

DIGITS

Soft DIGITal Skills building for TCN women

Programme: Erasmus+

Action Type: KA220-ADU - Cooperation partnerships in adult education

Grant Agreement No: 2021-1-PL01-KA220-ADU-000033746

Duration: 01-10-2022 - 30-09-2024 (24 months)

Countries: Poland, Greece, Romania, Belgium, Austria, Germany

Project Result PR3:

Capacity building of stakeholder representatives and professionals on digital inclusion of TCN women

NATIONAL REPORT

Poland

FUNDACJA
**Polskie
Forum
Migracyjne**



Co-funded by
the European Union

This project has been funded with support from the European commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

Document Identification:

Project Result PR3:	Capacity building of stakeholder representatives and professionals on digital inclusion of TCN women
Task 3.4:	Compilation of National Reports and Transnational Report on the Tutoring Support Scheme.
Project Result Lead:	Polish Migration Forum Foundation
Author(s):	Polish Migration Forum Foundation - Agnieszka Kochanowska and Blanka Zantara-Jabłońska
Dissemination level:	Public
Version final	Date: 05/09/2024



**Co-funded by
the European Union**

This project has been funded with support from the European commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

Polish National Report

1. Introduction

The Pilot Testing, the Training of Trainers (ToT), and TCN (Third-Country National) women training were organised at the Polish Migration Forum's community centre, located at Górczewska 137, Warsaw, Poland.

Pilot testing was conducted between July and August 2024. It involved 10 migrant women and 10 trainers. The participants were recruited through posts on the Foundation's Facebook page.

The Training of Trainers (ToT) group consisted of 10 women and their sessions took place over three days (August 6, 7, and 8, 2024). Each day included 7 hours of training, with additional time after sessions to prepare training materials. Participants also completed a trainer course on the DIGITS platform and handled homework assignments, amounting to 28 teaching hours. This was combined with 16 hours of practical sessions with the group. The training was conducted on laptops borrowed from the 'Uwolnij Złomka' foundation. The same laptops were used for training TCN migrant women in the following week. This approach allowed the trainers to become familiar with the equipment they would later use for training.

Initially, 35 TCN women expressed interest in the training course. After confirming the final dates, 25 women enrolled in specific groups, and all were invited to attend. Ultimately, 19 participants attended the in-person sessions. The training spanned three days (August 12, 13, and 14, 2024) at the same venue, with each group meeting for 6 hours on the first day and 3 hours on the following two days, totalling 16 teaching hours. In addition to in-person sessions, participants completed a course on the DIGITS platform in their free time and performed homework assignments, bringing the total training time to approximately 24 teaching hours.



Co-funded by
the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

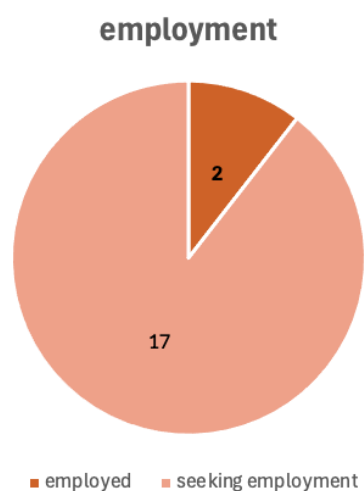
2. General participants' information

A. Training of Trainers

The ToT (Training of Trainers) group consisted of 10 women aged between 27 and 53 (27, 27, 27, 27, 35, 45, 47, 48, 48, 53). Five are PhD students from various fields, one as a social worker, three as freelance trainers or educators, and one as a vision and mission director.

B. TCN women

Group size and employment



Only 2 of the 19 attendees were employed at the time of the training, while the remaining 17 were actively seeking employment. This indicates a significant need for employment opportunities among the group, with the majority lacking job security during the training period.

Age groups

The ages of the participants varied widely. Excluding a 2-month-old observer, the youngest participant was 18 years old, while the oldest was 54 years old. The Polish-speaking group had participants aged between 29 and 51 years, the Ukrainian-speaking group between 40 and 50 years, and the English-speaking group had the broadest age range, from 18 to 54 years.

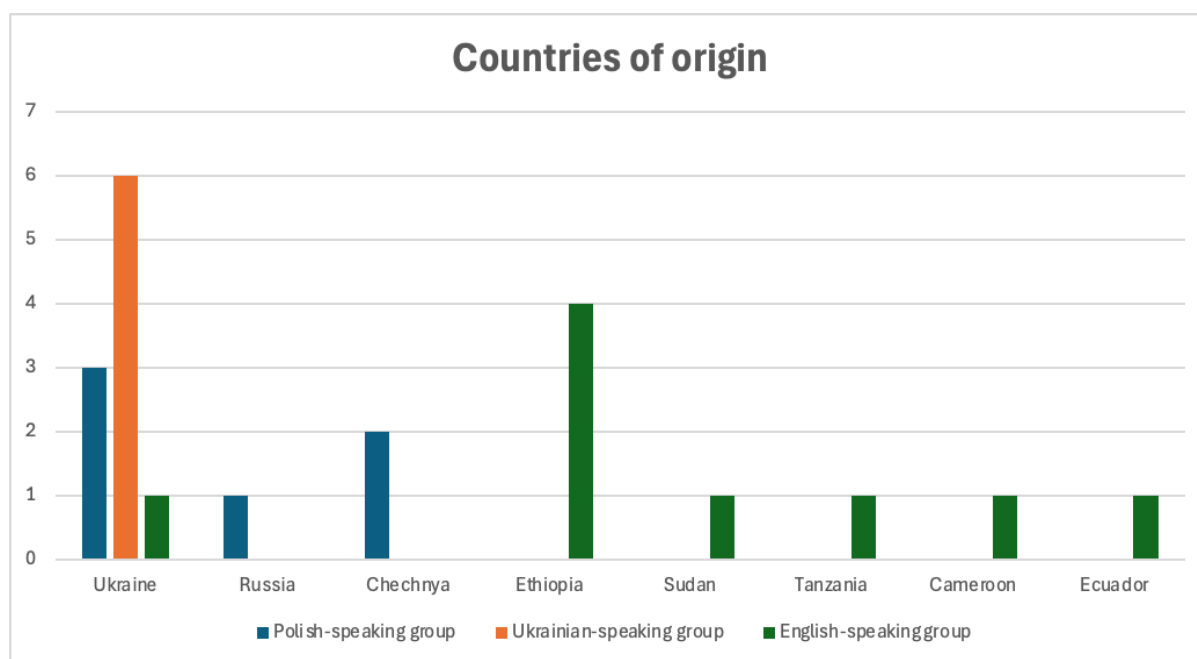
Polish group (3 trainers)	Ukrainian group (3 trainers)	English group (4 trainers)
29 - 51 (29, 33, 38, 39, 49, 51)	40 - 50 (40, 43, 44, 50)	18 - 54 (18, 23, 24, 26, 26, 33, 33, 41, 54)



Co-funded by
the European Union

This project has been funded with support from the European commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

Countries of origin



The participants in the training came from various countries. The Polish-speaking group included women from Russia (1 person), Chechnya (2 people), and Ukraine (3 people). The Ukrainian-speaking group (6 people) was entirely composed of individuals from Ukraine. The English-speaking group was the most diverse, with participants from Ethiopia (4 people), Sudan (1 person), Tanzania (1 person), Ukraine (1 person), Cameroon (1 person), and Ecuador (1 person).

3. Description of the pilot testing, ToT and TCN women training activities

Pilot testing

The pilot testing was conducted between July and August 2024, involving 10 migrant women and 10 trainers. The sessions were held at the Polish Migration Forum's office, with participants recruited via posts on the Polish Migration Forum's Facebook page. The effectiveness of the pilot testing was evaluated using a three-part evaluation form, which covered the following areas:

- I. E-learning platform functionality, usability, and quality
- II. Quality assessment of the educational content



Co-funded by
the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

III. Evaluation of the module content

Participants gave very positive feedback on the pilot testing of the e-learning platform and training modules. The training materials were often well-organised and easy to understand, contributing to a practical learning experience. Users also appreciated the various modules offered, noting that they provided valuable knowledge and practical skills applicable to their needs.

However, the testing also revealed several areas that need improvement, particularly in platform functionality, usability, and content delivery. Experiences with the registration and login process were mixed. While some participants found it straightforward, others faced difficulties, such as delayed confirmation emails and trouble logging in, suggesting the process might benefit from simplification.

Concerns were also raised about the platform's structure, navigation, and content access, with some participants finding it challenging to locate menus and read text due to unsuitable colour choices. Interactive elements like buttons were sometimes hard to find and use. Despite these challenges, most users were satisfied with the quality of the training materials, describing the content as straightforward and easy to understand. However, some found the material overwhelming and suggested breaking it into smaller sections for easier absorption.

Feedback on specific modules was varied. The Google Workspace Fundamentals Module received mixed reviews, with beginners struggling and indicating a need for more accessible resources. The Job Searching Module was generally well-received but could benefit from audio explanations to improve engagement. Some considered the Online Collaboration Tools Module too wordy, prompting suggestions for adding videos to enhance learning. The Online Safety Module was particularly appreciated for its clarity, especially when provided in native languages, emphasising the value of multilingual resources. The Social Media for Professional Use Module was useful but dense, with recommendations to simplify the language and reduce text for better accessibility.

Additionally, testing the training modules highlighted issues in slide design and quiz clarity. Common problems included disorganised text, indicating a need for improved slide layouts, and poorly structured quiz questions that could confuse learners. While the e-learning platform and training modules have generally been well-received, addressing these concerns, particularly those related to user interface, content structure, and delivery, will make the platform more user-friendly and accessible.



Training of Trainers (ToT)

Day 1. The course began with a welcome session where the Training of Trainers (ToT) instructor introduced the training programme, followed by the project coordinator, who outlined the project's goals and provided an overview of its organisational aspects. To help everyone get to know each other, participants were asked to present their résumés, which served as a starting point for icebreaker activities designed to create a comfortable atmosphere and foster personal connections.

Early in the course, the group collaboratively created a group contract, setting out their expectations and guidelines for interacting throughout the training. The discussion emphasised the importance of clear boundaries and a focus on building a supportive community, drawing on Stoic principles.

The instructor then introduced digital tools such as Slido and Kahoot, which would be essential for keeping the sessions interactive. Participants had the opportunity to get hands-on experience with these tools, practising the creation and editing of presentations.

A reflective activity followed, where participants explored their fears, hopes, and contributions. They openly discussed their concerns about the training, such as fears around public speaking, language barriers, and technology challenges. At the same time, they shared their aspirations for gaining new skills and knowledge and how they intended to contribute to the group's learning journey.



**Co-funded by
the European Union**

This project has been funded with support from the European Commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

Day 2. The day started with a time management exercise, underscoring the importance of staying on schedule to maximise the effectiveness of the training. Participants were divided into groups to explore various digital platforms. Group 1 focused on Kahoot, Group 2 on Slido, and Group 3 on AhaSlides. Each group created interactive content (quizzes, word clouds, and spinner wheels) to enhance learning experiences. Trainers were given the task of completing the Digits courses, summarising the key components, and brainstorming ways to incorporate creative activities into their own training sessions.

Day 3. Day three centred on preparing the trainers to effectively handle real-life challenges during their sessions. The day began with an exploration of ten common issues that might arise, such as engaging participants who appear disinterested or managing technical difficulties. This exercise encouraged trainers to think critically and adapt their teaching methods to maintain session flow, regardless of the challenges encountered.

The discussion then shifted to providing feedback. Participants exchanged ideas on how to offer constructive feedback in a manner that supports and motivates learners, highlighting the importance of guiding while fostering growth.

In the next activity, trainers focused on course design. They were tasked with planning a future training session using the scaffolding approach, which involved setting clear timelines, organising interactive activities, and incorporating digital tools like ChatGPT, Kahoot, and Google Workspace. Each trainer presented their course plan to the group, receiving valuable feedback and suggestions for improvement. The day concluded with a reflective closing session. Participants shared insights gained throughout the training, discussed opportunities for future collaboration, and exchanged contact information to stay connected beyond the course.

Each activity used during the Training of Trainers sessions was carefully planned. These activities allowed the trainers to test their own knowledge of soft digital skills while also gaining valuable insights on how to apply these best practices in training TCN women.



Co-funded by
the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

Training of TCN women

The 19 participants were divided into three language-specific groups: Polish-speaking (6 people), Ukrainian-speaking (4 people), and English-speaking (9 people). The three-day course was conducted with these groups, each following a similar structure but with some variations to accommodate the participant's specific needs and circumstances. Out of the 19 participants, 15 successfully completed both the in-person and online training, earning certificates.

Day 1. All groups began their training with an introduction to the Polish Migration Forum and a tour of the community centre. The DIGITS project was then presented, highlighting its goals and the importance of the participants' involvement. The registration process followed, where participants completed consent forms and other necessary documentation. After these formalities, the Polish and Ukrainian groups engaged in introductory sessions where they created labels about themselves using Google Slides, established group contracts, and explored Google Workspace tools. The English group, however, started with a creative introduction using the gingerbread man form to discuss their expectations and goals. The English group also faced challenges with the fast-paced instructions during an email and Google Drive session, which was less of an issue for the other groups.

Day 2. The second day for all groups focused on practical skills related to digital tools and job searching. The Polish and Ukrainian groups covered similar ground, including social media usage, building online profiles, CV creation, and exploring AI tools like ChatGPT and Gemini AI for job searches. The English group also worked on similar tasks but had a slower-paced session with more individual assistance due to varied digital competencies. Notably, an unusual situation occurred when a participant in the English group attended with her 2-month-old baby. Despite these challenges, the groups successfully navigated the day, with the Polish and Ukrainian groups completing exercises on business profiles and the English group focusing on CV templates and GDPR discussions.

Day 3. The final day centred on cybersecurity and online safety across all groups. Participants shared personal stories and discussed strategies for protecting themselves online, including handling suspicious situations and understanding data protection regulations. While the Polish and Ukrainian groups received tailored information based on regional differences (e.g. Polish/EU vs. Ukrainian systems), the English group focused more on LinkedIn profile creation and optimisation. All groups ended with a reflection session, summarising the key takeaways from the course and receiving feedback from



Co-funded by
the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

both trainers and peers. This reinforced the importance of the digital tools and skills learned during the training, especially in job searching and professional networking.

The feedback from the three language-specific groups - Polish, Ukrainian, and English - was highly positive. The Polish group commended the venue and found the trainers highly attentive to their needs. The Ukrainian participants were very satisfied, with most ratings being 5 out of 5, though they expressed a desire for longer training sessions and more varied group work. They also appreciated learning about new and interesting tools. The English group valued the training to enhance their soft digital skills and needed more meetings. Additionally, they valued the opportunity to meet new people. Overall, the feedback emphasized the effectiveness of the training while also indicating areas for further improvement, such as extending the duration of sessions and providing more chances for group interaction.



**Co-funded by
the European Union**

This project has been funded with support from the European Commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

4. Dissemination proof

Training of Trainers / Day 1



Training of Trainers / Day 2



Co-funded by
the European Union

This project has been funded with support from the European commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

Training of Trainers / Day 3



**Co-funded by
the European Union**

This project has been funded with support from the European commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

**TCN women training
Polish group / Day 1**



Polish group / Day 2



**Co-funded by
the European Union**

This project has been funded with support from the European commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

Polish group / Day 3



Ukrainian group / Day 1



Co-funded by
the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

Ukrainian group / Day 2



Ukrainian group / Day 3



Co-funded by
the European Union

This project has been funded with support from the European commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

English group / Day 1



English group / Day 2



Co-funded by
the European Union

This project has been funded with support from the European commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

English group / Day 3



5. Selection of good practices, conclusions and recommendations

Throughout the pilot testing, ToT training, and TCN women's training, we actively gathered feedback from participants. Analysing this feedback allowed us to identify key strengths and areas for improvement within the training programs. We used these insights to refine the content, structure, and delivery methods, ensuring that future sessions are more effective, inclusive, and better aligned with the participants' needs.

Recruitment

We implemented a multi-stage recruitment process to ensure that we selected the most suitable participants for the training programme, which resulted in a more personalised and effective experience. We recruited 25-30% more participants than the available spots to account for potential dropouts and ensure high attendance. Accurately assessing the participants' skills and needs was crucial for customising the training content to meet their expectations and learning objectives. Furthermore, offering the training in multiple languages increased accessibility and allowed participants to engage in the sessions fully.



Co-funded by
the European Union

This project has been funded with support from the European Commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

Conducting training for trainers

The trainers stressed the importance of analysing expectations before the training. They recommended that both participants and trainers complete questionnaires ahead of time to better understand each other's expectations and needs. The trainers also suggested spacing out the sessions with 1-2 meetings per week, especially for beginners, instead of holding three consecutive training days. They emphasised the importance of understanding participants' sensitivity and vulnerability, such as access to computers or potential tensions between participants from different cultural backgrounds, for example, Ukrainian and Russian citizens in the same group.

Conducting training for migrant women

It is important to provide a dedicated space for children during training sessions, especially when working with women who have young children. This helps to promote inclusivity and allows participants to fully engage without having to worry about childcare. Scheduling training sessions during the day is ideal for job seekers as it aligns with their availability and daily routines, ultimately enhancing engagement and improving learning outcomes.

Conclusions and recommendations

The multi-stage recruitment process and the inclusion of flexible, language-specific training content significantly contributed to the overall success of the training programmes. The careful mapping of participants' skills and needs allowed for a more personalised approach, ensuring that the training was relevant and effective. Offering a dedicated space for children and scheduling sessions during the day were key factors in maximising participant engagement.

For future training programmes, it is recommended that a multi-stage recruitment process be continued and that more participants than available spots be recruited to account for potential dropouts. Extending the training of trainers (ToT) sessions to include additional modules on project introduction, expectations, and cultural awareness would further enhance the training experience. It would be beneficial to schedule training sessions with more spaced-out meetings, especially for beginners, as this is likely to lead to better outcomes. Additionally, creating a child-friendly environment and holding sessions during optimal times for job seekers will ensure that the training remains accessible and engaging.



**Co-funded by
the European Union**

This project has been funded with support from the European Commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

6. References

For the national report, the Polish Migration Forum Foundation based its insights on evaluation forms and reports provided by other PFM staff members present during the courses.



**Co-funded by
the European Union**

This project has been funded with support from the European commission. This publication reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information therein [Project Number 2021-1-PL01-KA220-ADU-000033746].

National Report

Austria

1. Introduction

On August 6th and 7th, 2024, the AIS team successfully ran the Training of Trainers (ToT) program for the DIGITS project. The first day, held at Währinger Straße 5-7, 1st Floor, 1090 Vienna, Austria, was all about face-to-face interaction. We gathered 10 selected trainers and introduced them to the project's goals and what we hoped to achieve through the training. The day was filled with lively discussions and brainstorming sessions, focusing on practical strategies to help TCN women. It was a great opportunity for everyone to share ideas and collaborate on how to make the learning experience as effective and engaging as possible.

On August 7th, we shifted gears and continued the training online via Google Meet. This virtual session allowed us to dive deeper into the tools and resources available on the DIGITS platform. The trainers explored how they could use these in their future sessions, building on what we covered in the face-to-face meeting. The online format added flexibility and gave everyone a chance to further refine their approach, ensuring they're well-prepared for the challenges ahead.

On August 8th and 9th, 2024, we held a two-day, face-to-face training program at the same venue, this time focusing on TCN women. Over these two days, 15 women joined us to dive into some really practical topics, like how to search for jobs online, use digital tools, and set up accounts on platforms like LinkedIn and Zoom. The goal was to help them build their digital skills and get more comfortable with the resources available on the DIGITS e-learning platform.

2. General participants' information

We successfully recruited 10 trainers from Austria, five of whom have migrant backgrounds. The trainers, aged between 25 and 38, have been residing in Vienna for several years and are employed across various sectors, including NGOs and private enterprises. Notably, four of the trainers are AIS employees, serving as researchers and project managers for EU-funded initiatives.

We also had the privilege of training 15 incredible TCN women who recently arrived in Austria from different countries and cultural backgrounds. These women, aged between 28 and 67, brought with them a wealth of experiences and perspectives that truly enriched the training sessions. Their diverse stories and backgrounds made the learning environment dynamic and engaging for everyone involved.

3. Description of the pilot testing, training of trainers, and TCN women training activities

The Training of Trainers activity began with the selection of 10 trainers who would be responsible for working with TCN women. On August 7th, the trainers attended an in-person session held at the designated venue in Vienna. During this session, they were introduced to the DIGITS project, including the objectives and expected outcomes of the work package. The trainers explored the e-learning platform, and discussions were held on potential challenges they might face while working with TCN women, along with strategies to address these issues.

On August 8th, the training continued online via Google Meet. This virtual session allowed trainers to further delve into the e-learning tools and engage with the content more flexibly. They selected the courses of interest, developed their training content with facilitator support, and organized who would lead different segments of the training. The trainers also had the opportunity to pitch their ideas and participate in a comprehensive discussion about the delivery of their sessions.

Throughout both the face-to-face and online components, the trainers engaged in open discussions, shared feedback and refined their approach for future sessions. Overall, they expressed high satisfaction with the training, feeling confident and well-prepared to deliver effective sessions to TCN women.

During the two days of training with TCN women, the participant trainers applied what they had discussed in the previous session, adhering to the guidelines and timetable. The training began with the TCN women introducing themselves and sharing their backgrounds, helping to break the ice. They were then introduced to the DIGITS project and AIS, and the trainers shared the goals of the training. The women were guided through accessing the e-learning platform and exploring each module in detail. The trainers provided additional information to clarify the content and offered step-by-step guidance on related platforms like WeTransfer, Zoom, and Google Meet.

The TCN women were encouraged to ask questions and seek further clarification as needed. At the end of the training, they participated in an open discussion about what they had learned and provided feedback both orally and through evaluation forms.

The TCN women expressed high satisfaction with the content and found the trainers' guidance very helpful. However, they encountered some difficulty accessing the platform, particularly when creating account passwords, which took longer than anticipated.

In addition to the training of trainers and training for TCN women, the AIS team organized a piloting session to test the DIGITS platform with participants. During this session, several challenges came to light. Many participants struggled with the registration

process, particularly when switching between languages, creating passwords, and choosing nicknames. The registration page was not fully visible on mobile phones, which made the process even more frustrating for some. Additionally, navigating the platform to find courses proved difficult, especially with the incomplete German translation, adding to the confusion.

Participants were proactive in providing feedback to help improve the platform. They suggested adding a certificate of completion for each course as an incentive for learners. Some participants also recommended creating a video tutorial to guide users through the account setup process, as this would alleviate some of the initial difficulties. To prevent navigation issues, they proposed sending an email with direct links to the website. There were also concerns about the platform's layout, particularly the overlapping content in some presentations and problems with the "mark as done" feature.

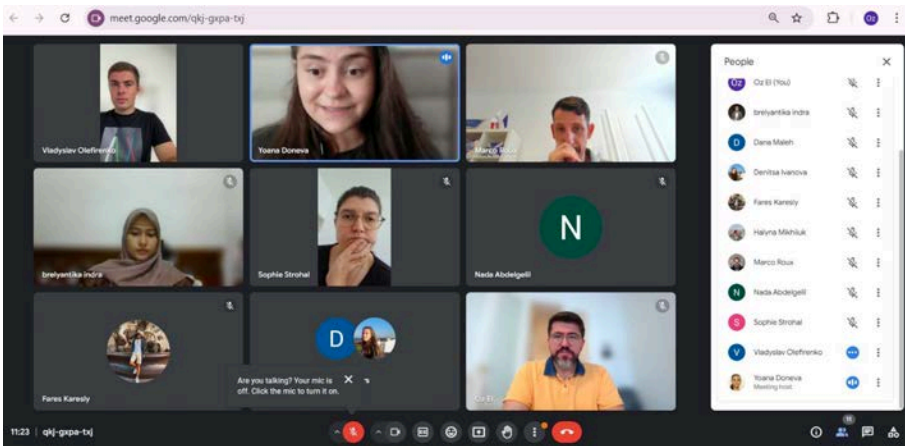
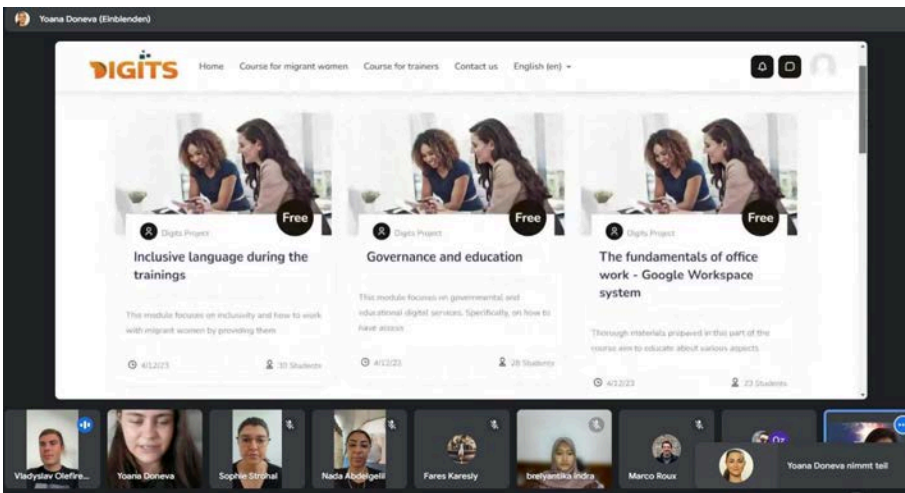
4. Dissemination proof

Training of Trainers (DAY 1)





Training of Trainers (DAY 2)



Training of TCN Women(DAY 1)

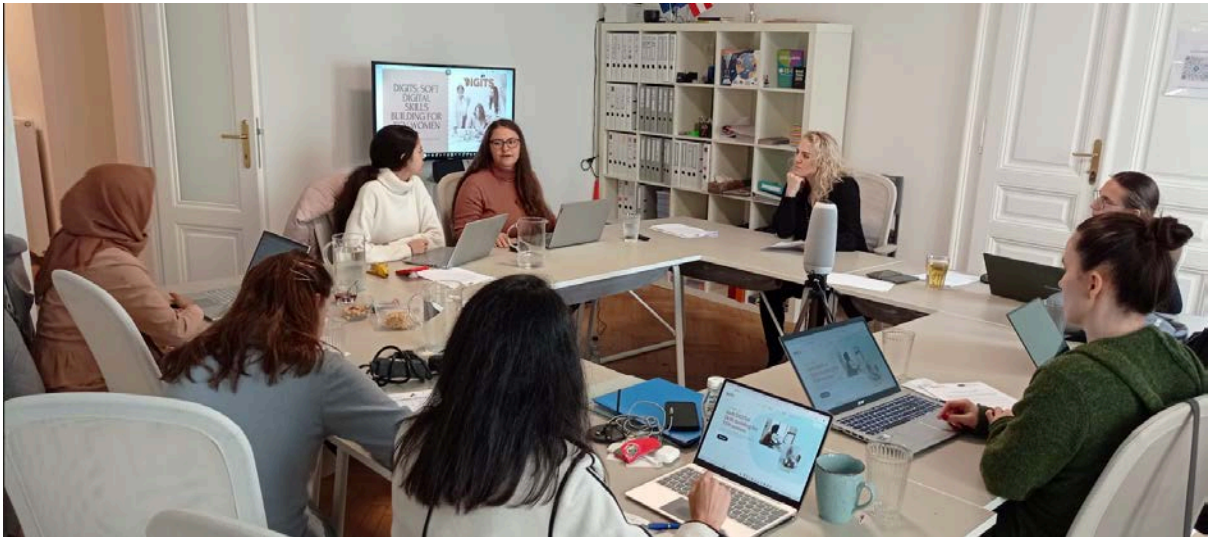


Training of TCN Women(DAY 2)





Piloting



5. Selection of good practices, conclusions and recommendations

Training of Trainers (ToT)

The Training of Trainers sessions received positive feedback but with a note that this section can also be translated into German.

Trainers appreciated the e-learning platform's user-friendly design and valuable content, which made it easier for them to plan and deliver their own training. The platform's resources helped them tailor their sessions effectively for TCN women. Both the in-person and online components of the training fostered a supportive and collaborative atmosphere, allowing trainers to refine their strategies and feel well-prepared.

TCN Women Training

For the TCN women, the face-to-face sessions were highly valued for clarifying and deepening their understanding of the e-learning platform. However, some participants struggled with account creation, particularly with setting passwords, which was time-consuming and frustrating. Despite this, the training was deemed very helpful, and the knowledge gained was seen as important for their future. The friendly and supportive nature of the trainers also contributed positively to their learning experience.

In summary, while the training was a success and received great feedback, there are a few areas to improve, such as simplifying the registration process. The positive interactions and the quality of the training overall were key highlights, and maintaining this supportive approach will continue to benefit future participants.

Piloting

The piloting session gave us some great insights into what's working and what needs improvement on the DIGITS platform. While it's clear that the platform has a lot of potential, we found a few areas that need more attention, especially when it comes to registration, navigation, and making sure content is easy to access. The feedback from participants was really valuable—it reminded us how important it is to have a user-friendly interface and clear instructions to help learners get the most out of the platform.

By making these adjustments, like adding certificates of completion and video tutorials, we can improve the overall experience and ensure the platform meets the needs of everyone using it. These lessons will guide us as we refine and enhance the platform moving forward.

Germany National Report

1. Introduction

Mid-September 2024, BK's team in Germany has implemented a Training of Trainers (ToT) program as part of the DIGITS project, followed by a training session for Third-Country National (TCN) women. The training has been conducted in **Berlin, Germany**, bringing together participants from various backgrounds to enhance their digital skills and improve their employability.

2. General Participants' Information

- **ToT Participants:**

- The ToT group consisted of **10 trainers** aged between 29 and 48 y.o, all working in Germany for the last few years. They are employed across various sectors, including **NGOs and educational institutions**.

- **TCN Women Participants:**

- The TCN training involved **10 women** from diverse cultural backgrounds, **aged between 28 and 50 y.o**. These participants will include women who are either unemployed or seeking to improve their current employment situation through enhanced digital skills.
- **Countries of Origin:** The participants in the training came from various countries. The group included women from Turkey, Syria, Iraq and Egypt. All of the participants speak

German, only 2 of them speaks English in a conversational level.

3. Description of the Training Activities

- **Training of Trainers (ToT):**
 - Trainers were introduced to the DIGITS platform, since only TCN women have piloted the platform so far, with sessions focusing on the practical application of digital tools, developing content for TCN women, and strategies for effective teaching.
- **TCN Women Training:**
 - The training for TCN women has focused on digital literacy, job search strategies, and the use of digital platforms like LinkedIn and Zoom. Participants have been engaged in both group activities and individual tasks, with support provided by the trainers.

Agenda: Training of TCN women– agenda for in-class meetings

Day 1:

Session	Description	Estimated time
Introductions	Participants will introduce themselves	0,5 hour
Opening	Attendance list, info about BK and DIGITS	0,5 hour
The training objectives	Presentation of the goals of the training and the learning outcomes	0,5 hour
Actual Training	Training upon DIGITS modules and employability	2 hours
Coffee Break		0,5 hour
Open discussion	Challenges in finding a job / digital skills	0.5 hours
Wrap-Up	Summarize the day's activities, gather initial feedback, and outline next steps	0.5 hours

Day 2:

Session	Description	Estimated time
Role Playing	Training through role playing: 2 Scenaria	2 hours
Open discussion	Recommendations for trainers: How they can help them	1,5 hours
Wrap-Up	Summarize the day's activities, gather feedback	0.5 hours

Training of trainers – agenda for in-class meetings

Day 1:

Session	Description	Estimated time
Introductions	Participants will introduce themselves	0,5 hour
Ice Breaking Activity	1 truth and 2 lies	0,5 hour
Opening	Attendance list, info about BK and our training programs	0,5 hour
DIGITS	Project's Presentation	1 hour
Coffee Break		0,5 hour
The training objectives	Presentation of the goals of the training and the learning outcomes	0,5 hour
Actual Training	Training upon DIGITS modules and upon new tools	3 hours
Playtesting	Participants will be invited to try the modules both for trainers and TCN women through the e-learning platform.	1 hour
Lunch Break		1 hour
Open discussion	Indicative topics: <ul style="list-style-type: none"> - Challenges in the sector and how to overcome - Good practices sharing 	1 hour
Wrap-Up	Summarize the day's activities, gather initial feedback, and outline next steps	0.5 hours

Day 2:

Session	Description	Estimated time
Role Playing	Training through role playing: 2 Scenarios TBC	2 hours
Open discussion	Best Practices when you are working with TCN women	1,5 hours
Wrap-Up	Summarize the day's activities, gather feedback	0.5 hours

4. Evaluation of the trainings

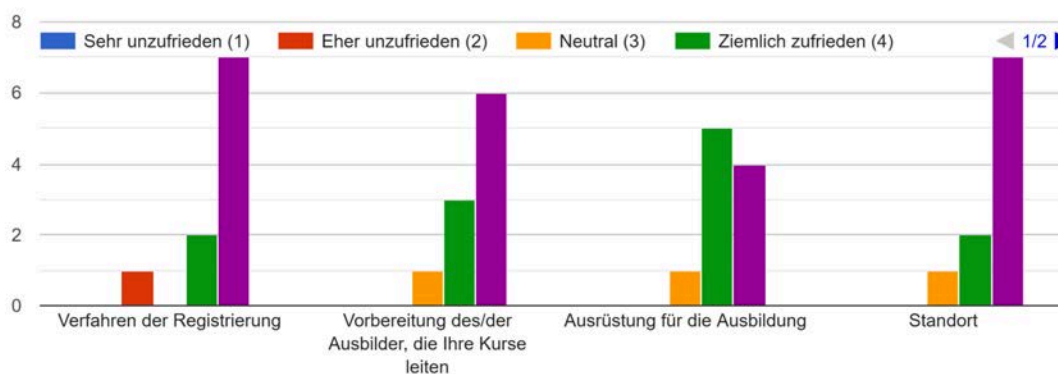
1. Trainers Training

<https://forms.gle/b7pZN8tQn51eaBxp8>

Quantitative results:

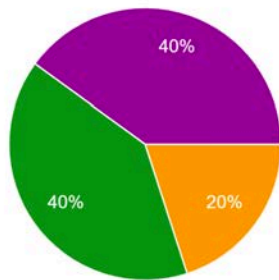
- a. Please rate how satisfied you are with the following aspects of the DIGITS training:

Bitte bewerten Sie, wie zufrieden Sie mit den folgenden Aspekten der DIGITS-Schulung sind:



- b. I have absorbed the knowledge imparted:

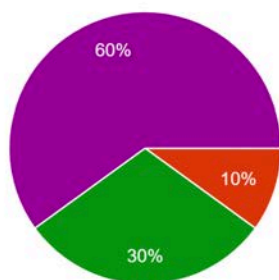
Ich habe das vermittelte Wissen aufgesogen:
10 απαντήσεις



- Ich habe nichts verstanden (1)
- Ich habe etwas verstanden (2)
- Ich habe die Hälfte verstanden (3)
- Ich habe das meiste verstanden (4)
- Ich habe alles verstanden (5)

c. When I had difficulties understanding, the trainer helped me:

Wenn ich Schwierigkeiten beim Verstehen hatte, half mir der Trainer:
10 απαντήσεις

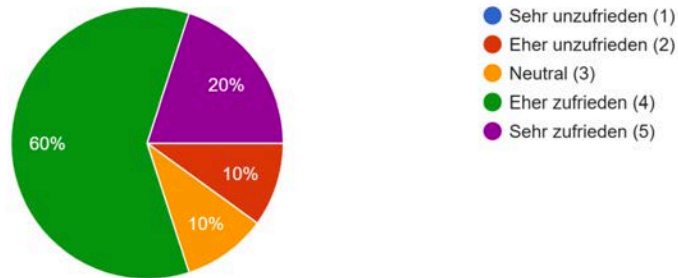


- Überhaupt nicht (1)
- Manchmal (2)
- Ab und zu (3)
- Gewöhnlich (4)
- Immer oder fast immer (5)

d. I am satisfied with the increase in competence that I have experienced through this training:

Ich bin zufrieden mit dem Kompetenzzuwachs, den ich durch diese Ausbildung erfahren habe:

10 απαντήσεις



Qualitative results (in translation in English):

a. Overall comment (please give us further feedback on the ratings you have given and suggestions for improvement):

- A very important project for the new/updated skills in our sector
- The flipchart was very helpful for brainstorming and the scenarios were well structured. However, an online tool would also be very helpful, just as a suggestion for future trainings
- Everything was ok
- The trainer was really good, especially considering how many questions were asked

b. Overall comment (please give us further feedback on the ratings you have given and suggestions for improvement):

- Perhaps in future you could communicate the agenda months in advance as we have a busy diary and it would be a shame as the project is so important
- all good
- Not all colleagues had the same level of experience, so it was sometimes difficult
- no
- In general, I didn't learn anything new that would change my career, but I have become more sensitive to the specific needs of women from third countries

For the Training of Trainers (ToT), participants were largely satisfied with the knowledge they gained and appreciated the support they received when they encountered difficulties. The overall impression was that the training helped improve relevant skills, although the level of satisfaction varied slightly among individuals. Trainers highlighted that the training was useful for updating their sector-specific skills. The flipchart used for brainstorming was seen as particularly helpful, and the scenarios presented were well-structured. Additionally, the trainer was praised for managing questions effectively. However, some participants suggested that the training agenda should be shared well in advance to accommodate their busy schedules. Others mentioned that varying levels of experience among participants made it difficult at times to maintain a uniform pace. While the content didn't significantly change their careers, participants did acknowledge that the training helped them become more sensitive to the needs of women from third countries.

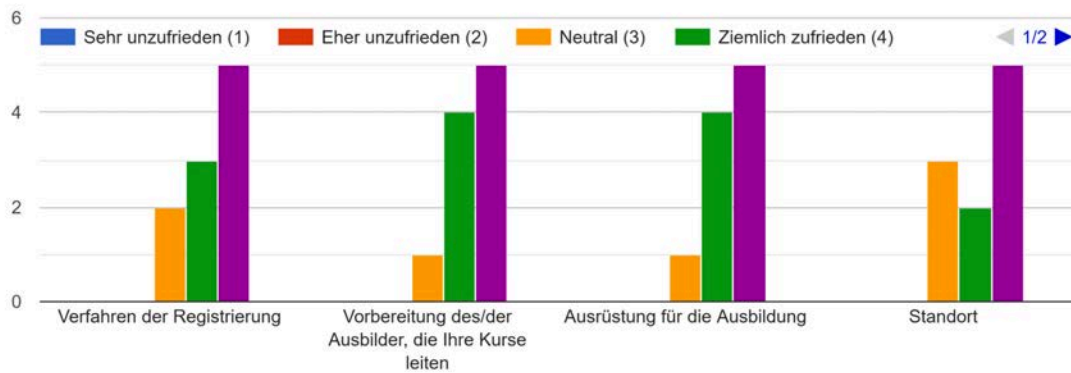
2. TCN Women Training

<https://forms.gle/r4hiY74gmyoJSkxc9>

Quantitative results:

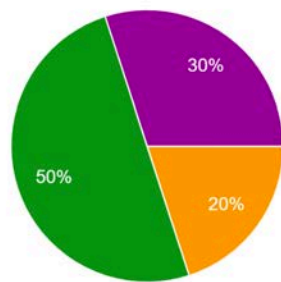
- a. Please rate how satisfied you are with the following aspects of the DIGITS training:

Bitte bewerten Sie, wie zufrieden Sie mit den folgenden Aspekten der DIGITS-Schulung sind:



- b. I have absorbed the knowledge imparted:

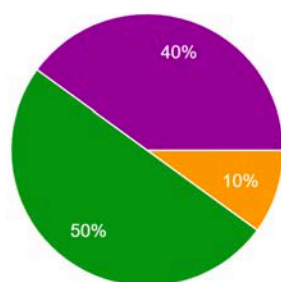
Ich habe das vermittelte Wissen aufgesogen:
10 απαντήσεις



- Ich habe nichts verstanden (1)
- Ich habe etwas verstanden (2)
- Ich habe die Hälfte verstanden (3)
- Ich habe das meiste verstanden (4)
- Ich habe alles verstanden (5)

c. When I had difficulties understanding, the trainer helped me:

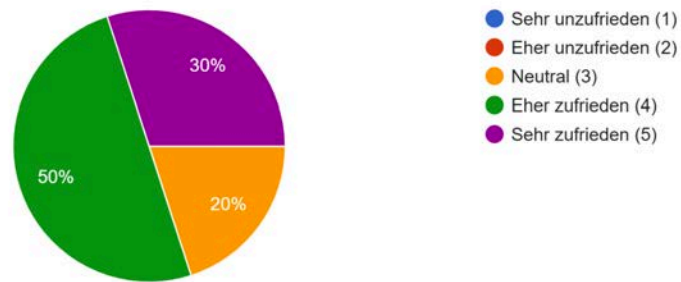
Wenn ich Schwierigkeiten beim Verstehen hatte, half mir der Trainer:
10 απαντήσεις



- Überhaupt nicht (1)
- Manchmal (2)
- Ab und zu (3)
- Gewöhnlich (4)
- Immer oder fast immer (5)

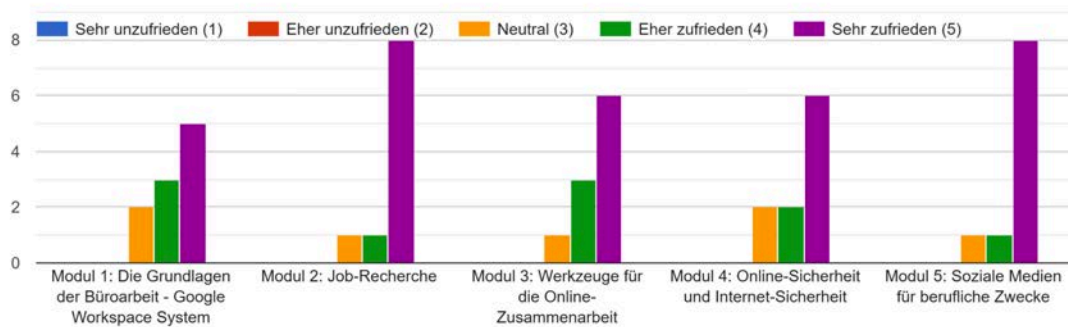
d. I had the feeling that the trainer responded to the needs of the group:

Ich hatte das Gefühl, dass der Trainer auf die Bedürfnisse der Gruppe eingegangen ist:
10 απαντήσεις



e. Please indicate to what extent you are satisfied with the knowledge acquired in the individual modules:

Bitte geben Sie an, inwieweit Sie mit den in den einzelnen Modulen erworbenen Kenntnissen zufrieden sind:



Qualitative results (in translation in English):

- a. Overall comment (please give us further feedback on the ratings you have given and suggestions for improvement):
- the trainer was also a migrant and therefore understood our needs
 - weak WiFi
 - no
- b. Overall comment (please give us further feedback on the ratings you have given and suggestions for improvement):
- no
 - It should be more job search orientated.
 - I have learnt a lot about social media and online tools
 - no
- c. Overall comment (please give us further feedback on the ratings you have given and suggestions for improvement):
- Thank you very much!

- We also wanted networking and practical examples for the career research
- thank you

For the **TCN Women** training, the participants expressed satisfaction with the knowledge they gained and felt that the trainers were responsive to the group's needs. Many appreciated that the trainer was also a migrant, which helped them feel understood. The modules focused on social media and online tools were particularly well-received. However, some challenges were noted, including weak WiFi during the sessions. Participants also suggested that the training should place more emphasis on job-search strategies and include more practical examples for career research. Networking opportunities were also requested by some participants.

The evaluation results show that both the ToT and TCN women training sessions were well-received. Participants found the content valuable, especially in terms of digital skills development and understanding the unique needs of third-country national women. While there were some technical and logistical challenges, including WiFi issues and variations in participant experience levels, the overall feedback suggests that the training sessions were impactful and helpful for the intended outcomes. There were a few suggestions for improvement, such as earlier agenda communication and more practical job-related examples.

5. Challenges and Lessons Learnt

a. Challenges

- One of the most prominent challenges encountered was **language barriers**. The participants came from diverse cultural backgrounds, and although most of the TCN women could speak German, only two were comfortable with English at a conversational level. This posed some difficulties during the sessions, as the diversity in language skills sometimes hindered communication and comprehension.
- Another significant challenge was **digital literacy gaps**. Many of the participants, particularly the TCN women, had varying degrees of familiarity with digital tools and platforms. Some participants struggled with basic digital skills, which slowed down the training pace and required additional support from the trainers. The sessions aimed to upskill participants, but the wide range in prior knowledge made it harder to ensure that all participants progressed at the same rate.
- **Technical issues**, particularly weak WiFi, were also a recurring problem during the training sessions. This affected the smooth running of the digital literacy components of the program, especially when participants needed to access online platforms such as LinkedIn and Zoom. These interruptions reduced the overall effectiveness of the training and caused frustration among participants.
- Lastly, **cultural sensitivities** emerged as a challenge. The trainers had to navigate different cultural norms, communication styles, and expectations, which sometimes created misunderstandings or discomfort. This was particularly important in a training context focused on employability, as participants came with distinct

perspectives on job search strategies and professional behavior that were influenced by their cultural backgrounds.

- An additional challenge faced during the training was the difficulty in gathering the planned number of **Third-Country National (TCN) women**. The initial goal was to have 15 participants, but only 10 women attended the training sessions. This shortfall posed a logistical challenge, as the content and activities were designed for a larger group. The smaller group size potentially impacted the dynamics of certain activities, such as discussions and role-playing exercises, which would have been more engaging and diverse with a higher number of participants. There are several reasons why only 10 TCN women participated in the training, despite the initial goal of 15 participants:

1. **Availability and Time Constraints** (*1 participant*): Many TCN women faced challenges in balancing their personal and professional responsibilities, such as childcare, household duties, or part-time jobs. Many of them brought their children along in trainings and Multiplier Events.
2. **Transportation and Accessibility** (*1 participant*): Some participants faced difficulty in accessing the training venue due to transportation issues (women who do not have easy access to public transport or face long commutes)
3. **Cultural and Language Barriers** (*2 participants*): Certain participants have been hesitant to attend due to a lack of confidence in their language skills or concerns about fitting into a culturally unfamiliar environment. Even though the training was tailored to accommodate diverse cultural

backgrounds, the fear of not being able to fully understand or engage with the content have deterred some women.

4. **Personal Circumstances and Emergencies** (*1 participant*):

Unforeseen personal circumstances, such as health issues, family emergencies, or other personal matters, could have prevented some women from attending, even after initially expressing interest in the program.

b. Lessons Learnt

- Through these experiences, it became clear that a **tailored training approach** is necessary when working with such diverse groups. Understanding the individual needs of participants and customizing the content accordingly improves engagement and learning outcomes. Creating a **supportive learning environment** is another critical takeaway, as participants who feel understood and supported tend to perform better and feel more motivated to apply the skills they've learned.
- Moreover, integrating **flexible digital solutions** that account for varying levels of digital literacy and potential technical issues is essential. This flexibility not only accommodates participants with lower digital proficiency but also mitigates the effects of any technical challenges that may arise.
- Finally, continuous **feedback and adaptation** emerged as vital to the success of the training sessions. By regularly gathering feedback from participants, trainers can adjust their teaching strategies and materials in real time, ensuring that the training remains relevant and effective for everyone involved.

5. Recommendations

- To address the challenges of **language barriers**, it is recommended to continue tailoring the training content to the linguistic capabilities of the participants. Offering more materials and support in multiple languages could be beneficial. This could involve translating key resources or providing bilingual trainers who can bridge the gap more effectively.
- For **digital literacy gaps**, a differentiated learning approach could be adopted in future training sessions. Since participants come with varying levels of digital skills, trainers could assess the baseline skills of each participant at the beginning of the program. This would allow for the creation of targeted groups based on their digital proficiency. Offering supplementary tutorials or resources for participants who struggle with foundational digital literacy would also be helpful in bringing everyone to a more equitable starting point.
- To avoid **technical issues** like weak WiFi, it is crucial to ensure that the venues selected for future training sessions have reliable internet connections. Additionally, it might be useful to provide offline alternatives for certain activities or have pre-downloaded materials in case of internet disruptions. Testing the technical infrastructure prior to the sessions would also minimize such issues.
- Regarding **cultural sensitivities**, fostering a more inclusive and open learning environment where cultural differences are recognized and respected is key. Trainers could benefit from further training on cultural competence, particularly on how to work effectively with migrant women from diverse backgrounds. Encouraging participants

to share their experiences and perspectives more openly could also help build mutual understanding and enhance the learning environment.

- To address the issue of low participation in future sessions, more proactive and diverse **recruitment strategies** could be implemented to ensure higher participation rates. Collaboration with local community organizations, migrant networks, and social services could help in reaching a broader group of TCN women. Additionally, providing more flexible scheduling options or offering transportation support might help overcome barriers that prevent women from attending the training.

Greek National Report

1. Introduction

The DIGITS project, aimed at enhancing the digital skills of migrant and refugee communities, involved a series of pilot training activities organized by the Greek Forum of Migrants (GFM) and Symplexis. These activities included the Pilot Testing, Training of Trainers (ToT), and Third-Country National (TCN) women's training.

The pilot testing sessions were held at the GFM office on Patision 81, Athens, Greece, at the end of May 2024. Two separate sessions were organized: one for professionals on May 27th and another for TCN women on May 28th. These sessions were designed to assess the usability of the DIGITS e-learning platform and its relevance to the participants' needs.

A total of 21 participants took part in the pilot testing: 10 TCN women and 11 trainers. The women were introduced to the DIGITS project through GFM's monthly meetings, social media, and leaflet distribution within their communities. Trainers were recruited through social media outreach and mail networking with GFM's partner organizations.

2. Training of Trainer (ToT)

The Training of Trainers (ToT) was conducted over a three-day face-to-face workshop from August 12th to 14th, 2024, at Symplexis' office on Katehaki Street, central Athens. With the support of GFM, Symplexis coordinated the training to equip professionals working with migrant communities with the skills needed to deliver digital education effectively. Stakeholders from GFM were informed of the ToT session through phone outreach and distributed leaflets, which had been in circulation since mid-May.

The Training of Trainers (ToT) group consisted of 10 participants, of which 8 were Greek and the rest of 2 had migrant backgrounds. All 10 participants were aged 26-38 living permanently in Athens for the last few years and working in the private sector, in NGOs. Most particularly, 4 participants are employees of Symplexis, researchers and project managers of EU funded projects, in the field of promoting human rights and capacity building of vulnerable groups. Also, 3 volunteer teachers at the migrant school on Sundays and 1 volunteer from Steps Org, a Greek NGO focusing on street work in Athens, were actively involved in the training, as they aim to support migrants to develop their skills and be trained to be self-sufficient.

During the three-days, as facilitators, we tried to respect the timetable and give all participants access to the Internet to explore a little bit the DIGITS website individually. We started with the presentation of Symplexis and the introduction of the trainer. The team did an ice-breaking activity and discussed the objective of this training. Then, we presented the DIGITS project, the partnership, the resources and they surfed all together to the e-learning platform. The next step was for the trainer to motivate the participants to read the learning materials in the tab "Course for trainers". In the classrooms there was an open and safe environment that boosted participation and interest. Thus, it was easy, the participants chose the courses they wanted and found useful. The trainer gave them some guidelines, suggested that they also do the quizzes, and they closed the session with group discussion and the evaluation questionnaires. Some participants agreed that the content of the materials was relevant for the target group of the training sessions and informed us that they are going to use the DIGITS platform with women of Immigrants' school on Sundays, who were interested in acquiring new education opportunities. Moreover, they noticed that the sessions were very constructive for their job with migrant people.

3. TRAINING OF THIRD COUNTRY NATIONAL (TCN) WOMEN

The training of TCN women took place at the GFM office at Patision 81, Athens, and was designed to empower Third Country National (TCN) women residing in Greece by enhancing their digital skills.

The workshop brought together 16 women from diverse backgrounds, including Albania, Ukraine, Sudan, Georgia, Egypt, Cameroon, Afghanistan, and Ivory Coast. Participants ranged in age from 25 to 57, with younger women eager to acquire skills to support their families, while older participants focused on tools that would aid in their integration into Greek society. The women were introduced to the DIGITS project through GFM's monthly meetings, social media channels, and the distribution of leaflets within their communities during the pilot phase.

The training of TCN women took place at the GFM office at Patision 81, Athens, and was designed to empower Third Country National (TCN) women residing in Greece by enhancing their digital skills.

Creating a welcoming and inclusive atmosphere was a priority for the GFM team. Participants were encouraged to express themselves freely and ask questions, ensuring a supportive learning environment for all. The training was conducted primarily in Greek, with parallel translation into English. Additionally, Farsi-speaking participants received support from a volunteer from the Afghan community who

assisted with translation, overcoming the language barrier and ensuring that no one was left behind.

The training commenced with an introduction to the Greek Forum of Migrants, followed by an overview of the organization's mission. To foster a sense of community, participants engaged in an icebreaker activity, which helped them connect with one another. After the introductions, the focus shifted to the DIGITS project, with a detailed explanation of its goals and objectives.

4. Selection of good practices, conclusions and recommendations

Training of Trainers (ToT)

The training sessions were completed without difficulties or delays, it was so easy that they didn't have to do a registration on the e-learning platform, the loading of the platform was fast, and we had plenty of time to explore the learning materials without rush. It was important that they worked firstly as a team and after individually with the e-learning platform. We were here for questions, support and discussion. Generally, we received positive impact from the participants concerning the good structure, the user-friendly platform from the mobile phone and the up-to-date contents of the presented learning materials. Some participants used their laptops and tablets and most of them their smartphones. It's important to mention that all participants showed engagements to the sessions, participated actively with making smart questions and during the last discussion, they expressed that the content of the sessions was very useful for their professional future.

According to the evaluation questionnaires, the participants were very satisfied with the nice organization of the training, the support of the trainer and the high-level educational content of the platform. For most of them, their expectations generally met at the conclusion of the sessions. Reading all the questionnaires, we read from a participant that she/he will share all knowledge with her/his colleagues, another one said that everything went according to plan, and the third one said that the content was interesting and relevant to the project. The only suggestion we received was to spend less time on the registration process.

The trainer of this pilot session was Maria Alexandropoulou who is a sociologist and is working at Symplexis as a project manager of EU funded projects in the field of adult and school education since September 2022. The areas of her research and activity implementation are focused on social and economic inclusion of migrants, women's empowerment, and child development. Last two years she was

also responsible for the management of the DIGITS project and the conduction of 2 learning materials of the e-learning platform.

TCN Women Training:

While the workshop was highly successful, there were some challenges. Older participants, in particular, experienced difficulties with the Google Drive session, as they were initially hesitant and unfamiliar with digital tools. However, through patience and support from the trainers and their peers, these obstacles were gradually overcome. The language barrier also posed a challenge, especially for Farsi speakers who were not fluent in Greek or English. Nevertheless, the participants demonstrated remarkable solidarity, helping and encouraging one another throughout the training.

According to feedback collected through evaluation questionnaires, participants expressed high levels of satisfaction with the organization of the workshop, the guidance provided by the trainer, and the educational content of the DIGITS platform. Several participants requested more frequent training sessions on digital skills, recognizing the significant role these skills play in fostering inclusion and facilitating integration into the host country's society.

Overall, the workshop not only provided valuable digital knowledge but also fostered a strong sense of community and mutual support among participants, reinforcing the importance of continued educational initiatives for migrant and refugee communities in Greece