INCLUDE-CE
circular economy to infinity

WP3 – Digital Literacy Course & WP4 – Training Course oriented to the Active Job Search
Pilot session report from [Portici, Italy]

General description

The first group of the pilot session are hosted at the Social Cooperative Arci Mediterraneo - Impresa Sociale s.r.l. and Shannara Cooperativa Sociale.

The former signed a letter of agreement uploaded in INCLUDE folder. To both social Cooperative was delivered an agenda approved from participants too.

➢ **Participants profile:**

Age: 17/42
Country: Tunisia, Cameroun, Burkina Faso, Nigeria, Bangladesh, Mali.
Number of participants: 10
Training day: two-week period fixed from:
- 16th to 20th of September
- 23rd to 27th of September
Extra day: 9th of October (The laptop party)
to deliver n.10 certificates and n.8 laptops out of n.12 on to the beneficiaries so splitted because of their family relationship:
n.1 - Freedom and Innocent (wife and husband)
n.1 – Ramin and Nawress (sisters)
n.1 – Malek
n.1 – Theresa
n.1 – Aisha
n.1 – Nouhm
n.1 – Achouek
n.1 - Adem
Therefore, the aim of this extra meeting was based on explain how to use their own laptop. Because during the training week they have used arciragazzi laptops and their own mobile phone.
Participants background: n.4 out of 10 completely illiterate.

The course was divided into 10 days modules (see Agenda), and each addressed to achieve multiple objectives: how to learn to use the computer, how to use useful applications to create and modify content, the importance of having a personal email to use, creating a CV and how to write a cover letter, the presentation of numerous job sites where you can apply; underlining the importance of recycling, reusing electronic tools and how to navigate the computer safely.

We decided to structure the daily session by matching both modules from WP3 and WP4 so to make more interactive the sessions and to add two field visits at:

- Gelateria Gallo
- Shannara Social bakery

At both companies, the group has met the young people with migrant background working there and had time to make questions to the multicultural staff and to taste some products too!

The structure of each day training was based on contents (theoretical part) where the project facilitators committed to explaining the theme of the session, while the second practical part saw the participants get involved by giving them the opportunity to create the works that were discussed themselves, and finally a final evaluation part to be able to have feedback on the knowledge acquired.

The presence of qualified staff with competences in foreign competences was fundamental, this has helped a lot to clarify any doubts through a simplified explanation based on the needs of all participants as both people with linguistic differences and illiterate people participated.

During the first week, the group had the opportunity to introduce themselves through different guided methods such as games and content creation, with the aim of creating a welcoming environment. As for the second week, the participants had the opportunity to acquire knowledge and skills regarding the creation of the CV, demonstrating an effective way to obtain an efficient result.

POINT OF ATTENTION: Those who were illiterate faced those tasks using alternative strategies that could guarantee the same result. For example, Aisha thought of filming herself using her mobile phone to communicate all her skills and preferences (video uploaded).

While Nawress and Ranim used their mobile phone to be able to translate their CV into Italian by transcribing it through the copy on the PC and another example they have used an app for translating the text in Arabic but since they cannot read, they transform the text in audio – through another app - to understand it.

This type of problem solving was also used for other activities related to the context and was a challenge that was overcome excellently. The other participants in the group also became particularly active, showing interest and a desire to learn by getting involved.
There were numerous questions out of curiosity or for further clarification.

Participants were able to observe the improvements themselves thanks to the self- assessments tool at the end of each module, being able to self-evaluate.

Then, for another session, we decided to divide the module per group and then to asking each group leader to explain it to the others in their own language. Since we got on board a staff with foreign languages competences (French and Arabic included), the result was excellent! They completely understood the contents.

Feedback from participants

Evaluation of the modules of WP3 course

They understood the importance of this module when they got their own laptop. Because on the 9th of October (extra day) we had a demo day, they started to have more clear idea about "how to fix the things" and which module should take in consideration to make it work. A discovery!

The contents and concepts were not so easy to be understood because they have never owned a laptop.

Evaluation of the modules of WP4 course

This was more interesting for them because they should revise their own life to discover competences and learn how to fix them in a CV, during an interview etc. So, for them more practical and useful for the orientation job market.

Evaluation of the WP3 and WP4 courses online presentation

They liked it but maybe too many videos to follow. Concerning the language instead, they asked to make it easier to be understood.

Evidence

Evidence 1

- ✓ ☐**Participants' list**
- ✓ ☐**Pictures**
- ✓ ☐**Agenda**
- ✓ ☐**Other:** A daily post on social network (Instagram, Facebook, Tik Tok)

Evidence 2

☐ Participants' list

☐ Pictures

☐ Agenda

☐ Other: _____

Donated computers.

We have got from the donation campaign:

- **n.7** fixed computers but with some parts missing (most of them missing of the cases). Those computers will be donated to the migrants leaving in autonomy (care leavers) and/or to the cooperative/associations working with people with migrant background. Now, in the Municipality storage room.
- **n.12** laptops donated from **TuttiConnessi** association located in Turin (Piemonte). The President at Arciragazzi went personally to pick them up. We have so splitted them:
  - **n.5** at **Arci-Mediterraneo Social Cooperative** - already delivered.
  - **n.2** at **Waldensian Diaconia CSD** in Vittoria (Ragusa, SICILY – Italy) – we are organizing the deliver through Daniel Pietro Cumia in January 2025.
  - **N.2** at youth out of the Migrant hosting System - already delivered.
  - **N.3** at **Shannara Social Cooperative** - already delivered.

The chat build on whatsapp can express their feeling in having their own laptop especially after the course and the promise to give them a "prize". They loved "The laptop Party" because it was really a party with the certification included!

Conclusions.

- Despite the language barriers, the group has identified some mistakes to be corrected.
- It cannot be used in autonomy with low educational profiles and/or illiterate.
- It should be simplified in the structure.
- Should be considered also French as language.

Lesson learned.

Personally, I didn't consider the potentiality of those illiterate and their ability to use some strategies to face problems like language barriers. I've considered what we should provide in terms of staff, tools, and methodologies to create an equal access to the beneficiaries.

I and the staff forgot to consider their capacity to solve problem. Well, this was really an amazing discover!

Recommendations for transferability and sustainability.

The platform can be transfer in the Professional/Technician schools for the teachers who work at orientation department and with heterogenous young people.

Fine-tuning needs

WP3 course	To use an easier language to make it accessible to the ones more. illiterate.
WP4 course	To use an easier language to make it accessible to the ones more. illiterate.
E-learning platform	Optimize it to make accessible on smartphone too.

WP3 – Digital Literacy Course & WP4 – Training Course oriented to the Active Job Search

Pilot session report from Italy (Vittoria, Ragusa)

General description

The Pilot Session at the Waldensian Diaconia CSD in Vittoria (Ragusa, SICILY - Italy) was held from 14 to 18 October 2024, for a total of 12 hours. The decision to involve the Diaconia served to expand the total audience of young people that Arciragazzi involved in the sessions, but also to test the project outputs in diversified contexts by region and socio-economic conditions. In fact, the area of Vittoria is characterized by a high rate of labour exploitation of foreigners in the agricultural context. The session was held in a big room of the Diaconia, in the same building where the beneficiaries live. Participants had two computers, a wi-fi connection, their smartphones, a pen and paper, and a large screen for plenary activities. The general strategy included a theoretical approach, aimed at explaining and transmitting the contents of the platform, and a practical approach, aimed at contextualizing the contents of Include-ce in the social and working environment in which the participants live. The session was organized alternating between plenary phases (during which the theoretical approach was mainly pursued) and phases of work in small groups, during which the more practical aspects were worked on (creation of CVs, exploration of job search platforms, simulation of job interviews). The groups then shared with the plenary the work done. The meetings were in the afternoon for a maximum of 3.5 consecutive hours (two meetings lasted 2,5 hours). In all meetings, we had 20-25 minutes of break with non-alcoholic drinks and snacks.

All participants belong to the CAS and SAI projects of the Diaconia and have participated on a voluntary basis.

These are 16 young migrants (17-25 years old), plus an adult migrant man (40 years old) with vulnerability (mental distress) who wanted to join the session.

The countries of origin are **Gambia, Tunisia, Pakistan, Bangladesh, Sudan, Egypt, and Guinea**. Only the youngest participant (17 years old) had no work experience and is currently attending a vocational school. The other participants all have work experience in the agricultural, mechanical or catering sectors. Some participants attended a vocational course in Italy. The participants' starting conditions were quite heterogeneous. Few participants had filled out a CV before, no participant had ever tried to look for a job online (and only one was aware of this possibility), no participant had considered the problem of the environmental impact of devices nor had ever heard of circular economy principles, no participant knew of the existence of labour unions nor had awareness about recognition and protection of workers' rights. Schooling levels among participants varied dramatically. All these points were discussed and contextualized during the session. No participant was able to self-assess abilities and competence (not even the mother tongue was mentioned)

Two main challenges were faced.

(1) The participants are workers and had little time available for the pilot session. Due to work commitments, some started 30 minutes late or left a little early.

(2) The group was very heterogeneous by language. Italian was the vehicular language, but Arabic, English and French were also used.

The greatest difficulty concerned the two Bengali speakers. The trainer (Daniel Pietro Cumia) was supported by Marta Guastella, the Ordinari project referent, for the organization, recruitment of participants, and linguistic mediation.

Feedback from participants

Evaluation of the modules of WP3 course

The overall evaluation of WP3 course is good but with some criticism and remarks. Participants had different levels of computer literacy. This explains the heterogeneity of responses in the questionnaire. For example, the responses *disagree* or *strongly disagree* to the question "the overall content is practice oriented", came from people with low levels of computer literacy and autonomy. On the contrary, the responses *agree* or *strongly agree* came from more experienced participants. During the pilot session, participants agreed to make some practice in the creation of the CV with Microsoft Word (using templates). Through the same software, participants learned how to convert docx file formats to PDF. Since the creation of a CV was highlighted as one of the main concerns/difficulties for the participants, we had a second focused practice on the creation of a EUROPASS CV. This was also the occasion to make some practice with browsers and online safety. The participants suggested to restructure the output in order for it to be more suitable for autonomous use, especially for the ones with low tech expertise and autonomy. The rest of the module's evaluation was good without difficulties or remarks. What most users disliked, is the complexity of language, regardless of the platform language they chose. What some users disliked is the quantity of external materials. They suggest the use of more "in-platform" content.

Evaluation of the modules of WP4 course

The overall evaluation of WP4 course is also good but with some criticism and remarks. In the very first day of the of the pilot session a debate arose. The question was: **"Since we live in a city with high density of labour exploitation of foreigners, do we really have the chance to dream and plan a different professional future?".** This was the occasion to talk about self-assessment of capabilities and competence, within the frame of the content proposed by the platform. In general, many of the inputs were a "discovery" for the users. Beside the self-assessment process, the users declared that they were unaware of all the available possibilities when approaching a job search. None of then had previously thought about how to prepare for a job interview. They had no idea about the online job search, and, in their personal experience, they only relied on the local network of people they know. For these reasons, the general evaluation of WP4 course was pretty good in terms of content and module organization. Same as WP3, what most users disliked is the complexity of language, regardless of the platform language they chose. What some users disliked is the quantity of external materials. They suggest the use of more "in-platform" content.

Evaluation of the WP3 and WP4 courses online presentation

Online presentation was deemed adequate for computer use only. Not suitable for smartphones or small screens. Also, the fact of being redirected to a new tab/window for each external content was confusing and distractive on mobile devices.

Evidence

Please provide at least 2 pieces of evidence of your pilot session(s). Note: be sure you comply with your organisation's GDPR policy. REMOVE this text afterwards.

Evidence 1

☑Participants' list

☐Pictures

☐Agenda

☐Other: _____

Evidence 2

☐Participants' list

☑Pictures

☐Agenda

☐Other: _____

Donated computers

No device was donated in this pilot session, but Arciragazzi has saved n.2 laptops out of 12 they got from TuttiConnessi association (Turin, Piemonte). They will be deliver through Daniel Pietro Cumia.

Conclusions

- uncomplicate the language of the entire output
- reduce the number of external content / produce more internal content.
- Provide the output in the languages migrants in Europe most speak.
- Find a solution for small screens (i.e. develop an app version of the platform).

Lesson learned

The platform is too difficult for those with low level of computer literacy/autonomy without an external guidance through the modules. The 6 languages available were useful only when they matched the mother tongue/colonial language of users. Since there is no app version of the platform, it can only be used with a large screen (computer, laptop, big tablet). The e-learning platform demonstrated its capability to trigger a process of engagement for the users but it's language should be simplified. Also, during the session a user suggested to insert an "in-text" glossary: the possibility to highlight or simply hover over a word to get a small windows explaining the meaning of it.

Recommendations for transferability and sustainability

It is necessary to have the e-learning platform in other languages (beside the project ones). It would be better to translate it into other languages migrants speak (i. e. Bengalese).

Fine-tuning needs

WP3 course	Simplify the language, accessibility of difficult/uncommon words
WP4 course	Simplify the language accessibility of difficult/uncommon concepts
E-learning platform	Optimize the usability on small screens

WP3 – Digital Literacy Course &

WP4 – Training Course oriented to the Active Job Search
Pilot session report from Spain (SSF)

General description

The pilot sessions of the WP3 and WP4 courses took place at the IMEPE employment centre in Alcorcón, a municipality in the southern crown of Madrid, where the Solidaridad Sin Fronteras office is located. These courses lasted 10 days and 30 hours, with 3 hours of training per day from Monday to Friday. The courses were held in two phases: from 14 to 18 October (WP3) and from 21 to 25 October (WP4).

The training sessions were held in a dedicated classroom equipped with the computers that were later donated to the participants. Prior to the start of the course, there was a presentation introducing the overall project, including the courses developed and the donation campaign. The participants were briefed on the process of receiving the donated computers, which was tied to the concept of the circular economy, emphasising sustainability and responsible use of resources.

At the end of the training, participants were asked to sign a donation certificate outlining the responsibilities and maintenance conditions for the equipment they would receive. They were also provided with installation instructions to ensure they could set up their computers at home without difficulty.

The delivery format was in-person, led by the trainer, who guided participants through both theoretical lessons and practical exercises.

One of the challenges posed was ensuring that all participants were able to transport the equipment and install it effectively in their homes, given the varying levels of digital literacy and technical support available. Additionally, managing the beneficiaries' expectations regarding the functionality of the equipment and their commitment to maintaining it presented another challenge.

Ten people participated in the pilot courses for WP3 and WP4, and they received computer equipment upon completing the sessions. The participants were individuals at risk of social exclusion, selected based on their need for digital training and their lack of access to technology. They were carefully chosen from a group of users we had been working with to promote their inclusion in the labor market. To determine their eligibility, we assessed their professional and personal situations, taking into account their economic limitations and the need for this training and for the donation of computers.

The selection process involved evaluating the personal and professional needs of the participants. We worked with beneficiaries who were already enrolled in inclusion programs, ensuring that they had a genuine need for digital access. Their profiles were meticulously assessed, considering their current employment status and the lack of digital resources at

home. In this way, we ensured that the training and subsequent equipment donation would have the most significant impact on their lives.

Feedback from participants

Evaluation of the modules of WP3 course

Participants responded very positively to the Digital Literacy Course. All respondents (100%) strongly agreed that the course objectives were clear, and 70% felt that the content was comprehensive, with the remaining 30% agreeing. A large majority (90%) strongly agreed that the course contents were practical and easy to navigate, and 100% of participants stated that the course enhanced their knowledge of computers, web browsers, and office tools. All respondents agreed that the course materials would be applicable in both their personal and professional lives. Additional comments emphasised clarity, high-quality content, and effective teaching.

Evaluation of the modules of WP4 course

Feedback on the Active Job Search Training Course was equally favourable. All participants strongly agreed that the course objectives were clear, while 60% found the content comprehensive, and 40% agreed on its thoroughness. Regarding practicality, 90% of respondents strongly agreed that the modules were practical, and 90% found the online presentation easy to navigate. Furthermore, 100% of participants reported that the course improved their skills and knowledge in job search and candidate optimization. All respondents felt confident they could apply what they learned in their personal and professional lives. Comments highlighted the effectiveness and accessibility of the content.

Evaluation of the WP3 and WP4 courses online presentation

Participants rated the presentation of both courses very positively, with 90% finding the platform easy to use and navigate. Additional feedback praised the clarity, conciseness, and accessibility of both courses, with comments underlining the importance of offering such training to a broad audience.

Evidence

Evidence 1
X Participants' list
X Pictures
X Agenda
X Other: ___RRSS Publications_____

Evidence 2
X Participants' list
X Pictures
X Agenda
X Other: ____RRSS Publications_____

Donated computers

Varma, a frequent partner of SSF, responded positively to a request for donations of office equipment, providing monitors and CPUs. Other items, such as keyboards and mice, were collected through other donations, including contributions from the Severo Ochoa Special Education Centre and an offer from the local Alcorcón association, Codial, which allowed us to collect the necessary equipment from their former office. In total, we collected 10 complete sets of computer equipment.

These computers were distributed to the 10 participants of the Include-ce pilot course. Together with the computers, each beneficiary received a certificate confirming their attendance to the course and the donation, stating the responsibilities and conditions for proper use. The provision of these computers, together with the training, enabled the participants to use digital tools more effectively, helping them in their job search and skills development.

The overall success of the donation campaign has been positive, with participants reporting increased confidence in their digital skills and improved access to employment opportunities. Feedback from participants in the pilot project indicates that the donated computers have had a significant impact on their daily lives, improving their ability to participate in the digital world and contributing to their personal and professional growth.

Conclusions

- **High demand for digital access**: The pilot sessions confirmed the critical need for digital access among migrant people and/or people at risk of exclusion. Many participants lacked the necessary tools to engage with digital content, which significantly hinders their ability to access training and employment opportunities.
- **Effective use of donated equipment**: The donated computers were instrumental in allowing the beneficiaries to fully participate in the training. The provision of these resources not only equipped them for the course but also opened doors for further digital engagement beyond the program.
- **Positive impact on participants' confidence**: Many participants reported increased confidence in using technology, both in their personal lives and in their job search efforts. The training not only addressed their immediate need for digital literacy but also empowered them to use the tools for self-improvement and professional development.
- **Engagement with the circular economy concept**: Linking the donation of computers to the concept of the circular economy was well-received. Participants were able to connect the importance of sustainability with the responsible use and maintenance of the donated equipment.
- **Successful collaboration with donors**: The cooperation with companies such as Varma, Severo Ochoa, and Codial was key to the success of the pilot. Their donations were

essential in providing the necessary resources for the program, and their involvement was valued by the participants.
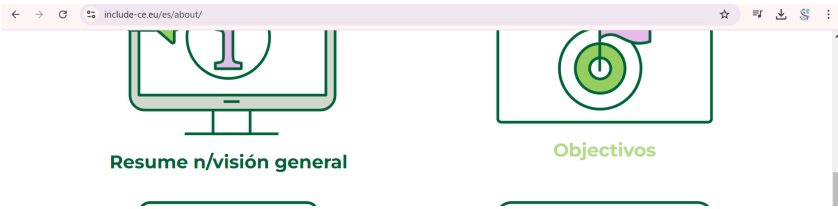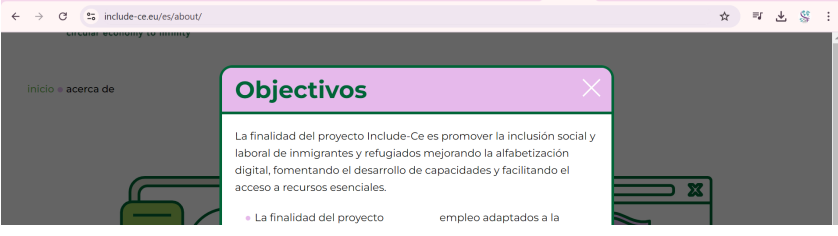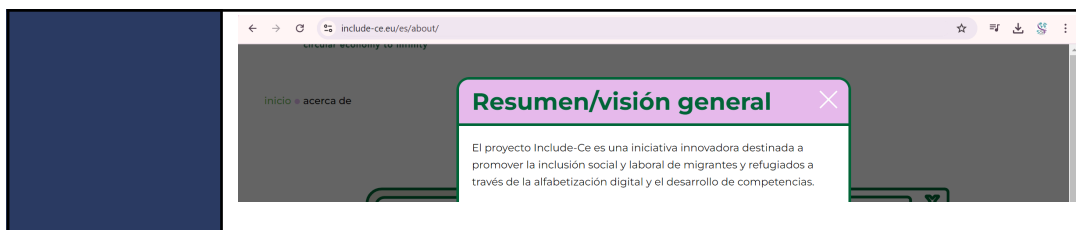
Lessons Learned:

- **Comprehensive Support for Donated Equipment Use**: Beyond the initial training, continuous technical support is essential to help participants effectively use the equipment. Setting up a support hotline or follow-up sessions could enhance their experience, particularly in equipment installation and troubleshooting at home.
- **Adapting Materials to Varying Levels of Digital Literacy**: The diverse range of digital skills among participants highlights the need to adapt content and teaching methods. A flexible approach with detailed explanations and supplemental materials can be crucial for those with limited prior experience, improving comprehension and course engagement.
- **Long-Term Impact Beyond Initial Training**: Providing technology is just one part of the process; sustained digital engagement requires additional activities such as ongoing digital training programs, job search support, and community-building efforts. These actions not only reinforce the digital skills acquired but also foster long-term inclusion in the digital world.

Recommendations for Transferability and Sustainability:

- **Replicating with local partners:** The success of this pilot project could be transferred to other regions or organisations working with vulnerable populations. Partnering with local businesses and organisations for donations and resources will be essential for scaling up the model.
- **Create a support network:** To ensure sustainability, consider creating a support network that includes follow-up training, technology support and job placement assistance for beneficiaries. This will reinforce acquired digital skills and foster long-term integration into the digital economy.
- **Expand knowledge on circular economy:** The connection between e-inclusion and sustainability can be further developed. Participants should be made aware of the wider benefits of the circular economy, encouraging the responsible use of donated resources and promoting environmental awareness.
- **Improve digital literacy programmes:** Given the success of this pilot project, investment in ongoing digital literacy programmes for similar populations can ensure that more people are equipped with the skills they need to thrive in a digital world.

![Funded by the European Union]
INCLUDE -CE
circular economy to infinity

Fine-tuning needs

WP3 course	General remarks: Inconsistencies in second person: in some modules 'usted' is used and in others 'tú'. I recommend unifying to maintain consistency in tone and formality. Grammar and minor errors: There are errors such as 'liston' instead of 'cinta' for the Word interface and other minor grammatical mistakes. Literal translation: Some passages translated from English do not fully adapt to Spanish and could be revised to improve fluency. Specific examples of improvements: 'Diagnose the problem": Change to "Diagnose the problem" for uniformity in the structure of the actions. Long explanations: The section on 'circular economy' contains long sentences that could be broken up to facilitate comprehension, especially for readers of different literacy levels.
WP4 course	It would be necessary to have access to an editable document of the Spanish version of the modules, as the wording could be improved. This is a example of the improvements: W Include-CE_Review WP4 modules.docx
E-learning platform	-Resumen / Visión general -Objetivos

WP3 – Digital Literacy Course & WP4 – Training Course oriented to the Active Job Search

Pilot session report from Portugal

General description

This document presents data from the pilot phase conducted in Portugal with the aim to collect feedback to fine-tune the main results under WP3 – Digital Literacy Course and WP4 – Training Course oriented to the Active Job Search. The implementation of the piloting phase was conducted with Mindshift's local partner STARTSOCIAL, that supports the local community in one of Lisbon's regions, particularly youngsters from vulnerable groups, with education and training.

The pilot phase was conducted through two face-to-face sessions and mediated by Mindshift's professional trainers that took part at the project's LTTA. It took place on the 7th and 10th of October 2024 with a total of 8 hours, 4 hours for WP3 and 4 hours for WP4 modules, joining 10 youngsters with a migrant, asylum seeker, refugee and ethnic minority background, previously selected by STARTSOCIAL from their own beneficiaries that they believed would benefit from the INCLUDE-CE's project.

The 10 youngsters were provided with the 10 previously donated and formatted laptops at the first session and their level of digital literacy was tested right at the beginning, to adjust WP3 and WP4 modules content presentation and testing. Mindshift, acting as trainer, presented the project and a short introduction to both sessions and trained pilot participants on the WP3 and WP4 modules, highlighting the functionalities of the e-learning platform. All modules were tested to consolidate participants knowledge, and feedback was received. At the end of the second pilot session, participants were offered the computer they used for the pilot sessions, free of charge, as well as certificates for sessions completion.

Feedback from participants

Evaluation of the modules of WP3 course

The WP3 course modules were highly effective in communicating their purpose and providing comprehensive, practice-oriented content. Most participants (90%) found the modules useful in improving their digital literacy skills across various areas. Additionally, there's a consistent pattern of 70% strong agreement across all aspects, indicating a high level of satisfaction among most participants. The 10% disagreement in skill improvement and applicability suggests that a small portion of participants may have had different expectations or prior knowledge levels. However, the course successfully bridged the gap between digital skills and real-world application for most participants.
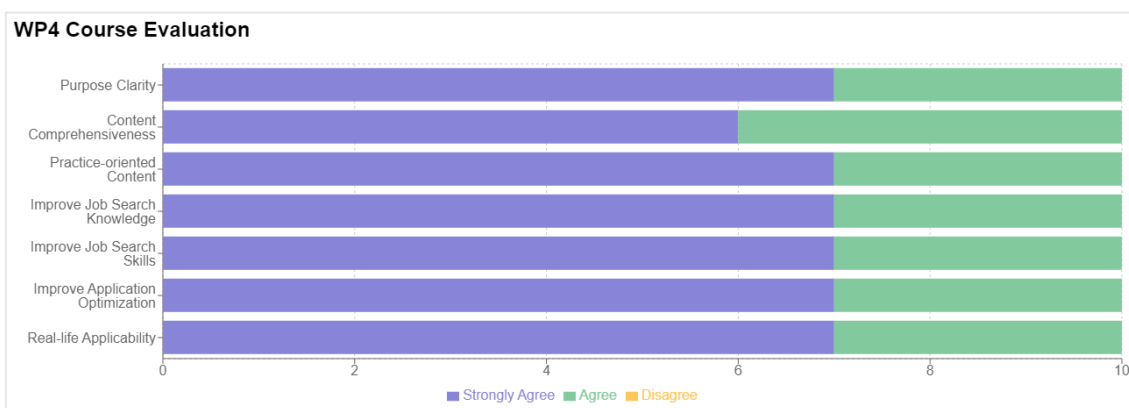
Main qualitative feedback was "I really liked the content of the course" and "I really liked the training, and I feel like I learned a lot".

WP3 Course Evaluation

Purpose Clarity	
Content Comprehensiveness	
Practice-oriented Content	
Improve Computer Usage	
Improve Web Browser Usage	
Improve Office Tools Usage	
Real-life Applicability	

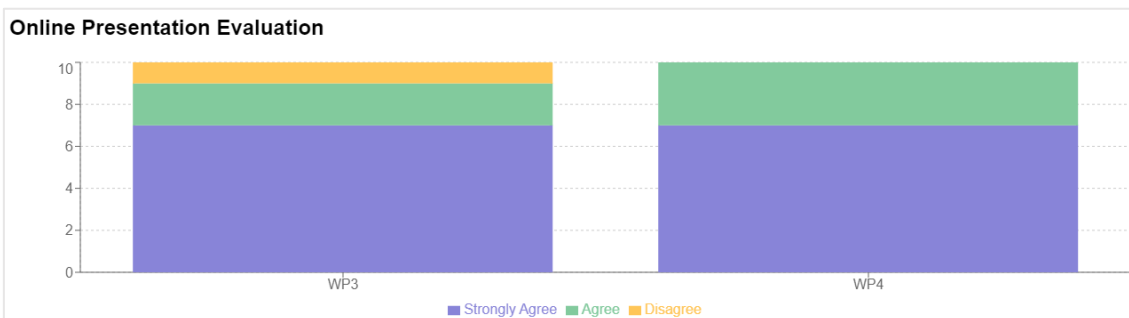■ Strongly Agree ■ Agree ■ Disagree
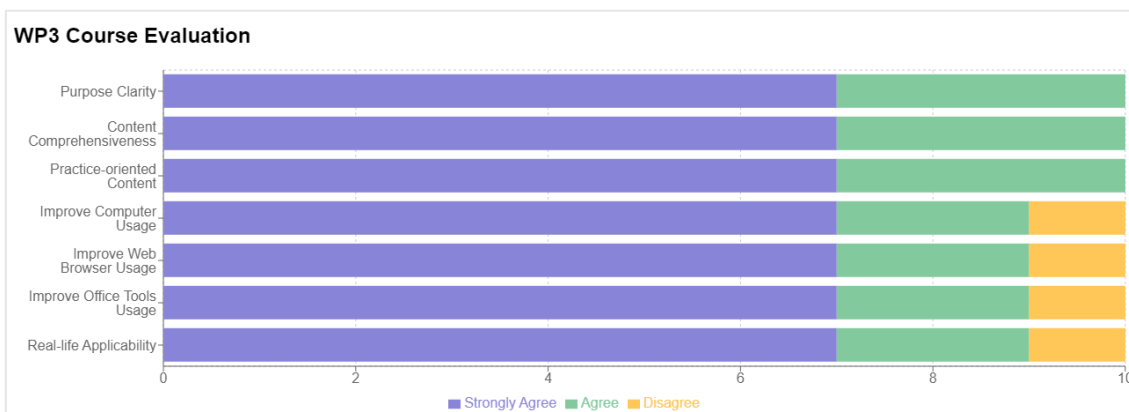
Evaluation of the modules of WP4 course

The WP4 course modules demonstrated strong performance in clarity of purpose and practical orientation. There was a slight decrease in strong agreement for content comprehensiveness (60%) compared to other aspects, though still overwhelmingly positive. Moreover, the course was unanimously perceived as useful in improving job search-related skills and knowledge. In fact, the consistent 70-30 split between strong agreement and agreement across most categories indicates a very positive reception with room for minor improvements. Overall, the course successfully connected job search skills to real-world application, as evidenced by the high applicability ratings.

Main qualitative feedback was "Everything was really good", "This was an excellent initiative", and "This training helped me improve my job seeking skills".

WP4 Course Evaluation

Purpose Clarity	
Content Comprehensiveness	
Practice-oriented Content	
Improve Job Search Knowledge	
Improve Job Search Skills	
Improve Application Optimization	
Real-life Applicability	

■ Strongly Agree ■ Agree ■ Disagree

Evaluation of the WP3 and WP4 courses online presentation

Both courses' online presentations were generally well-received, with a majority finding them user-friendly and easy to navigate. The WP4 course presentation had a slightly more positive reception, with no disagreements and all participants either agreeing or strongly agreeing. The 10% disagreement for WP3's presentation suggests there might be some aspects that could be improved to enhance user experience for all participants. The consistent 70% strong agreement across both courses indicates that the online presentation format was largely successful in delivering the course content. The difference in agreement levels between WP3 and WP4 presentations (90% vs 100% positive) might be due to the nature of the content or specific design elements of each course.

Online Presentation Evaluation

Evidence

Evidence 1

☒Participants' list
☐Pictures
☐Agenda
☐Other: _____

7.	Leticia Neves	Leticia N.
8.	Americo Nazare	Americo
9.	Petra Simão	Petra Simão
10.	Marley Silva	

(Add more rows if needed)

WP3 – Digital Literacy Course oriented to migrants, asylum seekers, refugees and ethnic minorities
WP4 – Training Course oriented to the Active Job Search of migrants, asylum seekers, refugees and ethnic minorities
Pilot session

Attendance list

Session date	7/10/2024
Trainer(s)	ANA SIMÃO
Nr of participants	10
Profile of participants	YOUNGSTERS
Partner, country	MINDSHIFT, PORTUGAL

*Due to GDPR, full name is not requested

Nr.	N. Surname*	Signature
1.	Joana Soares	Joana
2.	Rúben Tavares	RT
3.	Luzinete Gomes	Luzinete
4.	Davi Xavier	DX
5.	Berlimo Ramos	Berlimo
6.	Inês Campoli	IC

7.	Marley Silva	
8.	Petra Simão	Petra Simão
9.	Luzimete Gomes	Luzimete
10.	Berlino Ramos	Berlino

(Add more rows if needed)

Evidence 2

☐Participants' list

☒Pictures

☐Agenda

☐Other: _____

*Due to data protection reasons, pilot participants did not agree to have the pictures of their faces taken.

Donated computers

10 laptops were previously collected at Mindshift's office, donated by a private donor that works in IT and voluntarily repairs computers for donation. The computers were then evaluated if they complied with the minimum specifications and conditions that ensured they were suitable for

both WP3 and WP4 courses. A detailed record of all donated computers was done, including their specifications, condition, and basic donor information.

Laptops were then formatted to make sure they could be successfully used at the WP3 and WP4 courses and then be assigned to each pilot participant. Mindshift resorted to its own network and therefore felt no need to engage on a public campaign of computer donation. Nevertheless, the computer donation by the private donor was promoted at the project's social media pages, because of this successful contact and delivery of the 10 laptops.

Pilot participants really appreciated the allocation of laptops and expressed their relevance for continuously improve their digital and job seeking skills.

Conclusions

- Both WP3 and WP4 received overwhelming positive feedback, with 70% strong agreement across most aspects.
- 90% of participants reported improved digital skills in WP3, while WP4 was unanimously perceived as useful in enhancing job search-related skills and knowledge.
- Both courses successfully connected learned skills to practical application, as evidenced by high applicability ratings from participants.
- The online presentations for both courses were well-received, with WP4 sightly outperforming WP3 (100% vs 90% positive feedback).
- The allocation of laptops to participants was highly appreciated, supporting continuous improvement of digital and job-seeking skills beyond the course duration.

Lesson learned

- The strong positive feedback on the practice-oriented content of both courses highlights the effectiveness of a hands-on learning approach in digital literacy and job search skills training.
- The success of the courses with youngsters from migrant, asylum seeker, refugee, and ethnic minority backgrounds underscores the importance of designing curriculum that addresses the unique needs and challenges of specific target groups.
- The allocation of laptops to participants not only facilitated immediate learning but also supported ongoing skill development beyond the course duration, demonstrating the value of combining training with practical resources for sustainable impact.

Recommendations for transferability and sustainability

- Partner with local IT companies or organisations to establish a sustainable laptop donation programme. This approach not only provides essential tools for digital literacy but also ensures participants can continue practicing and applying their skills beyond the course duration, enhancing long-term impact.
- Create a comprehensive training programme for local community leaders or educators, equipping them with the skills to deliver both the Digital Literacy and Active Job Search courses. This approach facilitates knowledge transfer, builds local capacity, and ensures the programme's sustainability in diverse communities.

- Structure the courses in adaptable modules that can be easily customised to meet the specific needs of different target groups or regions. This flexibility allows for seamless transferability across various contexts while maintaining the core objectives and high satisfaction levels observed in the pilot.

Fine-tuning needs

WP3 course	Not applicable
WP4 course	Not applicable
E-learning platform	Not applicable

WP3 – Digital Literacy Course & WP4 – Training Course oriented to the Active Job Search

Pilot session report from Cyprus

General Description

This report outlines the results of the pilot phase conducted in Cyprus to gather feedback for refining the Digital Literacy Course (WP3) and the Training Course for Active Job Search (WP4), as part of the European project INCLUDE-CE.

Pilot Implementation

The pilot was carried out in partnership with CASA College and KASA High School, both medium-sized, privately-owned institutions providing education to international students, primarily from emerging and less developed countries in Africa and Asia. Two in-person sessions, totaling 8 hours, were held on October 10 and 24, 2024. A total of 34 students from diverse migrant and minority backgrounds, representing various age groups, were selected to participate. Among them, 10 students were chosen in agreement with CASA College to receive donated laptop computers as a recognition of their academic excellence and discipline. A separate donation ceremony took place on November 6, 2024.

Session Activities

1. **Laptop Distribution and Assessment:**
   Participants were divided into 10 groups of 3 or 4 students, with each group receiving a laptop. An initial digital literacy assessment was conducted to tailor the training content effectively. During the workshop, students engaged in interactive discussions within their groups and presented their insights based on inquiries and personal experiences. Topics covered included understanding the physical components of a computer, secure web browsing, setting up an email account, and applying their combined digital literacy skills.
2. **Active Job Search Workshop:**
   During the active job search workshop, participants role-played various interview scenarios within their groups after receiving practical tips and guidance from the trainers. Following this activity, the session continued with an overview of different Curriculum Vitae (CV) and cover letter templates relevant to the job market in Cyprus.
3. **Course Introduction:**
   Experienced trainers from CARDET, Cyprus, introduced the INCLUDE-CE project and provided an overview of the upcoming sessions as part of the Learning, Teaching, and Training Activities (LTTA).
4. **Module Delivery:**
   The participants were guided through the WP3 and WP4 modules, with a focus on the functionalities of the e-learning platform. Interactive exercises were employed to enhance engagement and reinforce learning.

5. **Feedback Collection:**
   Feedback was gathered throughout the sessions, with participants offering valuable input on the course content and delivery methods.
6. **Laptop Donation and Certification:**
   At the conclusion of the third and final session, participants were presented with the donated laptops and received certificates of completion.

This pilot phase provided valuable insights into the effectiveness of the training materials and delivery methods. The feedback collected will be used to refine and enhance the final deliverables of the project.

Feedback from Participants

The feedback received for both courses, WP3 (Digital Literacy) and WP4 (Active Job Search), indicated a strong overall agreement among participants about the effectiveness of the educational content and its practical usability. Out of the 34 attendees, 17 completed the final surveys. The remaining participants, due to time constraints with their academic schedules, provided verbal feedback, which was also uniformly positive. Consent was obtained from both participants and partnering institutions for the use of names and photos for project purposes.

Evaluation of the WP3 Course Modules

The Digital Literacy course received overwhelmingly positive feedback, with respondents expressing strong agreement and agreement on its overall effectiveness. Chart results are presented below in Figure 1.

- Over 80% of respondents mostly agreed that the course objectives were clear, and the content was practice-oriented. The remaining respondents agreed with this statement.
- More than 75% of participants strongly agreed that the module content was comprehensive and helpful in enhancing their knowledge of computer usage, Microsoft Office tools, and secure web browsing.
- Nearly 90% of respondents expressed strong agreement regarding the user-friendliness of the online presentation.
- A remarkable 95% of respondents strongly agreed that the module content would be useful in their professional and personal lives.

Figure 1: Respondents survey results regarding WP3 Digital Literacy Course

All-embracing the results of the chart illustration, student responses included no additional recommendations and improvements for the module and platform as shown below.

Additional comments and recommendations
8 responses

Nope
Amazing
The informations are all clear
Excdllent
No
Nothing so far
Good recommendations

Evaluation of the modules of WP4 course

Proceeding with the evaluation of WP4 Active Job Search course, the chart results in Figure 2 indicate a profound strong agreement to the overall effectiveness of this module. More than 80% of the responses strongly agreed that the purpose of this course was clear with comprehensive module contents which are well practice-orientated, as well as ease in navigating through the module's online presentation. The same accordance lies in the responses that strongly agree of the helpfulness of this course in improving skills and competences for upcoming job position findings, with an additional almost 90% in knowledge expansion on how to find a desired job. Finalising, more than 75% of responses indicate that the Active Job Search Course was helpful in improving knowledge on how to optimise job application processes which can then be also utilised within their professional and private lives.

Figure 2: Respondents survey results regarding WP4 Active Job Search Course

Similarly to the previous course evaluation, no further improvements were suggested as shown below.

Additional comments and recommendations
9 responses

Nope
Fantastic
Well-presented
Nope
Excellent
No
None
Everything was perfect so far
good recommendations especially for our interviews soon

Evaluation of the WP3 and WP4 courses presentation

Both courses' presentation was overall a successful encounter with only strong agreement and agreement on their effectiveness and applicability. LTTA trainers received a very positive feedback after the presentation processes. During the laptop donation ceremony, students who received their devices due to their academic excellence and performance, engaged further with the trainers expressing their gratitude, as well as expanding the engagement in non-formal conversations. Students overall preferred more the promotion of the Active Job Search course as it was all new and greatly valued information that they have obtained and can help them enrol into society's further development. Whereas, another comment received regarding the Digital Literacy Course was that overall some basic or general knowledge of the taught material was already acquired prior the presentations.
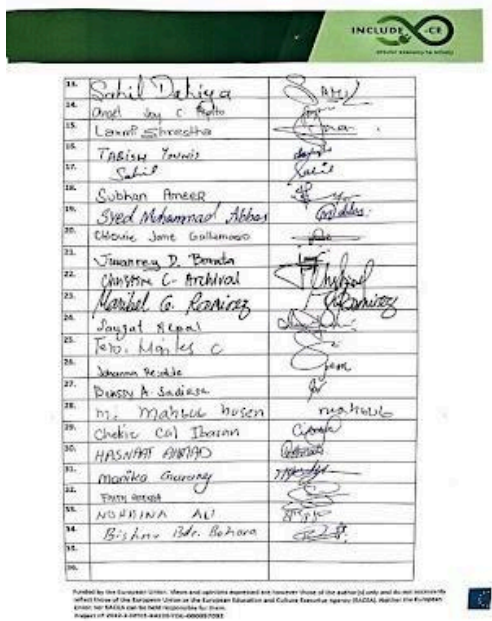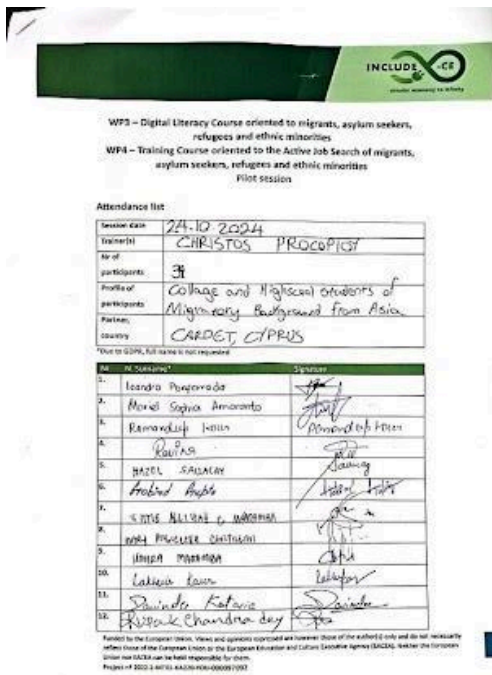
Evidence

Student participants along with the CASA Collage administration provided consent for their faces to be included for this report.

Evidence 1
☐ **Participants' list**
☐ Pictures
☐ Agenda
☐ Other:

_____

Evidence 2
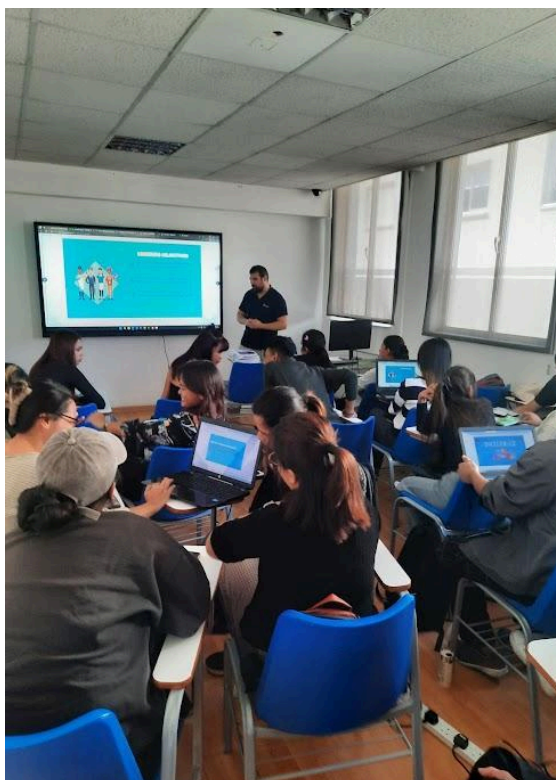☐Participants' list
☐**Pictures**
☐Agenda
☐Other:
_____

Figure 3: Pictures 1-4: Courses presentation

Figure 4: Pictures 5-6: Re-enactment of job interview scenarios

Figure 5: Laptop donation Ceremony

Donated Computers

CARDET donated 10 previously used laptops from its office inventory. These laptops were assessed to ensure they met the minimum specifications and conditions required for both the WP3 (Digital Literacy) and WP4 (Active Job Search) courses. The assessment criteria included good physical condition, reliable performance, internet connectivity, a recent operating system, and adequate storage. Each laptop was documented with details on specifications, condition, and basic donor information.

Following the evaluation, the laptops were formatted, refurbished, and equipped with essential software (e.g., web browsers, MS Office) to ensure they would be effective for use in the WP3 and WP4 courses. Leveraging its existing network, CARDET did not need to launch a public campaign for laptop donations. However, the generous contribution was shared on the organization's social media pages to showcase the successful collaboration and highlight the donation of the 10 laptops.

After the training and course completion, the 10 pilot participants who received the laptops expressed deep appreciation, emphasizing the significant impact the devices had on their learning experience. Feedback included comments like: *"Now I don't need to go to the library to access course materials," "I can study anywhere using this laptop,"* and *"I can stay in touch with my family back home."*

Conclusions

The evaluation feedback for both the WP3 and WP4 courses was overwhelmingly positive:

- Across all response questions, 75% to nearly 95% of participants expressed strong agreement regarding the user-friendly design, effectiveness, and skill development achieved through both courses. The remaining respondents indicated agreement.
- The face-to-face module presentations were well-received, with the WP4 course (Active Job Search) receiving higher verbal preference for its practical applicability and usefulness.
- The provision of laptops was highly valued by participants, supporting their ongoing development in digital and job-seeking skills beyond the course.

Lessons Learned

- During ice-breaking and introductory activities, several participants shared that they were refugees or forced migrants due to political conflicts in their home countries and faced financial difficulties. All 34 participants had migratory backgrounds.
- The strong positive reception of the practice-oriented content in both courses reinforces the effectiveness of a hands-on approach in building digital literacy and job search skills.
- The successful delivery of the courses to young participants from migrant, asylum seeker, refugee, and ethnic minority backgrounds underscores the importance of tailoring the curriculum to address the unique needs and challenges faced by these target groups.
- Providing laptops not only enhanced immediate learning outcomes but also facilitated ongoing skill development, demonstrating the long-term benefits of integrating training with practical resources.

Recommendations for Transferability and Sustainability

- The donation of refurbished laptops promotes the concept of a Circular Economy, which should be expanded and applied in other areas where feasible.
- By implementing this comprehensive training program, community leaders and educators can deliver high-quality Digital Literacy and Active Job Search courses, empowering individuals to reach their full potential and contribute meaningfully to diverse communities.

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● Offer follow-up support and resources to help participants stay updated on the latest trends and best practices, ensuring sustained skill development and adaptability

Fine-tuning needs

WP3 course	Not applicable
WP4 course	Not applicable
E-learning platform	Not applicable

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WP3 – Digital Literacy Course & WP4 – Training Course oriented to the Active Job Search
Evaluation questionnaire for beneficiaries

Arciragazzi Portici "Utopia Attanasio" APS

Italy

Introduction

Dear respondent,

Thank you for taking part in the pilot session of the **INCLUDE-CE project** Digital Literacy Course and Training Course oriented to the Active Job Search.

We would be grateful if you could answer the following questions, to evaluate both our project results and their online presentation. Your answers are important for improving the quality of these results and the overall goals of the project.

The questionnaire is anonymous, and all collected information will be used only for improvement purposes of the INCLUDE-CE courses in the scope of which you received training.

We thank you in advance for your participation!
The INCLUDE-CE Project's Partnership

Evaluation questionnaire

1. **Let us know your level of agreement regarding the following statements related with the Digital Literacy Course**
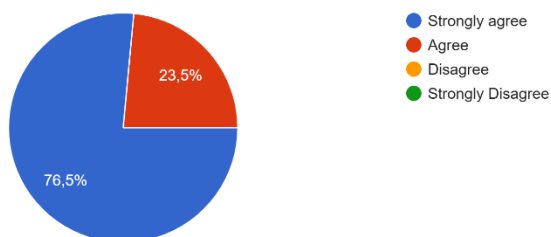
The purpose of the Digital Literacy Course is clear
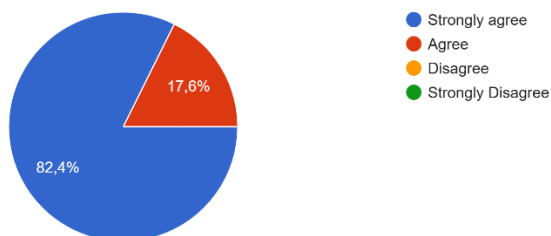17 risposte
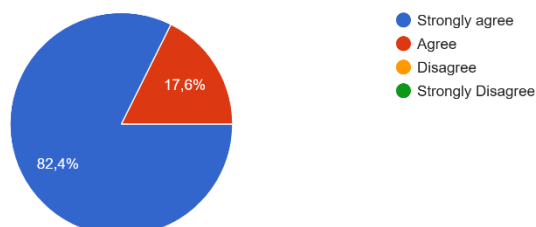
- Strongly agree
- Agree
- Disagree
- Strongly Disagree

82,4%
17,6%

The overall contents of the modules are comprehensive
17 risposte

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

76,5%
23,5%

The overall contents of the modules are practice-oriented
17 risposte

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

82,4%
17,6%

The modules' online presentation is user friendly and easy to navigate
17 risposte

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

88,2%
11,8%
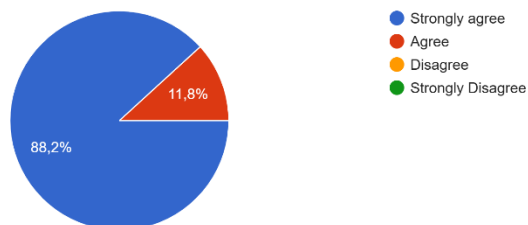
The Digital Literacy Course is helpful to improve my knowledge about how to use a computer properly
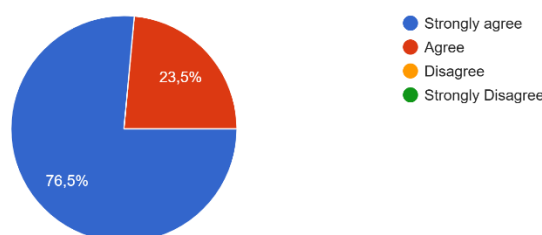17 risposte
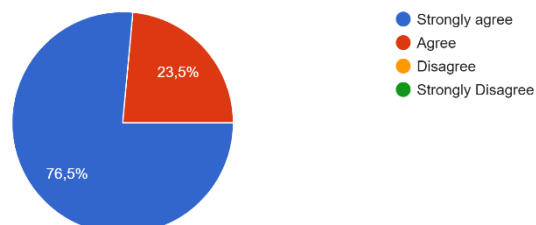
- Strongly agree
- Agree
- Disagree
- Strongly Disagree

76,5%
23,5%

The Digital Literacy Course is helpful to improve my knowledge about how to use web browsers
17 risposte
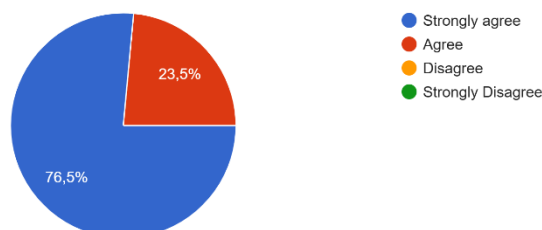

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

23,5%

76,5%

The Digital Literacy Course is helpful to improve my knowledge about how to use Word Office or similar tools
17 risposte

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

23,5%

76,5%

I will be able to use the contents of the Digital Literacy Course in my professional and private lives
17 risposte

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

94,1%
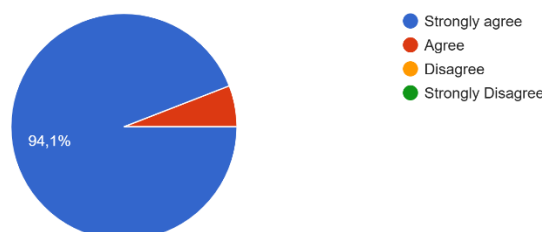
Additional comments and recommendations

The digital literacy course is one of a kind, its a special programm that enable even the dumb to discover his or her potentials as an individual and in addition becomes computer literate, as the teachers/lecturres are down to earth, they ensure you understand even in your local dielet, they have a magic tool to unlock a locked brain.

RECOMMENDATIONS: I strongly recommend a wider publicity for the next session to enable more peolple who do not have such previledge especially migrants to equip themselves for greater opportunities out there in the labour market.
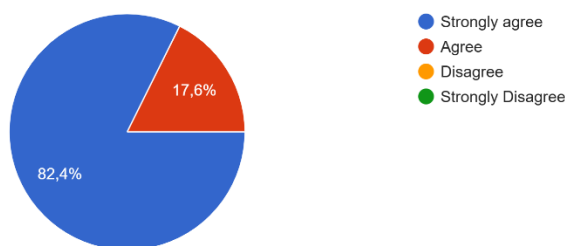
This is a very helpful online platform system for finding jobs and how to do a CV and motivational letter.

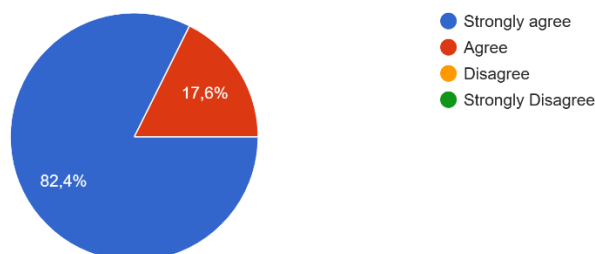J'ai découvert la facilité du digital, d'agir et de comprendre et d'escute rapidement.

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Digital Literacy and Training Course program have helped me to acquire more knowledge and have zeel about Computer literate,
RECOMMENDATION- I strongly recommend this program to reach more people for them to acquire the knowledge it's very important and helpful. Kudos to all the teachers and the organizers.

2. Let us know your level of agreement regarding the following statements related with the Training Course oriented to the Active Job Search.

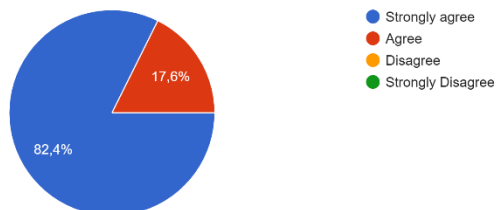The overall contents of the modules are practice-oriented
17 risposte

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

The overall contents of the modules are practice-oriented
17 risposte

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

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The overall contents of the modules are comprehensive
17 risposte

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

82,4% 17,6%

The purpose of the Active Online Jobs Search Course is clear
17 risposte
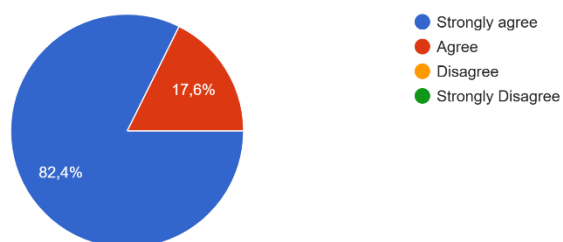
- Strongly agree
- Agree
- Disagree
- Strongly Disagree

82,4% 17,6%

The modules' online presentation is user friendly and easy to navigate
17 risposte

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

82,4% 17,6%
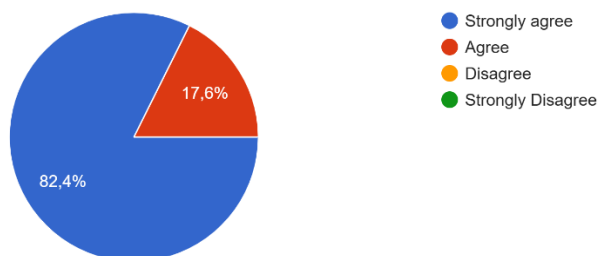
The training course is helpful to improve my knowledge about how to find a job position
17 risposte

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

88,2% 11,8%
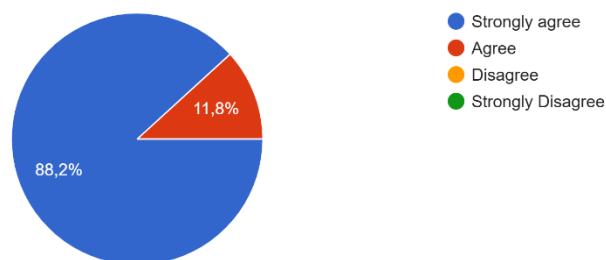
The Course is helpful to improve my knowledge about how to optimize my application in a job selection process

17 risposte

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

23,5%

76,5%
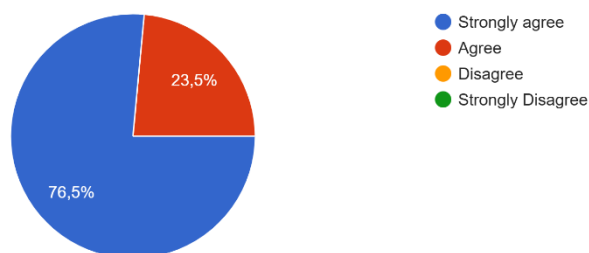
I will be able to use the contents of the Online Active Jobs Search Course in my professional and private lives

17 risposte

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

23,5%

76,5%
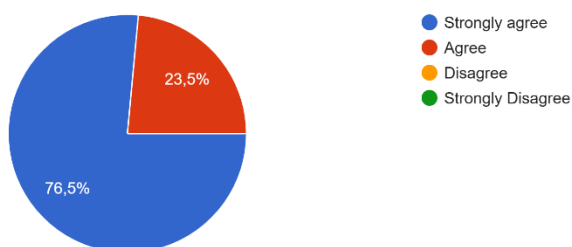
Additional comments and recommendations

The knowledge on how to optimize my job application is now 100% JOB WELL DONE...... THANK YOU INCLUDE-CE.

This is a very helpful system.

Pour moi je pense que les séminaires comme celui-ci, est important de le refaire après six (o6) mois pour un renforcement de capacité.

I am very good to Search for a job on my own without any help, am and great full.

RECOMMENDATION.... recommend to others, because The Course is helpful to improve knowledge about how to optimize yourself.

WP3 – Digital Literacy Course & WP4 – Training Course oriented to the Active Job Search
Pilot session report from MALTA

General description

The Piloting Sessions took place in Malta from the 3rd to 11th September 2024. 14 participants completed all sessions. That was a success as the number went above the 10 participants needed as per the proposal. AMAM could afford to train such a large number of people due to the fact that it has received 14 laptops from donors during the second hand laptops collection campaign.

AMAM issued an official call (in English and Arabic) for the recruitment of participants, posted on all its social media accounts, and also sent by direct emails to several NGOs working with vulnerable groups. AMAM created a google form for registration, including some relevant questions such as the level of knowledge of the Circular Economy, the level of knowledge of computer skills, and the level of knowledge on general internet browsing and the use of Online Jobs portals.

In order to attend to all the groups in an effective way, AMAM decided to make two separate groups: a first group of 10 youths already settled in the community and a second group of 4 youths still living in a refugee camp.

The piloting involving the first group of ten comprised nine men and one woman. All from ethnic minorities, some holding refugee status and some being asylum seekers.

The first training took place over three days on the 3rd, 4th and 7th September at the Malta Volunteer Center facilities. In order to accommodate the schedule of the learners who all hold alimentary jobs, the sessions happened on the evenings from 5 pm to 9 pm, and on a Saturday, full day.

The 2nd training session took place at the Family Refugee Center in Hal Far, where four asylum seekers were trained: three men and one woman. The sessions run over three days, on the 9th, 10th and 11th September. Equally, they were held in the evening to accommodate the schedules of the participants whose mornings are busy with various administrative tasks. Overall, the complete piloting sessions in Malta took 20 hours.

The delivery was made easy by the fact that the trainer had information beforehand about the level of circular digital literacy of the learners gathered through the registration form. 71% of respondents had never heard about the Circular Economy. 47.6% declared being able to use some basic features of a computer. Asked if they can find a job online, only 19% declared to be able to access an online job portal without any help.

The survey results reflected the challenges faced during the piloting, whereby several participants were beginners in digital literacy. But the huge interest shown by the learners demonstrated how much such training is needed, and most importantly, how a personal computer can be an entry point for a powerful integration of vulnerable Ethnic minorities groups in society.

Feedback from participants

Evaluation of the modules of WP3 course

14 participants attended the 6 modules of the Digital Literacy training course that was delivered over six days, for a total of 10 hours. There were 12 men and two women, all from Ethnic minorities and with a migrant background.

The first questions asked to learners was to know if the purpose of the Course was clear to them, to which 93% strongly agreed to. 92% stated that the modules were comprehensive, and 12 respondents strongly agree with the fact that the modules were practised-oriented.

Asked if the modules' online presentation is user friendly and easy to navigate, the group was unanimous, with 50% who strongly agreed and the other half who agreed.

The modules' online presentation is user friendly and easy to navigate
14 responses

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
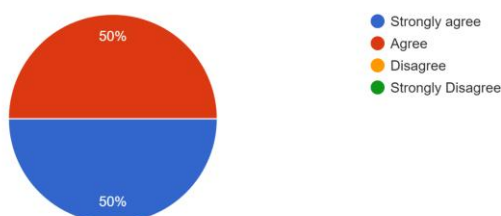
 12 out of 14 learners strongly agreed that the Digital Literacy Course is helpful to improve their knowledge about how to use a computer properly, while 92% stated that it was helpful to improve their knowledge about how to use web browsers.

The same number of respondents (12) strongly agreed to the fact that the course is helpful to improve their knowledge about how to use Word Office or similar tools, as well as the fact that they will be able to use the contents of the Digital Literacy Course in their professional and private lives.

Interesting comments were made by learners who thanked the initiators of the training for the help provided, and expressed the hope that the training can continue, because of its usefulness. A respondent said that he "definitely needs more training like this", while another said that the Information was clear and well presented, and that "the trainer was patient and encouraging the students".

Evaluation of the modules of WP4 course

14 participants attended the Seven modules of the Active Online Jobs Search Training Course that was delivered over six days, for a total of 10 hours. There were 12 men and two women, all from Ethnic minorities and with a migrant background.

Learners were asked if they strongly agree, agree, disagree or strongly disagree to 8 questions on the evaluation questionnaire. 87.7% of the respondents strongly agreed that the purpose of the modules was clear. 14 respondents (12 strongly agreed and 2 agreed) stated that the contents of the modules are comprehensive. Asked to evaluate if the contents of the modules are practice-oriented, 11 out of 14 strongly agreed, 2 agreed and 1 disagreed.

50% found that the modules' online presentation is user friendly and easy to navigate, while

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42.9% picked the second option of the question (agreed). A vast majority (78.6%) recognised that the training course is helpful to improve their knowledge about how to find a job position. Asked about the helpfulness of the course in the improvement of skills and competences to find a job position, nine respondents strongly agreed and four agreed.

All the 14 respondents agreed that the course is helpful to improve their knowledge about how to optimise their application in a job selection process, and 13 out of 14 stated that they will be able to use the course contents in their professional and private lives.

Evaluation of the WP3 and WP4 courses online presentation

Overall, the experience was good. The E-Learning platform opens at once when clicked on the link. The trainer started by presenting the project and its aim, focusing on the digital circular Economy and the benefit for the environment. All learners were encouraged to deepen their knowledge of the 3 Rs, repair, reuse, recycle. Owing to the basic level of digital literacy of the learners, the kick off of each session was dedicated to the importance of being digitally equipped for a better integration, reducing the risk of some participants to grow the temptation to sell their newly acquired device in case they don't see its importance. To avoid that, the trainer explained the education system in Malta and in Europe where children use computers from a young age, communications between parents and schools are made through emails and school software platforms. For future parents, it is paramount to be knowledgeable on these tools to be able to support their children in the future. Children look up to their parents and need role models. When covering the module about Internet threats and cyber security, the trainer stressed that parents should also be the ones to protect their children from the numerous internet threats, and in order to do so, they must be able to master the digital world.

Overall, participants could access the training at once and navigate pretty much easily. For each module, a video was played and all links were working perfectly. Passing from one module to another was also easy. No participant found a special difficulty.

The assessments exercises tested were all well displayed. The trainer encourages all learners to access the platform as much as possible to grab all the useful information available. Some aspects of the training were more highlighted than others, such as the CV and motivational letter creation with CANVA, the professional email writing, the registration to an online Job Portal, the role play for a job interview on phone, video and face to face.

Evidence

Evidence 1
☑Participants' list
☑Pictures

Evidence 2
☑Poster for the recruitment of participants in English
☑Poster for the recruitment of participants in Arabic

Donated computers

In Malta, the donation campaign kicked off as planned in September 2023. A video shoot by AMAM portraying a young refugee woman inviting Stakeholders to donate second hand laptops

in good condition went viral in our network, and in the span of 3 weeks, AMAM received 14 laptops that were reviewed by a technician, cleaned and made available for the piloting.

Apart from the video published on all social media accounts, several calls for donation were published, as well as direct emails to IT companies. AMAM also issued calls for donations to collect computer mice, needed for beginners uncomfortable with the touch pad of a laptop.

The main stakeholders who donated were an IT company, a primary school and four individuals.

Conclusions

Overall, the piloting was a success.

- 14 migrants trained (4 more than the 10 required as per the proposal),
- 11 modules studied,
- more than 20 educative (eye openings) short videos played during the piloting,
- 11 assessment exercices available to deepen the knowledge of learners,
- Role plays for a phone, video and face to face job Interviews between migrant youth and ethnic minorities,
- Access to knowledge about the philosophy of Circular Economy,
- 14 second hand laptops in good conditions donated to migrant youth and ethnic minorities,
- Access to a digital training course (Include-Ce) aiming at empowering vulnerable groups

Lesson learned

For participants attending the workshop in Malta, the trigger to participate was about reducing the digital divide, promoting the circular economy, and giving useful and life saving steps to access online jobs with success. But beyond that, it was mostly about the vital importance of fitting into a society that has taken a strong stand to digitalise, even more so with the advent of artificial intelligence. So most participants attended the training primarily to receive the laptop, the necessary tool when thinking of being competitive. Migrant youth were aware of their roles as future parents, responsible for theirs and their future children's online safety, and for the important figure that they represent for their upbringings.

Recommendations for transferability and sustainability

The course should be made available in all partners' websites or permanent web environment, to avoid it being diluted in the massive projects' production that sometimes relegate good materials   to   oblivion.
All partners are encouraged to include the material in their everyday work with vulnerable groups, highlighting and promoting modules based on the categories of learners.

Fine-tuning needs

WP3 course	Introduction to be added at the beginning of the Course

WP4 course	Introduction to be added at the beginning of the Course
E-learning platform	No significant change needed