



DIGITS. Soft DIGITal Skills building for TCN women

TRANSNATIONAL REPORT

FUNDACJA
**Polskie
Forum
Migracyjne**



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Countries:

Poland, Greece, Austria, Germany, Belgium, Romania

Project Result 3 (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 (Poland)

Author(s):

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1. Introduction

The pilot testing, Training of Trainers (ToT), and TCN (Third-Country National) women's training under the DIGITS project have been planned and successfully implemented with collaboration across all participating countries. The main goal of these activities was to provide trainers with the skills and knowledge needed to effectively support TCN women in developing digital competencies essential for their personal and professional integration.

In all participating countries, the preparation for the pilot testing and training involved a selection process for both trainers and participants. The primary criteria for TCN women included being over 18, having minimal IT proficiency, and demonstrating motivation and commitment to improve their digital skills for personal development or employment opportunities.

The Training of Trainers (ToT) sessions in Austria (Austrian Association of Inclusive Society (AIS)), Poland (Polish Migration Forum (PFM)), Germany (BK-con), and Greece (Symplexis and Greek Forum of Migrants (GFM)) were designed to ensure that trainers were well-prepared to guide TCN women through the training. These sessions focused on familiarising trainers with the DIGITS platform and the digital tools they would later use in their teaching. Additionally, trainers were introduced to methodologies that equipped them to work effectively in multicultural environments and deliver the digital skills training in an inclusive and accessible manner. The trainings were offered in both face-to-face and online formats, allowing each partner to choose their preferred implementation method.

■ In Austria, the ToT program was successfully conducted by the AIS team on August 6th and 7th, 2024, and the first day involved face-to-face interaction, where 10 trainers were introduced to the project's goals and engaged in lively discussions and brainstorming sessions. On the second day, the training shifted online, where participants explored the tools and resources on the DIGITS platform. Following this, a two-day face-to-face training session was held for 15 TCN women on August 8th and 9th. The women were taught practical skills such as job searching, using digital tools, and setting up accounts on platforms like LinkedIn and Zoom to help improve their employability.

■ In Germany, the BK-con team implemented their ToT program in mid-September 2024 in Berlin. Trainers gained practical experience with the DIGITS platform to help TCN women improve their digital skills. A training session was conducted for TCN women to enhance their digital proficiency and increase their employability.

■ In Greece, Symplexis and the Greek Forum of Migrants (GFM) organised pilot training sessions in late May 2024 at the GFM office in Athens. A session tailored for professionals was held on 27th May, followed by another session for TCN women on 28th May. These



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sessions aimed to assess the DIGITS platform's usability and address the participants' specific needs, ensuring the content was both relevant and accessible for future training.

■ In Poland, the Polish Migration Forum (PFM) conducted pilot testing between July and August 2024, recruiting participants through social media. The ToT training, held from August 6th to 8th, involved 10 trainers. Following the trainers' preparation, a three-day training for TCN women took place from August 12th to 14th. The sessions, attended by 19 participants, included both in-person and online learning components, providing a flexible approach to improving the digital competencies of migrant women.



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2. General participants' information

The DIGITS project brought together a diverse group of participants, each contributing unique perspectives and experiences to the ToT and TCN women's training sessions. This section provides an overview of the participant profiles in each country, highlighting the variety of backgrounds, professions, and motivations that enriched the training experience and made it a truly enriching and diverse learning environment.

Austria

■ In Austria, the ToT program successfully enlisted 10 trainers from diverse backgrounds. Half of these trainers have migrant origins, and their ages range from 25 to 38. Having resided in Vienna for several years, they bring valuable experience from various sectors, including NGOs and private enterprises. Four trainers are AIS employees working as researchers and project managers on EU-funded initiatives.

For the training program targeted at TCN women, 15 participants were chosen, all of whom had recently arrived in Austria. These women, aged between 28 and 67, came from various cultural backgrounds and brought a wealth of life experiences.

Germany

■ In Germany, the Training of Trainers (ToT) program involved 10 participants, all trainers aged between 29 and 48. These individuals have lived and worked in Germany for the past few years and are employed in various sectors, including NGOs and educational institutions.

The Training of TCN Women workshop was attended by 10 women aged between 28 and 50 from diverse cultural backgrounds. These women were either unemployed or seeking to improve their employment through digital education. The group represented various countries of origin, including Turkey, Syria, Iraq, and Egypt. All participants spoke German, although only two had conversational proficiency in English.

Greece

■ In Greece, the pilot testing and training sessions for the DIGITS project attracted a total of 21 participants, consisting of 10 TCN women and 11 trainers. The TCN women were introduced to the DIGITS project through GFM's monthly meetings, social media outreach, and leaflet distribution within their communities. Trainers, on the other hand, were recruited through GFM's partner organisations and social media networking.



The Training of Trainers (ToT) workshop included 10 participants, with 8 Greek nationals and 2 individuals from migrant backgrounds. These participants, aged between 26 and 38, had lived in Athens for several years and were primarily employed in the private sector or working for NGOs. Four participants were Symplexis employees, serving as researchers and project managers for EU-funded projects focusing on human rights and the empowerment of vulnerable groups. The remaining participants included three volunteer teachers at a migrant school and one volunteer from Steps Org, a Greek NGO focusing on street work in Athens. Their experience in working with migrant communities greatly enriched the training experience.

The Training of TCN Women workshop included 16 participants from diverse countries, including Albania, Ukraine, Sudan, Georgia, Egypt, Cameroon, Afghanistan, and Ivory Coast. The women, aged between 25 and 57, attended the workshop with different motivations: younger participants were eager to gain digital skills to support their families. In comparison, older participants focused on learning tools that could aid their integration into Greek society. To ensure inclusivity, the training was conducted primarily in Greek, with English and Farsi translation provided by a volunteer from the Afghan community, overcoming any language barriers and ensuring that all participants could fully engage in the learning process.

Poland

■ In Poland, the ToT group consisted of 10 women aged between 27 and 53 years. This group included five PhD students from various academic fields, showcasing a solid academic presence among the trainers. The group also comprised a social worker, three freelance trainers or educators, and one working as a vision and mission director.

The TCN women's training in Poland attracted 35 women who 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 session, ranging from 18 to 54 years. This group included women from multiple regions, reflecting the multicultural context in which the training was delivered. Participants were divided into Polish-speaking, Ukrainian-speaking, and English-speaking groups, each with its own distinct demographic profile. The Polish-speaking group included participants from Russia, Chechnya, and Ukraine. The Ukrainian-speaking group was composed entirely of Ukrainian nationals, while the English-speaking group was the most diverse, with participants from Ethiopia, Sudan, Tanzania, Ukraine, Cameroon, and Ecuador. Notably, only two participants were employed at the time of the training, with the remaining 17 actively seeking employment, highlighting the critical role of the training in supporting their job search and personal development.



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

The DIGITS project carried out pilot tests, Training of Trainers (ToT) sessions, and training activities to support TCN (Third-Country National) women. These initiatives were designed to test and improve the project's e-learning platform and training modules while also equipping trainers and TCN women with critical digital skills.

In every country, the ToT sessions and training for TCN women were structured to consistently meet the DIGITS project's goals. The process started with carefully selecting trainers, who were chosen for their ability to work effectively with TCN women. Coming from various backgrounds, these trainers participated in a mix of in-person and online sessions, depending on the country. These sessions introduced them to the DIGITS e-learning platform and the broader aims of the project. The training emphasised an interactive and supportive learning environment, helping trainers develop methods to engage TCN women more effectively. For example, BK stressed the importance of tailoring the training to meet the needs of both beginners and those with more advanced digital skills, ensuring everyone could participate fully.

Although there were challenges, the training activities in Austria, Germany, Greece, and Poland all achieved similar positive outcomes. Participants across the board found the content well-organised, practical, and relevant to their needs. However, the pilot tests also highlighted some issues with the DIGITS platform's usability. Common problems included difficulties with the registration process, especially when switching languages or creating passwords, as well as navigating the platform. Participants in Austria and Poland reported struggles with locating courses and dealing with incomplete translations. Technical difficulties during registration were a consistent issue across all countries, compounded by participants' varying levels of digital literacy.

Pilot Testing

During the pilot testing phase, trainers and TCN women evaluated the DIGITS platform and training modules, providing valuable feedback on usability, content, and overall functionality. Some challenges emerged, such as language barriers and digital literacy gaps. These were addressed through continuous feedback and adjustments. For instance, AIS found that many participants, especially older women, were unfamiliar with digital tools and needed extra time and support to adapt.



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Participants were proactive in offering feedback to improve the platform and training modules. Trainers from BK, PFM, Symplexis/GFM, and AIS integrated this feedback into future training sessions. Common suggestions included simplifying the registration process, improving content clarity, and adding multimedia elements, such as video tutorials, to enhance learning. Participants also recommended adding certificates of completion as a motivational tool.

Training of Trainers (ToT)

The ToT sessions under the DIGITS project were designed to equip trainers with the knowledge, skills, and tools to effectively train TCN women in digital competencies. While the core objectives and activities were consistent across Greece, Poland, Germany, and Austria, the training was adapted to address the unique needs of each country.

Austria

In Austria, the ToT began on August 6th, 2024, with an in-person session in Vienna and an online session the next day. Trainers explored the DIGITS platform and discussed potential language barriers and digital literacy challenges. The online session allowed a deeper exploration of the platform, where trainers developed and refined their teaching plans.

Germany

■ In Germany, the ToT was conducted in mid-September 2024 by the Berlin BK-con team. This training focused on applying the DIGITS platform in practical ways. Trainers explored how to develop tailored content for TCN women and discussed strategies for effective teaching. The emphasis was on refining teaching methods and using digital tools to engage TCN women and address their specific needs.

Greece

■ In Greece, the ToT was held from June 12th to 14th, 2024, in Athens at Symplexis' office in collaboration with the Greek Forum of Migrants (GFM). The 10 participants included NGO professionals and volunteer teachers with experience working with migrant communities. The training included interactive presentations, group discussions, and hands-on sessions where participants explored the DIGITS platform and developed strategies for training TCN women.



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Poland

■ The ToT in Poland took place from August 6th to 8th, 2024, at the Polish Migration Forum (PFM). The 10 women trainers engaged in 28 hours of training, including 16 hours of practical sessions. The training emphasised interactive digital tools such as Slido and Kahoot. Participants worked collaboratively to design quizzes and presentations, practised with the DIGITS platform, and prepared for challenges they might face in their sessions.

Training of TCN Women (TCN)

The TCN Women training aimed to improve digital literacy and employability skills for migrant women in all participating countries. The structure was similar across countries, with interactive learning, practical exercises, and supportive environments where participants could ask questions and engage in discussions.

Austria

■ In Austria, the two-day training focused on practical digital skills, with participants receiving step-by-step instructions on tools like WeTransfer and Google Meet. Despite initial challenges with registration, participants found the training highly valuable, and feedback was positive, with suggestions for additional training sessions.

Germany

■ In Germany, the training emphasised job-related digital tools like LinkedIn and Zoom. Participants engaged in both group and individual tasks, creating online profiles and learning to use digital platforms for job searching. The training was well-received, with participants noting increased confidence in their digital skills and employability.

Greece

■ In Greece, the training took place at the GFM office in Athens and involved 16 women from diverse backgrounds. Sessions were conducted primarily in Greek, with English and Farsi translations provided. The training focused on navigating the DIGITS platform, job searching, and digital literacy. Participants appreciated the collaborative environment, and feedback highlighted the practical value of tools like LinkedIn and Zoom.

Poland

■ In Poland, 19 TCN women participated, divided into Polish, Ukrainian, and English-speaking groups. Each group followed a similar structure, but adjustments were made based on language needs and digital proficiency. Trainers used tools like Google Slides and Google Workspace to help participants create resumes and social media profiles. AI tools like ChatGPT were introduced for job searches. Despite challenges with



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varying skill levels, feedback was overwhelmingly positive, with participants expressing interest in more sessions.

Across all countries, the Training of TCN Women sessions successfully improved digital literacy and professional skills for migrant women. The practical focus and supportive learning environments ensured participants could fully engage with the training, regardless of their prior digital experience. Through the DIGITS project, TCN women gained the competencies to enhance their personal and professional lives, ultimately aiding their integration and employability.

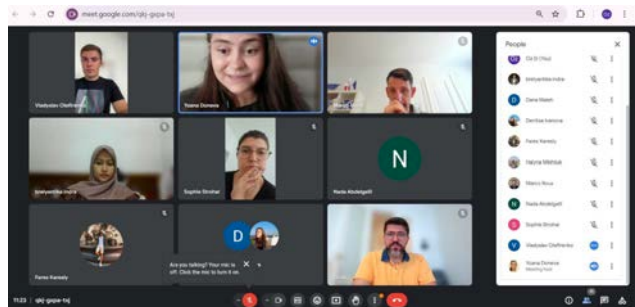
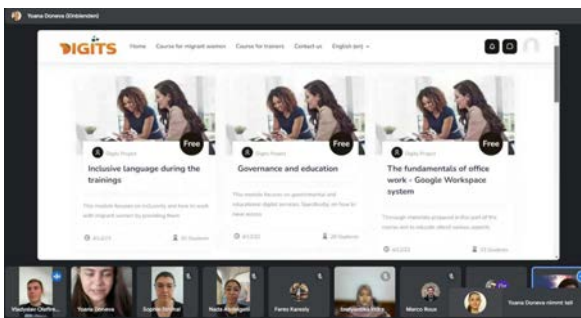
4. Dissemination proof

Austria

Training of Trainers (Day 1)



Training of Trainers (Day 2)



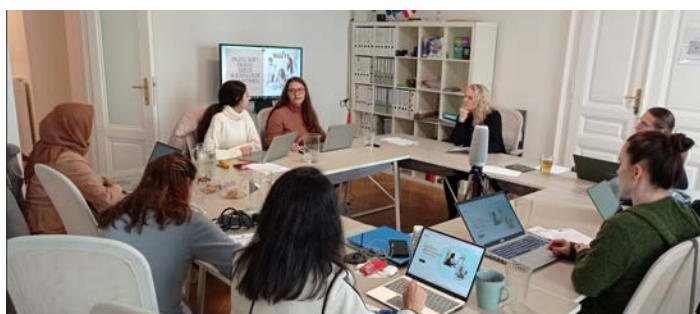
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Training of TCN Women (Day 1 & 2)



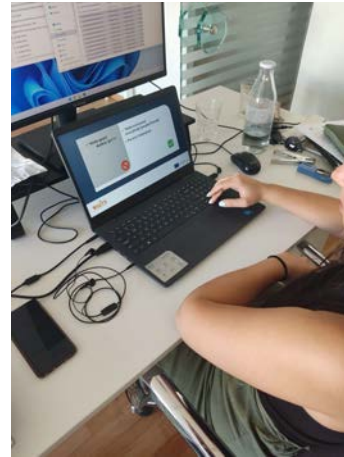
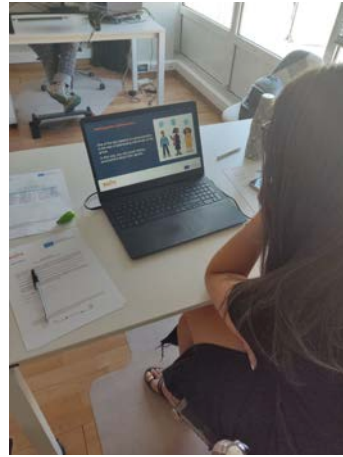
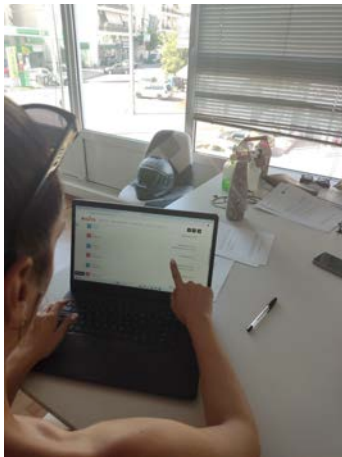
Piloting



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Greece



Germany

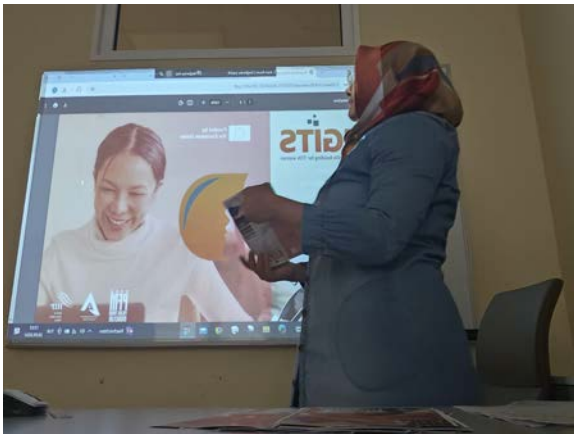
Training of Trainers



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Training of TCN Women



Poland

Training of Trainers (Day 1, 2 & 3)



Training of TCN Women



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5. Selection of good practices, conclusions and recommendations

The pilot testing, Training of Trainers (ToT), and TCN Women's training activities in Austria, Poland, Germany, and Greece provided insights into the DIGITS project's strengths and areas for improvement. The participant feedback helped identify what worked well and what could be refined, guiding the future development of the e-learning platform and training modules.

Austria combined in-person and online learning to create a supportive training environment. Trainers used the DIGITS platform to tailor content to meet participants' diverse needs. However, simplifying the registration process and improving platform accessibility, especially for mobile users, would enhance the overall experience. Translating the platform into German would make it more inclusive and user-friendly, helping participants navigate the system more efficiently.

In Greece, the DIGITS project successfully fostered a collaborative learning environment where participants benefited from trainers' real-time support. This approach created a strong sense of community, and participants appreciated the platform's fast-loading speeds, mobile-friendly design, and engaging materials. However, there is a need for improved translation services, especially for Farsi speakers, and simplifying the registration process would further enhance the user experience. Offering additional sessions could also help participants deepen their digital skills.

In Germany, the hands-on approach to using digital tools, combined with the involvement of a trainer, created a relatable and supportive atmosphere for participants. The training's practical focus, particularly on tools like social media and job-search platforms, was well-received. However, addressing WiFi connectivity issues and providing more job-related examples would improve the overall experience. Additionally, tailoring sessions to different levels of digital literacy and sharing the agenda earlier could boost engagement and preparedness.

In Poland, the multi-language options and effective recruitment strategies led to high participation and engagement in the training sessions. Providing childcare support further increased accessibility for women with family commitments, allowing them to attend more easily. Continuing with a multi-stage recruitment process and offering flexible scheduling would maintain this level of involvement. Spacing out the sessions more could also benefit beginners by helping them retain the material more effectively. Ensuring child-friendly environments and flexible scheduling will remain crucial for future training programs.



Good Practices

- A **multi-stage recruitment process** ensured participants were well-matched to the training. In Poland, recruiting 30% more participants than the available spots helped maintain strong attendance. All participating countries emphasised the importance of gathering ongoing feedback to adapt the content and delivery, ensuring participants stayed engaged and could easily follow the sessions.
- Offering **training in multiple languages** increased participation. In Poland, dividing participants into language-specific groups (Polish, Ukrainian, and English) made the material more accessible. Trainers provided multilingual support; for example, in Germany, participants spoke Turkish, Arabic, and other languages with limited English proficiency. Visual aids and flexible communication methods also helped make the training more inclusive.
- The **combination of face-to-face and online sessions** was highly appreciated, especially in Austria. This flexibility accommodated different learning styles and allowed trainers to adjust their strategies based on participant feedback. Germany's hands-on activities and flexible digital tools supported participants of all digital literacy levels, ensuring a more engaging experience.
- **Providing childcare support** was an effective strategy, particularly for women with young children. In Poland, flexible childcare options increased participation by helping women balance family and training commitments. Creating a child-friendly environment helped participants focus on the sessions without worrying about their children.
- In several countries, building trust through **ice-breaking activities** like "speed dating" or "one truth, two lies" helped break cultural barriers and build trust among participants. This approach encouraged open communication and fostered a supportive learning environment.

Recommendations

- To improve the user experience, there was a need to **simplify the registration process** on the DIGITS platform. Many participants needed help with password creation and navigation, especially in Austria and Germany. Providing extra



technical support for those with lower digital literacy and ensuring accurate translations will make the platform more accessible.

- For participants with lower digital skills, **spacing out training sessions** allows more time for learning and practice. Austria found this approach practical, especially with older participants who needed extra time to grasp tools like Google Sheets and Canva.
- Trainers should be prepared to **navigate the diverse cultural backgrounds** of participants. Ongoing cultural awareness training and careful facilitation will help create an inclusive and supportive environment where participants feel empowered to engage and learn.
- Offering **tailored training** for beginners is recommended, especially in cases where participants have varied digital literacy levels. Assessing participants' skills at the beginning of the program allows trainers to adjust the content and pace, improving retention and learning outcomes.
- Participants in Germany requested **more job-related examples** and practical career advice during the TCN Women's training. Future training sessions should emphasise career research, job searching, and networking strategies to make the content even more relevant to participants' professional goals.

Challenges and Lessons Learned

- Language barriers ■ language diversity posed challenges in many sessions. Bilingual trainers and translated materials helped mitigate these issues, but more language support is needed in future programs;
- Digital literacy gaps ■ the varying digital skills of participants slowed down sessions. Tailoring content and offering supplemental tutorials for beginners can address this issue, ensuring all participants keep up.
- Technical issues ■ weak WiFi and registration problems were common in some countries. Ensuring reliable internet access and simplifying platform navigation are crucial for smooth sessions.
- Cultural sensitivities ■ trainers faced challenges navigating cultural differences. Providing cultural competence training for trainers and encouraging open discussions can help create a more inclusive learning environment.



- Participant availability ■ balancing personal commitments, such as childcare and work, impacted participation. Flexible scheduling and providing childcare support will help women fully engage in future training programs.

Final Recommendations

- Customising content based on digital proficiency levels and offering smaller, skill-specific groups will improve engagement and learning outcomes.
- Continue providing translated materials and multilingual trainers to accommodate participants from diverse linguistic backgrounds.
- Ensure reliable WiFi at venues and offer offline alternatives where possible. Simplifying registration and providing extra technical support will minimise frustration.
- Cultural competence training for trainers will help address the diverse needs of participants. Encouraging open dialogue about cultural differences will create a more inclusive learning environment.
- Offering flexible schedules, daytime sessions for job seekers, and child-friendly environments will increase accessibility and engagement for participants.

6. References

The Transnational report was created by gathering data and important points from the National reports of all participating countries, providing a clear summary of the project's results and findings.



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