

## Good practices

### Good Practices in Spain

One good practice in Spain is the development of specific training courses for the “**Millennials**” registered in the Youth Guarantee System. The European Social Fund co-financed the program and supports young people between 16 and 29 years old. The training includes cybersecurity, Java Full Stack Programming, WordPress specialized in e-commerce and accessibility, programmatic advertising, project Management and Direction. The initiatives aim to strengthen the employability and professional skills of young people who are not employed and not integrated into education or training systems. The number of participants in the training programs reached more than 500 people. More information here: <https://www.eoi.es/es/noticias/eoi-y-el-ayuntamiento-de-alicante-impulsan-el-proyecto-millennials-para-mejorar-la-empleabilidad-de-los-jovenes>

Another relevant good practice in Spain that focuses on the demand of enterprises is the project “**Alicante Futura**”. It includes a digital boot camp for non-technical professionals claiming “*become a digital employee of the future in 100 days*”. The event promotes new technologies and shows new job perspectives in the technical sector that do not require higher education but still require competencies as a “digital employee”. It is a 14-week boot camp with 220 hours of classes and workshops and 140 hours of group and individual work. Participants select a company to do the internship. In addition, once the course is finished and during the following 3 months, the participants enjoy 8 sessions of 1 hour of mentoring. More information about the project is here: <https://www.impulsalicante.es/alicantefutura/queesalicantefutura/>

Interesting is also the non-profit organization “**Madrid for Refugees (MFR)**”. MFR organizes courses on building digital literacy, developing crucial skills for keeping up with the digital world and teaching computing skills for social integration and job-seeking to refugees, asylum seekers and migrants. Over 12 lessons, students gain exposure to the basics of computing, like keyboard use, internet navigation, email, Office programs and Google Workspace, to help them develop important digital skills for today’s job market. The highly practical program is taught by volunteer instructors and is certified by completion. More information about the training course is here: <https://madridforrefugees.org/en/digital-literacy/>

The Confederation of Entities of People with Physical and Organic Disabilities (Cocemfe) developed 2021 a project called “**E-inclusive**”, whose objective is to create virtual tools and a new shares space for users and people with physical and organic

disabilities can access the Labor Intermediation Service. This project involves the creation of a new web platform for global telematics work, integrating advanced telematics management resources, video, intranet, shared resource storage, cloud resources, databases, web applications and applications for mobile devices. More information about the project here: <https://www.cocemfe.es/informate/noticias/clm-inclusiva-cocemfe-pone-en-marcha-un-proyecto-piloto-de-transformacion-digital/>

Roma Secretariat and Red Cross developed a project of digital transformation in 2017 called “**Using Digital: Socio-Occupational Itineraries from Analogue to Digital**”, whose main objective has been to update, improve and innovate the processes and methodologies of employment support to continue to be useful to people in a labour market modified by digital transformation. Roma Secretariat develops the training of the technical employment teams themselves and the updating of methodologies in organisations. It also improves the digital skills and knowledge of people at risk of exclusion accompanied in their search for employment. Between 2017 and 2019, more than 300 professionals in 12 autonomous communities participated in this initiative. More information here: <https://www.gitanos.org/actualidad/prensa/comunicados/131803.html>

Caritas developed a project called “**We Break the Digital Divide**” intending to make it easier for children and young people to bring the school closer to their families and make them feel part of the educational community. This project provides and guarantees families (adults, children, and adolescents) the safe use of the Internet and the different devices based on skills that allow the appropriate use of technological tools and focus on parental responsibility. It also guarantees stable technological means and internet connection in the homes of those families participating in the project. More information about the project here: [https://www.caritas.es/accion\\_social/rompemos-brecha-digital/?gclid=Cj0KCQiA3eGfBhCeARIsACpJNU9gQXMfPj9Wa5TNkRcyb99vipour0LUu2y x91p6HnIAKEBTSr36g78aAhzaEALw\\_wcB](https://www.caritas.es/accion_social/rompemos-brecha-digital/?gclid=Cj0KCQiA3eGfBhCeARIsACpJNU9gQXMfPj9Wa5TNkRcyb99vipour0LUu2y x91p6HnIAKEBTSr36g78aAhzaEALw_wcB)

CEAR (Commission of Help for Refugees) organized a service called “**Support Service for Migrant Citizens**” to promote the use of digital platforms aimed at public and private services through personal advice and workshops. This new service was opened in the city of Alicante in September 2022. More information following this link: <https://www.cear.es/#>

Jovesolides was born in 1999 in Paterna (Valencia) to work for equal opportunity development and promote active global citizenship committed to its environment. They develop training actions to facilitate the assimilation of new technologies by the most

disadvantaged groups, favour the employability of people through ICT tools and conduct courses to stimulate the leadership of people within their community. Through their “**E-Inclusion project**”, they aim to promote digital literacy through ICT training. Especially in two social groups: the elderly and the unemployed. More information about the project can be found at the following website: <https://jovesolides.org/proyectos-emprendedores/e-inclusion>

New technologies have brought with them new jobs that do not require higher education but do require familiarity with the new technologies, resulting in a gap between supply and demand in the technology market. For this reason, Verne Group has developed a “**Digital boot camp for non-technical professionals**” claiming “*Become a digital employee of the future in 100 days*”. It is a 14-week boot camp with 220 hours of classes, live workshops and 140 hours of group and individual work. Participants select a company for their internship. In addition, once the course is finished and during the following 3 months, they can enjoy 8 1-hour mentoring sessions where they will be accompanied in their selection processes. For more information about this boot camp, please follow this link: <https://www.vernegroup.com/actualidad/noticias/lanzamos-el-programa-new-digital-workers/>

“**Proyecto e-IRIS**” aims to help libraries create digital citizenship spaces of a modular and flexible nature, spaces with connectivity, devices and security and updating systems provided by Vodafone for individual and group learning processes. In addition, it develops citizen participation and social innovation activities adapted to different needs. The project brings together civil society agents from different fields and specialities and several Spanish universities. More information: Gómez- Hernández, J.A. (2021). Digital citizenship spaces: a necessity and an opportunity for the advancement of the community in and with the library. X National Congress of Public Libraries: <http://eprints.rclis.org/42680/>

“**Programa CERES**” has the objective of programme, co-financed by the European Social Fund, is a training for female trainers to train rural women in basic skills such as the use of computers, the search for information and e-participation from a gender perspective and adapting the content of the training to the interests of each group. The program started in 2013, and since 2016 it has been developed online. More information: <https://programaceres.es/>

“**Programa de alfabetización digital**” is financed through the Next Generation funds of the MRR (Recovery and Resilience Mechanisms), which is carried out in Andalusia, Castilla La Mancha, Castilla y León, Aragon, the Valencian Community, Murcia,

Extremadura, and the Canary Islands. It consists of two courses to reduce the digital gender gap in rural areas. The first is for initiation into basic digital skills, and the second is related to digital skills for active job search. The courses are face-to-face and free. More information: <https://www.cursosmujerrural.es/>

### Good Practices in Slovenia

In Slovenia, we can find some good practices and approaches, for example, the “**Third Age University**”, which promotes intergenerational activities. They built 55 “each-one-teach-one centres” all over Slovenia focused on ICT skills. The study programs include the first steps to ICT, communication with the computer and mobile phone, dealing with social networks and safety on the internet. More information here: <https://www.utzo.si/en/>

Another initiative is the “**Symbiose Genesis**”, which is intergeneration cooperation focused on ICT workshops for the elderly in the local environment. They developed a “Symbiose Digital Academy”, which is described here: <https://simbioza.eu/>

Of course, you can also include previous funding projects, such as “**Digital Skills for Integration and Active Citizenship (DISC)**”, which is a three-year project co-funded by the Erasmus+ program of the European Union aiming at enhancing the digital skills of people with a migratory background and thus supporting their integration and promoting active citizenship. The project-developed self-assessment tool aims to help you identify growth areas in digital skills. This brief tool has been designed to lead to personalized training based on your results and suggested growth areas. More information about the project is here: <https://discproject.eu/>

Additionally, we have found some exciting initiatives that supported the introduction and enhancements of digital learning and teaching in Slovenian schools. Among others, the following online portals are worth mentioning:

The **DIGITAL COMPETENCE ENHANCEMENT** portal is intended to support the professional development of educators, teachers, and principals in the field of digital competence enhancement. See more: <http://projekt-ddk.si/>

**Astra.si** is intended for all students, pupils and students, and other knowledge seekers who want to refresh, deepen, or acquire new knowledge. A Slovenian teacher, on his initiative, created it. See more: <https://astra.si/>

Online classrooms are a joint initiative led by a private-owned TV network and a group of Slovenian teachers. The classrooms are available at <https://voyo.si/5ka>

**SELFIE (Self-reflection on Effective Learning by Fostering the Use of Innovative Educational Technologies)** is a portal allowing for a self-evaluation of digital skills. It is a tool designed to help schools integrate digital technologies into teaching, learning, and testing students' knowledge. The tool can highlight in which areas the work is going well, where improvements are needed and what the priorities should be. The tool is currently available in 24 official languages of the European Union, with more to come. See more: <https://www.inovativna-sola.si/preverjanje-digitalnih-kompetenc/>

Besides online portals, some other initiatives were recognized in Slovenia aimed at improving the digital literacy of teachers, school leaders, and young people:

The **Digital Competence Enhancement** project aims to improve the quality and effectiveness of education and training and to promote the development of innovative learning environments and flexible forms of learning that will enhance the digital competencies of managers and professionals, children, pupils, students, and young people with special needs. See more: <https://projekt.sio.si/2022/06/05/projekt-za-dvig-digitalnih-kompetenc/>

As a result, several activities were executed in the project: training, an online portal with interactive syllabuses and self-evaluation of digital competencies, examples of good practices, establishing communities of practice, and a handbook for digital competency enhancement. Part of this project, see also above - DIGITAL COMPETENCE ENHANCEMENT portal.

### Good Practices in North Macedonia

One good practice in North Macedonia is the “**Roma Education Program (Romaversitas)**”, which was founded in 2001 as a joint initiative of the Open Society Foundation - Macedonia and the Higher Education Support Program (HESP) at the Open Society Institute in Budapest. In 2005, the Romaversitas was fully financially supported by the Roma Education Fund (REF) from Budapest. In 2014, the Romaversitas transitioned into the Citizens' Association on the initiative of alumni of the initiative and with full financial and other support from the Roma Education Fund from Budapest. Romaversitas continuously supports Roma students and activities during their undergraduate studies to develop and upgrade their personal, academic, and professional knowledge, skills, capacities, and opportunities. One of the main collaborators was Southeast European University (SEEU), respectively Business Innovation Centre (at the time Business Development Centre), by offering training for increasing Digital Skills. More information here: <https://romaversitas.org.mk/>

Another good practice in North Macedonia is the “**Roma Economic Development Initiative (REDI)**”, an ecosystem builder focusing on empowerment and developing tools to increase vulnerable communities’ economic. REDI is the first-ever institution dedicated to facilitating funding for start-ups and businesses among Europe’s most vulnerable Roma people, leveraging on-the-ground presence and institutional relationships. They believe enabling entrepreneurs to develop a business will lead to long-term employment and boost community job opportunities. REDI, until now, has implemented various projects in different categories, such as Social Inclusion and Education, Financial Development, Development, Education, Learning Mobility of Individuals, Pandemic Relief Measures, Social Inclusion, Cooperation & Education, etc. Also, REDI has cooperated with SEEU in implementing the training: “How to Create a Business Plan for Roma Students”, where the professors of the Faculty of Business and Economics of the SEEU were engaged as coaches. During the implementation of the training, the Roma students had the opportunity to attend some training sessions directly in the lab of the Faculty of BE by learning digital skills as well. REDI is an organization that strongly believes in and promotes the principle of diversity. In all their activities, they target people from minority groups and disadvantaged socio-economic backgrounds. They put great efforts into empowering the Roma women and young people economically. More information about the initiative is here: <https://redi-ngo.eu/projects-list/>

Another good practice in North Macedonia is the **eLearning Centre “IT Training and Education”**, which assists the University community in exploiting the potential of technology to enhance teaching and learning. Thus, a primary goal of the eLearning Center is to promote quality, self-paced, learner-centred education by developing and delivering quality blended learning and web-based courses that can be delivered online for all participants. The eLearning Center provides several services to the university community in order to achieve its objectives, such as General and Tailored Workshops (these training programs cover a wide range of topics starting from the instructional design of online courses where participants are introduced to various concepts and tools that help in designing and developing online contents for the courses), Software Utilization and Resources (the eLearning Center supports the staff to use Google Classroom in order to ensure delivery of eLearning activities, which include course content creation, course delivery, communication, and assessment tools) and Distance Courses Support. More information about eLearning Centre - IT Training and Education here: <https://www.seeu.edu.mk/en/centres/eLearning>

The **Business and Innovation Center (BIC)** is the innovation & commercialization vehicle of SEE University, based in Tetovo, North Macedonia. It bridges the wider business sector and the University, promoting the triple-helix model goals. BIC

continuously promotes conditions to stimulate the creation of new start-up companies, creating a synergy between the innovative businesses and encouraging the growth of existing SMEs, which in the long term provides new job opportunities. Through Business Innovation Centre (BIC), SEE University has great experience delivering different training for students, enterprises (business community), non-government organizations, etc. So far, we collaborated greatly with Small and Medium Sized (SME) enterprises, towards business consulting, specifically in basic digital skills training. The companies that attended basic and advanced digital skills training are Sparkasse Bank, Procredit Bank, Stopanska Banka, Alma - M, Harbini Cosmetic, Screen Media, Uniqa, etc. More information here: <https://www.seeu.edu.mk/en/centres/bic>

At the centre of **SEEU Quality Assurance and Management Office's mission** are the aims of excellence, equity, transparency, and efficiency. The University strives for the highest quality in every faculty and department and sees quality improvement as both an individual and collective responsibility. SEEU Quality assurance focuses on academic matters and teaching and learning and links closely with those services which directly support students, such as the Library, Student Services and Career Center. In addition, quality management targets the effective development and monitoring of policies and procedures.

SEEU Quality Assurance and Management office organises 2-4 mandatory annual training for academic and administrative staff using professional trainers from SEEU and other external institutions. Topics usually cover sessions related to digital skills, specifically for the elderly academic staff and others that find difficulties in using the digital platform, respectively Google Classroom for communicating with students. Also, it provides a yearly assessment of the use of digital skills by academic staff in teaching & learning - one of the key performance indicators. More information here: <https://www.seeu.edu.mk/en/about/quality-assurance-management>

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Innovation Centre (at the time Business Development Centre), by offering training for increasing Digital Skills. More information here: <https://romaversitas.org.mk/>

### Good Practices in Germany

In many areas, computers are now a necessity or make life much easier. But not everyone in Germany can afford a computer. The production of a computer consumes a large amount of precious raw materials, only a small part of which can be recovered during disposal. The association “**Computerspende Regensburg**” collects computers and accessories from companies and private individuals on a donation basis and passes them on to people with low incomes or charitable organizations. They support the longer use of computers by switching to an effective operating system (Linux) and thus help to avoid unnecessary new purchases. The association also promotes personal digital autonomy by using free, open-source software. For more information, click here: <https://computerspende-regensburg.de/>

Interestingly, the non-profit hackerspace “Binary Kitchen” is involved in citizen science and education for technology enthusiasts on its own premises. It offers interested parties a cosy platform for knowledge exchange, workshops, and labs. This is how LED light art, open-source software, soldering courses, own smart home solutions and elements on self-built 3D printers and CNC milling machines are created. The non-profit organization collaborates with other associations that shape the digitalization of Regensburg: “Freifunk Regensburg” sets up open WLAN networks, “Regensburg Repariert” mends devices together with their owners and the “Funkamateure” operate communication with the whole world. This results in a chaotic mix of projects which you can find in detail here: <https://www.binary-kitchen.de/wiki/doku.php>

The civil organization “**Campus Asyl**” wants to help shape a diverse society and simultaneously promote equal participation for people of all backgrounds through practical action and political positioning. In over 20 groups with a wide range of activities, people from the most diverse backgrounds - such as trainees, students, employees, pensioners, and many other people with and without experience of supporting people with flight and migration backgrounds from Regensburg's urban society - can meet and get involved. The association attaches great importance to reflective action and incorporates scientific findings into our work in cooperation with the Regensburg universities. The participants and their commitment are the heart of the association. CampusAsyl creates encounters, supports educational processes (e.g. language tandems, school child support) and promotes women (e.g. Mother School). Moreover, CampusAsyl is committed to raising awareness, especially in research and politics. More information here: <https://www.campus-asyl.de/ueber-uns/>

In addition to Campus Asyl, other organisations take similar approaches to digital empowerment to create educational opportunities for people with refugee backgrounds:

- <https://www.fczb.de/projekt/digital-empowerment/>
- <https://www.aaeuv.de/projekte/rescuing-futures-ii-newcompany/>
- <http://eda-projekt.de/>

The "we integrate" association is committed to integrating politically persecuted people and refugees. It also supports fellow foreign citizens dependent on basic security benefits or corresponding social benefits in overcoming hardship. They have launched the project "we code IT Academy". All learners at the academy are refugees and work closely with Nuremberg companies. Within the framework of weekly workshops, as well as individual and group coaching sessions, they go through an individual orientation, learning and networking process in a team with five other colleagues, learning and networking process. A mentor will accompany them. All details about the approach is explained here: <https://www.we-integrate.de/unsere-projekte/bildung-und-oeffentlichkeitsarbeit/we-code-it-academy/>

Civil society organisations and political initiatives also support schools in the digital transformation in Germany. For example, the "**Digital Heroes**" initiative helps schools and families to use digital communication consciously and competently. To this end, they offer webinars, online courses, and mentoring programmes, among other things. Further information can be found here: <https://digitale-helden.de/>

### Conclusion of good practice analysis: Empowering people

Besides the access to the target group and a trustworthy relationship that takes place at eye level, one thing is evident in the good practices of the partner countries: Overall, the **empowerment approach** is essential because informal learning takes place in a familiar social environment. People are encouraged and given easy access to the digital world, especially with the support of civil-sector organisations. Learning digital skills takes place at eye level and focuses on the use cases of the individual. Civil organizations look at the fields of action.

Empowerment is a resource-based intervention that addresses the process of self-empowerment with the help of social support. The focus is on expanding autonomy and self-determination in a person's life, in our context, in a digitally shaped world. The supporting actors do not take on the role of "teachers" but are "coaches" who offer help for self-help. Coaches support people who experience powerlessness in the digital world and help them to overcome technical hurdles and mental barriers to perceive and use their creative freedom and resources. The prerequisite for this is a trusting

relationship, which is why civil society organizations with access and exchange with the target group play an important design role. Universities help to make the latest knowledge accessible, and companies can provide funding or their IT expertise.

There are different possibilities for empowerment in a digitally shaped world. The following topics can be addressed: Media production, dealing with social media, dealing with everyday software and hardware, smart city, digital business model development, digital mindfulness, cybersecurity, IT programming, etc.

