



**DIGITAL LEARNING**  
**IN THE FAMILY**

# Guide for Training Digital Skills For People With Migrant Background

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# I. Introduction

- Background of the Digital Learning in the Family project

Digital Learning in the Family is a 2021-2023 project funded by the European Commission within the Erasmus+ 2021-2027 programme, Key Action 2: Strategic Partnership Projects (Agreement n° 2021-1-DE02-KA220-ADU-000026930). The project is aimed to support women with a migrant background in acquiring digital skills and qualifications, providing them with professional opportunities and aiding their integration into host societies. The pilot countries of the project were Germany, Poland and Italy.

The world of work has undergone fundamental changes in recent years, becoming increasingly digitized and globalized, requiring employees to be mobile, flexible and possess a set of certain digital skills. Moreover, the pandemic and the migration crisis have profoundly affected Europe and the world. The social repercussions of the Corona crisis have particularly impacted women with children, as they bore the brunt of childcare responsibilities during the pandemic, delaying their own job pursuits or qualification-related activities. Women with a migration background, who were already socially disadvantaged, poorly qualified, and unaccustomed to learning before the crisis, now face the risk of falling further behind in terms of digital knowledge and qualifications. The pandemic has exponentially increased the demand for digital applications and corresponding qualifications, causing a rapid decline in job market opportunities for these women due to a lack of further training. This issue affects both recently arrived migrant women and those who have resided for a long time but have not yet integrated into the local labor market.

The world has undergone significant transformations not only in the realm of international affairs but also in the sphere of education, training, and lifelong learning. It is important to recognize that learning is no longer confined to the simple transfer of knowledge, skills, and attitudes from teacher to learner. This holds especially true when we consider the learning needs of migrants. Learning, in essence, transcends the mere acquisition of certificates or formal recognition through accreditation. Instead, it has evolved into a continuous lifestyle that is essential for our work, leisure, and civic engagement.

Learning is a mindset that goes beyond simply gaining knowledge; it encompasses a curiosity-driven mentality, essential for understanding complex societal dynamics, seeking better job opportunities, or creating a safer living environment. In the context of the Western 21st century, learning is primarily a mindset, and the ownership of the learning process rests with the learner. This transformation is not

something that can be easily instilled in a traditional course; instead, it's a social process that nurtures intellectual curiosity and builds self-confidence. The ultimate goal of learning is not solely to accumulate knowledge and skills; it's predominantly about developing self-efficacy.

To facilitate this process effectively, one needs a reliable mentor—a person who can be trusted and who provides support during moments of doubt and frustration, especially when the course material seems challenging. This mentorship relationship becomes even more crucial when multiple members of a family are engaged in the learning process. In such a scenario, spouses and their children must collaborate to foster socialization and cultivate a shared ambition for continuous curiosity. This collaborative effort is essential for enhancing societal integration and expanding job prospects. The role of a mentor is pivotal in adjusting and customizing formal curricula to accommodate situational and existential factors, such as family conditions and personal growth.

To support under-qualified migrant mothers in gaining digital skills, an approach was tested, bringing together the combined expertise of six European partner organizations. The goal was to encourage them to expand their digital skills and participate in courses that not only provide them with digital skills for everyday life but also impart digital knowledge relevant to their professional pursuits, thereby enabling them to have a brighter career outlook.

## ● Partners in the Project

Grone-Bildungszentren Nordrhein-Westfalen gGmbH – Germany, a project leader, one of the largest training service providers for vocational training and further education, and also for women with a migration background.

[www.grone.de](http://www.grone.de)

Gemeinnützige Fördergesellschaft Schule und Innovation in Dortmund s.i.d. gGmbH, KITZ.do, – Germany, a project partner, a non-profit educational institution that specializes in STEAM topics.

<https://kitzdo.de>

Umbria Training Center – Italy, a project partner, a social promotion NGO with extensive experience in the implementation of EU projects.

[www.umbriautc.org](http://www.umbriautc.org)

Fundacja Wspierania Wiezi Lokalnych „Linking Foundation“ – Poland, a project partner, a foundation to support social and charitable activities, also in the field of education.

<https://linkingfoundation.org>

Both Social B.V. – the Netherlands, a project partner, an adult education center and specialist in training online tools.

[www.bothsocial.nl](http://www.bothsocial.nl)

Sumy State University – Ukraine, a project partner responsible for evaluation, a university and the largest research centre in North-Eastern Ukraine.

<https://int.sumdu.edu.ua>

- **Overview of the target groups and their challenges**

The Digital Learning in the Family project targeted specific groups of individuals facing unique challenges in their pursuit of digital skills and professional opportunities. The primary focus laid on women with a migrant background who were unemployed and had little to no experience with computers. Additionally, the project also extended its support to the children of the participating women, as well as Learning Companions, who served as mentors in the project.

The target group of women with a migrant background who were unemployed comprised women with refugee or migrant backgrounds who found themselves unemployed in the host countries - Germany, Italy, and Poland. Many of these women faced significant challenges in accessing the local labor market due to various factors, including language barriers, cultural differences, and lack of recognized qualifications. Often, they had to neglect their own advanced training, particularly in the area of digital skills, to fulfill family responsibilities, such as raising children and adhering to cultural traditions. The ongoing corona epidemic further compounded their struggles, exacerbating their isolation and limiting their opportunities.

For these women, gaining digital skills and qualifications becomes a crucial step in empowering them to overcome barriers and access better job prospects. By tailoring training programs to their specific needs and circumstances, the project aimed to provide them with relevant and practical skills, enhancing their chances of employment and self-sufficiency. Additionally, involving their families, particularly their children, in parallel support programs acted as a motivation and support mechanism, as the women were

more likely to participate when their families were also benefiting from the project. Therefore, recognizing the interdependence of the women and their families, the project extended its reach to include the children of the participating women. These children often face their own challenges, such as adapting to a new culture, language, and education system. By providing parallel opportunities for children, the project created a positive incentive for their mothers to participate in the program. Engaging children in educational and extracurricular activities helped to create a supportive family environment, where both the women and their children could learn and grow together.

To ensure the success of the project and offer personalized support to the women, Mentors played a vital role in the project. These mentors were individuals with expertise in digital skills and an understanding of the challenges faced by the target group. They acted as guides, offering encouragement, support, and practical assistance throughout the learning journey. By having mentors, the participants could receive personalized attention, which fostered a sense of empowerment and self-confidence.

- **Objectives of the guidebook**

The primary purpose of this guidebook is to provide a comprehensive overview of the Digital Learning in the Family project, its methodologies, and its conclusions. The guidebook serves as a valuable resource for educators, institutions, and organizations that are actively engaged in working with the target group of migrant women. It aims to offer practical insights, best practices, and valuable lessons learned from the project's implementation, empowering the readers to develop and implement similar initiatives effectively.

To elaborate, the guidebook delves into a detailed understanding of the Digital Learning in the Family project. Educators, institutions, and organizations can gain valuable insights into the methodologies and approaches employed during the project. This includes strategies to engage and motivate low-skilled migrant women, innovative teaching techniques for digital skill development, and methods to involve and support their families, especially their children, throughout the learning process. The guidebook offers an honest and reflective analysis of the challenges faced during the project's execution and the strategies adopted to overcome them. Readers can learn both from successes and setbacks, enabling them to navigate potential obstacles when implementing their initiatives. Drawing from the experiences and achievements of the Digital Learning in the Family project, the guidebook highlights best practices that have proven effective in empowering migrant women with digital skills. These insights can serve as a roadmap for educators and organizations seeking to enhance the employability and integration of their target group. The guidebook also presents a comprehensive conclusion, summarizing the impact of the

project on the participants and their families. Based on these insights, it provides practical recommendations for further improving similar initiatives and tailoring them to specific local contexts.

The guidebook is crafted to cater to a specific audience - educators, institutions, and organizations working with the target group of migrant women. These professionals are actively involved in designing and implementing programs to support and empower women with refugee or migrant backgrounds, particularly those facing challenges in accessing the labor market and acquiring digital skills.

The target audience includes, but is not limited to:

- Educators: Teachers, trainers, and facilitators engaged in conducting educational programs and courses for migrant women.
- Institutions: Educational institutions, community centers, and vocational training centers that host programs aimed at supporting and integrating migrant women into the workforce.
- Non-Governmental Organizations (NGOs): Organizations with a focus on women's empowerment, refugee support, and migrant integration.
- Government Agencies: Public entities responsible for formulating policies and allocating resources to support migrant women's integration and skills development.
- Project Managers and Coordinators: Individuals overseeing initiatives targeting migrant women.

By catering to these specific target audiences, the guidebook aims to foster knowledge-sharing and encourage the adoption of successful strategies and practices across various educational settings and organizational contexts. It is designed to empower these stakeholders with the tools and insights needed to effectively support migrant women on their journey to acquiring digital skills, enhancing their employability, and facilitating their successful integration into the host societies.

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## II. Overview of Project Outcomes

- IO1A – Basic module for women

The training course consisted of 12 lessons. The lessons were divided into two parts in all units. The first part, preceded by a linguistic introduction on the topics and words being dealt with, was theoretical and informative. The second part of the course was practical, the participants tested what they have learned through practical examples. A learning test measured the expected results of the unit.

PART A - Theory	PART B - Practice
<p>Taking into consideration the medium average level of knowledge and skills of the participants, depending on the topic, the first 20 to 30 minutes are spent learning or deepening the required (technical) vocabulary and common phrases. Different didactic methods are used for this, e.g. Memory game, mind maps; Posters; Free collection of terms; Use of images to recall terms; Encyclopaedic terms.</p>	<p>Afterwards, the participants practice practical applications within the respective topic. Either laptops, smartphones or other digital devices are used for this purpose. Participants will be involved in practical examples of daily life to better understand the teaching.</p>

The consistent division into two parts allowed the participants to concentrate on one focus: vocabulary and possibly sentence training on the one hand and digital training on the other.

The topics covered were, generally speaking, learning how to use computers, tablets, phones, and the main applications for leisure and personal growth. Know how to find out on the Internet, how to interact with their children and with school apps, how to stay in contact with relatives in the country of origin, how to develop hobbies such as photography and video recordings, have a social account, a mailbox and a digital ID, how to open a bank account (including online), how to access basic public administration services.



Topic name	Detailed topic	Time
1. Guidance to the training course	Germany, Poland and Italy have to develop a little introduction to the training course as an informative moment, according to their target groups and participants level, making them aware of the general purpose	(1,5h)
2. Use of digital devices	Basic terms First technical terms and formulations Switch on laptop, smartphone, etc. other digital devices Starting the Internet	(1,5h) PL
3. Basics of Internet research	Different search engines Research techniques Interpreting research results	(1,5h) IT
4. E-Mail	Setting up a P.O. Box Managing your mailbox Writing e-mails	(1,5h) PL
5. Customer organization	Login requirements Security (EU dual identification, i-Tan, certification, etc.) Account overview Transfer, standing orders	(1,5h) DE
6. Shopping online	Filling in forms with personal details Buyer protection Encryption	(1,5h) IT
7. Public Transport and ticket	Call up local transport providers (VRR, Bahn, Flixbus) Search for a connection Buy tickets Book rental bicycles	(1,5h) DE



- IO1B: Family module

In order for these courses to take place, parallel childcare was offered for the children of the participating mothers, which was aimed at younger children between the ages of 5 and 9. The childcare time should be meaningful and interesting for the children, which is why the focus was on experiments from the STEM area (science, technology, engineering and mathematics) and on playful language development in the form of a memory puzzle. The first part of the module - experimentation - will now be discussed in more detail.

Children are curious by nature and have a great interest in understanding and comprehending their experienced environment. Even younger children show this curiosity. Small, age-appropriate experiments can awaken their natural curiosity. They can also promote communication, as cooperation is an important aspect of joint experimentation. In addition, they promote independent work, fine motor skills and, last but not least, the children's self-esteem: if an experiment is successful, there is a lot to be amazed about and the joy of successful, own actions strengthens self-confidence.



The scientifically correct explanation of the phenomenon should not yet be in the foreground. It is rather the way there - the experimenting itself - that is interesting for the children. Often, explanations only remain on the level of describing what has been observed.

However, this is often enough to stimulate the children's curiosity. When experimenting together with children, experiments should be selected that fulfill the following aspects:

- The experiments are not dangerous.
- The phenomena and materials occur in the children's everyday world.
- They are short and guarantee a sense of achievement.
- They must be able to be carried out by the children.

The selected experiments in this script fulfill these conditions; if there are any restrictions, for example, because experiments are carried out with fire, there is a corresponding note in the instructions. Furthermore, despite the harmlessness of the materials, the children must never be left alone while they experiment.

**For a suitable supervision ratio, one adult should not supervise more than 4 children at the same time.**

For each course day, general and special laboratory rules adapted to the course day must be discussed.

**General laboratory rules:**

- No eating or drinking during the experiments. This applies in particular to any food, liquids or chemicals used for the experiment!
- There is no running or playing during the experiments.
- No objects or materials are to be touched without permission.
- Hands are washed after experimenting and before eating.

Special laboratory rules should be discussed in advance, for example when experimenting with fire, electricity or sharp objects. Chemicals to be used should also be discussed in advance.

The project comprises 13 course days in which mothers and children are trained and supervised respectively (see below). The course days each deal with a different subject area from the field of STEM education, for example, air, water, plastics or plants. The course days are numbered consecutively, but the

order can be adjusted. Course days 9 to 13 are more demanding in terms of execution and understanding than the other course days, so starting with these numbers is not recommended.

The experiment instructions are all structured in the same way: first, there is a material list, which lists the materials needed for one experiment. This is followed by the description of the experiment; these steps must be worked through one after the other. The question in bold type or the work instructions are intended to encourage the children to observe and describe exactly or to point out an observation. Finally, there is an explanation of the phenomenon behind the experiment. This is primarily intended for adults and supervisors. Depending on the level of the children, they can of course work towards the explanation together.

Each experiment needs some materials, which will have to be arranged previously. Most of the required materials can be bought in convenience stores or pharmacies. Some items are more particular but accessible too (for example magnets, magnifying glass or a test device for conductivity). In addition, each topic has an individual memory game. The pictures show items or activities which are related to the current topic. All pictures are either self-made or downloaded from “pixabay.com”, a website for license-free images and photos. The partners of the project “Digital Learning in the Family” will get access to the data set, so they can print the games by themselves.

<b>Topic name</b>	<b>Topics experiments</b>	<b>Time</b>
<b>1. Magnetism</b>	1. What is magnetic/ What objects are attracted to the magnet? 2. Attract and repel magnetic poles 3. Toys with magnets 4. How does a compass work? (for older children, optional)	<b>(45 min)</b>
<b>2. Air</b>	1. Dry gummy bear diver 2. Tornado in the bottle 3. Paper airplanes 4. Making foam with drinking straws 5. Square soap bubbles?	<b>(45 min)</b>



<b>3. Water</b>	<ol style="list-style-type: none"><li>1. Running confetti/ boat with dishwashing detergent drive</li><li>2. How many coins fit in a full glass of water? (surface tension)</li><li>3. Sinking and swimming objects</li><li>4. Making your own lava lamp</li><li>5. Strong surface tension (flipped glass of water)</li></ol>	<b>(45 min)</b>
<b>4. Fire</b>	<ol style="list-style-type: none"><li>1. Tea Light under a glass</li><li>2. Baking soda and vinegar</li><li>3. A lift for tealights</li><li>4. Tea bag rocket (final)</li></ol>	<b>(45 min)</b>
<b>5. Growing crystals</b>	Making crystals using water and potassium aluminium sulfate (from pharmacy store)  Results can be seen at the next module	<b>(45 min)</b>
<b>6. Senses</b>	<ol style="list-style-type: none"><li>1. Hearing</li><li>2. Smelling</li><li>3. Feeling</li><li>4. Optical illusions/mirrors</li></ol>	<b>(45 min)</b>
<b>7. Colors</b>	<ol style="list-style-type: none"><li>1. Mixing watercolors</li><li>2. Colorful shadows and mixing light</li><li>3. Drawing pictures with magnets</li><li>4. Colors of red cabbage</li></ol>	<b>(45 min)</b>
<b>8. Building bricks and bridges</b>	<ol style="list-style-type: none"><li>1. Building with bricks (Kappla bricks)</li><li>2. Task: build a bridge out of bricks and/or paper</li></ol>	<b>(45 min)</b>



<b>9. Plants</b>	1. What does a plant need to grow? (long-time experiment) 2. Grow a bean in a glass full of cotton 3. Define plants 4. Flowers under the magnifying glass 5. Collecting flowers and making a herbarium (optional) 6. Additional: searching for ground animals	<b>(45 min)</b>
<b>10. Mechanics</b>	1. Inertia (e.g. pull away a tablecloth) 2. Different levers 3. Balance exercises	<b>(45 min)</b>
<b>11. Electricity</b>	1. Good and bad conductor 2. Build an electric circuit	<b>(45 min)</b>
<b>12. Plastic</b>	1. Destroy a plastic bag 2. Using plastic or... (alternatives to plastic objects) 3. Making your own bag out of an old t-shirt	<b>(45 min)</b>
<b>13. Food experiments (optional)</b>	1. Starch and water 2. Making ice cream (optional, for summer, taking very long)	<b>(45 min)</b>

### Sample protocol of a course day

MODULE: Magnetism

1. Introduction (10 – 15 minutes)

- Meeting the children

- Explanation of lab-rules: do not run, be careful, do not eat or drink while experimenting...

- Introducing the topic: magnetism

What do you know about magnetism? Where can I find it? (showing some materials)



## 2. Experiment phase (45 minutes)

- What is magnetic/ What objects are attracted to the magnet?
- Attract and repel magnetic poles
- Toys with magnets (playing together, talking to each other)
- How does a compass work? (for older children, optional)
- Included **break** for eating and drinking (**15 – 20 minutes**)
- Memory puzzle to repeat vocabulary

## 3. Conclusion (10 minutes)

- Clean up
- What did you like? What did you learn?
- Put on a jacket/ returning to mothers

### **A few important tips for safe and exciting experimentation:**

- Read through the instructions well in advance and before the course day. It is advisable that you have done the experiments yourself at least once.
- All materials should be available. They can be placed on a table from which the children can take the materials they need.
- Set the mood for the topic at the beginning: For example, if the topic is "magnetism", ask the children what or if they already know something about magnets. The materials can also be discussed in advance.
- Experiment together with the children. Explain the steps one by one (either verbally or by demonstrating the respective step) and let the children work independently. Depending on the supervision ratio, work can be done in small groups or individually. **Attention:** do not let any child experiment unsupervised!
- Do not reveal or explain any results in advance or afterwards. Rather, help the children to come up with a possible explanation themselves by asking questions: "What did you observe?" "Why do you think that is?" "Have you already tried this?"
- Allow your own experiments, as long as they are safe and manageable for you. If children develop questions of their own accord and are curious to investigate further, they should be given the space to do so.
- Give yourself and the children time. Each child should be given the opportunity to carry out the experiment, even several times. Encourage the children to repeat the experiments if they did not





work the first time. If something does not work, it can be discussed together, but without assigning blame.

- Cleaning up is also part of experimenting. Involve the children in this as well. In this way, there is a consistent process on each course day, in which the children participate from beginning to end.
- Despite all the care and repeated testing, it can happen that an experiment does not work. Sometimes it helps to read the instructions or the notes again carefully; often you overread something or do not read it correctly. Therefore, it is important that you have done the experiments yourself and already know them when you do them with the children. This way, you can recognise sources of error early on and act if something should go wrong.

## ● IO1C: Advanced module for women

The module aimed to help women with a migration background, who have already gained the basics of using digital tools such as smartphones, laptops, and tablets, to acquire the necessary knowledge to be able to face the labor market:

- use the office package or open-source software platforms (word, excel) at an advanced level;
- use email as a professional communication tool;
- be able to access job portals and Job placement tolls (contractual forms in force - job offers and opportunities via the web of local networks - employment centers – LinkedIn)
- know how to compile an online CV;
- know the communication tools to get in touch with the main labor unions, the associations of women entrepreneurs.

The training course was of 11 lessons. The lessons were divided into two parts in all units. The first part, preceded by an introduction of the terms and concepts they were dealing with - was theoretical and informative. The second part of the course was practical, the participants tested what they have learned through practical examples. A self - evaluation test measured the expected results of the unit.

The consistent division into two parts allowed the participants to concentrate on one focus: vocabulary and possibly sentence training on the one hand and digital training on the other. Furthermore, by slowly introducing the participant into the topic, it helped step by step to understand and then be able to use the methodologies and tools used independently, juggling learning until awareness is achieved.



Topics focused on learning how to make advanced use of computers, tablets, phones and major applications for work and personal growth. Knowing how to do research on the Internet, how to interact with colleagues and superiors in the work context. Knowing how to professionally handle a phone conversation and a meeting or business meeting, including using platforms (Google Meet, Zoom etc). Using the office package and e-mail in an advanced way. Knowing how to professionally.

<b>Topic name</b>	<b>Detailed topic</b>	<b>Time</b>
<b><i>1. Guidance to the training course</i></b>	Germany, Poland and Italy have to develop a little introduction to the training course as an informative moment, according to their target groups and participants level, making them aware of the general purpose	<b><i>(1,5h)</i></b>
<b><i>2. Ways and means of professional communication</i></b>	Telephone training Communication app for the office / informal talks in an office  Relational approaches with colleagues and superiors  Use of work communication platform (meet, zoom, etc.)  Smart working (rules and best practices)	<b><i>(1,5h)</i></b>



<p><b>3. E-Mail as professional tools</b></p>	<p>Setting up a P.O. Box</p> <p>Managing your mailbox: general practical instructions for use (GMAIL, OUTLOOK) Writing emails</p> <p>Create, send, reply, forward emails and attach files in response to a job offer Certified electronic mail</p> <p>Techniques and multimedia templates to understand how to use professional email for sending letters and work reports.</p>	<p><b>(1,5h)</b></p>
<p><b>4. Use of advanced Internet and Netiquette</b></p>	<p>Surfing the INTERNET</p> <p>Do Internet searches of job openings Search engines: what they are and how they work</p> <p>Fake news</p> <p>What is web2.0; the importance of having a blog</p> <p>Difference between blog and site Messages and "chat" on the internet</p> <p>Netiquette: rules governing how people should behave on the Internet when dealing with others.</p>	<p><b>(1,5h)</b></p>



<p><b><i>5. Portals, websites for job search and to consult job placement tools</i></b></p>	<p>Main portals, websites for job search</p> <p>Job placement tools: current contract forms</p> <ul style="list-style-type: none"><li>- web-based job offers and opportunities (local networks - job centers - LinkedIn ...)</li><li>- Apps and websites for completing EUROPASS CV and cover letter</li><li>- How to convert your CV word to PDF</li><li>- How to search the Internet: basic instructions (the browsers, GOOGLE and BING search engines)</li><li>- Apps and websites for accessing funded and unfunded short training courses</li><li>- Websites for attending free online courses</li></ul>	<p><b><i>(1,5h)</i></b></p>
<p><b>6. Office Package Advanced</b></p>	<p>Advanced use of MicroSoft applications: Word, Powerpoint and Excel, with on-going exercises to enable the learner to acquire full technical and practical operability.</p>	<p><b>(1,5h)</b></p>



7. Online banking	Use of the main banking software and web-banking and crypto currencies - (alternative to banks) Home banking: what it is? Home banking: possible operations and transactions; issuing national and international bank transfers, paying bills and taxes using pre-filled forms (e.g. F24), automatic debits and credits, recharging mobile phones App services How to avoid fraud	(1,5h)
8. Learning German/Italian/Polish online	Learning portals Translation apps Films and TV channels	(1,5h)
9. E-Service from public authorities to enter the labor market	JobCenter, Employment Agency Digital Identity, how to create and manage it Cyber security	(1,5h)
10. Social media and communication apps for business and work purposes	Facebook for work and business promotion One's CV on LinkedIn: how to use social for job search The promotion of the blog online through social networks Apps for the creation of a social account for job (Facebook, Instagram) App-Social network: what they are - How are installed - Permission control of a free App The use of Whatsapp	(1,5h)
11. Internet sites and apps to learn more about the school, vocational and college system	Access to major portals on education and vocational training, right to study, also with a view to being able to grasp information and know how to orient	(1,5h)



● IO2: Learning unit for mentors

Topic name	Detailed topic	Time
<p>Profile of a mentor</p> <p>Germany, Poland, Italy, Netherland, have described the profile of a mentor</p>	<ul style="list-style-type: none"><li>- Introduction</li><li>- What skills should a mentor have</li><li>- What skills should mentors learn</li><li>- The assumptions of a mentoring program</li><li>- What are the mentors responsible for in our project? / Objectives of the program</li><li>- The tools a mentor should acquire and use</li><li>- Conditions for conducting a mentoring program</li><li>- The phases of the mentoring process</li><li>- Ideas for teaching mentors</li></ul>	<p><b>(6 h)</b></p>

<p>MENTORING TOOLKIT 1</p>	<ul style="list-style-type: none"><li>- Before the first meeting</li><li>- At the first meeting</li><li>- Introduction</li><li>- Definition and discussion of the goals of the mentoring</li><li>- Set ground rules for collaboration</li><li>- How do you achieve the goals of the mentoring?</li><li>- After the meeting</li></ul>	<p><b>(2 h)</b></p>
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MENTORING TOOLKIT 2	<ul style="list-style-type: none"><li>- BEFORE the first meeting</li><li>- At the first meeting</li><li>- Getting to know each other</li><li>- Important rules for your cooperation with the mentor</li><li>- How do you achieve the goals of the mentoring?</li><li>- After the meeting</li></ul>	<i>(2h)</i>
MENTORING TOOLKIT 3	Rules (agreements) between participants and mentors	<i>(1 h)</i>
MENTORING TOOLKIT 4	<ul style="list-style-type: none"><li>- Important preliminary remark</li><li>- How to give effective feedback</li><li>- How to receive adequate feedback</li></ul>	<i>(2 h)</i>

## ● Tool for Better Communication Between Participants and Learning Guides/Mentors

By implementing these recommendations, a learning guide/mentor can facilitate better communication with refugees/people with migrant background for the successful integration into their host society through the acquisition of essential digital skills and a nurturing educational setting.

In this context, establishing effective communication between participants and mentors is of utmost importance. While the success of this initiative hinges on the acquisition of digital skills, it is equally vital to cultivate a learning environment that is not only supportive and respectful but also inclusive, motivating, and empowering. To achieve this, we offer the following **recommendations for improved communication between participants and learning guides/mentors:**

- 1) Understand the context and background of the participant. Learning guides should take the time to do this via considering their cultural, social, and personal experiences. Recognizing these factors will help mentors tailor their guidance to the specific needs and challenges of each individual.
- 2) Each participant's inquiry should be examined for contexts to find out the final objective and the strategic need, not only focusing on helping here and now. Rather than addressing immediate concerns in isolation, mentors should examine each participant's inquiries within the broader context of their integration journey. This involves identifying the final objectives and strategic needs, which may require a more holistic approach to problem-solving.
- 3) Obligatory and correct feedback, control of the fulfillment in case of an individual specifics. Feedback from mentors should be both mandatory, tolerant and accurate. Participants need to know that they can rely on mentors for reliable information and guidance. Correcting any misconceptions and offering constructive feedback ensures a more effective learning process. However, whenever possible, participants should not be given easy answers, reflection and research may also be encouraged.
- 4) Consistent communication helps build trust and rapport. Establish a schedule for regular check-ins between mentors and participants. These check-ins can serve as opportunities to address progress, challenges, and any evolving needs.
- 5) Younger participants may be ready to accept the mentor as an ultimate source of information and recommendations, while an adult will apply own experiences first. Mentors should adapt their communication style and content delivery to suit the preferences and expectations of each age group.
- 6) Consider cultural differences and tailor ways of communication relevant to them. Be mindful of cultural variations in decision-making and responsibility. Not all adults are ready for taking decisions and responsibility for these decisions, and some cultures limit women in this. Some cultures may limit the agency of women or younger people in decision-making processes. Mentors should respect these cultural norms while promoting empowerment and autonomy within the bounds of the local society. Additionally, personal characteristics should be taken into consideration too.
- 7) Account for real-life obligations of the adult learners, whose obligations refer to work, family, education/training, medical treatment, community commitments, etc. All this altogether may be overwhelming for a person at this very moment. Mentors should be flexible in scheduling and understanding of their learners' time constraints, ensuring that learning can fit into their daily lives. Also, not every person is able to easily switch between the tasks or pay enough attention to additional assignments.



- 8) Recognize that not all participants will follow the same learning path. Some may progress faster, while others may need additional support. Mentors should be flexible in adjusting their guidance and resources based on individual learning speeds and preferences.
- 9) Some may prefer oral communication, while others may thrive with visual materials. Recognize that participants have different learning preferences. Providing a variety of resources and adapting to individual preferences can enhance the learning experience. Even the use of WhatsApp can be different: either recording the audio messages, or writing detailed instructions, or screenshots. Ensure that all learning materials and resources are accessible to participants with disabilities. This includes offering content in various formats, such as text, audio, and video, and providing assistive technologies if needed.
- 10) Consider psychological factors and specifics of a participant's character and a current state at the moment and not take the emotions personally. The mentor is a helper who should avoid building close personal connections. Remember that mentors are there to offer assistance and guidance, a friendly relationship will oblige to respond to inquiries even after the end of official mentor's duties. This approach ensures that the mentor-participant relationship remains focused on the learning objectives.
- 11) While fostering a friendly and supportive atmosphere is crucial, mentors should be cautious to keep personal boundaries: communicate at certain times, via certain channels. Building overly close relationships can create expectations of ongoing support beyond the official mentorship period. The participant should know that a mentor has a job, personal life and is not obliged to be available 24/7. It can be established at the beginning that the mentor may answer the email or a message within 1-2-3 working days or any other period which should not discourage the participant. Emphasize the importance of digital citizenship and online etiquette. Help participants understand the responsibilities and ethical considerations of online communication and engagement.
- 12) It is advisable for mentors with cultural sensitivity training to help them understand and respect the diverse backgrounds of participants. This training should include insights into cultural norms, values, and communication styles to foster better cross-cultural interactions.
- 13) Peer learning may help to shift the load from a mentor to peers. Create opportunities for participants to learn from each other. Peer-to-peer learning can be a valuable supplement to mentorship and allows participants to share their unique skills and experiences. Encourage mentors and participants to share relevant resources, articles, and tools within the group. This collaborative approach can enrich the learning experience and foster a sense of community.

- 14) Promote critical thinking and problem-solving skills among participants. Encourage them to question and explore information independently, empowering them to become self-reliant learners.
- 15) It is highly advisable that a mentor gets some training in conflict resolution skills to address any interpersonal issues that may arise between participants. Creating a harmonious learning environment is essential for effective communication.
- 16) Facilitate opportunities for participants to engage in community-building activities outside of formal learning sessions. Building a sense of belonging within the group can enhance communication and mutual support. Implement initiatives to ensure inclusivity and diversity within the mentorship program. This can involve outreach efforts to include underrepresented groups and creating a safe space for all participants. Recognize and celebrate the achievements and milestones of participants. Positive reinforcement can motivate learners and strengthen their connection with mentors. (Toolkit in the Appendix).

## ● Open webinar for mentors

Webinar “Digital learning for the family”, 1 hour via Zoom

Learning objective: short introduction of the toolkit, share the teaching concept, discuss profile of mentors, discuss next steps to put the concept into practical life

Target group: project participants and partners from different countries.

## ● Workshop for mentors

Three days of training for 6 mentors from partner countries Germany, Poland and the Netherlands were held in Spoleto, Italy, hosted by the Umbria Training Center.

The issues addressed are consistent with and following the implementation of the pilot test with women with a migratory background which took place previously, as a conclusion of the first project result: digital literacy, reception and management of migrants and refugees, methodologies for classroom management. The training program included institutional meetings with representatives of the municipality of Spoleto, a visit to the reception facility and the possibility of having a rich exchange of good practices



## ● Conferences for voluntary organizations and educational providers

To be able to teach the products described above in their facilities. One conference in each of the partner countries. Materials collected:

- Participant list (name, surname, organization, email, signature)
- Certificates of participation (Grant Agreement of the project, Erasmus logo, organization logo)
- Program
- Photos
- If online, included the link to the meeting; screenshots / recordings

## ● IO3: Guide for the implementation of the modules for interested institutions

The primary purpose of this guidebook is to provide a comprehensive overview of the Digital Learning in the Family project, its methodologies, and its conclusions. The guidebook serves as a valuable resource for educators, institutions, and organizations that are actively engaged in working with the target group of migrant women. It aims to offer practical insights, best practices, and valuable lessons learned from the project's implementation, empowering the readers to develop and implement similar initiatives effectively.

### III. Measuring Impact and Success

The project evaluation system was designed to be comprehensive and twofold consisting of external and internal evaluation. This approach was used to secure solid evaluation of the project results.

**The main tool** for the evaluation process within the current project were surveys translated into local languages and printed out. However, the piloting partners have actively used oral feedback from both teachers and participants and their family members. This was useful also to give the sense of community with the learners, and that their voice is important and heard. Also, ongoing questioning for voluntary feedback allowed to make non-major adjustments in the programme on the request of the learners.

**Criteria for the surveys design:** the focus on usefulness, appropriateness, correctness and relevance.

**The criteria for the whole evaluation system:** the focus on usefulness, appropriateness, correctness and relevance.

The key objectives of the evaluation system are to answer the following questions:

- 1) Was the overall project problem solution (courses delivered for the family) correctly designed for this particular target audience and their problems?
- 2) Were the offered educational services useful for the users (in overall)?
- 3) How much do the final products meet the needs of the target audience?
- 4) Do the users find the designed product\its content and the materials relevant for their needs?
- 5) Will the project products be applied\used somewhere after the project end?
- 6) What is the European added value of the project products?

**To assess the products and their quality 3 levels of evaluation** are offered in order to justify the level of efficacy of the digital tools use and confidence related to that:

1.1. **(internal)** Needs assessment before designing the precise course content. Done at the stage when the target group for piloting is enrolled. This survey will help to focus on designing the two specific variations of each product.

1.2. **(internal)** Pre-survey of each specific pilot group. As a tool to be able later assess the learning progress. It will assess the knowledge and skills the learners have when they come for the courses, both from the theoretical and practical point of view.

1.3. **(internal)** Post-survey of each specific pilot group. Will contain almost similar questions as a pre-survey and will complete the information needed to assess the learning progress. Will also include questions about the quality of teaching, premises and equipment offered, etc. Specific attention should be

given to the development of the survey offered for children (as they have different needs and expectations).

1.4. **(external)** Survey of the opinion of a teacher(s) who delivered the courses and/or volunteers/mentors who will further multiply the project tools.

1.5. **(external)** Survey of the stakeholders to whom the methodological guide has been disseminated – their opinion on its quality and the quality of the approach:

- 1) one with an academic (and relevant knowledge) and
- 2) one of non-academic background.

A Ukrainian partner is to provide 4 of each field for the product 1.

1.6. **(external)** During the dissemination events – survey of the potential target audience about their opinion of the usefulness of the offered products and the project overall.

To contribute to the quality of the product and transparency of its design, each partner will find at least one external expert for each point mentioned above (1.4 and 1.6).

**Internal evaluation:** there were internal experts from each partner organization who have relevant background and constitute the Consulting-Advising Board of the project. Once designed, the outline and the framework of the product was presented to the Board for the feedback. The final and consolidated opinions of the Board members are presented at each project team meeting.

These experts participated in the design of the methodology for evaluation of the results of each product:

- 1) After the module has been designed they have provided oral feedback for the product 1 (IO1);
- 2) After the product 1 has been pilot-tested they have analysed the evaluation report and contributed;
- 3) After the module has been designed as well as the materials for the Guide (product 2, IO2) they have contributed to the overall review and certain chapters ;
- 4) After the dissemination events have been planned and then implemented (product 3, IO3) they have offered their comments and recommendations. In the end, at the final conference held for the dissemination, all the results were presented to the wider audience as the lessons learnt.

**External evaluation** was aimed at quality assurance of the products and their best fit to the target audience. For this the target audiences had to be clearly defined and during the project meetings the partners came to the conclusion that the target audiences with the migrant background have different educational needs, especially in the context of the refugees from Ukraine because of the Russian aggression. Therefore, each product may have 2 variations: more complex and more basic ones.

Thus, it has been decided that the products should be slightly diversified due to the following criteria:

- 1) country of migration;



- 2) age group;
- 3) core criteria: computer literacy and the general educational background.

## IV. Testing Phase

During the testing phase of the Digital Learning in the Family project, the courses developed as part of IO1A, IO1B, and IO1C were evaluated and implemented in three partner countries: Germany, Italy, and Poland. The aim of this phase was to assess the effectiveness and suitability of the courses in empowering migrant women with essential digital skills, promoting their employability, and supporting their integration into the labor market.

### ● Testing Phase of the IO1A

#### **GERMANY**

**Home countries of the migrants: Syrien, Gambia**

**Based on: the women group** – Grone, Dortmund

**Needs Assessment:** done anonymously with potential learners prior to the course launch at both locations of the organization. The number of the people in the group surveyed: 5. These were the same people who came later to study as they were interested in the course description, therefore the course has met their expectations fully. All the surveyed were unemployed at the moment of the needs assessment, and none was a fluent speaker of German, the language of instruction. None were confident enough with the phone/PC to help their children, but mostly they could check the websites, not really operating on the Internet. They wanted to have a session dedicated to the specific computer and Internet-related terms with the translation to their mother language. They noted that they were ready to dedicate about 1 hour per day for the class and would not like to have anyone from their family members in the classroom. They noted that they would not like to have home assignments. The materials have been designed with the consideration of the needs assessment. The materials are suitable for migrants/refugees with any national background, however, they should be tailored for each particular group to the specifics of the learners, e.g. their will to study alone or with a family member, ability to fulfill a home assignment, etc.

**Selection of the participants:** The women were searched using several partner organizations and also at the language courses to find those who fell under the project criteria and were motivated. They had no computer skills, their language skills were at the B1 level. The course does not engage children, as it was scheduled for the daytime when they were in school at this time and the woman wanted to do something for herself. The selection of the women participants was done using the oral interview based on their motivation and ability to attend the classes. The groups should be homogenous in terms of their topic-related knowledge as much as possible to reduce the time for additional explanations.

**Mode:** Before the course launched the future teacher had several consultations with the Project Partner in order to structure the lessons to make them more practical for the target group. His feedback is presented below. 5 participants constituted the group and were provided with the tablets but also practiced on the PCs and phones (for those digital applications which look different from the phones).

The classes lasted for 2 hours, scheduled twice a week for 2 months. The total duration of the course was 32 hours. Each class included a theoretical session and a training session. 5 participants requested additional consultations after the classes from the teacher.

The teacher who delivered the course was experienced in adult education, but not in the digital skills area. He evaluated the course as an effective one to help a refugee/migrant to improve digital skills to start a career or get better job prospects. The graduated women reported that they became confident with the basics of Internet use. Above all, being able to write emails became easier for them, e.g. to submit a request. They were also pleased that they received more choices when it comes to finding something online for purchasing and to doing research on any topics. The women said that this way of learning vocabulary also helped them with their general language skills. What the women learned in the class they came home and share it with their husbands. However, they did not yet feel fully capable of comprehensively helping their families, indicating that the number of hours of the course should have been seriously increased. These women who moved to Germany; they are usually more “educated” about family-related life, family finances, etc. while the men are more busy working. Getting better education does not take it away from the women to be responsible fully for social operation and settlement of the family in Germany.

After passing the final skills assessment in the form of 5 the participants received the Attendance Certificates from the Grone signed by managing director and indicating 32 hours of studies, which can be used by the women for their resume improvement.

## ITALY

**Home countries of the migrants:** Nigeria, Morocco, Congo, Tunisia, Ukraine, Ivory Coast

**Based on:** the Professional Institute “E. Orfini” of Foligno and implemented by the UTC (Umbria Training Center). The Institute was chosen among other schools-partners as a professional school that has big experience in adult education and

**Needs Assessment:** done with potential learners prior to the course launch. The number of the people in the group surveyed: 12. They are mothers of the school students, and the course is adapted to their needs, coming from different social and migratory backgrounds, and starting from different levels of knowledge. A needs assessment was carried out during the welcome meeting with 12 people present. The teacher



asked for their own questions based on their experience. 58% of the present were aged between 38 and 50, 50% were single and 67% had the status of migrants and unemployed. 58% of the visitors wanted to improve their digital skills, namely to start a new career. 58% were confident enough with the phone/PC to help their children, but mostly they could check the websites, not really operating on the Internet. 58% did not need to have a session dedicated to the specific computer and Internet-related terms with the translation to their mother language. They also noted that they were ready to dedicate about 1 hour and more per day for the class. 50% of all respondents would not like to have anyone from their family members in the classroom, those who wanted that have defined that those should be children. 92% noted that they would like to have home assignments.

The materials have been designed with the consideration of the needs assessment.

**Selection of the participants:** Participants are invited by official school circular, as well as via other local charity organizations. The selection was based on the terms of course registration. There were no criteria for accepting or not accepting a participant except motivation.

**Mode:** In the presence of a staff of the school represented by the school headmistress, deputy headmistress, contact person for European projects and the teacher who will teach the course, the outline program of the course was shared and the questionnaire was administered to the teacher. Started with a month-long promotion campaign (meeting with the school management, curriculum was sent to the foreign students and their families, publication of posts in social media, local associations and bodies who provide services for people with the migrant background). The participants were provided with the tablets but also practiced on the PCs and the phones (for those digital applications which look different from the phones). The tablets were used for practicing both with women and children.

The classes lasted for 2 hours, scheduled once a week for 2 months. The total length of the course was 18 hours. It happened in one room for parents and another for kids with a volunteer student (a graduate from “Social and Health Services). Each class included an intro media-based session and a training session. The students acted as mediators for the language issues, one more teacher was involved as a facilitator possessing technical skills. The teacher had no experience with migrants, but found the course beneficial for the migrants’ career start as it will contribute to their confidence in working on the Internet. The course is found suitable for advanced and more advanced skills training. The sessions with specific terminology were recognized as necessary, as well as the home assignments. The children were defined as those who could also be engaged in the classes. Due to the specifics of the particular group based at the school, the teacher advised to include the topics which will allow the parents to be effective in communication with this school about their children. It was also recommended to engage older children as intercultural mediators and mentors.

3 participants requested additional consultations after the classes from the teacher, the rest of the learners used the mentors for consultations.

It should be considered carefully what kind of family obligations and the cultural background a learner has: Arab women may be invited for the daytime classes, when the male members of the family are busy at their workplaces. Fully online mode for them may also be an option once they know how to access Zoom or another communication tool.

They have also engaged an “intercultural mediator” concept as well: these are children of mothers who are enrolled as students already at the school and will take a complementary role of a mediator while his/her mother will be studying, statistically it was necessary for the Nigerian participants. The student was present in the room for the whole duration of the class. This was recognized by their teachers for the students who helped with the children as an academic ECTS within a relevant course. This group of students have also received instructional training prior to the course.

After passing the final skills assessment in the form of 10 the participants received the Attendance Certificates from the UDC signed by the master of the school and indicating 18 hours of studies, which can be used by the women for their resume improvement.

## **POLAND**

**Home countries of the migrants:** Ukraine

**Based on:** Social Welfare Centre (GOPS) in Krzeszowice near Krakow and implemented by the Liking Foundation.

**Needs Assessment:** done with potential learners prior to the course launch. The number of the people in the group surveyed: 10. These were the same people who came to study therefore the course was tailored namely for them. A needs assessment was carried out during the welcome meeting with 10 people present. 40% of the present were aged between 38 and 50, 50% were single and 60% had the status of refugees and 50% unemployed. 40% of the visitors wanted to improve their digital skills, namely to start a new career, the rest wanted the skills for their current employment. 70% were confident enough with the phone/PC to help their children. 60% did not want to have a session dedicated to the specific computer and Internet-related terms with the translation to their mother language. 70% of respondents noted that they were ready to dedicate less than 1 hour per day for the class and 90% would not like to have anyone from their family members in the classroom. 100% of respondents noted that they would not like to have home assignments.

The materials have been designed with the consideration of the needs assessment, however including the necessary topics at maximum. Ukrainians appear to be a specific group which requires less basic training,

therefore the mentors, if engaged, should present a higher practice-based knowledge. Most of the requests were practically-specific to certain life situations (e.g. access to a certain governmental web-service).

**Selection of the participants:** done using the oral interview after a motivation test. Selected based on the following criteria: Ukrainian women, interested in improving their digital skills and in participating in the course, unemployed or with low-skilled jobs (as additional criteria).

**Mode:** 10 participants were recruited by the Social Welfare Centre (GOPS) in Krzeszowice, which supports Ukrainian refugees and migrants on a daily basis, so there was no need for big promotion. In the beginning there was a welcoming meeting and the needs assessment. The class happened as a training which lasted for 4 hours, as the level of competence of the focus group was much higher than the others – these were Ukrainian migrants. The major challenge was the language and the specifics of Polish public resources and databases.

The teacher is a computer programmer with no teaching background but is good at explaining. The partner had two teachers who provided their feedback to the course and they were both experienced in teaching digital skills to refugees/migrants. The teachers stated that the course was effective in training a refugee/migrant on advancing his/her digital skills for better job prospects, as well as it helped feeling more confident to work on the Internet. The computer and Internet-related terms must be included as a topic as well as the home assignments are defined as necessary. One teacher saw it beneficial to engage the whole family in the classes, while the other one pointed out only the children.

The Vocabulary part was also shortened – although most of the women had beginner Polish language skills, they did not want a formal language vocabulary session, they were interested in learning through listening and practicing. The translator was present during the lesson, to facilitate such a learning style. No obligatory home assignments were offered based on the needs assessment; they were optional. The lessons were interactive and discussion-based, and all the questions were carefully answered. The children were not engaged in the classes directly, but the women engaged them at home, by teaching them what they have learnt in class after having a quality time for themselves (participating in the course). Based on the needs assessment, more emphasis was put on the second part of the course, towards discussing more advanced computer use. The questions asked were also advanced, meaning that the skills level of the participants was higher than what the course anticipated.

**Conclusion:** Different migrant and refugee groups from different countries have different needs. Ukrainian migrants and refugees as a group tend to have a good basis of digital skills, therefore, they might be suited better for the advanced digital skills module or for the interactive version of the basic skills module with more emphasis on the second part of the module (which was tested in this case). This group tends to need more help in developing their language skills and more advanced digital skills.

No participants requested additional consultations after the classes from the teacher as they asked everything during the class in relation to their personal situation. Verbal feedback demonstrated that the women didn't want formal assessment and they liked that the classes were flexible and interactive. They had specific, advanced questions which were answered.

The success of the course strongly depends on the qualities of the teacher and his/her teaching. Participants needed clear explanations and instructions on how much time it would take them to study at the course and what the conditions were of receiving the graduation certificates. This should be mentioned because of the number of reasons: participants need to know what they are signing for in terms of time needed for studies, conditions for graduation, where and how the certificate may be further applied, etc. When it comes to the level of the material designed, it might be too easy for the Ukrainian refugees, who usually already have a good level of digital skills. For this target group the course should be either advanced and tailored to the specific systems and requirements applied in Poland or it should be discussion-based and should answer the specific questions the participants have. This target group might need more help with language acquisition, specific legal requirements in Poland, or with more advanced computer skills.

After passing the final skills assessment in the form of 10 the participants received the Attendance Certificates from the Linking Foundation signed by the President and vice-president of the Foundation and indicating 4 hours of studies, which can be used by the women for their resume improvement.

#### **GENERAL CONCLUSIONS AFTER THE IO1A TESTING PHASE:**

- all the teachers estimated the approach to the course design as appropriate;
- it is necessary to consult the future teacher first considering his/her background;
- no material can be used unified as it is for each particular group of migrants;
- therefore, prior needs assessment is necessary before tailoring each particular course;
- each group should be asked about their will to engage the family members and the mode which will not prevent them from effective studies;
- mentors are highly beneficial for the migrants/refugees who have less digital skills, which is mostly present in non-European countries;
- for the Eastern European countries the mentors are beneficial if they have higher digital skills;
- home assignments are necessary for better mastering the course material, however, must not require too much time from a migrant and the main outcome of the course should not depend on their fulfillment;
- the introductory class with the computer and Internet-related terminology is necessary, it may be transformed into a glossary given a few days prior to give the time to learn the terms;

- the most common questions, gathered by the teaching organization after several iterations of the course with particular type of migrants/refugees, should be collected in a Q&A guide and be included into teaching materials;
- the teacher should assign the time for questions and additional consultations for those who missed the class or still have questions after the class, or after trying out something independently at home;
- it is better to have classes using a PC, a tablet and a phone to provide experiences with different devices;
- careful attention should be paid to the migrants/refugees coming from the cultures with male dominance, as the attendance of the classes for women may cause troubles or be fully prevented by the men;
- the older children may be engaged in mentoring, however, this depends on the family relationship, child's ability and will, and, therefore, such groups should be selected on a case-by-case basis

## ● Testing Phase of the IO1B

### **GERMANY**

**Home countries of the migrants:** Ukraine, Morocco, Syria

**Based on:** children group – Kitz.do (Dortmund)

**Location:**

- Part 1 - held at a center for mothers and their children (Mütterzentrum)
- Part 2 – held at an education center (Bildungszentrum)

**Mode:**

Part 1: The “Mütterzentrum” offered their premises, where the children were entertained with the scientific experiments (magnets, air, water, plastic). When the age range is between 5- and 11-years old, children from kindergarten and elementary school. We experienced that a group size of 4 kids per Teacher works best and yields the best and most sustainable results. Furthermore, we were faced with the hurdle of not fully developed motor skills. Since the class was held in the afternoon the concentration of the participants was quite low. The possibility of them having a break and lunch before the class should be checked and if necessary, provided. Movement breaks are necessary so that the participants can get some fresh air and are able to refocus on the experiments. This should be taken into consideration when scheduling the agenda though. At the beginning of the class rules of experimenting and social interaction need to be specified. Especially: Special caution instructions are of vital importance (e.g., no eating and no drinking rule while working with the lab materials, especially when experimenting with food).

Part 2: Teenagers between the age of 12-14 were taught how to install the Linux Mint Operating System and the general background of the computer and the operating system itself. The parents were present with them during the classes. The 8 participating families needed 2 tutors with a technical background to deal with the arising issues. One shall note that even with already tested Computers problems can still arise with completely identical machines, a general understanding on how to deal with those issues is certainly needed. It is advised against the use of newly released computers and personal computers of the participants. Both can potentially increase the workload while installing the new operating system and the professional competence needed immensely. Both can potentially lead to very specific problems that aren't easy to fix. The topic of the course is for students and parents interesting and of relevance alike. Though we experienced that the main interest of the participants were computer games. Including this into the class (especially when asked) may increase the relevance of the new computer immensely and decrease potentially occurring rejection of the new and unknown operating system. For most the new operating system was quite interesting because its free of charge which is especially of interest for families with low income and it is easy to use. Yet it's a course that should be classified as an "Advanced". To cover the basic topics the age group of 13-15 is quite perfect. For more advanced topics which also may be quite interesting for many participants a certain base knowledge and understanding of computers may be needed. Therefore, offering it to families with teenagers of the age of 16+ may be more suitable. The advertisement will need to include specific conditions of attendance and all possible "attractions" e.g., laptops will be presented, certificates, etc.

Parents refused to sign up for the course which will happen later than in the nearest 3 weeks. Children were not brought every day as it was not an obligatory course, so they skipped some classes. The participants were really happy with the offered classes and wished the course to be prolonged.

#### **ITALY:**

**Home countries of the migrants:** Nigeria, Morocco, Congo, Tunisia, Ukraine, Ivory Coast

**Based on:** the Professional Institute "E. Orfini" of Foligno

**Mode:** The course of 20 hours long happened in one room for parents and another for kids with a volunteer student (a graduate from "Social and Health Services). The children were all children of the mothers attending module IO1A. The number varied between 5 and 10 children, depending on the mothers' commitments.

The activities with the children were managed by the students who attend the "Socio Sanitario" course at the Institute, and this activity is recognized to them as a school-to-work alternation, which generates credits for their final grade. Students annually practice in a real workplace, which can be a public or private kindergarten, babysitting, care for the elderly, assisting people in need, volunteering and

participate in Erasmus+ projects that allow them to work in international contexts. Before carrying out the activity, the students were adequately trained by their course teacher, they studied the experiments to be made by the children and received some fundamental instructions for the good management of children.

The children performed two main activities:

- the Mint cards created and already tested by Kitz.do, where they experimented and learned some principles of chemistry and science while having fun.
- homework from their schools, to avoid mothers to deal with this extra workload once they return home.

The biggest challenge is to find a person who wants to dedicate their time to learning additional tools and games to use with the children. Therefore, if their motivation is not so high, they should be provided with all the necessary instructions on how to conduct the classes. Those who are motivated will appreciate the lists of possible needed items and variations of how to apply them under different circumstances.

It is very fruitful to attract not only the volunteers who may not be able to get engaged regularly or do not have time to learn all the necessary specific details. Cooperation with local schools of different levels, who agree to recognise the students' involvement in the project as credits for their studies is a perfect way for not only getting permanent help, but also for awareness raising and project results dissemination.

To ease the engagement of the facilitators for children's activities, it is recommended to have the formulated requirements and instructions ready and available.

The availability of such informational support and guidance from the hosting NGO/institution should also be clearly mentioned in the call for facilitators, which may serve as an additional encouragement for those hesitating. Additionally, such calls should state the number of planned hours of work, including instructing time.

Each facilitator's responsibilities and tasks should be clearly stated in the Engagement Letter they sign in order to provide transparency, and to protect rights of all sides.

On the consideration of each hosting organization, depending on the complexity of the experiments and games it plans to be used during the activities with children, the parents may be required to sign that they have instructed the children on the rules of behavior, and they take the obligation to re enumerate the possible damages caused by a child on purpose.

#### **GENERAL CONCLUSIONS AFTER THE IO1B TESTING PHASE:**

- The most effective group size is 4 kids per teacher/facilitator. The younger the facilitators are, the smaller number of children per person should be.
- Children coming from different cultural backgrounds and geographical locations may have different level of physical, psychological readiness, e.g., not fully developed motor skills even at





the age of 5 and elder. Therefore, each exercise should have alternatives with necessary appliances ready.

- In the afternoon the concentration of the participants is quite low. However, this is the most usual time for meetings during the work week. Therefore, it is recommended to plan the changing the activities from indoor to outdoor.
- Movement breaks are necessary, if possible, with getting some fresh air, as well as the lunch option. This should be taken into consideration when scheduling the agenda.
- Due to different backgrounds of children, and level of knowledge about life objects and processes, the caution instructions are a must. They should be delivered before the activities start, making sure the attention of the participants is focused. Some special visual caution markings may be used on objects (e.g., no eating and no drinking rule while working with the lab materials, especially when experimenting with food).
- The same holds for the rules of social interaction (gender, age, physical abilities, diversity, inclusion, respect and tolerance, etc). In order to make sure the rules are understood and followed, some games may be dedicated to this either in the beginning of the course or each class if the children attend not regularly.
- In case of delivering topics focused on using the computers/laptops/tablets, a number of considerations are needed prior the start of the work with the group:
  - 1) a limited number of participants per a tutor;
  - 2) a tutor must have a technical background to deal with the arising issues with the equipment;
  - 3) one shall note that even with already tested computers problems can still arise, even with completely identical machines. This should be taken into consideration as a possible challenge when planning the agenda and assignments. Some alternatives may be prepared in advance.
  - 4) It is advised not to use newly-released computers and personal computers of the participants.
    - It is recommended to offer only free of charge resources (applications, software, etc).
    - The use of AI based services should be completed with explanations of (academic) integrity principles and code of conduct in case a participant uses the AI results for studies or work.

## ● Testing Phase of the IO1C

### **GERMANY**

The IO1C module was tested after the IO1A module. Specifically, 4 women – three Syrians and one Ukrainian – completed the “advanced” module because they already had digital skills but had difficulties with the language. The teacher accompanied them in preparing CVs and applying for some positions.



## ITALY

The IO1C module was tested at the same time as the IO1A module. Specifically, 3 women - 2 Ukrainians and 1 Moroccan completed the "advanced" module, already having digital skills but difficulties with the language and/or with the Italian bureaucracy. The teacher followed them during the production of CVs, registration on the job platform and application for some jobs. They proceeded with the SPID registration so as to be able to access the various services offered by the municipality

## POLAND

**Countries:** Ukraine

**Based on:** Social Welfare Centre (GOPS) in Krzeszowice near Krakow

**Selection of the participants:** done using the oral interview after a motivation test. Selected out of the women who participated in the IO1A unit, based on the following criteria: Ukrainian women, interested in improving their digital skills and in participating in the course, unemployed or with low-skilled jobs (as additional criteria). Most of them came after graduating the Basic Skills course.

**Mode:** 5 participants were recruited by the Social Welfare Centre (GOPS) in Krzeszowice, there was no need for big promotion. The class was scheduled 1 a week for 5 weeks, and happened as a training which lasted for 2 hours. 10 modules of the course were piloted over this time span. The major challenge was understanding the cultural differences and ensuring a safe space for participants to learn and share.

The translator was present during the lesson, to facilitate such learning style. No obligatory home assignments were offered based on the needs assessment; they were optional. The lessons were interactive and discussion-based, all the questions were carefully answered. 2 participants requested additional consultations after the classes from the teacher as they asked everything during the class in relation to their personal situation.

### External evaluation:

- Opinion of teachers who delivered the courses: The materials received positive feedback. The teachers found that the course content was well-structured and engaging for the participants. They also observed significant progress in the digital skills and confidence of the Ukrainian women throughout the course. However, one challenge that emerged was the need for more customized materials and exercises tailored to the individual needs of the participants, especially those with varying levels of prior digital knowledge.
- Internal evaluation:

1) Oral feedback from the participants during the course or right after the graduation: The women reported that they were satisfied with the materials and the content of the course. They appreciated the supportive

and inclusive learning environment. They mentioned that the interactive and discussion-based nature of the lessons allowed them to express their concerns and questions freely, fostering a sense of community among the participants.

2) Results of the survey held 1 month after the graduation, when the participants have already practiced their skills and knowledge in real life: The women noted that their skills have improved, and they felt more confident in using digital tools for various tasks. This contributed to their overall sense of empowerment and self-worth.

After passing the final skills assessment in the form of 5 the participants received the Attendance Certificates from the Linking Foundation signed by the President and vice-president of the Foundation and indicating 10 hours of studies, which can be used by the women for their resume improvement.

#### **European Added Value:**

This module can be used in Poland with Ukrainian migrants and refugees as a target group. It can be used by NGOs and other stakeholders supporting such a target group to enhance their digital skills and employability, contributing to the integration and empowerment of Ukrainian migrants and refugees in Poland.

#### **GENERAL CONCLUSIONS AFTER THE IOIC TESTING PHASE:**

- The topics should be tailored for the target group as each country presents different educational abilities based on the background, as well as needs.
- Migrants require different skills at different stages of their life, i.e. first steps of integration to the hosting society, search for the job, already working, skills to help children.
- Most of the learners marked that the topics of online banking and e-services from the public authorities were the most useful topics. Less appreciated topics were social media, learning languages online and compiling online CV modules.
- 100% of learners were satisfied with our teaching and felt that their digital skills are so advanced that they can help someone else by sharing their knowledge and experience. Most of the participants have already applied their skills in their everyday life.

## V. What factors to consider when organizing the courses

Based on the testing phase, we draw some conclusions for what to consider when organizing the courses for migrant women and their children.

In general, factors to consider when organizing a course with a specific target are:

- know the background of the participants
- know the family context of the participant
- knowing how to communicate well the purpose of the course and what the participants get (certificate, recognition, etc.)
- convenient location and reachable on foot or by public transport
- tools coherent with the course available to the participant

Now, we will dive deeper into the specific aspects, which are important to address when organizing digital skills courses for migrant women.

### ● Childcare

During the testing phase of the Digital Learning in the Family project, several valuable conclusions were drawn regarding the organization of courses for migrant women and their children. One essential consideration that emerged is the provision of childcare services. Recognizing that many migrant women with young children face the challenge of balancing family responsibilities with learning, offering reliable and parallel childcare becomes crucial.

The project's success in engaging mothers was attributed to the availability of science workshops for children, ensuring that mothers could fully participate in the courses without worrying about their children's care. It was observed that when mothers have access to trustworthy childcare during course hours, they feel more at ease and can focus on their learning without distractions. This consideration is particularly important for women who may not have other reliable options for childcare, as it ensures their equal access to educational opportunities.

When working with young children, the varying motivation of the participants must always be taken into account. Children can have good and bad days, often they come to the course after a long day at school, tired or worn out. In such cases, even the most exciting experiments may not motivate some children to participate.

Therefore, the supervisors must be able to react flexibly and spontaneously to the group. In some cases, it helps to bring the break forward and start with a snack or a movement session. Perhaps a child is also preoccupied with something that he or she might want to talk about.

If the children are hardly motivated to play the memory puzzle, other games can be played. The class should not feel like just another school lesson, but more like an exciting workshop that the children will want to go to and have fun.

If not all experiments can be completed in one day or if the children find an experiment so exciting that they ask for it on another day of the course, experiments can of course be repeated or made up for at another time.

Another problem can arise if the age differences in the group are very high. Children as young as 5 do not understand the same things as 9-year-olds. Motor skills can also differ greatly in these age groups.

Another problem can arise if the age differences in the group are very high. Children as young as 5 do not understand the same things as 9-year-olds. Motor skills can also differ greatly in these age groups.

Adhering to the rule that nothing should be put in the mouth when experimenting can also be difficult for children of preschool age.

As far as possible, the children in a group should be of a similar age. Groups with younger children should also be kept smaller. Since older children can already experiment more independently and with more responsibility, small tasks can be distributed in these groups, such as fetching and cleaning materials or lighting a candle under supervision. If the children in a group are of a similar age, the explanations of the phenomena can also be better adapted to the respective target group.

However, the most important thing when experimenting with children is and remains the selection of experiments. Experiments with a "wow effect" excite children the most and motivate them to participate, even over a longer period of time: color changes, chemical reactions, things reminiscent of magic are fascinating for large and small children alike. Another important aspect is do-it-yourself. Let the children



do and try out as many things as possible themselves. This arouses curiosity and motivation to try more experiments and explore new things.

Last but not least, the course can of course also help to awaken and foster hidden talents and interests in the children. Especially in the natural science disciplines, there are few opportunities for children and young people to pursue their interests. Science lessons can often only be conducted with a lot of theory and few practical units, which is why these subjects are often considered boring or difficult to understand.

Even today, girls and young women are less confident in technology or physics classes and have fears of contact. It is therefore all the more important to counteract the cliché of boring STEM lessons and to encourage potential and interest in these areas and topics in children at an early age (especially in elementary school).

### ● Language barriers

For many migrant women, language proficiency can be a barrier to accessing educational opportunities and fully engaging in course materials. Without adequate language skills, women may struggle to comprehend instructions, participate in discussions, and grasp the course content. This limitation can lead to feelings of frustration, isolation, and a lack of confidence in the learning process. To address this concern and ensure an inclusive learning environment, courses should include linguistic support and translators. Having bilingual instructors or interpreters who can assist participants in understanding course materials and concepts can significantly enhance the learning experience. These language facilitators can bridge the communication gap, ensuring that the content is accessible to all participants, regardless of their language proficiency. In our course, we addressed the language barrier through language exercises and having translators present or the instructors who were able to speak both languages.

Providing language assistance goes beyond merely conveying information; it fosters a sense of inclusivity and belonging among participants. When migrant women feel that their language needs are acknowledged and supported, they are more likely to actively engage in the learning process and contribute to discussions. This sense of belonging creates a positive and supportive learning environment, promoting a collaborative and enriching educational experience. By addressing language barriers, educators and organizers can create an environment where migrant women feel comfortable expressing themselves, engaging in discussions, and grasping the course content effectively. In doing so, courses can truly cater to the diverse linguistic backgrounds of the participants, breaking down barriers to education and fostering a



more equitable learning experience. Additionally, incorporating language support into the courses aligns with the broader objectives of integration and empowerment. When migrant women are equipped with the language skills necessary to navigate their new surroundings, they can more actively participate in their communities, access additional educational and vocational opportunities, and ultimately enhance their overall quality of life.

In conclusion, addressing language barriers is essential when organizing courses for migrant women and their children. By providing linguistic support and translators, educators and organizers create an inclusive and empowering learning environment. Overcoming language barriers not only aids in understanding course materials but also fosters a sense of belonging and promotes active engagement among participants. Ultimately, this consideration plays a pivotal role in supporting the integration and success of migrant women in educational settings and beyond.

## ● Cultural aspects

Migrant women come from diverse cultural backgrounds, each with its unique values, beliefs, and learning styles. When organizing courses, educators and organizers must be mindful of these cultural nuances to ensure that the content and teaching approaches resonate with the participants. Taking cultural aspects into account not only enhances the participants' learning experience but also fosters a sense of belonging and appreciation for their cultural identities.

One essential consideration is the incorporation of culturally relevant content. By integrating examples, case studies, and references that align with the participants' cultural backgrounds, courses become more relatable and engaging. This approach allows migrant women to see themselves reflected in the learning materials, which can boost their motivation and interest in the subject matter. Moreover, understanding the importance of collective learning and group dynamics in certain cultures can influence the course design. Some cultures value collaborative learning and emphasize the importance of community-oriented education. Organizers can leverage this aspect to promote peer-to-peer learning, group discussions, and collaborative projects, which align with the participants' cultural values.

An essential consideration when addressing cultural aspects is ensuring that the teaching approach is sensitive to cultural norms and practices. For instance, some cultures may place greater importance on respect for authority figures, which may influence the dynamics between instructors and participants. By recognizing and respecting these cultural norms, educators can create a supportive and respectful learning



environment that enhances the participants' sense of safety and comfort. Incorporating cultural aspects into course design also involves recognizing the potential impact of religious observances and holidays on attendance and participation. Being aware of significant cultural events and providing flexible scheduling can accommodate the needs of participants from various backgrounds, ensuring equal access to educational opportunities.

In conclusion, considering cultural aspects is essential when organizing courses for migrant women and their children. By acknowledging and respecting cultural diversity, educators and organizers can create an inclusive and enriching learning environment. Incorporating culturally relevant content, adapting instructional methods to cultural norms, and being mindful of religious observances can foster a positive and supportive learning experience. Ultimately, embracing cultural diversity not only enhances the participants' learning outcomes but also promotes a sense of unity and mutual understanding among the participants and their families.

## ● Skill Levels

Migrant women enrolled in courses may have varying levels of digital skills, making it essential to consider individual skill levels when organizing educational programs. A diverse group of participants may include women who are completely new to digital technologies and those who already possess some basic digital competencies. Recognizing these variations, implementing pre-assessments can be highly beneficial in identifying the existing skill levels of the women. Pre-assessments can help educators gauge the participants' knowledge and familiarity with digital tools, providing valuable insights for designing courses that cater to both beginners and those with more advanced digital skills.

For participants with limited prior exposure to technology, foundational courses that cover basic digital literacy skills can serve as a starting point. These courses can focus on fundamental concepts, such as using a computer, navigating the internet, and understanding common applications. By starting with these fundamental skills, participants can build a strong digital foundation, instilling confidence and motivation to progress further.

On the other hand, for women with some existing digital knowledge, advanced modules can offer a pathway to enhancing their skills and preparing them for more complex digital challenges in the workforce. Advanced courses may cover topics such as digital productivity tools, online communication

platforms, and digital marketing strategies. By addressing the specific needs of this group, educators can ensure that participants feel challenged and engaged throughout the learning process.

Furthermore, individualized attention and support are critical for promoting the progress of participants with varying skill levels. Small-group sessions or one-on-one mentoring can provide personalized guidance to those who may require extra assistance or wish to delve deeper into specific digital areas. This individualized approach fosters a supportive learning environment, enabling participants to address their unique learning needs and goals.

By offering courses at different skill levels, educators can ensure that each participant receives appropriate instruction and experiences meaningful progress. This approach contributes to increased motivation and confidence among the women, further enhancing their overall learning experience. Participants will feel empowered and encouraged to embrace digital technologies, regardless of their starting point, knowing that the courses are tailored to their individual abilities.

In conclusion, considering the diverse skill levels of migrant women when organizing courses is fundamental to the success of educational programs. By implementing pre-assessments, offering foundational and advanced modules, and providing individualized support, educators can create an inclusive and supportive learning environment. Addressing skill level variations ensures that each participant has the opportunity to develop their digital competencies, fostering a sense of achievement and empowerment. Embracing these considerations paves the way for migrant women to thrive in the digital age and opens doors to new opportunities for personal and professional growth.

## ● Materials

Preparing course materials beforehand is essential for delivering a well-structured and organized learning experience. Well-designed materials help participants stay focused on the course content and learning objectives. By providing clear and concise materials, educators can enhance the learning experience and facilitate comprehension for the participants, regardless of their digital literacy levels.

Moreover, course materials should be tailored to the specific needs of the participants. For foundational courses, materials should cover fundamental digital literacy skills and be presented in a user-friendly manner, catering to beginners. Conversely, advanced courses should include more in-depth and



specialized content, offering challenges and opportunities for participants with existing digital knowledge to further enhance their skills.

The choice of technology and digital tools used in the courses also significantly impacts the learning experience. Ensuring access to devices and technology is essential, as not all participants may have their own devices. Providing access to computers, tablets, or smartphones enables participants to actively engage in online resources and activities, fostering a comprehensive digital learning experience.

Internet access is another critical consideration, as it facilitates online research, access to digital learning platforms, and communication with instructors and fellow participants. Reliable internet connectivity enables seamless participation in virtual learning activities, ensuring that participants can access educational materials and submit assignments without disruptions. Additionally, organizers should consider the devices that participants already own. Some participants may prefer to use their personal devices for comfort and familiarity, while others may be more comfortable with devices provided by the course organizers. Being flexible and accommodating participants' preferences can enhance their overall learning experience and confidence in using digital technology.

To support the use of technology effectively, it is essential to provide technical assistance and training as needed. Offering introductory sessions on how to use digital devices, navigate online platforms, and troubleshoot common technical issues can empower participants to become more comfortable with digital tools, reducing any barriers they may face.

In conclusion, thoughtful preparation of materials and ensuring access to technology are critical considerations when organizing courses for migrant women and their children. Well-designed materials catered to different skill levels and the provision of devices and internet access enable an inclusive and engaging learning experience. By empowering participants with digital technology and support, educators and organizers can foster a positive and empowering environment that encourages active participation and digital skill development. These considerations are instrumental in bridging the digital divide and empowering migrant women with valuable digital competencies for personal growth and successful integration into the modern digital world.



## ● Experienced Instructors

The expertise and experience of instructors play a crucial role in the effectiveness of courses for migrant women and their children. Experienced instructors bring a wealth of knowledge and expertise in digital technology, enabling them to deliver high-quality instruction and effectively convey complex concepts to participants. Their proficiency in using digital tools and applications sets a strong example for the women, instilling confidence and promoting a positive attitude towards technology.

Moreover, experienced instructors are well-versed in adapting their teaching methods to accommodate diverse learning styles and skill levels among the participants. They can assess the needs and capabilities of individual learners and tailor their approach accordingly. This personalized attention ensures that each participant receives the support and guidance necessary for their learning journey.

Cultural sensitivity is another essential trait that experienced instructors possess. They understand the diverse cultural backgrounds of the participants and can create an inclusive learning environment that respects and celebrates these differences. Being culturally sensitive involves acknowledging and valuing the perspectives, experiences, and values of each participant, fostering an atmosphere of mutual respect and understanding.

Experienced instructors can also create a positive and supportive classroom culture, encouraging open communication and active participation. They create an environment where participants feel comfortable asking questions, sharing their ideas, and engaging in discussions. This inclusive approach fosters a sense of belonging and promotes a deeper connection between the participants and the instructor.

In addition to their teaching abilities, experienced instructors serve as role models for the participants. Their passion for continuous learning and their commitment to embracing digital technology as a tool for personal and professional growth inspire the women to adopt a similar mindset. This influence can extend beyond the classroom, motivating participants to seek out additional educational opportunities and pursue their aspirations confidently.

To ensure that courses for migrant women and their children are led by experienced instructors, it is essential for organizers to invest in professional development and training. Providing ongoing support and training opportunities helps instructors stay up-to-date with the latest digital trends and teaching methodologies, enhancing their ability to deliver effective and engaging instruction.

In conclusion, the presence of experienced instructors who possess both digital knowledge and cultural sensitivity is vital when organizing courses for migrant women and their children. These instructors create a positive and supportive learning environment, fostering a sense of confidence and empowerment among the participants. Their ability to adapt to diverse learning needs and cultural backgrounds ensures that each participant receives meaningful and personalized instruction. By investing in the professional development of instructors, educators and organizers can enhance the overall quality of educational programs and empower migrant women with valuable digital skills for personal and professional growth.

- **Supportive and inclusive learning environment**

Creating a supportive and inclusive learning environment is crucial when organizing courses for migrant women and their children. One of the key elements of a supportive learning environment is fostering a culture of respect and understanding. Educators and organizers should encourage open communication and active listening, valuing the diverse perspectives and experiences of the participants. A non-judgmental and inclusive atmosphere allows migrant women to share their ideas, ask questions, and express their concerns freely, creating a safe space for learning and growth.

Moreover, promoting collaboration and peer support is essential in building a supportive learning environment. Participants can learn from one another's experiences and cultural backgrounds, enhancing their understanding and appreciation of diversity. Collaborative learning activities, group discussions, and teamwork encourage participants to work together, exchange knowledge, and collectively overcome challenges.

Cultivating a growth mindset is another crucial aspect of an inclusive learning environment. Emphasizing the value of effort, perseverance, and learning from mistakes encourages participants to embrace challenges and see setbacks as opportunities for growth. This positive outlook fosters resilience and a willingness to take on new digital challenges, empowering migrant women to develop their digital skills with confidence.

Incorporating hands-on and practical learning experiences is instrumental in creating an engaging and supportive learning environment. Giving participants opportunities to apply their digital skills in real-world scenarios fosters a sense of accomplishment and relevance. Practical exercises, projects, and

simulations enable women to see the immediate benefits of digital technology and how it can enhance their daily lives and career prospects.

Continuous feedback and assessment play a crucial role in supporting the participants' growth and development. Providing constructive feedback, acknowledging their achievements, and offering guidance on areas for improvement help participants track their progress and stay motivated. This approach creates a positive learning experience that encourages continuous learning and self-improvement.

In conclusion, fostering a supportive and inclusive learning environment is fundamental when organizing courses for migrant women and their children. By promoting a culture of respect, encouraging collaboration, cultivating a growth mindset, and providing personalized support, educators and organizers empower participants to embrace digital technology and enhance their digital skills. An inclusive learning environment that acknowledges cultural diversity and celebrates individual achievements fosters a sense of empowerment, belonging, and resilience among migrant women. By prioritizing the creation of a supportive learning environment, courses can become transformative experiences that empower migrant women with the tools and confidence to thrive in the digital age.

## ● Individual learning needs

Accommodating individual learning needs is a critical aspect of organizing courses for migrant women and their children. During the testing phase of the Digital Learning in the Family project, it became evident that recognizing and addressing the diverse learning needs of participants is essential for creating an inclusive and effective educational experience.

Each participant in the courses may have unique learning preferences, abilities, and challenges. Some individuals may grasp new concepts quickly and thrive in a fast-paced learning environment, while others may require more time and support to absorb the information. Educators and organizers must be responsive to these individual differences to ensure that all participants can fully engage in the learning process.

In the project, we accommodated those needs through individual mentoring. Learn more about our approach in “Overview of Project Outcomes” chapter of the Guidebook. Another approach worth mentioning is by flexible learning pathways. Providing different modules or course tracks that cater to varying skill levels allows participants to choose the path that aligns best with their existing knowledge

and learning objectives. For instance, offering foundational and advanced modules gives participants the freedom to start at the appropriate level based on their digital proficiency.

Additionally, offering diverse learning resources and materials can accommodate different learning preferences. Some participants may excel in hands-on learning experiences, while others may prefer visual or auditory aids. Providing a variety of resources, such as video tutorials, interactive exercises, written materials, and group discussions, ensures that participants can access the information in ways that resonate with them.

Regular formative assessments can help gauge individual progress and identify areas where additional support may be needed. Formative assessments provide valuable feedback to both educators and participants, enabling adjustments to the learning approach as necessary. The feedback loop created by ongoing assessments allows educators to address any learning gaps and reinforce key concepts effectively.

Lastly, providing continuous communication and support is crucial in accommodating individual learning needs. Encouraging participants to voice their concerns, ask questions, and seek assistance creates an open and supportive learning environment. Regular check-ins and feedback sessions allow educators to monitor progress and make any necessary adjustments to better support the participants.

In conclusion, accommodating individual learning needs is a vital consideration when organizing courses for migrant women and their children. By offering mentoring, flexible learning pathways, diverse resources, formative assessments, assistive technologies, and ongoing support, educators and organizers create an inclusive and empowering learning environment. Recognizing and addressing individual differences allows each participant to fully engage in the learning process, enhancing their digital skills and promoting their successful integration into the digital world. This commitment to accommodating individual learning needs contributes to the overall success and impact of educational programs for migrant women and their children.

## VI. How to implement the project on the institutional level in the partner countries

### **POLAND:**

The implementation of the Digital Learning in the Family project at an institutional level in Poland is a collaborative endeavor that aims to equip migrant women with essential digital skills and facilitate their integration into the labor market. Linking Foundation is fully dedicated to integrating the project's outcomes into its routine operations and initiatives. They have disseminated the project's achievements through various channels, including their social media platforms, website, and extensive network of partners. Furthermore, the project's accomplishments are set to be showcased at a national Dissemination Event scheduled for November 21, 2023, in Tarnów. This event will be attended by representatives from local organizations dedicated to supporting migrant women, creating an ideal platform for them to discover and embrace the project's outcomes in their own work.

Capitalizing on the project's achievements during the testing phase, NGOs and organizations that work closely with migrant women, along with vocational training centers, language schools, and universities, are strongly encouraged to consider the incorporation of the project's modules, especially the IO1C- the advanced module, into their initiatives and curricula. This will contribute to the broader goal of enhancing the digital literacy of migrant women and furthering their prospects in the labor market in Poland.

### **GERMANY:**

The testing of the modules was very successful, so that we were able to implement the IO11 module in several projects at the branches of Grone Training Centers NRW, for example in Unna, Essen, and Duisburg. Grone runs numerous projects for women with migration and refugee backgrounds at several locations across the country (see the Grone homepage [www.grone.de](http://www.grone.de)). The project results will flow into these measures or the modules will be offered as individual measures in the future. The preliminary results have already been presented at the conference of Grone's managing directors. The nationwide working groups of Grone employees will further develop the modules. The project is presented in Grone's internal newspaper and is therefore available to other nationwide Grone institutions (currently over 200 educational institutions) and partners. The project will be presented to labor market actors and education providers nationwide at the congress "Qualified, committed, thwarted" Professional integration of qualified women with refugee experience on November 15th in Dortmund. The mentoring module is also

of particular interest here. Other institutions working with a group of migrant women are encouraged to use the project materials.

### **UKRAINE:**

Due to the full-scale aggressive invasion of the Russian Federation to Ukraine, the North East as well other parts of the country are impacted by the internally displaced people (IDPs) migration and the need for their integration and education for better employability. As there is no language barriers and only slight cultural differences may be challenging, the main focus of the educators working with the IDPs challenges are to define their needs and find the best solutions under the following conditions:

- Rapid response to the needs, especially those related to psychological support and recovery, and employment prospects;
- Avoid traumatizing experiences (e.g. activities related to memories of the past events, future planning, etc);
- Choose the locations having active bomb shelters with the capacity enough to host all the participants and the teacher simultaneously;
- Rely on transportable equipment like tablets that can be easier evacuated; etc.

Therefore the primary groups of educators interested in the Digital Learning for the Family project experiences and materials are those coming from the HEIs, VET institutions, schools and NGOs. However, the local authorities responsible for human resources (education department, employability service, etc) found it useful to learn about the project lessons learnt too.

An important factor to consider when organizing the event is the reputation and image of the hosting organization. As the project implementer in Ukraine was Sumy State University, entering TOP-5 ranking in the whole country, the trust and attention to the event were secured.

### **Italy**

UTC disseminated the project to all its European and national partnership networks, through information moments. In particular, it organized small conferences with the schools for which it manages mobility projects, where it presented the project and the course which was created in collaboration with IPIA Orfini. Since the professional schools have a large number of students of foreign origin, in particular with a migratory background, the course has received strong interest from managers and professors.

We therefore want to activate a series of courses in schools in Umbria, Lombardy and Puglia.



The Orfini Institute has integrated the test phase into the future internal planning of the school and is committed to making the course a reality, offering it to the mothers of those enrolled and not only, continuing the collaboration with bodies such as reception centres, Caritas, etc.

Thanks to the interest of the Municipality of Spoleto, of bodies such as Digipass and Cidis - the concept of the training course will be proposed again to similar bodies.

Secondary schools interested in experimenting and implementing such a training course, for different levels and needs, are therefore invited to download the guide and present it to the Institute Councils for inclusion in the PTOF (Training Offer Plan).



## VII. Conclusions

The Digital Learning in the Family project stands as a testament to the impact of education and collaboration in the lives of migrant women and their families. This guidebook serves as a reflection on the journey we have undertaken, highlighting the pivotal aspects that have shaped the project's success. It aims to inspire future initiatives by providing valuable insights into the methodologies and approaches employed during the project. These strategies can be adopted to tailor the implementation of the Digital Learning in the Family project to the unique needs and challenges faced by migrant women and their children, ensuring their empowerment with essential digital skills for personal and professional growth.

Our project is an example of an initiative worth replicating, grounded in its relevance for several compelling reasons. It addresses the critical need to support and empower women with a migrant background, particularly those who are unemployed and lack digital skills. Through tailored training courses, we equip them with essential digital competencies, fostering their professional perspectives and facilitating their integration into host societies. One of the key factors that make our project worth replicating is its holistic approach. We recognize the interconnectedness of women's lives and the impact of their family circumstances on their ability to engage in learning and skill development. Therefore, the inclusion of a family module, offering parallel childcare for participating mothers with young children, demonstrates our commitment to removing barriers and ensuring access to education for women with diverse responsibilities.

Furthermore, the project's testing phase has proven its effectiveness in three partner countries: Germany, Italy, and Poland. This validation demonstrates its adaptability and relevance across different cultural contexts and highlights the potential for replication in various regions facing similar challenges encountered by migrant women. The impact of digital skills on everyday life and professional growth cannot be overstated. Our project empowers women to navigate the digital world with confidence, improving their communication, information access, and productivity in their daily lives. Additionally, as the job market increasingly demands digital competencies, our initiative enhances their employability, opening up new opportunities for personal and career advancement. The advanced module for women, tailored to those with existing digital knowledge, stands out as a crucial element of our project's relevance. Recognizing the varying skill levels within the target group, we address the specific needs of women who need to bridge the gap between basic digital skills and advanced competencies for career success.



In conclusion, "Digital Learning in the Family" is a project of significant worth and relevance due to its holistic approach, a successful testing phase, and profound impact on everyday life and professional growth for women with a migrant background. The project's adaptability and long-term benefits make it an ideal model for replication, presenting a promising solution to address the challenges faced by this vulnerable group in multiple regions worldwide. We encourage educators, institutions, and organizations actively engaged in empowering migrant women to use the materials created in the project in their activities.

## VIII. Resources

You can access and download the outputs and results created in the project on our project website. Visit: <https://familylearning.eu/resources/>