 Licensing (PPT Presentation) • M1L2-6 Cookies (PPT Presentation) • M1L2_Cookies in Internet (Video) • M1L2-7 Further Resources (PPT Presentation) • Activity Exercise Sheet Lesson 2_Evaluating data, information and digital content (Word) • Test per Lesson 2_Evaluating data, information and digital content (Word)
B. Procedure	
Introduction (5 minutes)	• Provide an overview of the lesson. • Explain the definitions and importance of evaluating data.
Evaluating information sources (15 minutes)	• Present the PPT presentation *M1L2-2 Evaluating information sources* to highlight the importance of evaluation of information sources, to explain what are online sources, how to evaluate online and offline sources, to explain what fake news is. • Play the video *M1L2_Craap test* to show the importance and examples of Craap test.

Data interpretation (10 minutes)	• Present the PPT presentation *M1L2-3 Data interpretation* to explain the meaning of data interpretation, why data interpretation is important, to introduce how to interpret the data.
Data interpretation methods (10 minutes)	• Present the PPT presentation *M1L2-4 Data Interpretation methods* to introduce different types data interpretation methods.
Licensing (10 minutes)	• Present the PPT presentation *M1L2-5 Licensing* to explain the meaning of licensing, why do we need to license, to introduce the types of licences.
Cookies (15 minutes)	• Present the PPT presentation *M1L2-6 Cookies* to explain the meaning of the cookies, highlight the importance of the cookies. • Play the video *M1L2_Cookies in Internet* to show the importance and examples of cookies.
Activity (10 minutes)	• Complete the activities specified in the *Activity Exercise Sheet (Word).*
Wrap-up and Review (5 minutes)	• Encourage students to ask questions, facilitate a group discussion.
Assessment (5 minutes)	• Ask student to complete the *Test per Lesson 2_ Evaluating data, information and digital content (Word).*
Conclusion (5 minutes)	• Summarize the key messages discussed during the lesson. • Provide an overview of the next lesson “Managing data, information and digital content”.
Note: Adapt the timing and instructional strategies as needed based on the students' needs and the available resources in the online format.	

Lesson 3: Managing data, information and digital content	
A. Educational Scenario's Identity Data	
Duration:	1 hour 30 minutes
Objective:	• To introduce how to organise, store and retrieve data, information and content in digital environments. • To define how to organise and process data in a structured environment.
Materials:	• M1L3-1 Managing data, information and digital content • M1L3-2 7 Best Practices for Successful Data Management • M1L3_Data management (Video) • M1L3-3 Data management skills • M1L3-4 Digital content management as process • M1L3-5 Data storage • M1L3-6 Cloud storage • M1L3_Cloud storage (Video) • M1L3-7 Further Resources • Activity Exercise Sheet Lesson 3_Managing data, information and digital content (Word) • Test per Lesson 3_Managing data, information and digital content (Word document)
B. Procedure	
Introduction (5 minutes)	• Provide an overview of the lesson. • Explain the definitions and importance of managing data.
Managing data, information and digital content (10 minutes)	• Present the PPT presentation *M1L3-1 Managing data, information and digital content* to explain the meaning of data management, to introduce ways to manage data.
7 Best Practices for Successful Data Management (10 minutes)	Present the PPT presentation *M1L3-2 7 Best Practices for*

	Successful Data Management to introduce the best practices for successful data management. • Play the video *M1L3_Data management* to introduce how to manage the successfully.
Data management skills (10 minutes)	• Present the PPT presentation *M1L3-3 Data management skills* to explain what data management skills are, to show the examples of data management skills.
Digital content management as process (10 minutes)	• Present the PPT presentation *M1L3-4 Digital content management as process* to explain the cycle of digital content management as process.
Data storage (10 minutes)	• Present the PPT presentation *M1L3-5 Data storage* to introduce the types of data storage and data storage devices.
Cloud storage (10 minutes)	• Present the PPT presentation *M1L3-6 Cloud storage* to explain what is cloud storage, how does cloud storage work, types and benefits of cloud storage. • Play the video M1L3_Cloud storage to introduce the examples of cloud storage.
Activity (10 minutes)	• Complete the activities specified in the *Activity Exercise Sheet (Word).*
Wrap-up and Review (5 minutes)	• Encourage students to ask questions, facilitate a group discussion.
Assessment (5 minutes)	• Ask student to complete the *Test per Lesson 3_ Managing data, information and digital content (Word).*
Conclusion (5 minutes)	• Summarize the key messages discussed during the lesson.
Note: Adapt the timing and instructional strategies as needed based on the students' needs and the available resources in the online format.	

Lesson 1: Interacting through digital technologies	
A. Interacting through digital technology	
Duration:	2 hours & 25 minutes (+ 70 minutes of additional resources)
Objective:	The general objective is to allow the citizen to be able to interact and collaborate with others through technologies, sharing information through the same respecting the netiquette - that is the internet etiquette - being able to participate in social life and taking advantage of the benefits of the so-called "digital citizenship". In this regard, they must know the rules of good communication on the net and know how to create and manage a digital identity: all this is part of one of the five skills of the #DigCitCommit campaign.
Materials:	PPT presentation • M2L1.1 Communication and Email • M2L1.2 Collaborative platforms • M2L1.3 Credit cards and e-commerce • M2L1.4 Buy tickets or food online • M2L1.5 e-government Video • M2L1 VIDEO 1 Communication Skills - How To Improve Communication Skills • M2L1 VIDEO 2 Communication Skills - Deep Conversations • M2L1 How to get your SPID account in six steps (with English subtitles) • M2L1 How Uber Eats Works _ Uber Eats **Resources** • RESOURCES M2L1 Olivia Papa - The Dark Side of Digital Communication • RESOURCES M2L1 Trello Tutorial_ How To Use Trello (Beginner's Guide) TEST : M2L1 interacting through digital technologies
B. Procedure	

Introduction (5 minutes)	• Welcome the students to the lesson and provide an overview of the module and its objectives • Explain the importance of communication and collaboration in today's world
PPT presentation (95 minutes)	Use the PPT presentations to explain • Communication and Email • Collaborative platforms • Credit cards and e-commerce • Buy tickets or food online • e-government
Communication skills (16 minute	Play the video to introduce some aspect of communication skills • M2L1 VIDEO 1 Communication Skills - How To Improve Communication Skills • M2L1 VIDEO 2 Communication Skills - Deep Conversations
Spid (12 minutes)	Play the video to explain how to create your digital identity. • M2L1 How to get your SPID account in six steps (with English subtitles)
Uber (1 minute)	Play the video to explain how Uber Eats Works. • M2L1 How Uber Eats Works _ Uber Eats
Wrap-up and Review (5 minutes)	Review the key points discussed in the lesson Answer any questions or concerns raised by the students
Assessment (5 minutes)	Distribute the Test M2L1 interacting through digital technologies.
Conclusion (5 minutes)	Summarize the lesson and emphasize the importance of Communication and collaboration. Provide a preview of the next lesson
Resources (70 minutes)	Inform students supplement their knowledge through the material contained in the resource area • RESOURCES M2L1 Olivia Papa - The Dark Side of Digital Communication • RESOURCES M2L1 Trello Tutorial_ How To Use Trello (Beginner's Guide)
Note: The duration of each section can be adjusted based on the needs and interaction of the participants. It's crucial to adapt the lesson to the audience's age, background, and familiarity with online safety concepts.	

Lesson 2: Sharing through digital technologies.	
A. Educational Scenario's Identity Data	
Duration:	65 minutes (+ 15 Minutes of additional resources)
Objective:	Being aware of the great communicative possibilities offered by data sharing tools is great for users. It's also important to know how to do this. Data sharing is not new, but the great development of these tools and the possibilities they offer is! In terms of potential, the flow of data, compared to a time, is definitely far-reaching. Moreover, these tools allow sharing in the cloud, or via USB: it will be up to the user to know in which situation it will be appropriate to use the former or the latter.
Materials:	**PPT presentation** • M2L2 SHARING THROUGH DIGITAL TECHNOLOGIES_CSCI **Video** • M2L2 Creative Commons Kiwi • M2L2 How false news can spread • M2L2 Oversharing Think Before You Post • M2L2 Personal information sharing on social media **Resources** • RESOURCES M2L2 Social Media & Youth - an intricate Relationship **Test** M2L2 sharing through digital technologies
B. Procedure	
Introduction (5 minutes)	Welcome the students to the lesson and provide an overview of the module and its objectives
PPT presentation (24 min)	Use the PPT presentations to explain • Sharing through digital technologies
Creative commons (6 min)	Play the video to explain what are the "creative commons" • M2L2 Creative Commons Kiwi

False news (4 min)	Play the video to speak about "How false news can spread" • M2L2 How false news can spread
Oversharing (4 min)	Play the video to speak about "Oversharing Think Before You Post • M2L2 Oversharing Think Before You Post
Personal information (5 min)	Play the video to speak about "Personal information sharing on social media • M2L2 Personal information sharing on social media
Wrap-up and Review (5 minutes)	Review the key points discussed in the lesson Answer any questions or concerns raised by the students
Assessment (5 minutes)	Distribute the Test M2L2 sharing through digital technology
Conclusion (5 minutes)	Summarize the lesson and emphasize the importance of Communication and collaboration. Provide a preview of the next lesson
Resources **(15 minutes)**	Inform students supplement their knowledge through the material contained in the resource area • RESOURCES M2L2 Social Media & Youth - an intricate Relationship
Note: The duration of each section can be adjusted based on the needs and interaction of the participants. It's crucial to adapt the lesson to the audience's age, background, and familiarity with online security concepts.	

Lesson 3: Engaging in citizenship and collaborating through digital technologies

A. Educational Scenario's Identity Data

Duration:	2 hours & 30 minutes (+ 5 minutes of additional resources)
Objective:	Being a good digital citizen is a good thing. It means communicating and acting responsibly, respectfully and thoughtfully. It means, for the user, "awareness": that is, understanding fully that the task of every digital citizen is to make the Internet a better place, free of hate speech or aggression. The user will relate, if you will, to the more philosophical side of the internet. This is not an exaggerated definition. Like any self-respecting "new world", cyberspace is founded on spiritual foundations and looks to greater horizons. The digital citizen bases his behaviour on three nuclei: belonging, commitment and protection.
Materials:	**PPT presentation** • M2L3 slide set 1 ENGAGING IN CITIZENSHIP AND COLLABORATING THROUGH DIGITAL TECHNOLOGIES • M2L3 slide set 2 ENGAGING IN CITIZENSHIP AND COLLABORATING THROUGH DIGITAL TECHNOLOGIES **Video** • M2L3 10 Best Collaboration Tools • M2L3 Digital collaboration – Online collaboration • M2L3 Four Reasons to Care About Your Digital Footprint • M2L3 The Nine elements of Digital citizenship **Exercises:** • Defining Digital Vocabulary.pdf • Digital Citizenship - Digital Identities.pdf • Digital Citizenship - Our Digital Lives .pdf • Electronic communication the internet, social networks.pdf • FREEEmailEtiquetteOneSheet-1.pdf **Test** M2L3 engaging in citizenship and collaborate **Resources** • M2L3 Is Social Media Hurting Your Mental Health

B. Procedure	
Introduction (5 minutes)	Welcome the students to the lesson and provide an overview of the module and its objectives
PPT presentation (50 minutes)	Use the PPT presentations to explain • ENGAGING IN CITIZENSHIP AND COLLABORATING THROUGH DIGITAL TECHNOLOGIES 2 groups of slide 34 + 16
Exercise time (40 minutes)	5 different kind of exercises to understand the level of knowledge of the single or the class • Defining Digital Vocabulary.pdf • Digital Citizenship - Digital Identities.pdf • Digital Citizenship - Our Digital Lives .pdf • Electronic communication the internet, social networks.pdf • FREEEmailEtiquetteOneSheet-1.pd
Collaboration tools (8 minutes)	Play the video to speak about " The 10 best collaboration Tools" • M2L3 10 Best Collaboration Tools
Digital collaboration (5 minutes)	Play the video to' speak about "Digital collaboration" • M2L3 Digital collaboration – Online collaboration
Your digital footprint (8 minutes)	Play the video to speak about "Reason to care about Your digital footprint" • M2L3 Four Reasons to Care About Your Digital Footprint
The digital citizenship (18 minutes)	Play the video to speak about "digital citizenship" • M2L3 The Nine elements of Digital citizenship
Wrap-up and Review (5 minutes)	Review the key points discussed in the lesson Answer any questions or concerns raised by the students

Assessment (5 minutes)	Distribute the Test M2L3 engaging in citizenship and collaborate
Conclusion (5 minutes)	Summarize the lesson and emphasize the importance of Communication and collaboration. Provide a preview of the next lesson
Resources **(5 minutes)**	Inform students supplement their knowledge through the material contained in the resource area Is Social Media Hurting Your Mental Health
Note: Adapt the timing and instructional strategies as needed based on the students' needs and the available resources in the online format.	

Lesson 1: Developing Digital Content	
A. Educational Scenario's Identity Data	
Duration:	1 hour
Objective:	• Define and understand the concept of digital content and its various formats. • Explore the process of planning and creating digital content. • Familiarize students with different tools and software for digital content creation.
Materials:	• M3O.1_Creating Quality Digital Content_Deakin Library (Video) • M3L1.1_What is Digital Content (Video) • M3L1.2_Content Planning & Strategy (PPT Presentation) • M3L1.3_Process of creating Digital Content (PPT Presentation) • M3L1.4. Offline Examples of Digital Content (PPT Presentation) • M3L1.5. Online Examples of Digital Content (PPT Presentation) • M3L1.6. Content Creation Tools (PPT Presentation) • M3L1.7. Content Dissemination (PPT Presentation) • M3L1.8. Analyzing Your Content (PPT Presentation) • PPT Resources M3L1 (PDF) • Activity Exercise Sheet (PDF) • Test per Lesson 1_Developing digital content (PDF)
B. Procedure	
Introduction (5 minutes)	• Welcome the students to the lesson and provide an overview of the module and its objectives. • Explain the importance of digital content creation in today's world.

Video Presentation (10 minutes)	Play the M3O.1_Creating Quality Digital Content_Deakin Library video to introduce the topic and engage the students.
Understanding Digital Content (15 minutes)	• Present the M3L1.1_What is Digital Content video and discuss the various formats of digital content. • Use the PPT presentations (M3L1.4, M3L1.5) to showcase examples of offline and online digital content.
Planning and Creating Digital Content (20 minutes)	• Present the PPT presentations (M3L1.2, M3L1.3) to explain the process of content planning, strategy, and creation. • Discuss the importance of considering different platforms and target audiences. • Introduce the available content creation tools using the M3L1.6 presentation.
Activity (10 minutes)	• Distribute the Activity Exercise Sheet (PDF) to the students. • Instruct them to create a basic content plan for a specific platform.
Wrap-up and Review (5 minutes)	• Review the key points discussed in the lesson. • Answer any questions or concerns raised by the students.
Assessment (5 minutes)	• Distribute the Test per Lesson 1_Developing digital content (PDF) for evaluation. • Instruct students to complete the test individually.
Conclusion (5 minutes)	• Summarize the lesson and emphasize the importance of digital content creation skills. • Provide a preview of the next lesson.
Note: Adapt the timing and instructional strategies as needed based on the students' needs and the available resources in the online format.	

Lesson 2: Integrating and Re-elaborating Digital Content	
A. Educational Scenario's Identity Data	
Duration:	1 hour
Objective:	• Understand the concept of online storage and cloud services. • Learn how to integrate and edit online materials. • Develop effective communication strategies for online content.
Materials:	• M3.2.0_Introduction_Video (Video) • M3.2.1_Introduction_Video (Video) • M3.2.2_What is the cloud_Video (Video) • M3.2.3_Why use the cloud_Video (Video) • M3.2.4_Hosting digital content_Video (Video) • M3.2.5_Working on the cloud_Video (Video) • M3.2.6_Publishing Content_Video (Video) • Additional Resources Lesson 2_Integrating & re Elaborating digital content (PDF) • Activity Exercise Sheet Lesson 2_Integrating & re Elaborating digital content (PDF) • Test per Lesson 2_Integrating & re Elaborating digital content (Word document)
B. Procedure	
Introduction (5 minutes)	• Recap the previous lesson and its key concepts. • Introduce the topic of integrating and re-elaborating digital content.
Video Presentation (10 minutes)	Play the M3.2.0_Introduction_Video to engage the students and provide an overview of the lesson.

Understanding Cloud Storage (15 minutes)	• Present the M3.2.2_What is the cloud_Video to explain the concept of cloud storage. • Discuss the advantages and uses of popular cloud services like Google Drive, Dropbox, and OneDrive.
Integrating and Editing Online Materials (20 minutes)	• Present the M3.2.5_Working on the cloud_Video to demonstrate how to integrate and edit online materials. • Discuss the concepts of linking, sharing, downloading, and uploading content. • Explain how to use different online tools for editing and enhancing digital content.
Activity (10 minutes)	• Distribute the Activity Exercise Sheet Lesson 2_Integrating & re Elaborating digital content (PDF). • Instruct students to integrate existing online materials into a new project.
Wrap-up and Review (5 minutes)	• Review the key points discussed in the lesson. • Answer any questions or concerns raised by the students.
Assessment (5 minutes)	• Distribute the Test per Lesson 2_Integrating & re Elaborating digital content (Word document) for evaluation. • Instruct students to complete the test individually.
Conclusion (5 minutes)	• Summarize the lesson and emphasize the importance of digital content creation skills. • Provide a preview of the next lesson.
Note: Adapt the timing and instructional strategies as needed based on the students' needs and the available resources in the online format.	

Lesson 3: Copyright and Licences	
A. Educational Scenario's Identity Data	
Duration:	1 hour
Objective:	• Understand intellectual property legislation and licenses. • Learn about copyright and fair use principles. • Gain knowledge of copyright-free online platforms for photos and audio materials.
Materials:	• M3.3.1_Introduction_Video (Video) • M3.3.2_Netiquette_Video (Video) • M3.3.3_GDPR_What Is It and How Might It Affect You_Video (Video) • M3.3.4_Intellectual Property_Video (Video) • M3.3.5_Copyright_Video (Video) • M3.3.6_Creative Commons_Video (Video) • M3.3.7_Free Materials_Video (Video) • Additional Resources Lesson 3_Copyright & Licences (PDF) • Activity Exercise Sheet Lesson 3_Copyright & Licences (PDF) • Test per Lesson 3_Copyright & Licences (Word document)
B. Procedure	
Introduction (5 minutes)	• Recap the previous lesson and its key concepts. • Introduce the topic of copyright and licenses.
Video Presentation (10 minutes)	Play the M3.3.1_Introduction_Video to engage the students and provide an overview of the lesson.
Understanding Copyright and Licences (15 minutes)	• Present the M3.3.5_Copyright_Video to explain the concept of copyright and its importance. • Discuss intellectual property legislation and the types of intellectual property.

	• Explain the principles of fair use and how they apply to digital content creation.
Copyright-Free Online Platforms (15 minutes)	• Present the M3.3.7_Free Materials_Video to introduce copyright-free online platforms. • Provide examples of popular platforms for accessing copyright-free photos and audio materials.
Activity (10 minutes)	• Distribute the Activity Exercise Sheet Lesson 3_Copyright & Licences (PDF). • Instruct students to search for copyright-free photos and audio materials on the recommended platforms.
Wrap-up and Review (5 minutes)	• Review the key points discussed in the lesson. • Answer any questions or concerns raised by the students.
Assessment (5 minutes)	• Distribute the Test per Lesson 3_Copyright & Licences (Word document) for evaluation. • Instruct students to complete the test individually.
Conclusion (5 minutes)	• Distribute the Test per Lesson 3_Copyright & Licences (Word document) for evaluation. • Instruct students to complete the test individually.
Note: Adapt the timing and instructional strategies as needed based on the students' needs and the available resources in the online format.	

Lesson 1: Definitions of threats and Frauds	
A. Educational Scenario's Identity Data	
Duration:	1 hour
Objective:	To educate participants about the various threats and frauds encountered online and equip them with strategies to stay safe while using the internet. Keep your computers and mobile devices up to date. Having the latest security software, web browser, and operating system are the best defences against viruses, malware, and other online threats. Turn on automatic updates so you receive the newest fixes as they become available. Set strong passwords. A strong password is at least eight characters in length and includes a mix of upper and lowercase letters, numbers, and special characters.
Materials:	M4L1.1_Definition of Threats and frauds Slide set 1 (PTT presentation) M4L1.2_ Definition of Threats and frauds Slide set 2 (PTT presentation) M4L2.2_Online shopping and safety tips (video) M4L1.3. five easy ways to protect your computer (video) M4L1.4. The internet is great but (video) M4L1.5. Top tips for kids and teens … (video) M4L1.6. Detection and prevention (video) Test per Lesson 1_threaths and Frauds (PDF)
B. Procedure	
Introduction (5 minutes)	Begin by introducing the topic of online safety and its importance in today's digital age. Explain that the internet offers numerous benefits but also presents risks such as threats and frauds. Set the tone for the lesson by emphasizing the significance of understanding and safeguarding against online threats.
Video Presentation (10 minutes)	Play the slide set "Definition of Threats and frauds Slide set 1"

Types of Online Threats (15 minutes)	Discuss the different types of online threats, including malware, phishing, identity theft, scams, and social engineering. Provide real-life examples and stories to illustrate how these threats can affect individuals. Explain the motivations behind online threats and the potential consequences for victims
Recognizing and Avoiding Threats (20 minutes)	Teach participants how to recognize and avoid common online threats. Cover topics such as: Identifying suspicious emails and avoiding phishing attempts. Recognizing malicious websites and avoiding downloading harmful files. Creating strong and unique passwords. Being cautious while sharing personal information online. Verifying the authenticity of online platforms before making transactions.
Responding to Threats (10 minutes)	Discuss the appropriate actions to take if participants encounter online threats or suspect fraudulent activities. Explain how to report incidents to the relevant authorities or organizations, such as reporting phishing emails to email providers or reporting scams to local law enforcement.
Online Safety Tools and Practices (15 minutes)	Introduce participants to various tools and practices that can enhance online safety. Discuss the importance of using antivirus software, firewalls, and keeping software and devices up to date. Highlight the significance of regular data backups and safe data storage practices. Mention the use of virtual private networks (VPNs) for secure browsing.
Q&A and Discussion (10 minutes)	Encourage participants to ask questions and share their experiences or concerns related to online threats and frauds. Address their queries and provide additional guidance if needed. Facilitate a group discussion where participants can share their insights and strategies for staying safe online.
Conclusion and Recap (5 minutes)	Summarize the key points discussed during the lesson. Emphasize the importance of staying vigilant, adopting safe online practices, and educating others about online safety. Provide participants with additional resources, such as websites or helplines, for further information and support.
Note: The duration of each section can be adjusted based on the needs and interaction of the participants. It's crucial to adapt the lesson to the audience's age, background, and familiarity with online safety concepts.	

Lesson 2: Hacking and Security	
A. Educational Scenario's Identity Data	
Duration:	1 hour
Objective:	To educate participants about hacking and online security, and provide them with strategies to enhance their online safety.
Materials:	• M4.2.1_Keeping your business and customers information safe online (PPT presentation) • M4.2.2_the 2 factors authentication (PPT presentation) • M4.2.3_Who is behind the cyber-attacks and how to defend from them (PPT presentation) • M4.L2.1_Cyber security and crime (video) • M4.L2.4_Other tips about safety (Video) • M4.L2.5_Security online during remote working (Video) • M4.L2.6_What are inside the threats (Video) • M4L2.2_Online Shopping Safety Tips (video) • M4L2.3_Protection against frauds online (video) • Test per Lesson 2_Hacking and security (PDF file)
B. Procedure	
Introduction (5 minutes)	• Begin by introducing the topic of online safety, specifically focusing on hacking and security. • Explain the significance of understanding hacking and security threats in today's digital landscape. • Set the tone for the lesson by emphasizing the importance of staying informed and proactive about online security.
Understanding Hacking and Security (15 minutes)	• Define hacking and explain the different types of hackers, such as ethical hackers, malicious hackers, and hacktivists. • Discuss common hacking techniques, such as phishing, social engineering, password cracking, and malware attacks.

	• Explain the motivations behind hacking, including financial gain, data theft, activism, and espionage.

Protecting Personal Information (15 minutes)	• Educate participants about the importance of protecting their personal information online.
	• Discuss strategies to safeguard personal information, such as:
	  • Creating strong and unique passwords.
	  • Enabling two-factor authentication.
	  • Avoiding sharing sensitive information on unsecured websites.
	  • Being cautious while using public Wi-Fi networks.
	  • Regularly updating software and devices for security patches.

Recognizing and Preventing Attacks (15 minutes)	Each participant how to recognize and prevent common hacking attacks. Cover topics such as: • Identifying phishing attempts and suspicious emails. • Avoiding clicking on suspicious links or downloading attachments from unknown sources. • Being cautious while interacting with unknown individuals or organizations online. • Verifying the authenticity of websites and online platforms before sharing sensitive information. •
Securing Online Accounts (10 minutes)	• Discuss best practices for securing online accounts, such as email, social media, and financial platforms. • Explain the importance of using strong, unique passwords and regularly changing them. • Encourage participants to enable additional security features, such as account recovery options and notifications for suspicious activities. •
Online Security Tools and Practices (15 minutes)	• Introduce participants to various tools and practices that can enhance online security. • Discuss the importance of antivirus software, firewalls, and secure browsing habits. • Explain the benefits of using virtual private networks (VPNs) for encrypted connections.

	• Highlight the significance of regular data backups and safe data storage practices. •
Q&A and Discussion (10 minutes)	• Encourage participants to ask questions and share their experiences or concerns related to hacking and online security. • Address their queries and provide additional guidance if needed. • Facilitate a group discussion where participants can share their insights and strategies for enhancing online security.
Conclusion and Recap (5 minutes)	• Summarize the key points discussed during the lesson. • Emphasize the importance of staying proactive, adopting secure online practices, and regularly updating knowledge about hacking and security. • Provide participants with additional resources, such as websites or cybersecurity organizations, for further information and support.
Note: The duration of each section can be adjusted based on the needs and interaction of the participants. It's crucial to adapt the lesson to the audience's age, background, and familiarity with online security concepts.	

Lesson 3: Banking online and credit cards	
A. Educational Scenario's Identity Data	
Duration:	1 hour
Objective:	Objective: To educate participants about online banking and credit card safety, and provide them with strategies to protect their financial information while conducting transactions online. •
Materials:	• Additional resources: M4L2 EU Guidelines on National anti-Fraud strategies (pdf) • Add resources: M4L2 A Guide to prevent detection and investigation (pdf) • Add resources: M4L3 Financial Literacy (pdf) • M4L3 Money and other payment instrument on the web (pdf) • M4L3 Payments in Italy (pdf) • M4L3_Banking online and use of credit cards (PPT Presentation) • M4L3_ The future of digital safety and security • M4L3_Navigate your online bank account (simulation) • M4L3.2_How can banks balance security and … (video) • M4L3.3_Practices for a safe internet … (video) • M4L3.4_Online banking tips (video) • M4L3.5_Internet banking advantages … (video) • M4L3.6_Select destination online banking … (video) • Test per Lesson 3_Banking online and credit cards (PDF file)
B. Procedure	
Introduction (5 minutes)	• Begin by introducing the topic of online safety, specifically focusing on banking online and credit card security. • Explain the benefits of online banking and the convenience of using credit cards for online transactions. • Set the tone for the lesson by emphasizing the importance of understanding the risks and taking necessary precautions to ensure financial security.

Online Banking Security (15 minutes)	• Discuss the importance of online banking security and the potential risks involved.
	• Explain the concept of secure connections and the role of encryption in protecting financial information.
	• Cover topics such as:
	  • Choosing strong and unique passwords for online banking accounts.
	  • Enabling two-factor authentication for added security.
	  • Being cautious while using public Wi-Fi networks and avoiding accessing online banking accounts on unsecured devices.
	  • Regularly monitoring account activity and reporting any suspicious transactions to the bank.

Credit Card Safety (15 minutes)	• Educate participants about the safety measures to protect their credit card information while making online purchases.
	• Discuss strategies such as:
	  • Only providing credit card details on secure websites (look for the lock icon and "https" in the URL).
	  • Avoiding sharing credit card information over email or through unsecured channels.
	  • Verifying the credibility of online merchants and ensuring they have secure payment gateways.
	  • Regularly reviewing credit card statements for any unauthorized charges.

Phishing and Scams (15 minutes)	• Explain the concept of phishing and how scammers try to obtain sensitive financial information through fraudulent means.
	• Provide examples of common phishing techniques, such as fake emails, websites, or phone calls impersonating banks or credit card companies.
	• Teach participants how to identify and avoid phishing attempts, emphasizing the following:
	  • Being sceptical of unsolicited communication requesting personal or financial information.
	  • Avoiding clicking on suspicious links or downloading attachments from unknown sources.
	  • Verifying the authenticity of communications by directly contacting the bank or credit card company through official channels.

Securing Personal Devices (10 minutes)	• Discuss the importance of securing personal devices used for online banking and credit card transactions.
	• Cover topics such as:
	  • Keeping devices and operating systems up to date with the latest security patches.
	  • Installing reputable antivirus software and regularly scanning devices for malware.
	  • Avoiding downloading apps or software from untrusted sources.

Online Security Tools and Practices (10 minutes)	• Introduce participants to additional tools and practices that can enhance online banking and credit card security. • Discuss the importance of using virtual private networks (VPNs) for secure connections. • Encourage participants to enable notifications and alerts for account activities from their banks or credit card companies. • Highlight the significance of regularly reviewing credit reports to detect any fraudulent activities.
Q&A and Discussion (10 minutes)	• Encourage participants to ask questions and share their experiences or concerns related to online banking and credit card safety. • Address their queries and provide additional guidance if needed. • Facilitate a group discussion where participants can share their insights and strategies for protecting financial information online.
Conclusion and Recap (5 minutes)	• Summarize the key points discussed during the lesson. • Emphasize the importance of being vigilant, adopting secure online practices, and regularly monitoring financial activities. • Provide participants with additional resources, such as websites or helplines, for further information and support.
Note: Adapt the timing and instructional strategies as needed based on the students' needs and the available resources in the online format.	

Lesson 1: Solving Technical problems	
A. Educational Scenario's Identity Data	
Duration:	30 minutes
Objective:	• Knowing the main functions of the most common digital devices (e.g. computer, tablet, smartphone). • Knowing some reasons why a digital device may fail to connect online (e.g. wrong Wi-Fi password, airplane mode on). • Knowing that computing power or storage capacity can be improved to overcome fast obsolescence of hardware (e.g. by contracting power or storage as a service). • Being aware that the most frequent sources of problems in Internet of Thing (IoT) and mobile devices, and in their applications, are related to connectivity/ network availability, battery/power, limited processing power.
Materials:	• M5L1.1_No internet connection on computer (PPT Presentation) • M5L1.2_A Frozen program (PPT Presentation) • M5L1.3_No Internet connection on mobile device (PPT Presentation) • M5L1.4_A Frozen Phone (PPT Presentation) • M5L1.5_Overheating Android Phone (Video) • M5L1.6_Overheating iPhone (Video) • Test per Lesson 1_Solving Technical Problems (PDF)
B. Procedure	
Introduction (4 minutes)	• Welcome the students to the lesson and provide an overview of the module and its objectives • Explain the importance of solving of problems in today's digital world

Understanding the solution for not having internet connection on pc (3 minutes)	● Presentation of the M5L1.1_No internet connection on computer (PPT) ● Usage of the PPT presentation to explain the topic and to engage the students
Under-standing what to do if your computer is frozen (3 minutes)	● Presentation of the M5L1.2_A Frozen program (PPT) ● Usage of the PPT presentation to explain the topic and to engage the students
Understanding the solution for not having Internet connection on mobile device (3 minutes)	• Presentation of the PPT presentations M5.L1.3_No Internet connection on mobile ● Usage of the PPT presentation to explain the topic and to engage the students
Understanding the solution for having a frozen iPhone (3 minutes)	• Presentation of the PPT presentations M5L1.4_A Frozen Phone • Usage of the PPT presentation to explain the topic and to engage the students
Understanding the solution for having an overheated Android Phone (3 minutes)	• Presentation of the video M5L1.5_Overheating Android Phone • Usage of the video to explain the topic and to engage the students
Understanding the solution for having an overheated iPhone (3 minutes)	• Presentation of the video M5L1.5_Overheating iPhone • Usage of the video to explain the topic and to engage the students
Assessment (5 minutes)	• Distribute the Test per Lesson 1: Solving Technical problems (PDF) for evaluation • Instruct students to complete the test individually
Conclusion (3 minutes)	• Summarize the lesson and emphasize the importance of the possibility to solve technical problems • Provide a preview of the next lesson
Note: Adapt the timing and instructional strategies as needed based on the students' needs and the available resources in the online format.	

Lesson 2: Identifying needs and Technological problems	
A. Educational Scenario's Identity Data	
Duration:	40 minutes
Objective:	• Knowing that it is possible to buy and sell goods and services on the internet through commercial transactions (e.g. e-commerce) and consumer-to-consumer transactions (e.g. sharing platforms). Different rules (e.g. legal consumer protections) apply when buying online from a company than from a private person. • Being able to identify some examples of AI systems: product recommenders (e.g. on online shopping sites), voice recognition (e.g. by virtual assistants), image recognition (e.g. for detecting tumours in x-rays) and facial recognition (e.g. in surveillance systems). • Being aware that many non-digital artefacts can be created using 3D printer (e.g. to print spare parts for domestic appliances or furniture. • Knowing technical approaches that can improve the inclusiveness and accessibility of digital content and services, e.g. tools such as magnification or zoom and text-to-voice functionality.
Materials:	• M5.L2.1_Introduction (PPT presentation) • M5.L2.2_ Differences between laptops and tablets (PPT Presentation) • M5.L2.3_ Differences between tablets and phones (Video) • M5.L2.4_ How does a computer and a mobile phone work? (PPT Presentation) • M5.L2.5_ How does a computer work? (Video) • M5.L2.6_ How does the connection of a mobile phone work? (Video) • M3.L2.7_Publishing Content Video (Video) • Test per Lesson 2_ Identifying needs and Technological problems (PDF)
B. Procedure	
Introduction (5 minutes)	• Welcome the students to the lesson and provide an overview of the module and its objectives with M5.L2.1_Introduction (PPT presentation) • Explain the importance of having knowledge about different types of hardware and their purpose
Differences between laptops and tablets (3 minutes)	• Presentation of the M5.L2.2_ Differences between laptops and tablets (PPT) • Usage of the PPT presentation to explain the topic and to engage the students

Differences between tablets and phones (5 minutes)	• Presentation of the M5.L2.3_ Differences between tablets and phones (video) • Usage of the video presentation to explain the topic and to engage the students
How does a computer and a mobile phone work? (5 minutes)	• Presentation of M5.L2.4_ How does a computer and a mobile phone work? (PPT) • Usage of the PPT presentation to explain the topic and to engage the students
M5.L2.5_ **How does a computer work? (5 minutes)**	• Presentation of the How does a computer work? (Video) • Usage of the video presentation to explain the topic and to engage the students.
How does the connection of a mobile phone work? (3 minutes)	• Presentation of M5.L2.4_ M5.L2.6_ How does the connection of a mobile phone work? (Video) • Usage of the video to explain the topic and to engage the students
Publishing Content Video (4 minutes)	• Presentation of M3.L2.7_Publishing Content Video (Video) • Usage of the video to explain the topic and to engage the students
Assessment (5 minutes)	• Distribute the Test per Lesson Identifying needs and Technological problems (Word document) for evaluation. • Instruct students to complete the test individually.
Conclusion (5 minutes)	• Summarize the lesson and emphasize the importance of digital content creation skills. • Provide a preview of the next lesson.
Note: Adapt the timing and instructional strategies as needed based on the students' needs and the available resources in the online format.	

Lesson 3: Creatively using technology	
A. Educational Scenario's Identity Data	
Duration:	30 minutes
Objective:	• Knowing that engaging in solving problems collaboratively, online or off-screen, means that one can take advantage of the variety of knowledge, perspectives and experiences from others which can lead to better outcomes. • Knowing that digital technologies and electronic devices can be used as a tool to support the innovation of new processes and products, in order to create social, cultural and/or economic value (e.g. social innovation). Aware that what creates economic value might endanger or enhance social or cultural value.
Materials:	• M5.L3.1_ Adapting PDFs (PPT Presentation) • M5.L3.2_ Wireframe apps (PPT Presentations) • M5.L3.3_ Online survey (Video)
B. Procedure	
Introduction (5 minutes)	• Explanation to the topic that technology can be very helpful when you are creating knowledge, but also when you are trying to optimize processes... •
Adapting PDF (5 minutes)	• Presentation of the M5.L3.1_ Adapting PDFs (PPT Presentation)• Usage of the video presentation to explain the topic and to engage the students
Understanding the functioning of Wireframe apps (5 minutes)	• Presentation of the M5.L3.2_ Wireframe apps (PPT) • Usage of the video presentation to explain the topic and to engage the students
Understanding the management of Online surveys (5 minutes)	• Presentation of the M5.L3.3_ Online survey (video) • Usage of the video presentation to explain the topic and to engage the students
Assessment (5 minutes)	• Distribute the Test per Lesson 3: Creatively using technology (Word document) for evaluation. • Instruct students to complete the test individually.
Conclusion (5 minutes)	• Summarize the lesson and emphasize the importance of digital content creation skills.
Note: Adapt the timing and instructional strategies as needed based on the students' needs and the available resources in the online format.	

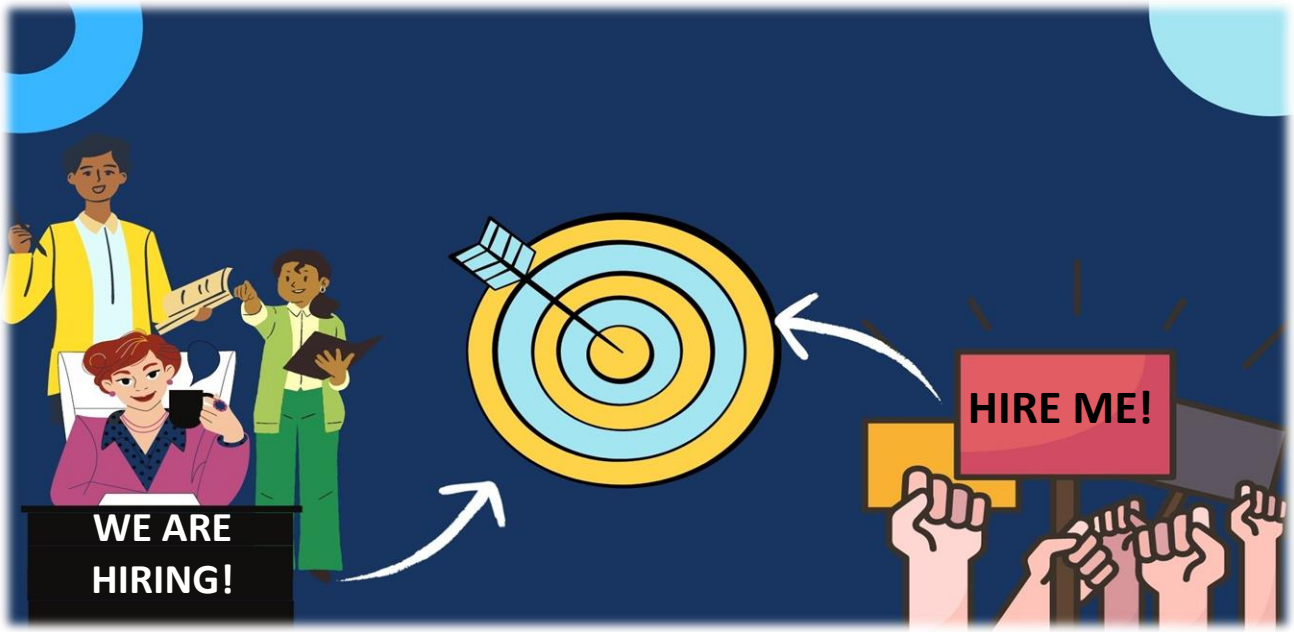
Chapter 5: WORKSHOPS on bridging the gap between the digital skills and the job requirements. "Mind the Gap, Fill the Gap!"

5.1 Introduction

The development of Intellectual Output 4 (IO4) involved creating a comprehensive training path and methodology. To ensure its effectiveness, the project conducted workshops with local stakeholders, and low-skilled / long-term unemployed adults and low-skilled migrants sharing scout analysis outcomes and consulting on labour market needs. Each partner organization selected 20 participants, including 14-16 stakeholders from the commerce and service sectors, operators of public and private employment agencies, and 4-6 unemployed adults/ migrants and job-seekers. This diverse representation guaranteed varied perspectives and prevented over-representation of any particular stakeholder group.

The workshops aimed to address labour market needs in technical positions within the commerce and service sectors, as well as the educational requirements of prospective employees in these sectors. They provided concrete solutions through the development of work plans.

The target groups consisted of stakeholders (entrepreneurs, employment agency operators) from the commerce and service sectors and unemployed adults, including migrants and those fresh out of school.



Designed to be interactive and engaging, the workshops fostered a friendly and collaborative atmosphere. Participants were presented with findings from IO1, the scout analysis, and then worked in groups to identify specific activities in technical positions requiring digital and technology skills. They also shared examples of everyday activities outside of professional contexts that required digital competencies. The workshops aimed to create an enjoyable and cooperative learning environment.

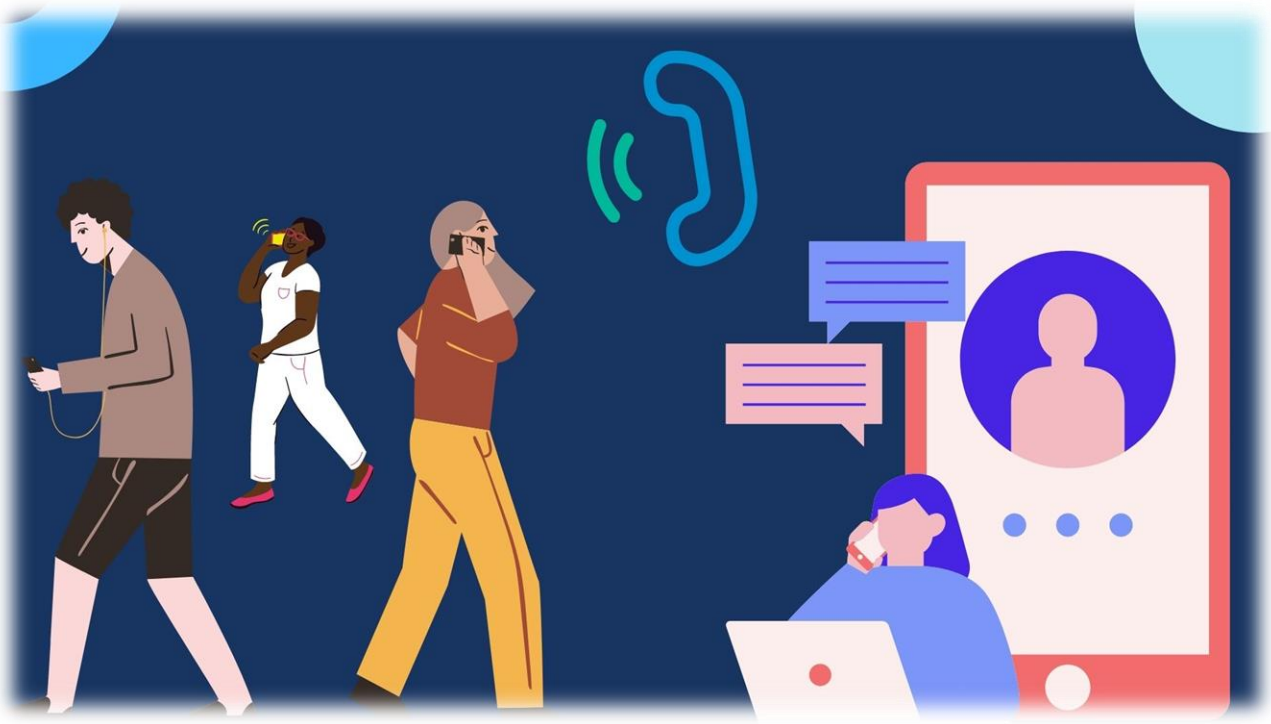
Initially, participants were organized into homogeneous groups based on their professional category. Later on, the process transitioned to mixed groups, which presented challenges for some partners.

For example, in the Netherlands, stakeholders were not willing to dedicate a specific time to attend workshops at a designated location. As an alternative, Surplus conducted phone call interviews to achieve the desired results. Despite these challenges, the workshops were well-received by participants.

During the workshops, participants expressed that they typically use 2-3 digital tools in their work, benefiting from the ongoing digitalization process. They also recognized the value of non-professional digital skills, such as social media management, graphic design, problem-solving, and cooperation. The workshops successfully identified activity sequences and digital competencies for future initiatives, including social media management, basic coding skills, data analysis and visualization, cybersecurity awareness, and online research skills.

5.2 A comparative analysis of the results obtained from the different partner countries: the Netherlands, Romania, Italy, and Lithuania.

In the Netherlands, Stichting Surplus initially planned a traditional workshop but faced challenges due to a lack of interest from employers. As an alternative, individual interviews with employers and smaller group workshops for participants distanced from the labour market were conducted. Valuable insights regarding communication, software proficiency, and language skills were obtained. Recommendations included flexible learning methods, peer learning, safety education, evaluations, physical accommodations, and language proficiency.



Asociatia CFPC organized a workshop in Romania, engaging stakeholders and unemployed adults. The workshop focused on technical positions within the commerce and service sectors and identified the need for skills such as social media management, basic coding, data analysis, cybersecurity awareness, and online research. Challenges included diverse audiences and limited time, but the workshop successfully addressed labour market needs and received positive evaluations.

PROMETEO conducted two events in Italy, involving stakeholders, teachers, and operators in private agencies assisting migrants. The workshops explored the digital skills gap, specific skills required for job roles, and best practices for digital skills development. Challenges included technical difficulties, language barriers, and cultural differences. The workshops benefited participants by increasing understanding, fostering networking, and improving digital literacy.

Consorzio Scuola Comunità Impresa (CSCI) organized a workshop in Italy with stakeholders, educators, trainers, and unemployed adults. The workshop focused on technical positions in the trade and service sectors and identified digital tools commonly used in these businesses. Non-professional e-skills such as social media management and customer satisfaction were also highlighted. Challenges included diverse participant demographics and limited time. The workshop successfully addressed digital and technological skills needs and received positive evaluations.

KPMPC organized a local workshop in Lithuania, conducted online, targeting stakeholders, educators, trainers, and unemployed adults. The workshop identified technical positions in the commerce and service sectors where digital and technology competencies are relevant. Participants discussed their experiences with digital tools and reflected on non-professional digital competencies. Challenges included the number and diversity of participants and limited time. The workshop facilitated knowledge sharing and networking.

Each country's workshop has contributed unique perspectives and findings to the overall project. The Netherlands' adapted approach of conducting individual interviews and smaller group workshops proved effective in obtaining personalized insights from employers and participants distanced from the labour market. Romania's workshop highlighted the digital skills needed for technical positions in the commerce and service sectors and provided concrete solutions through work plans. Italy's workshops focused on specific digital competencies, best practices, and networking opportunities. Lithuania's online workshop emphasized the importance of digital and technology competencies in the commerce and service sectors and promoted knowledge sharing among stakeholders.

To delve deeper into the individual partner countries' workshop agendas and reports, the next section provides detailed information on each country's specific activities and outcomes. This comprehensive collection of national workshop reports will allow for a more in-depth understanding of the approaches, challenges, and successes encountered by each partner organization.

By examining the individual partner countries' reports, stakeholders, educators, trainers, and job seekers will gain valuable insights and inspiration for addressing digital skills gaps, implementing effective training strategies, and fostering collaboration between different stakeholders. These reports serve as valuable resources for further research, planning, and implementation of initiatives aimed at enhancing digital skills in various sectors and promoting inclusive labour markets.

The success of these workshops reaffirms the importance of addressing digital skills gaps, promoting collaboration among stakeholders, and providing practical guidance and resources for enhancing digital competencies. The shared experiences and lessons learned from the partner countries' workshops contribute to the overall objectives of the project, facilitating the development of an integrated method to support migrants and address digital literacy skill mismatches.

In the following section, the individual partner countries' agendas and reports of the national workshops can be found, providing a comprehensive overview of their specific activities, outcomes, and recommendations.

5

5.2.1 Netherlands – Surplus

LOCAL WORKSHOP PROGRAMME AGENDA – NETHERLANDS

Bridging the gap between the digital skills and the job requirements. "Mind the Gap, Fill the Gap!"

	16 June 2023 **10:00 to 12:00** **Head office Surplus, Espoortstraat 10,** **Enschede, The Netherlands**	
Type of event:	Workshop	
Facilitator:	Ivo van Dongen and Lea Vogel	
Please read:	Included Materials	
Please bring:	Your energy, commitment, and ideas (we'll provide pen and paper)	
	Agenda topics	
10:00	Registration	Participants register for vent
	Introduction	Agenda, facilities, rules.
	Context	Project status, market needs, Digital skills, results of IO1,2,3, etc.
10:15	Open discussion with the attendees and collection of the information required	Group activity with full group. Subject: Open discussion about relevance of digital Skills for employers and beneficiaries both. (Organize the Team, Describe the Situation, Status Report)
11:40	Wrap-up	Summary and action items, address "parking lot" items, consolidate workshop results. Evaluation.

[5] "Designed by Aranjuezmedina / Freepik" Designed by Aranjuezmedina / Freepik

Co-funded by the
Erasmus+ Programme
of the European Union

National Report of the Netherlands' Workshop, Stichting Surplus, Enschede

Introduction and Project Context

This report presents the progress and findings from the 'IO4 activities in the Netherlands' of the Erasmus+ KA2 project titled "An Integrated Method to Support Migrants, aIMS(M)".
The aIMS(M) project, funded under the Cooperation for Innovation and Exchange of Good Practices, Strategic Partnership for adult education, focuses on developing and improving digital competencies among individuals distanced from the labour market, particularly migrants. The project seeks to empower these individuals to participate actively in an increasingly digitized society.

Stichting Surplus, based in Enschede, Netherlands, along with other project partners spread across four countries, plays a crucial role in this multinational endeavour. Each partner is tasked with the organization and completion of Intellectual Output 4 (IO4), which includes conducting workshops, surveys, and other forms of interactive data collection about the digital competencies, needs, and challenges of the target groups within their respective national contexts. These independent national reports will be combined by CFPC into an overall report, encapsulating a wide range of experiences and findings from diverse regions.

This report details the experiences, challenges, and adaptations encountered during our attempts to fulfil the requirements of IO4 in the Netherlands, along with the insights gathered through our adapted methodologies.

1. Background and Challenges

Following the project guidelines, our initial plan was to organize a traditional workshop involving 20 participants from different employers. The intention was to encourage collective discussions, allowing us to gather a broad spectrum of opinions and insights into the digital competency needs and obstacles facing our target group.

Unfortunately, the plan encountered significant obstacles due to a lack of interest and availability from the employers. Despite multiple efforts to facilitate their participation, including offering online meetings and smaller group sessions, the response remained dishearteningly low. This forced us to rethink our approach and adapt to the evolving situation.

2. Adapted Solution: Individual Interviews and Smaller Group Workshops

After encountering the initial resistance to the traditional workshop format, we pivoted to an alternative approach. Instead of trying to gather all participants in one place at the same time, we conducted individual interviews with different employers and held smaller group workshops with participants distanced from the labour market.

This adapted approach proved successful in engaging the participants, as it allowed for more personalized and flexible interactions. The interviews and workshops provided valuable insights into the needs, strategies for empowerment, and other important considerations related to improving digital skills.

3. Findings from Individual Interviews

The individual interviews with employers, a core part of our adapted methodology, revealed important insights grouped into three categories: needs, empowerment strategies, and other considerations.

- **Needs**: The employers emphasized the importance of communication skills, such as emailing and phone calls, proficiency in registering participants and recording working hours, understanding safety and privacy (AVG), basic skills in working with software like Outlook, Teams, SharePoint, WhatsApp, and typing skills along with language proficiency.
- **Empowerment Strategies**: There was a suggestion for the participants to enrol in courses (e.g., Alifa), and develop basic computer skills. Regular evaluation and monitoring were also advised to reinforce the acquired knowledge. Employers also recommended respecting the participant's pace of learning.
- **Other Considerations**: Language proficiency and safety considerations were deemed crucial. The employers also suggested allowing participants to apply their own approach, encouraging proficient employees to share knowledge, and maintaining patience throughout the process.

4. Findings from Group Workshops

In addition to the individual interviews, we conducted group workshops with four participants distanced from the labour market. These smaller, more intimate sessions provided a conducive environment for open discussions, enabling us to gather the following insights:

- **Needs**: The participants expressed the need for being able to use search engines, familiarity with operating systems, Teams, and smartphones, knowledge of safety measures in internet/social media use, understanding what information should be shared online, and basic skills such as turning on a computer.
- **Empowerment Strategies**: Simplifying the learning process, providing tailored education based on the participants' starting level, enabling participants to self-learn using internet applications, and ensuring they understand technical terms were some of the strategies identified.
- **Other Considerations**: Accommodation for physical limitations of the participants by providing adapted hardware was advised.

5. Recommendations for Filling the Gap

Based on our findings from the interviews and workshops, we propose the following recommendations to address the digital skill gaps identified among our target groups:

- **Implement Flexible Learning Methods**: Considering the diversity of learning needs and paces, we recommend creating a variety of learning pathways. These should include a mix of self-learning resources and instructor-led training, catering to different levels of understanding.
- **Promote Peer Learning**: We suggest fostering a culture of peer learning, where more knowledgeable employees are encouraged to share their skills with others. This could create a supportive learning environment that promotes skill enhancement and social interaction.
- **Incorporate Safety Education**: We advise integrating education on internet safety, privacy (AVG), and guidelines on what information should be shared online into our training, especially in the context of social media usage.
- **Regular Evaluation**: Regular assessments should be implemented to monitor progress, reinforce knowledge, and adjust the learning approach based on each participant's evolving needs.
- **Physical Accommodations**: To cater to the physical needs and limitations of the participants, we suggest providing suitable hardware and creating an inclusive learning environment.
- **Language Proficiency**: Given its importance in digital and interpersonal communication, language skills should be an integral part of our training.

6. Conclusion

The journey of the project "An Integrated Method to Support Migrants, aIMS(M)" in the Netherlands has been one of adaptation, resilience, and learning. Despite the initial obstacles, we have successfully found a way to engage with our target group and gather valuable insights into their digital competency needs and challenges. These findings will now guide our efforts in crafting effective strategies to bridge the identified gaps.

Our adapted strategy of conducting individual interviews and smaller group workshops will continue to be our primary approach in the coming period. However, we remain open to further refinement and adjustment based on ongoing results and feedback. Ultimately, our goal is to maximize the success of the ""An Integrated Method to Support Migrants, aIMS(M)" project and contribute to the broader objective of empowering disadvantaged individuals through the enhancement of digital skills.

7. Evaluation of the activities

The interviewed and the attendees of the workshop were captivated by the subjects discussed, appreciating the practical work plans proposed to cater to labour market necessities.

Both the final beniciaries and the employer representatives endorsed the workshop and the interviews, noting the emphasis on digital skills as a crucial aspect of today's job market. As a result, both activities emerged as a worthy effort to address labour market needs in the commerce and service sectors, satisfying the organizers with its outcomes.

6

5.2.2 Romania – CFPC

LOCAL WORKSHOP PROGRAMME AGENDA – ROMANIA

Bridging the gap between the digital skills and the job requirements. "Mind the Gap, Fill the Gap!"

	08 April 2023 **09:00 to 12:00** **Bulevardul Ferdinand 12, Constanța**	
Type of event:	Workshop	
Facilitator:	Victoria Mihaila, Diana-Nicoleta Paros	
Please read:	Included Materials	
Please bring:	Your energy, commitment, and ideas (we'll provide pen and paper)	
	Agenda topics	
09:00	Registration	Participants register for vent
	Introduction	Agenda, facilities, rules.
	Context	Project status, market needs, Digital skills, results of IO1,2,3, etc.
09:30	Icebreakers	"The Bucket List"
10:00	Brainstorming	Group activity in homogeneous groups. Subject: technical positions commonly found in the commerce and service sectors. Reporting back. *(Organize the Team, Describe the Situation, Status Report)*
10:30	Break	
10:40	Feature Definition	Participants will provide an example of an activity requiring non-professional digital competencies. *(Define the Scope, Plan the Process, Status Report)*
11:00	Role-Playing	Group activity in mixed groups. Subject: scenarios related to specific activities identified in the previous activity. Reporting back. *(Organize the Team, Describe the Situation, Status Report)*
11:20	Non-Professional Digital Competencies	Idea Reduction and Prioritization. Needs of the stakeholders. Educational needs of prospect employees. Solutions using work plans. *(Define the Scope, Plan the Process, Organize the Team, Status Report)*
11:40	Wrap-up	Summary and action items, address "parking lot" items, consolidate workshop results. Evaluation

[6] "Designed by Aranjuezmedina / Freepik" Designed by Aranjuezmedina / Freepik

National Report of Romania's' Workshop, Asociatia CFPC, Constanta

1. Local workshop Information

- Hosting partner of the workshop: Asociatia CFPC Constanta
- Date of the event: 08.04.2022 (09:00 – 13:00)
- Number of participants: 20 participants
- Target groups: 15 stakeholders and 5 unemployed adults
- Local Venue of the event: Training Room - Bulevardul Ferdinand 12, Constanța

2. Target groups description

The participants were selected to reflect the proposed target groups of the workshop and they include:

a) 15 stakeholders, entrepreneurs in the commerce and service sectors, operators of public and private employment agencies. These stakeholders are diverse in their backgrounds, interests, and perspectives, and represent various aspects of the labour market (Chamber of Commerce representatives, Small business owners and entrepreneurs in the commerce and service sectors, Representatives from public and private employment agencies, Vocational education and training providers, Non-governmental organizations (NGOs) focused on workforce development, Technology companies providing digital solutions for commerce and service sectors, Hospitality representatives, Retail commerce representatives, Unemployment agency representatives)

b) 5 unemployed adults, including migrants, and unemployed individuals who are fresh out of school and have never been employed before. The latter have limited experience, and migrants face language and cultural barriers, which can be a challenge in the job market.

3. Summary and programme of the workshop

2.1 Introduction & Purpose

The first part of the workshops consisted of a welcome reception and registration of the participants. The workshop began with an introduction by the facilitator, who gave a brief presentation of the project and its objectives. She explained that the workshop is part of the Intellectual Output 4 of the Erasmus + Strategic Partnership project titled "An Integrated Method to Support Migrants" and laid out the goal of the workshop in relation to those objectives. Additionally, the facilitator highlighted the importance of digital and technology competencies in today's job market.

This was followed by a presentation and discussion of the role of digital and technology competencies in the commerce and service sectors. The facilitator explained why these competencies are important and highlighted the skills that are required to perform them effectively. The discussion also covered the various technical positions where these competencies are required and how they are used in those positions.

2.2 Organisation

The workshop was hosted and organized by Asociatia CFPC Constanta, Romania with contributions from workshop participants and the local community.

4. Description and methodology of the activities of the workshops

- Introduction
- Icebreakers
- Group/pairs work
- Reflection
- Brainstorming
- Role Playing
- Problem solving
- Communication types and methods

4.1 The Workshop

This section shall be detailing the activities developed during a workshop for the aforementioned target groups.

Activity 1: Icebreakers

"The Bucket List" activity has been chosen to serve as the fun way to discover shared interests and passions of participants and break the ice. The facilitator had each participant share 2 things on their personal or professional bucket list. This helped create a relaxed and comfortable atmosphere, build connections between participants, and help to establish common ground before getting into the more focused work of addressing labour market needs and creating work plans.

Activity 2: Brainstorming

The first activity involved brainstorming to identify specific activities performed in technical positions in the commerce and service sectors. Participants were divided into 4 homogenous groups of 5 individuals. Each group was given a list of technical positions commonly found in the commerce and service sectors, such as sales assistant, customer service representative, cashier, and administrative assistant. They were then asked to brainstorm and identify the specific technical activities that are performed by individuals in each of these positions.

Through group discussions and exchange of ideas, participants identified a range of specific technical activities that are commonly performed in these positions, such as using point-of-sale (POS) systems, data entry, managing spreadsheets, and responding to customer inquiries through social media.

The purpose of this activity was to highlight the importance of digital and technology competencies in these technical positions and how they can improve productivity and efficiency in the workplace.

Sub activity 1: Example of an activity requiring non-professional digital competencies:

During the workshop, the participants were given an example of an activity requiring non-professional digital competencies. The activity involved creating a social media post to promote a product or service offered by a hypothetical business. Participants were asked to work in pairs and to use a simple graphic design tool to create a social media post.

Participants were given access to a free online graphic design tool – Canva - and were provided with basic guidelines on how to use it. They were then given 20 minutes to create their social media post.

After completing the activity, the pairs presented their social media posts to the group, and feedback was provided on the use of images, text, and overall design. This activity aimed to demonstrate how even individuals without professional digital competencies can create engaging social media posts for businesses, highlighting the importance of digital skills in today's workforce.

Activity 2: Role-Playing

The second activity involved role-playing scenarios related to specific activities identified in the previous activity. Participants were divided into 4 groups of 5 individuals, each consisting of a mix of stakeholders and unemployed adults. Each group was given a scenario to act out.

One scenario involved a customer ordering a product online and encountering an error in the checkout process. The participants played the roles of the customer, the customer service representative, and the technical support staff. The exercise was designed to highlight the importance of digital competencies in providing quality customer service and resolving technical issues.

Another scenario involved a small business owner using social media to promote their products and services. The participants played the roles of the business owner, a social media marketing specialist, and a graphic designer. The exercise was designed to demonstrate the collaborative nature of digital competencies in achieving business goals.

Through these role-playing scenarios, the workshop participants gained a better understanding of the importance of digital competencies in specific technical positions in the commerce and service sectors, as well as how these competencies can be applied in real-life situations.

Activity 3: Non-Professional Digital Competencies

The final activity involved identifying examples of non-professional digital competencies that could be relevant in the commerce and service sectors. Participants were given a list of potential non-professional competencies, such as social media proficiency or basic coding skills, and were asked to discuss which competencies could be useful in the context of the commerce and service sectors. Participants were also asked to provide examples of how these competencies could be used in specific technical activities.

4.2 Challenges

Every educational endeavour faces challenges, and our workshop was no exception. Here are some of the struggles we encountered while delivering the workshop in Romania for identifying digital and technological competencies in the commerce and service sectors:

Diverse audience: The workshop involved a mix of stakeholders from different backgrounds, including entrepreneurs, public and private employment agencies, and unemployed adults. Each group had different levels of knowledge and experience with digital and technology competencies, which influenced their participation in the workshop.

Limited time: The workshop was designed to cover a broad range of activities in a relatively short period. Participants needed more time to fully engage in the activities and discussions, and to provide detailed examples and insights. We ended up adding 1.5 hours more to our initial scheduled agenda.

Resistance to change: Some of the stakeholders were a tiny bit resistant to change and did not immediately see the value in investing in digital and technology competencies. This could limit their willingness to implement the solutions proposed.

4.3 Rewards/ benefits

Delivering the workshop on this issue had many benefits and could affect individuals, businesses, and communities.

Different as they might have been, participants shared a common goal of improving their digital and technology competencies to be more competitive in the job market. Through this workshop, these groups were able to come together and learn from each other's experiences and perspectives, while working towards a common objective and creating a more coordinated approach to labour market needs.

This will also improve job prospects and outcomes as technology changes how we work, and this is one solution that could help reduce social and economic inequality by giving marginalized groups like migrants and the unemployed the skills and knowledge they need to join the workforce.

5. Visibility and Dissemination

Visibility and dissemination are important parts of the workshop because they ensure that the information and insights obtained during the workshop reach a larger audience and have a greater impact.

Using social media platforms such as Facebook and Instagram, we promoted the workshop for registration purposes and shared the event's outcomes and highlights to engage participants and other stakeholders. Additionally, we utilized hashtags relevant to the topic and industry to increase visibility.

This report will also be made available online. Providing policymakers, employers, and job seekers with actionable insights by summarizing the workshop's findings, insights, and recommendations will be a valuable means of disseminating the acquired knowledge.

The workshop will also be promoted and its results presented at different networking events following the workshop in order to foster continued engagement and discussion among participants and other stakeholders, as well as provide opportunities for additional collaboration and partnership development.

6. Resources and Support Materials

- Work flash cards
- Job flash cards
- Digital skills flash cards
- Blank sheets of paper
- Colored pens/markers
- Smartphones
- Tablets

7. Evaluation and Conclusions

6.1 Evaluation from the organizer's side

Despite some small challenges, the workshop was successful with high attendance and active participation from all target groups. Participants were engaged and interested in the topics covered and found the work plans presented to be well-received and practical solutions to address the labour market needs.

Post-evaluation found that participants felt more confident in obtaining employment and appreciated the opportunity to network with stakeholders and other job seekers. Stakeholders and employment agency operators were also satisfied with the workshop, and saw the focus on digital skills as increasingly important in the modern job market. Overall, the workshop was seen as a valuable contribution to addressing labour market needs in the commerce and service sectors, and the organizers were pleased with the outcomes.

6.2 Evaluation from the participant's side

The evaluation of the workshop was positive overall. Participants found the activities engaging and informative, and felt that the workshop had addressed their needs in terms of understanding the digital and technology competencies required for technical positions in the commerce and service sectors.

The role-playing activity was particularly well-received, as it allowed participants to practice using digital tools and technologies in a simulated work environment.

Participants also appreciated the focus on non-professional digital competencies, as this highlighted the importance of digital skills for all workers, not just those in technical positions. They felt that the

examples provided were relevant and useful, and that they had a better understanding of the types of digital skills that could be beneficial in the commerce and service sectors.

6.3 Conclusion

Overall, the workshop was successful in identifying specific sequences of activities performed in technical positions in the commerce and service sectors, and in highlighting the digital and technology competencies required for these activities. Participants also identified several non-professional digital competencies that could be useful in these sectors. These findings can be used to inform future training and development initiatives aimed at bridging the gap between digital skills and job requirements in the commerce and service sectors.

Non-professional digital competencies that could be relevant in the commerce and service sectors include:

- Social media management: With the increasing use of social media platforms, businesses can benefit from employees who have a good understanding of social media tools and can use them to engage customers, promote products/services, and build brand awareness.
- Basic coding skills: Basic coding skills can be useful for employees in the commerce and service sectors to better understand the technologies used in their jobs and to make basic modifications to websites, online tools, or other digital platforms.
- Data analysis and visualization: The ability to analyze and present data in a clear and compelling manner can help businesses make informed decisions and improve their services. Employees with basic data analysis and visualization skills can contribute significantly to achieving these goals.
- Cybersecurity awareness: As businesses increasingly rely on digital technologies, the need for cybersecurity awareness is greater than ever. Employees who understand basic cybersecurity principles can help to protect their companies from cyber threats.
- Online research skills: The ability to conduct effective online research can help businesses identify market trends, understand their customers' needs, and develop new products and services. Employees with strong online research skills can help their companies stay ahead of the competition.

[7]

5.2.3 Italy – Prometeo

LOCAL WORKSHOP PROGRAMME AGENDA – ITALY, Prometeo

Bridging the gap between the digital skills and the job requirements. "Mind the Gap, Fill the Gap!"

	21st of April 2023 & 7th of June 2023 **08:30 to 10:30 pm,** Rome, Workshop	
Type of event:	Workshop	
Facilitator:	Francesca Pastorino	
Please read:	Included Materials	
Please bring:	Your energy, commitment, and ideas (we'll provide pen and paper)	
	Agenda topics	
08:30	Introduction	Agenda, facilities, and rules. Icebreakers.
08:45	Context	Project status, market needs, Digital skills, Results of IO1,2,3, etc.
09:00	Brainstorming	Participants categorize themselves and discuss activities in homogeneous groups in commerce and service sectors, emphasizing digital and technology competencies' significance in relevant technical positions.
09:45	Break	
10:00	Brainstorming	On the same professional category basis, participants will continue discussing, in mixed groups, and identify the sequences of specific activities performed in technical positions in the commerce and service sectors, for which digital and technology competencies are frequently more relevant.
10:15	Feature Definition	Participants will provide an example of an activity requiring non-professional digital competencies.
10:20	Idea Reduction and Prioritization	Prioritize features. Participants to address the needs of the stakeholders and the educational needs of prospect employees, and provide concrete solutions using work plans.
10:30	Wrap-up	Summary and action items, address "parking lot" items, consolidate workshop results.

[7] "Designed by Aranjuezmedina / Freepik" Designed by Aranjuezmedina / Freepik

Co-funded by the
Erasmus+ Programme
of the European Union

Time to evaluate the workshop and to say good-bye.

National Report of Italy's Workshop, PROMETEO, Rome

1. First Local Workshop Information

- Hosting partner of the training/workshop: PROMETEO
- Date of the first event: 21st of April 2023;
- Date of the second event: 7th of June 2023;
- Number of participants: 8 participants to the first workshop;
- Number of participants: 15 participants to the second workshop;
- Target group of the first event: stakeholders involved in education and helping migrants;
- Target group of the second event: teachers and operators in private agencies as open desk for migrants;
- Local Venue of the first event: Varallo (VC)
- Local Venue of the second event: Varallo (VC)

2. Summary and programme of the workshops

2.1 Purpose

The workshop/s has/have been developed as part of Intellectual Output 4 of the Erasmus + Strategic Partnership project entitled aIMS(M) "An integrated Method to Support Migrants".
The main objective of the workshop/s was to engage both stakeholders (entrepreneurs in the commerce and service sectors, operators of public and private employment agencies) and unemployed/ job-seekers adults, to help bridge the gap between the digital skills and the job requirements.

The workshop/s also aimed at collecting information from a wide range of participants highlighting/emphasizing the tasks that emerged from the debate by relating them to processes or sequences of processes where the skill mismatch of digital literacy is more common.

2.2 Organisation
The workshop/s were hosted and organised by PROMETEO with the contributions from workshop participants and the local community.

3. Description and methodology of the activities of the workshops

The methods used during both workshops wore:

- Introduction
- Icebreakers
- Group/pairs work
- Reflection
- Brainstorming

The first part of the workshops consisted of a welcome reception and registration of the participants, followed by a non-formal opening speech and an overall explanation of the Erasmus + Strategic Partnership project aIMS(M), made by Lucia Attimonelli and Carlo Smaldone Villani for the second Workshop. Subsequently, the above-mentioned persons initiated their presentation, briefly introducing the following topics:

Keynote Speech on Digital Skills and Job Requirements

Panel Discussion on the Digital Skills Gap in the Commerce and Service Sectors

Interactive Workshop on Identifying Digital Skills Required in Different Job Roles in Commerce and Service Sectors

Presentation of Best Practices for Digital Skills Development in the Commerce and Service Sectors

The Workshop

Workshop Plan: Bridging the Digital Skills Gap of migrants in the economic sectors in the EU
Objectives:

- Identify the digital skills gap as describe in the headlines
- Discuss the consequences of the digital skills gap of migrants and natives
- Share best practices for bridging the digital skills gap
- Develop an action plan for improving digital literacy of migrants

Duration: around 2 hours

Narrative Style:

Introduction (10 minutes). The workshop facilitator welcomes the participants and explains the objectives and agenda of the workshop. The facilitator explains that the workshop will focus on identifying the digital skills gap and exploring solutions for bridging the gap.

Icebreaker Activity (15 minutes). To kick off the workshop, the facilitator leads an icebreaker activity that allows participants to introduce themselves and share their experiences with technology in the industry. The facilitator asks each participant to share one technology tool they use in their work and one they would like to learn more about.

Identifying the Digital Skills Gap (20 minutes) Next, the facilitator leads a group discussion on the digital skills gap in the industry. Participants are asked to identify the areas where they see the biggest gaps in digital literacy and technology proficiency, both in their own work and in the industry as a whole. The facilitator encourages participants to share specific examples of how the skills gap affects their work.

Consequences of the Digital Skills Gap (20 minutes). In this activity, the facilitator leads a discussion on the consequences of the digital skills gap for providers and migrants. Participants are asked to

consider how the skills gap affects the quality of the performances in the workplace. The facilitator encourages participants to share their experiences and insights.

Best Practices for Bridging the Gap (30 minutes). During this activity, participants share their best practices for bridging the digital skills gap in the industry. The facilitator prompts participants to share examples of successful training programs, partnerships, or technology tools that have improved digital literacy in their organizations. Participants are encouraged to ask questions and share feedback.

Developing an Action Plan (45 minutes). In the final activity, participants work in small groups to develop an action plan for improving digital literacy in their organizations. The facilitator provides a template for the action plan and prompts participants to identify specific tasks and goals for improving digital skills. Participants are asked to consider how they will measure success and how they will share their progress with their colleagues.

Conclusion (10 minutes). In the conclusion, the facilitator summarizes the main points discussed during the workshop and thanks the participants for their contributions. The facilitator encourages participants to continue the conversation and share their progress in bridging the digital skills gap in the industry.

Overall, the workshop is designed to encourage participants to share their experiences, insights, and best practices for improving digital literacy in the industry. By identifying the areas where the digital skills gap is most prevalent and exploring solutions for bridging the gap, participants can work together to improve the quality of performances in the industry.

Challenges

1. Technical difficulties: Technical difficulties such as faulty equipment, poor internet connectivity, or lack of power supply can cause disruptions during the workshop.
2. Lack of participation: Participants may not be engaged or interested in the workshop content, leading to a lack of participation and engagement.
3. Language barriers: If the workshop is conducted in a language that the participants are not proficient in, it can create a communication barrier and lead to misunderstandings.
4. Time constraints: The workshop may not be able to cover all the content within the allotted time, leading to a rushed delivery and incomplete understanding of the subject matter.
5. Resistance to change: Participants may resist changing their traditional ways of working and may not be receptive to new approaches or technologies, which can hinder the success of the workshop.
6. Cultural differences: Cultural differences between participants may lead to misunderstandings or disagreements during the workshop.
7. Limited resources: Limited resources, such as funds or time, may restrict the workshop's scope and ability to meet all the objectives.
8. Logistics: Logistics, such as scheduling conflicts or transportation issues, may impact the attendance of participants and disrupt the workshop's flow.

It is important to anticipate and plan for these challenges to ensure that the workshop runs smoothly and effectively. Adequate preparation, communication, and flexibility can help address these challenges and ensure the success of the workshop.

Benefits

The implementation of the workshop aimed at bridging the gap between digital skills and job requirements had many benefits. The workshop was successful in bringing together entrepreneurs from the commerce and service sectors, as well as operators of public and private employment agencies. Participants engaged in a series of activities that were designed to help them understand the challenges associated with digital literacy and employment.

The workshop was designed to be interactive and engaging, with participants encouraged to share their experiences and ideas throughout the day. Through a series of presentations and discussions, participants gained a greater understanding of the current state of digital skills in the workforce and the challenges facing businesses and job seekers alike.

One of the main benefits of the workshop was the creation of a network of like-minded individuals who are committed to improving the state of digital skills in their respective fields. This network will be invaluable in the future, as participants will be able to share best practices and collaborate on initiatives aimed at improving digital literacy among employees and job seekers.

Another benefit of the workshop was the identification of key tasks that emerged from the debates. These tasks are aimed at addressing the skill mismatch of digital literacy, which is more common in certain processes or sequences of processes. By addressing these tasks, businesses and employment agencies will be better equipped to hire and train employees who possess the necessary digital skills to succeed in today's digital economy.

Overall, the workshop was a success, with participants leaving with a greater understanding of the importance of digital skills in today's job market and a renewed commitment to improving digital literacy among employees and job seekers.

Follow-up after the activity

The implementation of the workshop on bridging the gap between digital skills and job requirements has brought numerous benefits. Firstly, entrepreneurs in the commerce and service sectors, as well as operators of public and private employment agencies, have gained a better understanding of the digital skills necessary for today's job market. They have also gained insight into how to identify digital skill gaps within their organizations and how to address them effectively.

Secondly, the workshop has provided an opportunity for participants to network and collaborate with others in their industry, building valuable connections and relationships that can help them in their businesses and careers.

Thirdly, the workshop has highlighted the importance of continuing education and training in digital skills. Participants have been encouraged to pursue further training and development in digital skills, ensuring that they remain competitive in the job market and that their organizations remain relevant and up-to-date.

Finally, the workshop has contributed to a broader awareness of the importance of digital skills in the job market, raising the profile of this issue among employers, educators, and policymakers. This increased awareness has the potential to drive change and innovation in the education and training sectors, ensuring that individuals are equipped with the digital skills they need to succeed in the 21st-century job market.

4. Visibility and Dissemination

The visibility and dissemination of the workshop was an important aspect of the project. Several methods were used to ensure that the workshop reached a wider audience and had a greater impact.

Firstly, social media platforms such as Twitter, Facebook and LinkedIn were utilized to disseminate information about the workshop. This involved creating dedicated social media pages and groups for the workshop, regularly posting updates and sharing relevant content related to the topic of bridging the gap between digital skills and job requirements.

Secondly, targeted email campaigns were sent to stakeholders, potential participants and other relevant organizations informing them of the workshop and its objectives.

Thirdly, press releases and media coverage were used to increase visibility and reach. Local and regional newspapers, radio and TV stations were contacted to feature the workshop and its outcomes.

Fourthly, the workshop proceedings were documented and made available on the project website. This included video recordings of presentations, summaries of discussions and conclusions, and copies of presentations and materials used during the workshop.

Lastly, follow-up activities were planned to ensure that the impact of the workshop was sustained over time. This included creating a community of practice where participants could continue to exchange knowledge and experiences related to bridging the digital skills gap. Additionally, a series of webinars and online training courses were developed to help participants improve their digital skills and keep up with changing job requirements.

5. Resources and Support Materials

- Blank sheets of paper
- Colored pens/markers
- Smartphones and notebooks
- Tablets and videobeam

6. Evaluation and Conclusions

6.1 From the organiser's side

The evaluation of the workshop revealed positive feedback from the participants, who expressed satisfaction with the content, organization, and outcomes of the workshop. The main strengths highlighted by the participants were the relevance of the topics addressed, the quality of the speakers and facilitators, and the interactive and participatory approach adopted during the sessions.

In terms of the conclusions drawn from the preparation of the workshop, the organizers identified several key factors that contributed to the success of the event. These included the careful selection of topics and speakers, the adoption of an interactive and participatory approach, the use of diverse and innovative learning methods, and the provision of adequate resources and facilities to support the learning process.

The organizers also noted the importance of engaging with participants before and after the workshop to ensure that their expectations and feedback were taken into account in the design and evaluation of the event. In this regard, they highlighted the value of pre-workshop surveys and post-workshop evaluations as key tools for gathering feedback and improving the quality and relevance of future events.

Overall, the outcomes of the workshop evaluation and the conclusions drawn by the organizers underscored the importance of careful planning, effective communication, and ongoing engagement with participants in creating successful and impactful learning events.

6.2 From the participant's side

The workshop evaluation from the participant’s point of view indicates that the workshop was informative, engaging, and useful for their professional development. They found the presentations, discussions, and practical activities relevant to their work and the challenges they face related to digital skills and job requirements.

Participants found the group work and networking sessions beneficial for building relationships and sharing experiences with their peers. They appreciated the opportunity to exchange ideas and learn from each other.

The workshop helped participants to better understand the digital skills gap in their respective sectors and to identify specific actions they can take to bridge the gap. They appreciated the practical approach of the workshop and felt that the materials and tools provided will be useful for them in their work.

Overall, the participants expressed satisfaction with the workshop and felt that it was well organized and executed. They also appreciated the efforts made by the organizers to involve them in the planning process and to tailor the workshop to their needs.

The conclusions drawn from the participant's point of view indicate that the workshop was successful in meeting their expectations and needs. They believe that the workshop will have a positive impact on their work and on the digital skills gap in their respective sectors. They expressed their appreciation for the opportunity to participate in the workshop and recommended that similar workshops be organized in the future.

6.4 Description of the workshop's experience

- The participants of the workshop highlighted several strong points of the event. Firstly, they appreciated the relevance of the topic discussed, which was bridging the gap between digital skills and job requirements. They felt that this was a pressing issue that needed to be addressed in their respective fields.

- Secondly, the participants valued the interactive nature of the workshop. They enjoyed the various activities and exercises that allowed them to engage with each other and learn from each other's experiences. The use of case studies and group discussions was especially helpful in providing real-life examples and encouraging critical thinking.

- Thirdly, the participants praised the expertise of the facilitators and presenters. They found that the trainers had a deep understanding of the topic and were able to convey complex information in an easily digestible manner. They appreciated the practical advice and tips provided, which they felt they could immediately apply in their work.

- Finally, the participants were pleased with the networking opportunities provided by the workshop. They enjoyed meeting and learning from other professionals in their field, and felt that the workshop was an excellent platform for building new connections and relationships.

Co-funded by the Erasmus+ Programme of the European Union

5.2.4 Italy – CSCI

LOCAL WORKSHOP PROGRAMME AGENDA – ITALY, CSCI

Bridging the gap between the digital skills and the job requirements. "Mind the Gap, Fill the Gap!"

		April 2023 **14:00 to 17:00** **C/o CPIA1 Novara**
Type of event:	Workshop	
Facilitator:	Barbara Tosi & Alessandro Varallo	
Please read:	Included Materials	
Please bring:	Your energy, commitment, and ideas (we'll provide pen and paper)	
	Agenda topics	
14:00	Registration	Participants register for vent
	Context	Agenda, facilities, rules, Project status, market needs, Digital skills, results of IO1,2,3, etc.
14:30	Brainstorming	Group activity in homogeneous groups. Subject: technical positions commonly found in the commerce and service sectors Reporting back. *(Organize the Team, Describe the Situation, Status Report)*
15:30	Break	
15:45	Idea Reduction and Prioritization	Participants will provide an example of an activity requiring non-professional digital competencies. (Define the Scope, Plan the Process, Status Report). Group activity in mixed groups. Prioritize features. Needs of the stakeholders. Educational needs of prospect employees. Solutions using work plans. (Define the Scope, Plan the Process, Organize the Team, Status Report)
16:45	Wrap-up	Summary and action items, address "parking lot" items, consolidate workshop results. Evaluation

Co-funded by the
Erasmus+ Programme
of the European Union

National Report of Italy's Workshop, Consorzio Scuola Comunità Impresa (CSCI), Novara

Introduction

Organizing a workshop at the local level has been a very importnt key element of the intellectual IO4 -output called "Workshops & Guidelines" (IO4).

The purpose of the local workshop was to understand the needs of the labour market in terms of technical positions in the trade and service sectors, as well as the training needs of future employees in these same sectors, and to provide concrete solutions using work plans.

The information summarized in this guide is intended to provide interested trainers with tools to dialogue and interact with government departments and other beneficiaries given the outcomes of discussions that arose during the work
The target groups involved in the workshop were:

- Stakeholders in the trade and service sectors
- Unemployed adults - including migrants

1. Local workshop information

- Hosting partner of the workshop: Consorzio Scuola Comunità Impresa (CSCI)
- Date of the event: 06.04.2023 (14:00 – 17:00)
- Number of participants: 20 participants
- Target groups: 16 stakeholders/educators/trainers and 4 immigrants
- Local Venue of the event: CPIA 1 Novara

2. Target groups description

The number of people who took part in the local workshop was 20, broken down as follows.

- 16 stakeholders/educators/trainers. Most of them are vocational education and training providers, nongovernmental organizations focused on workforce development, stakeholders in the trade and service sectors.

- 4 Immigrant adults, who have just finished school and have never been employed.

3. Summary and programme of the workshop

3.1 Introduction & Purpose

At the beginning of the workshop, the CSCI director introduced himself and introduced the agenda and explained the purpose of the workshop. He then highlighted how digital and technological skills are key elements in today's job market.

3.2 Organisation

The workshop was organized by CSCI and was was hosted at CPIA 1 Novara

Stichting Surplus | Prometeo | Asociatia CFPC Constanta | Consorzio Scuola Comunità Impresa | Kvalifikaciju ir profesinio mokymo pletros centras

4. Description and methodology of the activities of the workshops

- Introduction
- Brainstorming
- Reflection

Participants divided into groups, according to their category of membership, discussed in groups and identified the needs, in terms of digital and technological skills most relevant to their categories of membership

4.1 The Workshop

Activities developed during a workshop:

Activity 1: Introduction

The Director of CSCI alias workshops'facilitator introduced himself and explained the agenda.

The Director introduced the main activities of the project and the results achieved, explaining the added value of the project.

He then went on to explain the purpose of this workshop and invited all present to express their opinions on the importance of digital and technological skills in today's job market.

The facilitator also emphasized that the purpose of today's workshop was to identify the digital skills gaps present in their sector and solutions to close the gap.

Activity 2: Brainstorming

During this activity, workshop participants discussed the digital and technological skills present in the trade and services sectors and what minimum skills employees in the trade and services sectors should have: sales assistant, customer service representative, accountant-cashier, administrative staff.

In order to better understand the real situation of the trade and services sector at local level, the facilitator asked those present to divide themselves into "economic" groups and to identify on a scale of 1 to 5 the main digital and technological tools in their businesses.

Their time of use was then investigated.

Through group discussion and the exchange of ideas, the participants identified the main digital tools used by their companies:

1) POS (point-of-sale)
2) Electronic invoice and/or cash register with online notifications to the state offices
3) Electronic identification system, digital signature and certified e-mail
4) Management programme
5) Social media

In the sectors surveyed, the first 3 tools listed above are used by almost all respondents while the last two are used by only 45 % of them

The purpose of this activity was to highlight the importance of digital and technological skills in these technical positions and how they can improve productivity and efficiency in the workplace.

Activity 3: Idea Reduction and Prioritization

At the end of the discussion, the facilitator also wanted to inquire with those present about non-professional e-skills that might be relevant in the trade and service sectors.

To do this, the facilitator listed a number of skills from which they started to discuss them. As a result of the discussion, it emerged that non-professional digital skills can help to improve certain aspects of work, particularly in ensuring customer satisfaction.

4.2 Challenges

Running this workshop involved the facilitator facing some challenges/difficulties.
Difficult elements were:

- Non-heterogeneous group with members from different local economic realities
- Workshop duration - Limited time influenced by the fact that the group was not heterogeneous
- Non-heterogeneous group in terms of age with different ideas about digital competences and their actual use in economic activities

4.3 Rewards/benefits

The mix of those present made it possible for the workshop to highlight several aspects that can be considered to all intents and purposes as advantages for all, since listening to each other's opinions and experiences, given the presence of different categories of stakeholders and some unemployed/immigrants, allowed the entire group to improve their skills/knowledge.

The materials and results were made available to all present with an invitation to re-use them in view of the degree of satisfaction shown by all present considering the importance of digital and technological skills in today's labour market.

5. Visibility and Dissemination

In the preparatory phase of the workshop and afterwards, much attention was paid to dissemination activities.

Different realities were invited so that a group of participants could be created that could best represent all the buyers that were to be analysed.

In order to give greater visibility, social channels were also involved in the dissemination activities

The final report of the workshop was made available to participants and, together with the other project materials, will be disseminated in the future

6. Resources and Support Materials

The main needed resources:

- Internet connection
- Tablets
- Digital competence cards - technology trade area
- Digital skills sheets - technological services area
- Blank sheets of paper
- Coloured pens/markers
- Post-it

7. Evaluation and Conclusions

7.1 Evaluation from the organizer's side

At the end of this workshop session, the CSCI as organiser of the event decided to see whether the workshop had had the expected effect.

The choice of a heterogeneous group of participants was in our opinion a very positive element as the dialogue between and parties was very constructive.

We judge the organisation of the event to have been positive, most of the invitees complied with the request to participate, and the timing seemed right in view of the proposed activities.

7.2 Evaluation from the participant's side

The opionions expressed by the participants was more than positive.

Participants stated that the activities were engaging and that they found the information very useful.

In their opinion, the workshop met their needs in terms of understanding the digital and technological skills needed for technical positions in the trade and service sectors.

All participants, both stakeholders and unemployed/immigrants, also rated the organisation of the event (timing and activities) as more than positive

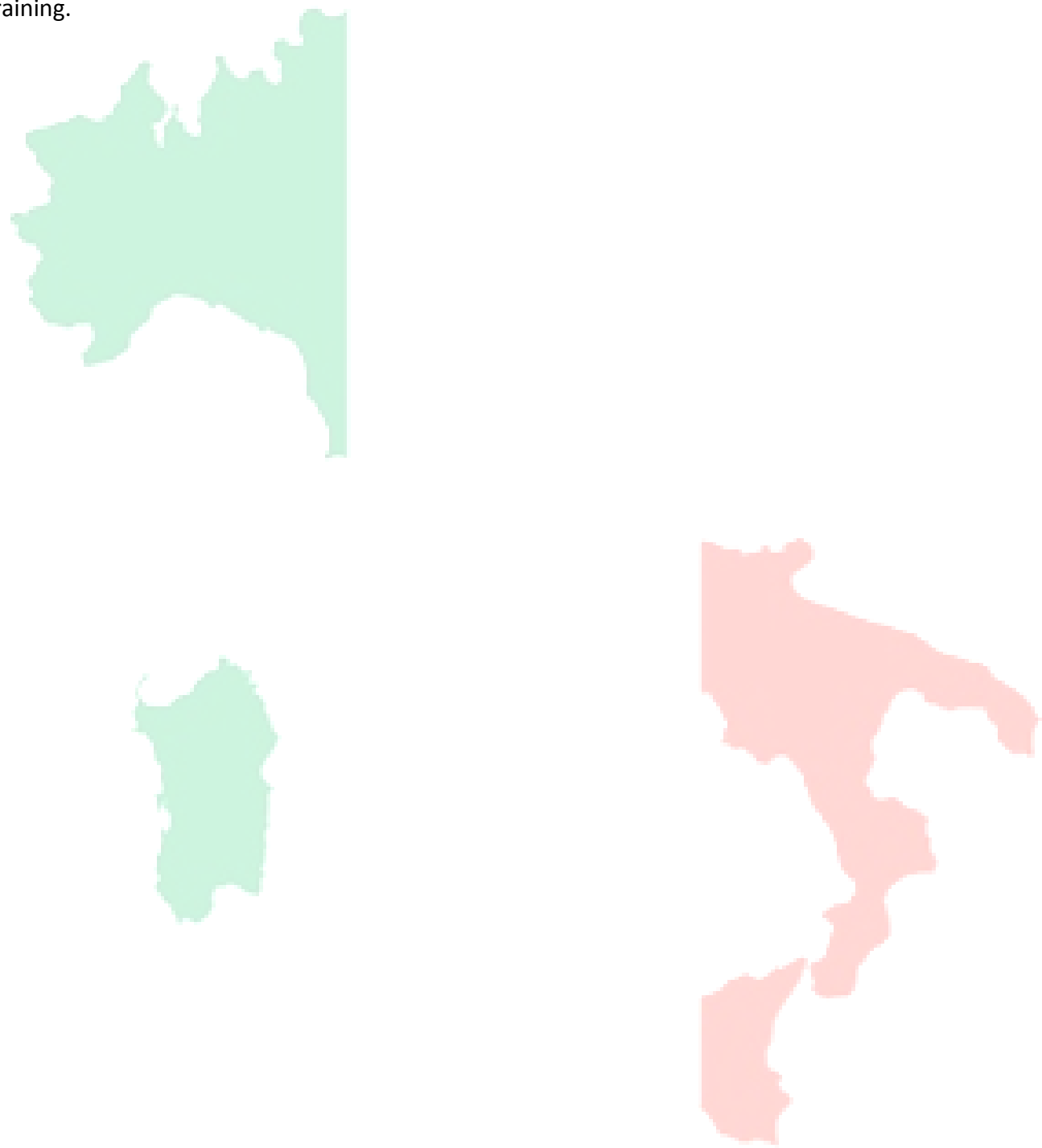
7.3 Conclusion

Considering the feedback received from organisers and participants, we can say that the workshop achieved its purpose.

The discussions that arose within the working groups and in the plenary meetings were constructive both in terms of highlighting the technical and digital skills needed and in terms of highlighting the non-professional skills needed in order to be able to do one's job in the areas under investigation.

All participants agreed that digitisation has facilitated certain aspects of their work in terms of both time and quality of work/organisation.

The information obtained from the workshop is, in our opinion, a good starting point for further training.



Co-funded by the
Erasmus+ Programme
of the European Union

[8]5.2.5 Lithuania – KPMPC

LOCAL WORKSHOP PROGRAMME AGENDA – LITHUANIA

Bridging the gap between the digital skills and the job requirements. "Mind the Gap, Fill the Gap!"

	18 May 2023 **10:00 to 12:00** **Online via Teams**	
Type of event:	Workshop	
Facilitator:	Julijana Choruža, KPMPC	
Please read:	Included Materials	
Please bring:	Your energy, insights and ideas	
	Agenda topics	
09:50-10:00	Registration	Opening virtual room.
10:00-10:05	Introduction	Agenda.
10:05-10:30	Context	Project status and results.
10:30-11:00	Brainstorming	Discussion on technical positions commonly found in the commerce and service sectors, for which digital and technology competencies are frequently more relevant.
11:00-11:30	Feature Definition	Participants will provide an example of an activity requiring non-professional digital competencies.
11:30-11:50	Highlighting the needs of stakeholders	Participants will highlight the needs of the stakeholders and educational needs of prospect employees.
11:50-12:00	Wrap-up	Summary of the workshop, consolidate workshop results. Evaluation.

[8] "Designed by Aranjuezmedina / Freepik" Designed by Aranjuezmedina / Freepik

Co-funded by the
Erasmus+ Programme
of the European Union

National Report of Lithuania's Workshop, Qualifications and Vocational Education and Training Development Centre (KPMPC), Vilnius

Introduction

Local workshop is a part of the fourth project „An integrated method to support migrants Intellectual output called „Workshops & Guidelines"(IO4). IO4 the workshops and the guidelines wants to give to staff members and teachers the instruments to talk and interact with public administrations and other beneficiaries. It is aimed to be a useful tool in the hands of employees and learners.

The local workshop aims to address the labour market needs in terms of technical positions in the commerce and service sectors, as well as the educational needs of prospect employees in those same sectors and provide concrete solutions using work plans.

The target groups of the workshop are on the one hand stakeholders in the sectors of commerce and service and on the other hand unemployed adults – including migrants (unemployed, never employed before – fresh out of school, job-seekers).

1. Local workshop information

- Hosting partner of the workshop: Qualifications and Vocational Education and Training Development Centre (KPMPC)
- Date of the event: 18.05.2023 (10:00 – 12:00)
- Number of participants: 21 participants
- Target groups: 17 stakeholders/educators/trainers and 4 unemployed adults
- Local Venue of the event: online via Teams

2. Target groups description

21 participants took part in the local workshop:

- 17 stakeholders/educators/trainers. Most of them are Vocational education and training providers, Non-governmental organizations focused on workforce development, Stakeholders in the sectors of commerce and service.
- 4 unemployed adults, who are fresh out of school and have never been employed before.

3. Summary and programme of the workshop

3.1 Introduction & Purpose

At the begining, the facilitator of the workshop introduced himself, after that the facilitator introduced the agenda and explained the aim of the workshop. Moreover, the facilitator highlited the importance of digital and technology competencies in todays labour market.

3.2 Organisation

The workshop was hosted and organized by Qualifications and Vocational Education and Training Development Centre (KPMPC).

4. Description and methodology of the activities of the workshops

Basically, three methods were used during a workshop:

- Introduction
- Brainstorming
- Reflection

Based on their professional category, participants discussed in groups, and identified the sequences of specific activities performed in technical positions in the commerce and service sectors, for which digital and technology competencies are frequently more relevant.

4.1 The Workshop

Activities developed during a workshop:

Activity 1: Introduction

The workshop facilitator introduced himself and explained the agenda. For better understanding, facilitator introduced the main project activities and reached results, explained the added value of the project.

Moreover, the facilitator highlited the aim of the workshop and invited to have a fruitful discussion on importance of digital and technology competencies in today's job market. The facilitator emphasized that the workshop will focus on identifying the digital skills gap and exploring solutions for bridging the gap.

After that participants introduced themselves and shared their experience in the commerce and service sectors.

Activity 2: Brainstorming

During brainstorming participants discussed about technical positions commonly found in the commerce and service sectors, for which digital and technology competencies are frequently more relevant. Participants agreed that technical positions commonly found in the commerce and service sectors are: *sales assistant, customer service representative, accountant-cashier, and administrative personnel.*

Next, the facilitator asked each participant to share their experience and to answer three questions:

How many digital and technology tools do you have at your work?

How often do you use them implementing your daily tasks?

In your opinion, what digital and technology tools are the most useful?

In general, more than half of participants claimed that basically their use 2-3 digital and technology tools, such as: *cash register, measuring devices, local notification system, computer visitor service program, customer quality assurance system.*

Around 25% of participants claimed that their use more than 3 digital and technology tools at work. All participants agreed that digitalization help them to implement their daily tasks quicker, with better quality. If you would like to work in commerce and service sectors you should obtain the digital and technology competencies.

Activity 3: Reflection

At the beginning of this part of the workshop facilitator asked participants to comment what they think the non-professional digital competencies are. The most popular answers were: *the ability to use the social channels, the ability to use different kinds of graphic design tools, to take social and cultural norms into account, to solve problems and react to the unforeseen, to cooperate and foster cooperation.*

Next, facilitator asked to think about different situations at work and reflect on whether non-professional digital competencies helped to solve problems. Participants identified different situations and realised that identified competences would be helpful in gathering and sharing information, collecting feedback for decision making, taking into account uncertainties and complex environments and etc.

During the activity participants realised that non-professional digital competencies help to provide the services in better quality and ensure customer‘s satisfaction.

4.2 Challenges

Identified challenges faced during the workshop for identifying digital and technological competencies in the commerce and service sectors:

Number of participants. 21 participants participated in the workshop, since the workshop was via Teams, it was difficult to moderate and to collect all opinions, ideas.

Diversity of workshop participants. Persons with different experience participated in the workshops.

Duration of the workshop. Discussed on wide topic, everyone wanted to provide feedback, it was not enough time for discussion.

Technical difficulties. From time to time some participants had poor internet connectivity. It was difficult to work in groups.

4.3 Rewards/benefits

The workshop had a lot of benefits. Fristly, it was a great idea to invite both sides (stakeholders and unemployed people) to take part in the workshop, who had the opportunity to hear each other's opinions and share their experiences, to ask questions.

Secondly, the workshop facilitator introduced project results, invited to use them. In addition, participants claimed that completed tasks, exercises, and discussion helped both parties to understand importance of digital and technology competencies in today's labour market.

5. Visibility and Dissemination

Different dissemination tools were used during the preparation of the workshop and afterwards.

Invitations to participate in the workshop were sent to the stakeholders from different regions of the country. This report will also be sent to our stakeholders. Moreover, the report will also be presented at other meetings organized by our institution.

6. Resources and Support Materials

The main needed resources:

- Personal computer
- Internet connection
- Smartphones
- Tablets

7. Evaluation and Conclusions

7.1 Evaluation from the organizer's side

Evaluation helps to understand whether the workshop had the expected effect, or whether the acquired knowledge and skills are applicable.

Feedback from the participants allows us to assume that the workshop was interesting and useful. The participants actively participated in the discussions, shared their experience.

The organization of the workshop consisted of several stages: the first stage - preparation for the workshop - during this stage the agenda was prepared, invitations were sent, employers were selected, and ppt slides were prepared. The second stage – implementing the workshop - performed actions provided in the agenda. The third stage – evaluation of the workshop – KPMPC and participants evaluated the workshop.

7.2 Evaluation from the participant's side

Participants mentioned that the workshop was well-planned and well-organized:

- the workshop started on time,
- participants were introduced and welcomed,
- agenda was available for all members,
- the purposes for the workshop were made clear,
- discussion was relevant,
- the facilitator summarized the main points of the discussion,
- the workshop moved along at a workable pace.

Participants heard a lot of useful information, advices, experience related with digital skills that could be beneficial in the commerce and service sectors. Moreover, stakeholders claimed that the information obtained, new insights helped them to look at the processes happening around them from a different angle.

7.3 Conclusion

Feedback received from the participants allows us to assume that the workshop was useful and fruitful. The participants actively participated in the discussions, shared their experience.

More than half of participants claimed that basically at work their use 2-3 digital and technology tools, such us: *cash register, measuring devices, local notification system, computer visitor service program, customer quality assurance system.* Around 25% of participants claimed that their use more than 3 digital and technology tools at work. All participants agreed that digitalization help them to implement their daily tasks quicker, with better quality.

Moreover, during the workshop participants commented on what they think the non-professional digital competencies are. The most popular answers were: *the ability to use the social channels, the ability to use different kinds of graphic design tools, to take social and cultural norms into account, to solve problems and react to the unforeseen, to cooperate and foster cooperation.*

Participants identified different situations and realised that identified competences would be helpful in gathering and sharing information, collecting feedback for decision making taking into account uncertainties and complex environments and etc. Participants realised that non-professional digital competencies help to provide the services in better quality and ensure customer‘s satisfaction.

The workshop created the prerequisites for creating a networking.

Chapter 6: Conclusions

[9]The Training Model provides comprehensive guidelines for addressing the digital skills gap and supporting the integration of low-skilled / long-term unemployed adults and low-skilled migrants into society and the labour market. Here are the conclusions of this endeavour:

Digital skills play a crucial role in the successful integration and employability of low-skilled / long-term unemployed adults and low-skilled migrants. Tailored digital skills training is essential to meet the specific needs and challenges they face, considering their cultural backgrounds, language proficiency, and digital literacy levels.

Adopting participatory and learner-centred approaches is vital for effective training. Involving low-skilled / long-term unemployed adults and low-skilled migrants in the learning process and using methodologies that prioritize their engagement and relevance ensure inclusive and meaningful training experiences.

Modular training with tailored content allows for structured and progressive learning. Breaking down the digital skills training into modules enables flexibility and adaptability to different contexts and individual learning styles of low-skilled / long-term unemployed adults and low-skilled migrants.

Monitoring low-skilled / long-term unemployed adults and low-skilled migrants progress through assessment instruments helps identify areas for improvement and provide targeted support. Ongoing assessment ensures that training programs are responsive to low-skilled / long-term unemployed adults and low-skilled migrants' evolving needs and enables trainers to adjust their teaching strategies accordingly.

Emphasizing the practical relevance of digital skills through real-life scenarios and examples enhances low-skilled / long-term unemployed adults and low-skilled migrants' understanding and confidence in applying these skills to their daily lives, social integration, and employment opportunities.

Continuous professional development is essential for trainers and educators as well as staff involved in the field of education to enhance their digital skills and teaching approaches. Keeping up with the latest trends and advancements ensures the delivery of effective and up-to-date training programs.

[9] "Designed by Aranjuezmedina / Freepik" Image by macrovector on Freepik

Collaboration and engagement with stakeholders, such as employers, employment agencies, and other relevant organizations, are crucial. Working together facilitates the alignment of training programs with labour market needs, encourages networking, and enables the sharing of resources and support.

By following these guidelines, educators, trainers, staff and stakeholders can create inclusive and effective digital skills training programs for low-skilled / long-term unemployed adults and low-skilled migrants. These programs empower low-skilled / long-term unemployed adults and low-skilled migrants to thrive in their new communities, contribute to the labour market, and bridge the digital skills gap that may hinder their integration.

Co-funded by the
Erasmus+ Programme
of the European Union

To our Readers,

Thank you for exploring the aIMS(M) project Guidelines. Your interest in promoting digital inclusion and empowering long-term unemployed, low-skilled migrant adults is truly appreciated. Together, we strive for a more inclusive and digitally empowered future.

We're online!

Good news! The "aIMS(M)" project is now available online. Follow our journey, learn more, and access free materials to support migrants in their integration into the labour market.

www.aimsm.eu

facebook.com/aimsmeu

info@aimsm.eu

aimsm.csciformazione.eu
Free online course

Stichting Surplus

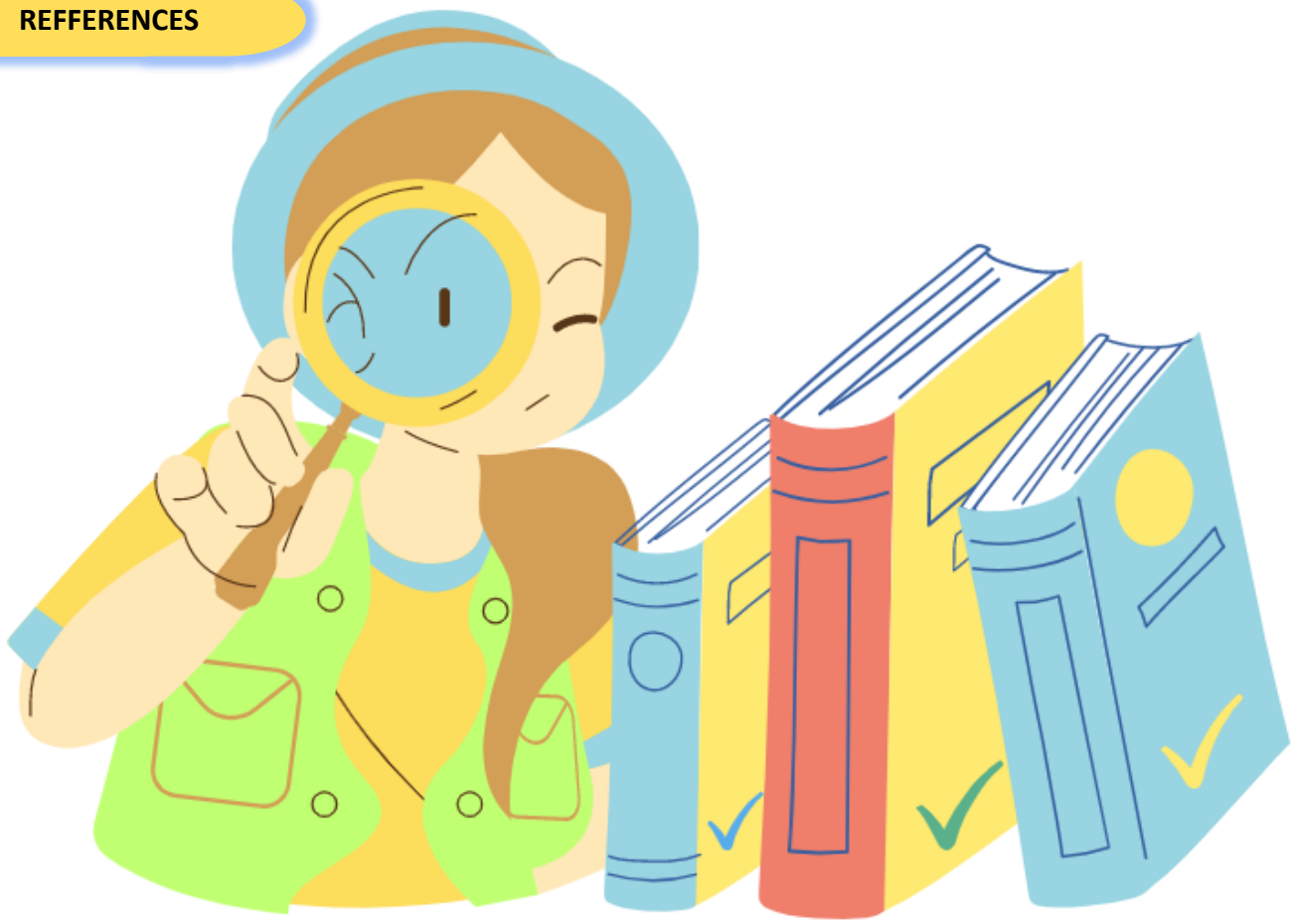
Prometeo

Asociatia CFPC Constanta

Consorzio Scuola Comunità Impresa

Kvalifikaciju ir profesinio mokymo pletros centras

REFFERENCES



Digital Competence Frameworks: Digital competence frameworks can serve as a basis for defining learning objectives and guiding the development of digital competences. Examples of such frameworks include:

- European Digital Competence Framework for Citizens (DigComp): https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en
- International Society for Technology in Education (ISTE) Standards for Students: https://www.iste.org/standards/iste-standards-for-students
- UNESCO ICT Competency Framework for Teachers (ICT-CFT): https://unesdoc.unesco.org/ark:/48223/pf0000376346

Research Publications on Digital Competence Development:

- Al Lily, A. E., Foland, J., Stoloff, D., Gogus, A., Erguvan, I. D., Awshar, M., ... & Tondeur, J. (2018). Investigating the role of the MOOC format in faculty professional development. International Review of Research in Open and Distributed Learning, 19(3).
- Lee, M. J. W., & Chan, A. (2019). Blended learning and teachers' digital competence: An analysis of HK primary schools. Educational Technology Research and Development, 67(4), 1057-1079.

- Schmid, R. F., Bernard, R. M., Borokhovski, E., Tamim, R. M., Abrami, P. C., Wade, C. A., ... & Surkes, M. A. (2014). The effects of technology use in postsecondary education: A meta-analysis of classroom applications. Computers & Education, 72, 271-291.

Best Practices in Online Learning and MOOCs:

- Liyanagunawardena, T. R., Adams, A. A., & Williams, S. A. (2013). MOOCs: A systematic study of the published literature 2008-2012. International Review of Research in Open and Distributed Learning, 14(3), 202-227. https://www.irrodl.org/index.php/irrodl/article/view/1455/2531
- Jansen, D., Schuwer, R., Teixeira, A., & Aydin, C. H. (2015). Comparing MOOC adoption strategies in Europe: Results from the HOME project survey. IRRODL, 16(6).

Formative and Summative Assessment in Online Learning:

- Vonderwell, S., & Zachariah, S. (2005). Factors that influence participation in online learning. Journal of Research on Technology in Education, 38(2), 213-230. https://www.tandfonline.com/doi/abs/10.1080/15391523.2005.10782436
- Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2010). Assessing conditions to enhance educational effectiveness: The inventory for student engagement and success. John Wiley & Sons.

Flipped Learning Network. (n.d.). What is Flipped Learning? Flipped Learning Network. https://flippedlearning.org/definition-of-flipped-learning/

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

Freire, P. (1970). Pedagogy of the oppressed. Continuum.

UNESCO. (2015). Education for All 2000-2015: Achievements and Challenges. UNESCO.

Puentedura, R. (2014). SAMR: A Contextualized Introduction. EmergingEdTech. https://www.emergingedtech.com/2014/05/samr-model-practical-guide-edtech-integration/

Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.

International Organization for Migration. (n.d.). Migration Glossary. https://www.iom.int/migration-glossary

Kirkpatrick, D. L. (1998). Evaluating Training Programs: The Four Levels. Berrett-Koehler Publishers.

Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2014). NMC Horizon Report: 2014 K-12 Edition. The New Media Consortium.

Siemens, G., & Tittenberger, P. (2009). Handbook of emerging technologies for learning. University of Manitoba.

European Commission. (2013). Europe 2020: A strategy for smart, sustainable and inclusive growth. European Commission.

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Prentice-Hall.

ADDITIONAL RESOURCES

10

In the pursuit of fostering the successful integration of migrants into society and the labour market, the comprehensive guidelines for teaching digital skills serve as a valuable resource. To further bolster these efforts and provide comprehensive support, this section offers a curated selection of additional resources and tools. These resources are carefully chosen to complement the guidelines, enabling educators, trainers, and stakeholders to create inclusive and effective digital skills training programs for migrants.

In the digital age, proficiency in digital skills is not just advantageous but crucial for migrants as they navigate their new environments and seek employment opportunities. These handpicked resources encompass a diverse range of topics, from digital literacy and media education to web accessibility and online learning platforms. By utilizing these supplementary materials, educators and trainers can enhance the learning experiences of migrants, ensuring their digital empowerment and equipping

[10] "Designed by rawpixel.com / Freepik" Designed by rawpixel.com / Freepik

them to thrive in their new communities.

Moreover, collaboration and engagement with stakeholders, including employers, employment agencies, and relevant organizations, play a pivotal role in the success of these initiatives. Therefore, the provided resources also encompass tools that facilitate networking, knowledge-sharing, and alignment of training programs with the ever-evolving needs of the labour market.

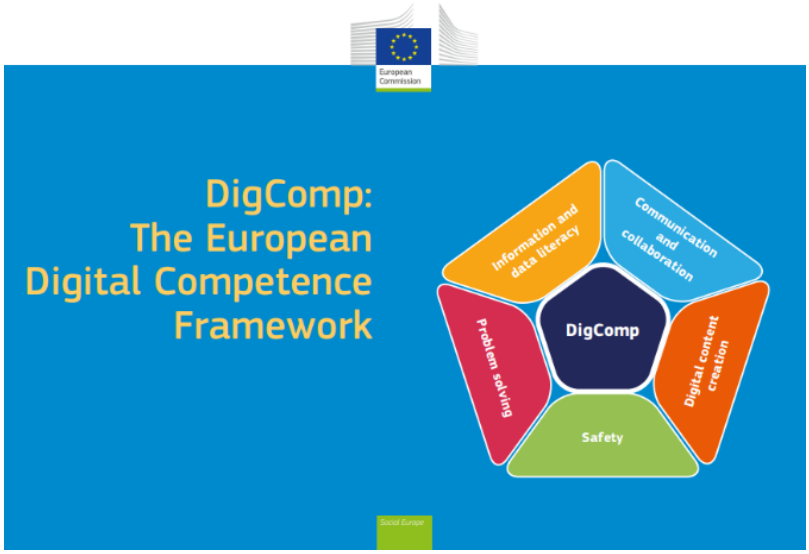
With a focus on inclusivity, adaptability, and practical relevance, these additional resources underscore the significance of a learner-centred approach in the digital skills training of migrants. By combining the guidelines' core principles with the knowledge and insights gained from these supplementary materials, we can collectively bridge the digital skills gap and empower migrants to contribute meaningfully to society and the labour market. Together, let us embark on this journey of digital inclusion and transformation, ensuring that no migrant is left behind in the rapidly advancing digital landscape.

These additional resources cover a wide range of topics related to digital skills, migration, and education, and can provide valuable insights and tools to support the goals outlined in the document.

- International Organization for Migration (IOM) - Migration, Environment, and Climate Change: Website: https://www.iom.int/ The IOM is a leading intergovernmental organization that provides resources and information on migration, including the intersection of migration, environment, and climate change. They offer reports, research papers, and training materials related to migrant integration and digital skills.
- European Commission - Digital Skills and Jobs Coalition: Website: https://digital-skills-jobs.europa.eu/en The Digital Skills and Jobs Coalition is an initiative by the European Commission aimed at promoting digital skills across Europe. Their website offers various resources, including reports, toolkits, and case studies related to digital skills training and inclusion of migrants in the digital economy.
- UNESCO - Media and Information Literacy: Website: https://en.unesco.org/themes/media-and-information-literacy UNESCO's Media and Information Literacy program focuses on promoting critical thinking, digital literacy, and media literacy skills. These skills are essential for migrants to navigate the digital world safely and effectively.
- Digital Inclusion Toolkit by Good Things Foundation: Website: https://www.goodthingsfoundation.org/research-resources/digital-inclusion-toolkit Good

Things Foundation provides a Digital Inclusion Toolkit that offers practical guidance and resources for teaching digital skills to diverse groups, including migrants. The toolkit includes lesson plans, teaching materials, and case studies.

- European Web Accessibility Directive: Website: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32016L2102 The European Web Accessibility Directive focuses on making websites and mobile apps more accessible to all, including people with disabilities and migrants with language barriers. Understanding web accessibility is essential for digital inclusion.
- TechSoup: Website: https://www.techsoup.org/ TechSoup is a nonprofit organization that provides technology resources and knowledge to nonprofits and NGOs. They offer webinars, articles, and guides on digital skills training and technology for social impact.
- Coursera for Refugees: Website: https://www.coursera.org/for-university-and-college-students/refugees Coursera for Refugees provides free access to online courses from top universities for refugees and displaced individuals. These courses cover various topics, including digital skills, which can be beneficial for migrants as well.
- LinkedIn Learning - Learning Paths: Website: https://www.linkedin.com/learning/paths LinkedIn Learning offers learning paths that provide curated courses on specific topics, such as digital skills, communication, and job readiness. Migrants can use this resource to acquire targeted skills.
- Edutopia - Digital Literacy: Website: https://www.edutopia.org/topic/digital-literacy Edutopia offers articles, videos, and guides on digital literacy and the integration of technology in education. Educators and trainers can find useful resources to enhance their teaching methods.



[11]

The DigComp 2.1 Framework, developed by the European Commission, offers a comprehensive roadmap for understanding and cultivating digital competence. It encompasses five key areas that collectively empower individuals to navigate and utilize digital technologies effectively.

The five areas of digital competence as outlined in the DigComp 2.1 Framework are:

[11] Luxembourg: Publications Office of the European Union, 2018 © European Union, 2018 Images © Shutterstock.

1. **Information and data literacy**: This area involves browsing, searching, and filtering data, information, and digital content. It also includes evaluating data, information, and digital content as well as managing data, information, and digital content. The aim is to turn data into information and knowledge.
2. **Communication and collaboration**: This area involves interacting through digital technologies, sharing through digital technologies, engaging in citizenship through digital technologies, collaborating through digital technologies, and netiquette (internet etiquette). It also includes managing one's digital identity. This emphasizes using digital technologies for communication, expression, collaboration, and participation in society.
3. **Digital content creation**: This area covers developing digital content, integrating and re-elaborating digital content, copyright and licenses, programming, and solving technical problems. This is about creating and editing new content and being creative with digital technologies.
4. **Safety**: This area involves protecting devices, protecting personal data and privacy, protecting health, protecting the environment, and protecting digital content. The focus is on using digital technologies safely and sustainably.
5. **Problem-solving**: This area covers solving technical problems, identifying needs and technological responses, creatively using digital technologies, identifying digital competence gaps, and innovating and identifying opportunities. The focus is on identifying and solving problems using digital technologies, including basic troubleshooting and being innovative or creative with technology.

The following digital competences are essential for individuals to navigate the digital landscape effectively, responsibly, and securely. They play a crucial role in enhancing problem-solving abilities and promoting digital citizenship in various aspects of life, work, and learning.

Module 1. Information and Data Literacy:

- Browsing, searching, and filtering data, information, and digital content
  - Demonstrating proficiency in conducting effective searches using search engines and databases.
  - Utilizing advanced search techniques, such as Boolean operators, to refine search results.
  - Evaluating the credibility and reliability of digital sources before using them for research or decision-making.

- Evaluating data, information, and digital content

    - Applying critical thinking skills to assess the accuracy and objectivity of data and information presented in digital formats.
    - Identifying potential biases and evaluating the authority of the sources to make informed judgments.
    - Differentiating between primary and secondary sources to determine the relevance and reliability of information.

- Managing data, information, and digital content
- Organizing and storing digital data and information in a systematic and accessible manner.
- Utilizing digital tools and applications to manage references, citations, and bibliographies for research purposes.
- Understanding data privacy and security best practices when handling sensitive information.

- Turning data into information and knowledge
- Analyzing and interpreting data to extract meaningful insights and patterns.
- Synthesizing information from various sources to create cohesive and comprehensive knowledge.
- Presenting information effectively through digital presentations, reports, or other multimedia formats.

Specific resources with background information are:

International Federation of Library Associations and Institutions (IFLA)

- Resource: IFLA's Information Literacy Section provides guidelines and publications related to information literacy. They offer insights into best practices for finding, evaluating, and using information effectively.
- Website: https://www.ifla.org/information-literacy

Association of College and Research Libraries (ACRL)

- Resource: ACRL's Information Literacy Framework offers valuable resources for understanding and implementing information literacy concepts in higher education settings.
- Website: http://www.ala.org/acrl/standards/ilframework

Module 2. Communication and Collaboration:

- Interacting through digital technologies
    - Engaging in effective communication with others using various digital communication tools, such as email, messaging apps, and video conferencing.

    - Demonstrating active listening skills in digital interactions to understand and respond appropriately to others.
    - Using appropriate digital communication etiquette to maintain respectful and professional interactions.

- Sharing through digital technologies
    - Sharing information, resources, and knowledge with others using digital platforms, such as file-sharing services and collaborative tools.
    - Collaborating with peers and colleagues through digital tools to achieve common goals and complete group projects.
    - Engaging in online communities and networks to contribute and exchange ideas with like-minded individuals.

- Engaging in citizenship through digital technologies
    - Participating responsibly and ethically in the digital society by adhering to online regulations and guidelines.
    - Promoting digital literacy and positive digital citizenship among others, including peers and online communities.
    - Using digital technologies to advocate for social causes and community involvement.

- Managing one's digital identity
- Creating and maintaining a positive and professional online presence across various digital platforms.
- Being mindful of the information shared online and its potential impact on one's reputation and relationships.
- Understanding and practicing netiquette (internet etiquette) in digital interactions to foster positive communication.

Specific resources with background information are:

International Society for Technology in Education (ISTE)

- Resource: ISTE's Standards for Students focus on digital communication and collaboration skills. They provide guidelines for using digital technologies responsibly and effectively to communicate and collaborate with others.
- Website: https://www.iste.org/standards/for-students

Common Sense Education

- Resource: Common Sense Education offers resources and lesson plans on digital citizenship, including communication and collaboration topics. They cover effective online communication, responsible use of social media, and positive digital interactions.
- Website: https://www.commonsense.org/education/

Module 3. Digital Content Creation:

- Developing digital content
  - Creating original and valuable materials using digital tools and software.
  - Designing multimedia content, such as images, videos, and presentations, that effectively conveys information and ideas.
  - Utilizing creativity and innovation to produce engaging and informative digital content.

- Integrating and re-elaborating digital content
  - Combining different types of digital content to enhance the overall quality and impact.
  - Incorporating multimedia elements to enrich textual content and create a more dynamic learning experience.
  - Adapting and repurposing existing digital content for different contexts and audiences.

- Understanding copyright and licenses
- Familiarizing oneself with copyright laws and regulations to ensure the legal and ethical use of digital content.
- Respecting intellectual property rights and properly attributing sources when using content created by others.
- Comprehending Creative Commons licenses and public domain materials to make informed decisions about content usage.

- Programming and solving technical problems
  - Developing basic programming skills to create interactive and dynamic digital content.
  - Troubleshooting technical issues that may arise during the content creation process.
  - Applying problem-solving techniques to address challenges related to digital content creation.

Specific resources with background information are:

Creative Commons

- Resource: Creative Commons provides licenses that allow creators to share their work while retaining copyright. Learners can understand the different Creative Commons licenses to respect intellectual property rights when using and sharing digital content.
- Website: https://creativecommons.org/

Edutopia

- Resource: Edutopia offers articles and resources on digital storytelling and multimedia creation. Learners can explore innovative ways to use digital tools for content creation and expression.
- Website: https://www.edutopia.org/

Module 4. Safety:

- Protecting devices
  - Implementing security measures to safeguard digital devices from threats, such as viruses, malware, and unauthorized access.
  - Ensuring devices are updated with the latest software patches and security updates.
  - Using strong passwords and enabling device locking mechanisms for added protection.

- Protecting personal data and privacy
  - Being conscious of data sharing and understanding the importance of informed consent when sharing personal information online.
  - Safeguarding sensitive information, such as financial data and personal identifiers, from potential misuse or theft.
  - Avoiding oversharing on social media and other digital platforms to maintain privacy.

- Protecting health:
  - Understanding and practicing safe and healthy behaviors while using digital technologies, such as maintaining proper posture and taking breaks to reduce eye strain.
  - Being mindful of screen time and digital device usage to prevent issues like digital eye strain and disrupted sleep patterns.

- Protecting the environment
  - Promoting sustainable and responsible use of digital resources to reduce electronic waste.
  - Encouraging the recycling and proper disposal of electronic devices to minimize environmental impact.

- Protecting digital content
  - Ensuring backups of important digital content to prevent data loss in case of device failure or cyber incidents.
  - Implementing security measures to protect digital content from unauthorized access or theft.

- Adhering to copyright laws and respecting intellectual property rights when using and sharing digital content.

Specific resources with background information are:

National Cyber Security Alliance (NCSA)

- Resource: NCSA provides educational resources on digital safety, cybersecurity, and online privacy. They offer tips and guidelines for protecting devices, data, and personal information while using digital technologies.
- Website: https://staysafeonline.org/

Cybersecurity and Infrastructure Security Agency (CISA)

- Resource: CISA offers cybersecurity resources and best practices to stay safe online. Learners can access tips for securing devices, recognizing cyber threats, and protecting against cyberattacks.
- Website: https://www.cisa.gov/

Module 5. Problem Solving:

- Identifying needs and technological responses:
  - Identifying the needs of individuals or society that can be addressed using digital technologies.
  - Making critical judgments and decisions to determine the most appropriate technological solutions.
  - Approaching complex problems by utilizing digital technologies effectively and efficiently.

- Creatively using digital technologies:
  - Using digital technologies in innovative ways for work, learning, leisure, culture, and social participation.
  - Generating new ideas and content through the use of digital tools and platforms.
  - Modifying, refining, and customizing digital content to suit specific purposes or preferences.
  - Engaging in creative processes that leverage digital technologies to produce unique outcomes.

- Identifying digital competence gaps:

- Recognizing one's own digital competence level and areas that require improvement or updating.
- Seeking learning opportunities to enhance personal digital competences.
- Promoting the development of digital competences in others, such as peers or learners.

- Troubleshooting:
  - Identifying and resolving technical problems encountered while using digital technologies.
  - Troubleshooting common issues related to digital environments, software, or hardware.
  - Maintaining and optimizing the performance of digital devices to ensure smooth functioning.
  - Taking measures to protect devices and digital content from potential threats and security risks.

Specific resources with background information are:

Identifying needs and technological responses:

- Digital Unite: Technology Guides: A collection of easy-to-understand guides that explain various aspects of digital technology, ranging from the basics of using a computer to understanding the internet.
- Microsoft: Digital Literacy Course: A comprehensive course that covers the basics of computing, the internet, productivity programs, and computer security.
- SeniorNet: Learning Centers: A nonprofit organization that provides computer and Internet education for adults aged 50 and older.

Creatively using digital technologies:

- BBC WebWise: A beginner's guide to using the internet, covering topics from creating a safe password to using email.
- Google's Applied Digital Skills: A free, project-based digital literacy curriculum from Google that offers a variety of lessons from beginner to advanced level.
- TechBoomers: Offers free tutorials that teach older adults and other inexperienced technology users basic digital skills and how to use popular websites and apps.
- Make Use Of: Basic Internet Skills: An article providing a collection of basic internet skills to show to beginners.

Identifying digital competence gaps:

- GCFGlobal: Internet Skills: Free learning platform offering various lessons on internet skills, ranging from using a browser to understanding social media.
- Net Literacy: Senior Connects: A non-profit that helps seniors learn computer and Internet skills.

- NorthStar Digital Literacy: Offers online, self-guided modules for individuals to understand, learn and develop the skills needed to successfully perform tasks on computers and online.

Troubleshooting:

- Digital Unite: Fixing Computer Problems: A simple guide to common computer problems.
- Home and Learn: Free Computer Courses for Beginners: Free computer courses and tutorials site. All the courses are aimed at complete beginners.
- In Pictures: Basic Computer Skills: Provides free computer tutorials for beginners and seniors based on pictures, not words.
- YouTube: David A. Cox: A YouTube channel providing beginner-friendly tech tutorials.
- Learn Free: Computer Basics: An introduction to basic computer skills with step-by-step visual guides.
- TechBoomers: Tech Safety and Security: Offers beginner-friendly guides on tech safety and security.

12

Extension: Inclusive Digital Skills Training for Adult Students with Special Needs

In our commitment to fostering inclusivity and accessibility in digital skills training, this extension provides adaptations and resources tailored to adult students with special needs. It recognizes the diverse learning requirements of individuals with disabilities and aims to create an empowering and supportive environment for their digital learning journey. By integrating these adaptations into the guidelines, educators and trainers can ensure that all learners, regardless of their abilities, have equitable access to digital skills training.

Universal Design for Learning (UDL): Universal Design for Learning (UDL) is an educational framework that advocates for creating content and learning experiences that accommodate the diverse needs of all learners. By applying UDL principles, educators can customize learning paths, materials, and assessments to suit individual strengths, preferences, and challenges. The National

[12] "Designed by vectorjuice / Freepik" Designed by vectorjuice / Freepik

Center on Universal Design for Learning provides comprehensive resources, guidelines, and examples for implementing UDL in digital skills training.

Resource link: National Center on Universal Design for Learning

Accessible Digital Content and Tools: Ensuring that digital content and tools are accessible to individuals with disabilities is paramount. The Web Accessibility Initiative (WAI) by the World Wide Web Consortium (W3C) offers guidelines, tutorials, and tools for creating web content that is perceivable, operable, understandable, and robust for all users, including those with disabilities.

Resource link: Web Accessibility Initiative (WAI)

Assistive Technology Tools: Assistive technology plays a vital role in supporting individuals with special needs in their learning journey. These tools can range from screen readers and speech recognition software to adaptive keyboards and alternative input devices. The National Center on Accessible Educational Materials (AEM) provides a repository of resources and information on how to effectively use assistive technology to support learners with disabilities.

Resource link: National Center on AEM

Personalized Learning Plans: For adult students with special needs, personalized learning plans are essential to cater to their unique learning styles and abilities. These plans take into account individual strengths, challenges, and interests, enabling educators to create tailored learning experiences. The Education Commission of the States offers insights and resources on developing effective personalized learning plans for adult learners with disabilities.

Resource link: Education Commission of the States - Personalized Learning Plans

Peer Support and Mentoring: Incorporating peer support and mentoring programs can significantly enhance the learning experience for adult students with special needs. Connecting learners with peers who have similar experiences or offering mentoring support fosters a sense of belonging and empowers learners to overcome challenges. The National Collaborative on Workforce and Disability (NCWD) provides resources on implementing peer support initiatives.

Resource link: NCWD - Peer Mentoring

By integrating these adaptations and utilizing the additional resources provided, educators and trainers can create an inclusive and empowering learning environment for adult students with special needs. Through personalized approaches, accessible content, and supportive tools, we can ensure that every learner has an equal opportunity to thrive in the digital landscape and contribute their unique skills to society and the labour market.

aIMS(M)
We support Migrants

Co-funded by the
Erasmus+ Programme
of the European Union

www.aimsm.eu

info@aimsm.eu

facebook.com/aimsmeu

Together WE CAN DO MORE!

aimsm.csciformazione.eu

Free online course

Stichting Surplus

Prometeo

Asociatia CFPC Constanta

Consorzio Scuola Comunità Impresa

Kvalifikaciju ir profesinio mokymo pletros centras