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University and Business Inclusive Digital Learning Coaches

Lesson 1

General introduction of the project and the target beneficiaries

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FUNDACIÓN
EMPRESA UNIVERSIDAD
DE ALICANTE

Universitat d'Alacant
Universidad de Alicante

Mednarodna fakulteta
za druzbene in poslovne studije
International School
for Social and Business Studies
Celje · Slovenia · Europe

isob
Institut für
sozialwissenschaftliche
Beratung GmbH

Agenda

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2. Why did we apply for the project?
3. What were the needs we planned to address?
4. What did we want to achieve by implementing the project?
5. Who are our target groups?
6. What activities are we going to implement?
7. What project results and other outcomes do we expect our project to have?

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1. Partner organizations

The project is implemented by following partners:

- UNIVERSIDAD DE ALICANTE, **Spain**

- SOUTH EAST EUROPEAN UNIVERSITY, **The Republic of North Macedonia**

- MEDNARODNA FAKULTETA ZA DRUŽBENE IN POSLOVNE ŠTUDIJE, **Slovenia**

- FUNDACION EMPRESA UNIVERSIDAD DE ALICANTE DE LA COMUNIDAD VALENCIANA, **Spain**

- ISOB INSTITUT FUR SOZIALWISSENSCHAFTLICHE BERATUNG GMBH, **Germany**

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2. Why did we apply for the project?

- **The COVID crisis shown**: schools and civil society organization activities suffered from a lack of access to such learners.
- The **context** of this project was the **lack of access to the material means and knowledge of groups at risk**, such as pupils from families at the fringes of society, national minority groups like Roma, refugee families, etc.

The partners applied for the project as we thought that universities, their staff, and advanced students, but also socially responsible businesses were in a unique position to assist in this situation (they could apply their digital skills to train digital learning coaches to build and support a group of multipliers)

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3. What were the needs we planned to address?

The project addresses the following priorities:

➤ *"Addressing digital transformation through the development of digital readiness, resilience and capacity,"* and

➤ *"Inclusion and diversity in all fields of education, training, youth and sport"*

- **Needs of the target group:** Universities and businesses include staff and advanced students who have advanced digital skills, but lack knowledge of the environment of disadvantaged segments of the society which have been hit hard by the pandemic.

- **Coaches** need to get in touch with educators and community organisations to work out a digital readiness programme for the beneficiary groups which considers the learning and support needs as well as the digital skills.

- **Needs of the to-be multipliers,** such as professionals and experienced volunteers from social work, youth work, and community development: **The target group is in touch with the beneficiaries**, but lacks the digital skills and awareness of the most promising digital learning tools as well as the focus and outreach to support the final beneficiaries in the most efficient way.

- **Needs of the final beneficiaries**, as pupils, youth at risk, youth at risk of school dropout, youth from minorities as Roma, refugees and migrants: these have lost contact to education and support structures during the pandemic.

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3. What did we want to achieve by implementing the project?

Consolidate a social support system that encourages disadvantaged groups to further develop their digital skills.

Disadvantage students and youth from groups at risk can acquire the digital knowledge and skills

Reenter the education support opportunities that are offered but not use by these groups

Catch up with the gaps in education and learning created during the COVID crisis

Develop digital skills that allow for using digital learning opportunities on a continuing basis

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The main objective is to form a University-Business-Community Alliance, which brings together the knowledge and skills of academics, advanced students and professionals, in particular in using digital means of learning and the expertise and beneficiary group access of professionals and experienced volunteers in social and youth work, community development and education to provide the support and knowledge that is needed to meet the beneficiaries' needs.

This will be achieved by:

Providing toolkits and other state of the art multi-media learning material to teach and learn this knowledge and skills

Setting up the appropriate training for multipliers to empower them for supporting their clients to professional standards also in the field of digital learning

Supporting the multipliers through university and Business based coaches

Providing online resources

Engaging the Business Community to support this effort

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4. Who are our target groups?

Migrants
Disabled people

Senior citizens

Female rural entrepreneurs

Ukrainian refugees

Children at risk of exclusion

Migrants
ISOB - GERMANY

VULNERABILITIES

- Lack of financial means for a good internet connection and suitable software and hardware.
- Language barriers.
- Low digital skills.

DIGITAL BARRIERS

- Shame because of language barriers
- Knowledge gap about digital technology
- Lack of hardware

ICT OPPORTUNITIES

- Increasing participation in society
- Establishing and maintaining social contacts
- Use of ICT as a learning medium

MULTIPLIERS

- Migrant organizations
- Schools and youth organizations
- Language schools in adult education

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Disabled people
ISOB - GERMANY

VULNERABILITIES
- Challenges in everyday life
- Social participation
- Low digital skills in media literacy

DIGITAL BARRIERS
- Insecurity to use digital technology
- Knowledge gap about digital technology
- Feeling of loneliness, grief and uselessness

ICT OPPORTUNITIES
- Staying connected with relatives and friends
- Preventing health and getting entertained
- Increasing mobility and social participation

MULTIPLIERS
- Associations supporting people with disabilities
- Companies and schools
- Residential groups for people with disabilities

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Senior citizens
MEDNARODNA FAKULTETA ZA DRUŽBENE IN POSLOVNE ŠTUDIJE - SLOVENIA

VULNERABILITIES
- Low digital skills
- Physical barriers
- Cut off from the real and digital world
- Restricted mobility

DIGITAL BARRIERS
- Fear to use digital technology
- Knowledge gap and lack of digital competencies
- Feeling of anger, shame and uselessness

ICT OPPORTUNITIES
- Staying connected with relatives and friends
- Preventing health and getting entertained
- Making work easier through innovative technologies
- Online shopping and social participation

MULTIPLIERS
- Elderly homes
- Seniors' cafe

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Female rural entrepreneurs
SEEU – THE REPUBLIC OF NORTH MACEDONIA

VULNERABILITIES
- Online harassment and abuse
- Mental and emotional distress
- Less likely to have access to the internet and digital devices
- Limited ability to participate in online spaces and access to resources

DIGITAL BARRIERS
- Lack of access to digital infrastructure
- Socioeconomic barriers
- Gender stereotypes and cultural norms
- Digital skills and literacy

ICT OPPORTUNITIES
- Economic empowerment
- Access to project grants and education and training
- Improve healthcare and increase social and political participation
- E-commerce and E-business

MULTIPLIERS
- Representative of NGOs
- Successful women who are involved in this target group
- Family members during different cultural events

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Children and risk of exclusion
UA - SPAIN

VULNERABILITIES
- Limited access to devices, internet connectivity and digital resources
- Difficulties to use digital tools effectively
- Online harassment
- Inappropriate content

DIGITAL BARRIERS
- Lack of internet connection
- Socioeconomic barriers
- Early school dropout
- Limited access to hardware and software

ICT OPPORTUNITIES
- Access to online education
- Improvement of creativity and expression
- Empowerment and economic opportunities
- Digital skills development, digital inclusion and participation

MULTIPLIERS
- Teachers of disadvantaged groups in the education system
- NGO volunteers
- Family members

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Ukrainian refugees
FUNDEUN - SPAIN

VULNERABILITIES

- Limited access to devices, internet connectivity, and reliable infrastructure
- Language and cultural barriers
- Social insolation

DIGITAL BARRIERS

- Lack of internet connection and limited access to hardware and software
- Language barriers
- Difficulty in finding a job

ICT OPPORTUNITIES

- Access to information, communication and connectivity
- Language learning and access to educational resources
- Employment and entrepreneurship
- Support and counselling

MULTIPLIERS

- Volunteers from NGOs
- Students in their final year of social work
- Ukrainians who have been living in the host countries for a long time

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4. What activities are we going to implement?

- The project will train **40 coaches for digital learning** which will form a close contact to the target group of multipliers in a University-Business-Community partnership.

- **20 coaches will be trained in a three day face to face** (C 1 training), as well as additional 20 through C 2 blended 3 days face to face for 10 and 8 hrs of online learning for additional 10.

- **The coaches will each train 5 multipliers** from the target groups of professionals and experienced volunteers from relevant schools and organisations, with a focus on those who represent the beneficiaries.

- **The coaches will be trained along level 5 of the digital competencies framework, the multipliers along level 3**.

- **The training of the multipliers** (200 overall) will focus on the skills and competencies needed to plan and facilitate the participation in educational programs of schools and other relevant educational offers.

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5. What project results and other outcomes do we expect our project to have?

- **R1** - Training modules and visual material (presentations, short videos, animations, infographics) for Community Digital Learning coaches **(led by ISOB).**
- **R2** - Training kit for Community Digital multipliers (text, presentation, video and additional media) equivalent of about 100 p. highly visualized, OER) **(led by UA).**
- **R3** - Video based mini-case studies on digital infrastructure and digital learning support of schools and other learning opportunities for beneficiaries to inform and motivate coaches, multipliers and beneficiaries (about 100 short videos, OER) **(led by ISSBS).**
- **R4** - Universities for inclusive community learning Fieldbook and Video/Podcast Series: good practices of animation of University and Business support for learners at risk in formal and non formal education **(Book: SEEU, all partners; Podcast: ISOB; all partners).**
- **R5** - Video Testimonials and Publicity Material on Business Responsibility in digital inclusion of groups at risk content for use in business publications **(led by FUNDEUN)**

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We expect the project to have these outcomes:

- **40 coaches** from partner organizations trained as the core of support.
- **100 multipliers** from beneficiary-related organizations (NGO, schools, etc.) in acquiring digital skills
- **8 multiplier** events with 30-50 participants (320 participants) will raise awareness and promote the wide use of the results
- **Dissemination to more than 10.000 contacts** through partner and associated partner networks, social and traditional media
- **Sustainable network of Coaches, multipliers, University, Business, and beneficiaries**
- **Sustainable content platform** maintained from partners' own resources
- **University-Business-Community cooperation strengthened** and cooperation for additional socially responsible activities prepared
- **Results and learnings embedded in University teaching** and **professional and volunteer organizations learning**
- **Learning opportunities and social inclusion of beneficiaries strengthened**

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