



University and Business Inclusive Digital  
Learning Coaches

Co-funded by the  
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## Lesson 3

### Multipliers of digital activation - tutoring, mentoring, coaching and counselling



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



# Agenda

1. Coaching Framework and involved target groups
2. Involved target-groups
3. UnInLeCo Manifest
4. Personas
5. Build a network

## Learning objectives

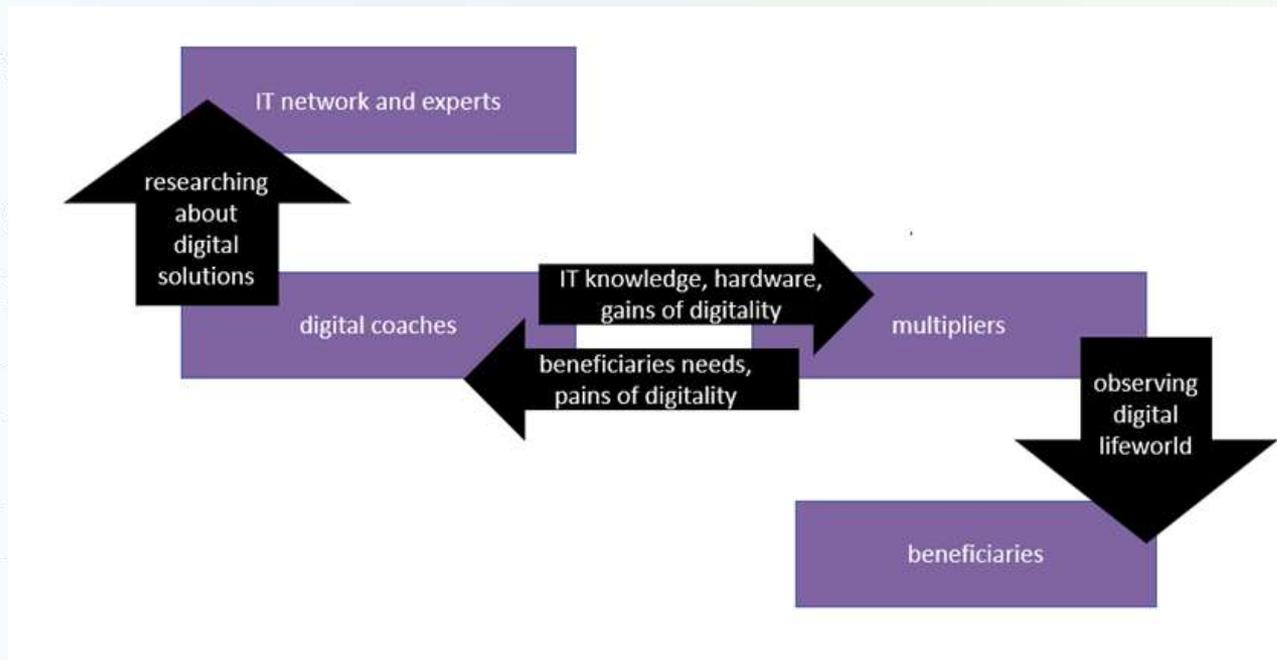
After the lesson, learners will be able to:

- understand and apply the UnInLeCo coaching framework
- use the persona model for education interventions
- build a supportive network

# 1. Coaching Framework

- learning is fundamentally social and focuses on real problems
- knowledge is integrated in the life of communities
- learning is an act of participation
- knowing depends on engagement in practice
- engagement is inseparable from empowerment
- failure to learn is often the result of exclusion from participation
- we are all lifelong learners (Trainers Library, 2020)

# 1. Coaching Framework



# 1. Coaching Framework

Multipliers are **bridge builders** for overcoming the digital divide.

The coaching framework is geared toward a mutual learning experience which is based on a non-formal methodology, face-to-face exchanges, and valid information. This means that the digital coach, even in his role as an IT expert, does not dominate the conversation and the multiplier does not act as a "student".

# 1. Involved Target-groups

- digital coaches
- multipliers
- beneficiaries

## 2. Involved Target-groups

### DIGITAL COACHES

- IT experts from universities and businesses who are motivated to share and deepen their IT knowledge and digital competences by meeting new people and immersing themselves in their digital lives.
- high level of digital skills and good conversational and counselling skills, are empathetic, and can shift perspectives
- enjoy learning about new IT tools and are sufficiently competent and have the right network to technical questions and problems

## 2. Involved Target-groups MULTIPLIERS

- multipliers interact with the target communities to digitally upgrade existing activities and assist member in digital learning
- is integrated in a existing initiative or works for educational organizations, civil society and social organizations as well as political and church organizations
- only receive little financial support in digital transformation and digital skills training or have little internal expertise on digital topics

## 2. Involved Target-groups BENEFICIARIES

- considered as vulnerable in the digital society
- senior citizens and people with disabilities, women, and mothers from rural areas with few employment opportunities, children, young people with a migration background or from socially disadvantaged families

### 3. UnInLeCo Manifest

*“We both have information; I have some information and knowledge about digital technology; you provide information about the digital lifeworld. We know that each of us may see things that the other person does not see. Therefore, we try to empathize with each other, give the other person the opportunity to see another dimension. We believe that learning as an opportunity for learning and people try their best in their situation ([Trainers Library, 2020](#)).”*

## 4. Personas

- personas are archetypical persons whose characteristics represent the needs of a larger group of people
- fictional personal details makes it easier to understand the digital lifeworld, pains and gains of digital technology

## 4. Personas

- UnInLeCo Personas are described with the digital lifeworld, problems with digital technology and knowledge gap, opportunities of digital media, trustful multipliers and digital coaches with jobs and opportunities

## 4. Personas

### Digital coaches

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**Ralf (65 years)**

40 years of experience. Has become a food-influencer by teaching himself making educational YouTube-Videos on food quality and health cooking

**Opportunities:** reaches out to poor neighborhoods to increase awareness of health food; gets to know potential apprentices of his network of restaurants

**Jobs:** gets contact with opinion leaders and informal youth groups. Does mixed cooking and YouTube workshops.



**Aisha (22 years)**

Businesswomen, social start-up. Is strongly connected in feminist-Muslim networks. Grew up in traditionalist family community. Knows about educational needs of Muslim children including from poorer families

**Opportunities:** contact to general poorer neighborhoods and social workers. Connect to university-business department

**Jobs:** Mentors multipliers on digital learning of entrepreneurialism and career guidance; Mentors children through educational path



**Georg (25 years)**

IT student in the last semester, likes to do sports, reaches out to trainers of football-teams which include players with less opportunities. Gets players interested in educational pathways

**Opportunities:** increases his social skills through contact with different perspectives; meets people with sports interest

**Jobs:** Consults on digital learning support to a company which does regular school programs



## 4. Personas

### Multipliers

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**Alexa (36 years)**

Runs an informal afternoon senior's tea group for play and communication; many of her seniors want to contact her grandchildren via smartphone; she wants to help but she is not sure how to adapt smartphones for seniors needs

**Opportunities:** gets in contact with coach from university, department of psychology which is specialized in user interfaces

**Jobs:** available for seniors to set up their smartphones and mentors the usage



**Sibelle (28 years)**

PhD-candidate in social work; runs an afterschool program for disadvantaged kids; needs more access to hardware and an overview of appropriate digital learning tools for children

**Opportunities:** gets in contact with businesses to donate laptops or tablets

**Jobs:** equips children with hardware; optimizes digital learning tools and gets them in touch with various businesses for excursions



**Stephanie (35 years)**

Trainer of a girl's football team; some players take football as an escape but lack behind in school performance; needs digital learning tools to support learning, e.g. in math; problem of cybermobbing comes up and needs strategy how to deal with it

**Opportunities:** player stay in the team due to better school performance; access to potential sponsors from business

**Jobs:** Monitors and encourages school performance; supports learning



## 4. Personas

### Beneficiary: mothers



Susi (39 years)

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#### Lifeworld

Is a working mother and just got her first child; and plans her second child. Does most of the carework. Has little time and needs to be keep an overview and be efficient to handle her daily life. Is worried about digital media regarding her daughter: Does not know how to media educate her.

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#### Problems with digital technology and knowledge gap

- is worried and unsecure about amount of media influence of her daughter
- overload with care work
- ...

#### Opportunities of digital media

- online scheduling and online purchasing management
- learning apps for children
- pregnancy and cycle apps
- online marketplace for buying and selling children clothes
- ...

#### Trustful multipliers

- doctors
- employer
- family centres, library, kindergarden
- ...

#### Digital coaches

- People from businesses and universities with digital skills and motivation to get to know digital lifeworld of others



## 4. Personas

### Beneficiary: disabled person



Toni (42 years)

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#### Lifeworld

has been in a wheelchair since a car accident a year ago. Kept his job at the office, however, the monthly costs increased due to his health status. Still has to get used to his new life and therefore attends a self-help group. Sometimes he is annoyed because his hometown is not very barrier-free. Trips to other cities are not very enjoyable anymore because he does not know the ways and is dependent on help. Social media helps him stay in touch with friends.

#### Problems with digital technology and knowledge gap

- is IT-savvy, but does not know about apps for wheelchair people
- ...

#### Opportunities of digital media

- accessible apps for wheelchair users (e.g. disabled toilets, disabled restaurants)
- ...

#### Trustful multipliers

- doctors
- self-help group
- employer
- ...

#### Digital coaches

- People from businesses and universities with digital skills and motivation to get to know digital lifeworld of others



## 4. Personas

### Beneficiary: migrant



Aileen (14 years)

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#### Lifeworld

Is one child of a migrant family of five. Has weak language skills of her host country and has difficulties to understand the technological tools in schools. She does not get much support from their parents because they also lack in digital competencies and usage of digital technology.

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#### Problems with digital technology and knowledge gap

- uses social media but mostly with regard to her home country
- is confronted with disinformation and has little access to information channels of the host country
- does not have a computer or laptop at home
- ...

#### Opportunities of digital media

- language and translator apps (e.g. integrateApp)
- multilingual information platforms
- language tandems and forum
- ...

#### Trustful multipliers

- social workers in migrant community (e.g. CampusAsyl)
- neighbourhood projects
- digital support (e.g. Computerspende)
- ...

#### Digital coaches

- People from businesses and universities with digital skills and motivation to get to know digital lifeworld of others

## 4. Personas

### Beneficiary: seniors



Johann (75 years)

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#### Lifeworld

Lives in a rural area with bad internet infrastructure and feels lonely because he has only little contact with his children and grandchildren, some have a live abroad. Is afraid of digital media because he hears a lot of negative effects on TV. Feels sometimes overwhelmed with his grandchildren because of their media usage.

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#### Problems with digital technology and knowledge gap

- is afraid of using her smartphone
- does not know how to get a e-prescription
- does not know how to use messengers and video telephony
- does not know how to arrange a doctor appointment online
- ...

#### Opportunities of digital media

- health apps for seniors (e.g. emergency call, reminder for medicine)
- online shopping
- entertainment (e.g. crossworld, podcast)
- ...

#### Trustful multipliers

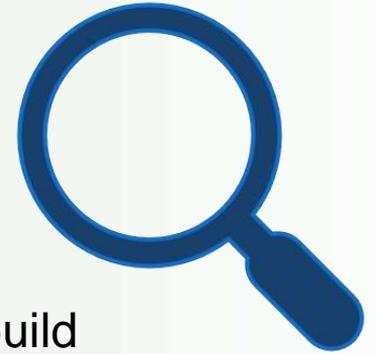
- elderly home, senior coffee
- sports club
- community members with interest in practical digital skills
- ...

#### Digital coaches

- People from businesses and universities with digital skills and motivation to get to know digital lifeworld of others

## 5. Build a network

- meet learners (multipliers, beneficiaries) where they are because most people are already involved in formal learning opportunities or at least have a kind of social environment
- use existing materials and established support services (e.g. YouTube channels, OER repositories, media institutes for civil society)
- digital life skills are key competencies and a prerequisite for coping with the everyday life; these can be seen as learning scenarios and opportunities to build a strong network of digital support



## >>Reflective questions<<

- What is my understanding of my role and how do I build a relationship at eye level to the multipliers?
- What values do I want to represent as a digital coach?
- What strengths can I contribute?





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