



DIGITAL PUSH

Digital Push

Digital skills of vulnerable people

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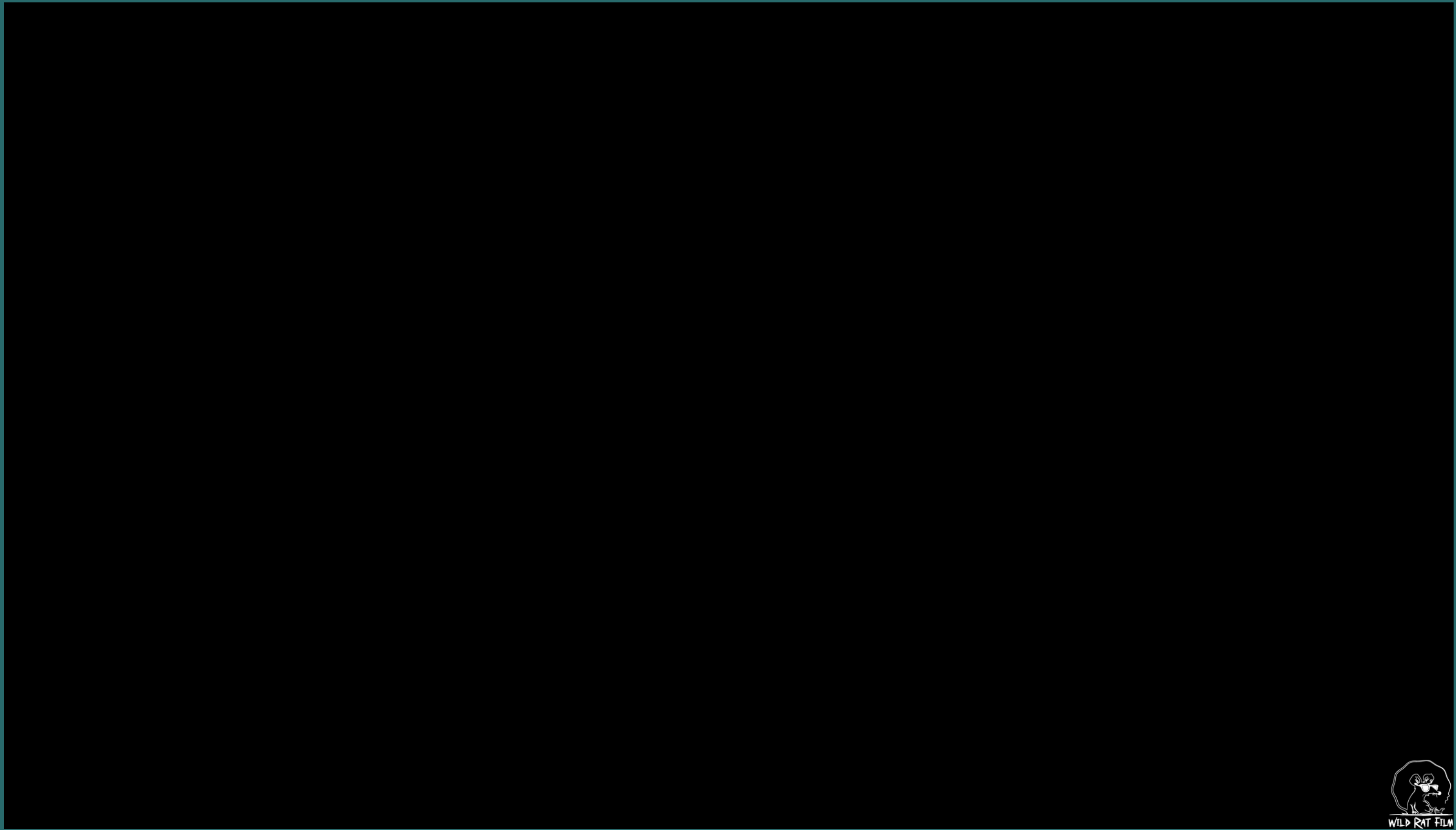
Upgrading the portfolio of low-skilled unemployed.



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"There is a need to address the current crisis as an opportunity to democratise technological change, which will bring many benefits such as job creation, better working conditions, increased productivity, etc. The challenge is to provide equal access to digital tools and skills to all (including creative workers) as a bridge to quality employment."





THE PROJECT



The 8-month Digital Push project, which started in March 2021, focuses on training adults in technological innovation.



Digital Push aims to promote and develop the digital skills of vulnerable people in order to foster their creative abilities.



These creative skills are the means to promote themselves, their craft and ultimately improve their working conditions.



Target group

Need's analysis

According to the Eurostat database EU27 unemployment rate was at 7.4% in August 2020.

In terms of the level of digital literacy, in 2019, in the EU, 29% of individuals had overall low digital skills; Regarding the partner countries, the same indicator was as follows: 37% in Turkey, 32% in Italy, 24% in Sweden and 22% in Portugal.

The challenge is to provide fair access to digital tools and skills to everyone as a bridge for quality employment.





Target group

The target of the project is composed of the most vulnerable and low skilled individuals such as unemployed people and workers with a lower educational level, informal market workers and other precarious employment contracts, low-skilled entrepreneurs and cultural and creative sector workers, educators, trainers and social support technicians – which frequently contact those populations and more easily and directly help in their digital learning experiences.





Target characteristics

Low-skilled adult job seekers are "job ready" since they have past work experience and formally and informally acquired competencies. They frequently have family responsibilities, which makes it difficult for them to enroll in training programs for longer periods of time because they must hold down a full-time job.



For this reason, to include the most difficult-to-place low-skilled adult jobseekers specialized methods are necessary in all circumstances. The categorization and creation of individual action plans has led to a growing degree of individualization in the methods used to facilitate employee candidates' inclusion.



OBJECTIVES

Raise awareness of people with low digital skills for the digital transition and technology upgrading, especially in the cultural and creative sector.

Increasing employment potential and promoting their work.

Helping educators in their role of supporting people with low digital skills.

THE GUIDE

The European Union has introduced digital competence as one of the 8 key elements for the lifelong learning of European citizens, demonstrating the central position occupied by digital competence in lifelong learning pathways. It is, therefore, clear that the target group of this guide is adult learners and adult educators. More specifically, it refers to the most vulnerable and low-skilled individuals, such as the unemployed and less educated workers, workers with precarious employment contracts, low-skilled entrepreneurs and workers in the cultural and creative sector, as well as educators, trainers and social support technicians, who are often in contact with such populations and help them more easily and directly in their digital learning experiences.



THE METHODOLOGY

Digital Push invests in education at a time of digital and ecological transition with a number of innovative factors that touch several dimensions of the project structure:

in its type of education and training
(non-formal education, using a mentoring strategy)

in its methodology
(through design thinking processes, such as collaboration, co-production and creative problem solving)

in the tools to be created and used
(based on this co-production and creative problem solving perspective).



DIGITAL SKILLS AND COMPETENCIES FOR VULNERABLE GROUPS

IL MENTORING PROGRAMME

Promotion and marketing	9	Identify the current digital marketing best practices in the cultural sector; Understand the essentials of online marketing with an emphasis on cultural and digital marketing characteristics;
	10	Set up and maintain an online presence for a business and national content;
Problem solving	11	Be able to identify and assess digital competences; Boost creativity through digital technologies (IT); Recognize one's shortcomings in digital competences; Be able to autonomously develop digital competences.

The people from vulnerable groups has a higher risk of being excluded from the digital economy as well as the labor market as a whole. Despite the fact that information and communication technologies (ICTs) and connectivity are widely available and affordable for these segments, they still face numerous challenges when it comes to accessing and utilizing digital technology.

It is crucial to encourage the development of specialized and focused educational materials that are centered on the unique requirements of vulnerable populations, generating materials that are suited to varied needs and capacities.

It is also crucial to facilitate the educational process and increase students' enthusiasm for and drive to use digital technology. Also, transnational talks about ICT and Internet-related policy have focused on encouraging the creation of teaching resources and instructional materials with digital content for some years (ITU, 2018).

DIGITAL SKILLS AND COMPETENCIES FOR VULNERABLE GROUPS

Moreover, given that the majority of digital material, including programming and coding, is in English, language barriers continue to be a problem (Internet World Stats, 2018). As a result, one of the most effective ways to get over language barriers is through the creation of digital material and training in the learner's native tongue.

Finally, developing robust pedagogical competencies among instructors becomes fundamental. Also, educators must be able to work with local partners who might offer particular experience, knowledge, or access to practical, real-world learning opportunities that they themselves might not have.





LEARNING DIGITAL SKILLS AND COMPETENCIES



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Digital Push IO1 Practices

ITALY

Best practice 1

"Digital Restart"

P: Problem/Need/Context:

The unemployment rate in Italy is 9.2% which means 1.13 million people looking for work. Of these, about half live in the south.

I: Intervention

"Digital Restart" is a totally free Digital Reskilling project thanks to the contribution of Fideuram - Intesa Sanpaolo Private Banking.

A Master in Data Analysis designed for professionals between the ages of 40 and 50 who want to get back into the job world after a year in which over 850,000 jobs have been lost due to the Covid-19 pandemic.

The course takes 13 weeks (from 7 March to 1 June) and is divided into seven training modules in which all the phases of data collection, analysis, processing and management are explored. During the course there are also Career Boost activities designed to facilitate reintegration into the world of work.

C: Comparison

This initiative has the same structure of a master but it involves low skills people, it is free and it can count on the support of a network of more than 500 companies and 4,500 technology and digital professionals

O: Outcomes

99% of people involved in the initiative has found a new job

ITALY

Best practice 2

"At work 4.0"

P: Problem/Need/Context:

Italy is last country in the top list about digitalization.
The number of NEETs in Italy represents the 23% of the population.

I: Intervention "At work 4.0" is a project by DIGITAL360 S.p.A. in partnership with Caritas Ambrosiana and with the San Carlo Foundation. It consists of a 5-month course of free training for 14 young people aged 18 to 25, NEETs. It is an initiative that aims to provide the opportunity to access the labor market through the new jobs created by digital. Caritas Ambrosiana and the San Carlo Foundation have identified the young people concerned through the capillary network of assistance and listening centers.

C: Comparison

This initiative is similar to the professional courses proposed from many VET organizations but it is free and it's almost unique because it offers 400 hours of theoretical lessons, practical exercises and laboratories on issues of digital innovation and Industry 4.0

O: Outcomes

Eleven important industrial realities of the Lombardy region joined the project and, after hosting educational workshops or having participated with their managers in classroom training sessions, they welcomed the students for 3-month internships and made concrete opportunities available to use.

<https://www.digital360.it/azioni-digital360/digital360-lancia-al-lavoro-4-0-il-progetto-di-inclusione-social-che-offre-a-giovani-che-non-lavorano-e-non-studiano-un-percorso-di-formazione-gratuito-per-lavorare-nel-mondo-dell/>

PORTUGAL

PRACTICE 1: "EU SOU DIGITAL" PROGRAM (PORTUGAL)

P: Problem/Need/Context:

According to data from 2020, 2 out of 10 Portuguese have never used the Internet. Further to this, the percentage of Portuguese low-income families that have medium to high digital competences is 10%, well below the European mean of 21%.

I: Intervention

Present what kind of actions was made and done and who was the key actors

The program "EUSOUDIGITAL" promoted by MUDA (Movimento pela Utilização Ativa), wants to promote digital literacy for 1 million Portuguese adults until 2023. It uses volunteer coaches, who provide coaching in people's houses or in spaces accessible to the community, such as municipalities, schools, nursing homes etc.

C: Comparison

If there could be done any comparison between groups etc., present the process

This intervention can be compared with the Certificado Digital de Competências program, in which the main goal is also to increase the digital literacy of the Portuguese population. This program has 3 levels, according to the initial proficiency of the trainee - basic, intermediate and advanced - and each level takes up to 200 hours to complete.

The similarity with EUSOUDIGITAL is the fact that the program can accommodate different levels of knowledge of its participants. The main difference is the fact that EUSOUDIGITAL is readily accessible to the community, due to the fact that it is set in highly accessible places to the community.

O: Outcomes

What kind of outcomes the actions had and how this affects today

As the program has just started (July 2021), there are no outcomes yet, except the fact that some testimonies are given on the website. In these, trainees of the program refer to the practical aspects of what they are taught, such as comparing supermarket prices, accessing online prescriptions and even finding old friends on Facebook.

Link:[EUSOUDIGITAL :: Homepage](#)

PORTUGAL

PRACTICE 2: FREE CRASH COURSES OFFERED BY THE LISBON MUNICIPALITY

P: Problem/Need/Context:

According to data from 2020, there were reported 649 crimes of internet fraud in Portugal. Digital literacy encompasses not only being able to access the internet, but also doing so safely.

I: Intervention

Present what kind of actions was made and done and who was the key actors

The Lisbon municipality has offered two free crash courses entitled “Using the computer and accessing the Internet” and “Safely browsing and searching the Internet” in four different locations - public libraries in which trainees did not have to possess a computer but could instead use the ones in the library.

C: Comparison

If there could be done any comparison between groups etc., present the process

This intervention can be compared to the Women4cyber program, in which the aim is to increase and promote women’s participation in cyber security related issues, in Portugal. The main similarity is the fact that it focuses on cyber security, an area whose importance increases everyday, and the main difference is that Women4cyber targets a specific audience, while in the Lisbon municipality crash courses anyone can attend.

O: Outcomes

what kind of outcomes the actions had and how this affects today

After the completion of the course, the trainees got a “Digital Competences Passport” which they could add to their CV, present to potential employers, or even share it on social media.

Link: [Cursos gratuitos de literacia digital em Lisboa | Portugal INCoDe.2030 \(incode2030.gov.pt\)](https://www.incode2030.gov.pt/cursos-gratuitos-de-literacia-digital-em-lisboa)

TURKEY

PRACTICE 1: BTK ACADEMY

P: Problem/Need/Context:

To train competent people due to the need for employment in the IT sector.

I: Intervention

This platform is in 9 main categories in total; provides free training in areas such as operating systems, cloud systems, use of office programs, blockchain, cyber security, software, coding, programming languages, mobile application and game development, software testing, database, use of social media, and use of simple design applications. It also provides training on applications such as artificial intelligence, Arduino, and simple training tools for K12. Beneficiaries can attend all these trainings online. In some periods (it was held several times before COVID-19), training is supported with face-to-face lectures and seminars. All trainings are free for all citizens and foreigners with a residence permit. Those who do not have digital tools can use computers in public libraries and attend trainings. Trainees not only receive training, they can also apply for various job positions within the scope of another project called "1 Million Employment".

C: Comparison

There is another platform called "The Writers of the Future" that performs a similar function and creates opportunities. However, BTK Academy Platform supports both online and face-to-face education. In addition, the certificate of achievement can be reflected on the e-Government platform. Within the scope of the "1 Million Employment" national project, the CVs of the trainees can be examined by public and private sector representatives.

O: Outcomes

Within the scope of the project, 772,431 people received training, 355,165 people had the opportunity to share their CVs.

<https://www.btkakademi.gov.tr/>

<https://1milyonistihdam.hmb.gov.tr/>

TURKEY**PRACTICE 2: TechBridges****P: Problem/Need/Context:**

As in the rest of the world, some young individuals and some young entrepreneurs in Turkey cannot find the opportunity to receive training on specific subjects, learn through practical applications and access various workshops. There is a need to create opportunities for young individuals by overcoming the disadvantageous situations that arise for various reasons.

I: Intervention

Ankara Metropolitan Municipality offers the opportunity to use 3D printers and scanners, the necessary technical equipment, internet and electricity needs, open office areas, meeting and seminar rooms within the scope of TechBridges Technology Centers. Entrepreneurship-oriented trainings are given in these centers. It is also aimed to provide technical training such as game software design programs, visual effects training, commercial film production. Within the scope of participation, ideas/products/projects in various mobile applications, artificial intelligence, business, health and organic agriculture software, waste management, telecommunication, information security, defense, smart city systems, e-games, IoT and Big Data, e-learning, simulation young entrepreneurs producing In addition, there are young individuals who produce ideas/products/projects for disabled citizens and green environmental technologies, as well as young entrepreneurs who aim to develop prostheses for amputees and young individuals who offer solutions in many different technological fields. For employment support, the job application platform is in the process of preparation. This center is only 1 and its number is planned to increase to 4 in the short term.

C: Comparison

This center is similar to office and workshop environments with similar content in the world and in Turkey. However, as the project of the BLD 4.0 program within the scope of the smart city strategy in Ankara; It differs from other practices in that it is localized. It is free compared to other practices, but participants are selected after preliminary evaluation.

O: Outcomes

This practice is new and in development, and has been implemented from the fall of 2021. Currently, 35 different entrepreneur groups consisting of approximately 80 people benefit from this center.

<http://www.inovatifankara.com/hakkimizda/>

SWEDEN

Good practice 1

P: Problem/Need/Context:

There are many remote areas in Sweden making it very difficult to get to a physical clinic. Another problem is that medical clinics are often booked up very fast and it is very hard to get an appointment. In Sweden these clinics are often closed at 5 during the weekdays and closed on Sundays and Saturdays making it very difficult to find time or have access to medical treatment no matter when you get sick. Since Corona the situation has gotten worse and it is extremely difficult to even go in. They often tell you that due to covid you can only come in if you have no symptoms and are not contagious defeating the point of the need of these clinics.

I: Intervention

Present what kind of actions was made and done and who was the key actors

Over the past 5 years digital doctors have become extremely popular in Sweden and have provided many of the solutions to the Swedish healthcare system and providing the digital tools that make medical care accessible to many and bridge the gap between doctors and persons who need medical care no matter their circumstance. These apps provide medical care at the touch of your fingertips 24 hours a day for free. These applications even make it easier to renew prescriptions and currently over 30,000 consultations a month are made with these digital doctors. These applications are provided and funded by both private and public providers and are reimbursed by the Swedish healthcare system about 70 euro per consultation. Many pharmacies also provide funding for these applications.

C: Comparison

If there could be done any comparison between groups etc., present the process

The Swedish National Board of Health and Welfare stated that most of the users of the three biggest online doctor applications were persons living in Urban areas and those of the age 50 years and younger.

O: Outcomes

what kind of outcomes the actions had and how this affects today

The rapid development of these AI applications has also influenced society in many ways, affecting different levels of jobs, offering improvements to existing services at a lower cost, providing persons greater opportunities and taking an already existing load off the healthcare system. Allowing doctors, nurses or other healthcare professionals opportunities to work from home or earn extra money by working in person's spare time. During the covid pandemic it has also allowed medical staff to still see patients and persons to get the medical treatment they need without the risk of coming into contact with infected persons.

SWEDEN

Good Practice 2

P: Problem/Need/Context:

There has always been a huge waiting line as an immigrant to get into The Swedish For Immigrants class as there is limited space and long waiting lines and this is a needed step in order for many to learn the Swedish language in order to start working. It also is very rigid as many people study or work while taking the class and it is difficult to show up and coordinate schedules and many either drop out or get kicked out because they don't show up to the required amount of hours per week.

I: Intervention

Present what kind of actions was made and done and who was the key actors

In recent years they have started to offer options using an online platform making it easier for many immigrants to learn when it is more convenient and get the well needed training and knowledge needed. It has been especially valuable during the Covid pandemic and has allowed classes to take in more students and to decrease the waiting times and queues.

C: Comparison

If there could be done any comparison between groups etc., present the process

However, the learning online will decrease for persons with limited or no technological skills and for those that have no access to a computer and still have to travel to a library to do classes.

O: Outcomes

What kind of outcomes the actions had and how this affects today

The outcome of this is fewer dropouts and dismissals for not coming in. Learning at an individual's pace. Faster integration of Migrants. more time for persons to find or work, take care of family etc however decrease attendance and learning for those who are technical challenged or have access to a computer.

SWEDEN

Good Practice 3

P: Problem/Need/Context:

present the problem that needed to be solved

In Sweden there are many people struggling to find jobs especially if you are a foreigner. However, Sweden has a high shortage of developers and system architects and many of the developers are outsourced to countries like India, Belarus and the Philippines.

I: Intervention

Present what kind of actions was made and done and who was the key actors

Therefore, Sweden is now investing in education and training in these fields. Sweden has now started investing in teaching and training. They have even started to have programs where they are teaching children to code from an early age and have promoted these jobs as they do not require Swedish to do them and the demand for this is extremely high.

C: Comparison

If there could be done any comparison between groups etc., present the process

They could start to offer more programs solely targeted to immigrants and women and make it low cost or free as they are doing for the kids. That way they can stop outsourcing even quicker.

O: Outcomes

what kind of outcomes the actions had and how this affects today

Higher interest in learning and studying IT.

Higher salaries and more job openings for person with these skills

Over 2000 jobs needed with the qualifications of coding and developer and over 400 listed in the field of IT.

Sweden is slowly promoting the diffusion of advanced digital technologies at a rapid pace, with the desire to enhance its diffusion with the following new opportunities:

Increased marketability of digital services

The growth of labor productivity

"Big data" and artificial intelligence

Policy coherence

Create an optimal infrastructure for Sweden's digital economy.

Promote digital transformations between individuals, companies and in government.

SWEDEN

Good Practice 4

P: Problem/Need/Context:

present the problem that needed to be solved

According to official statistics in Sweden there are over 1 million Swedes that have never or almost never used the internet. This is almost 10% of the population and yet Sweden is one of the fastest developing digital countries. Of This 1 million persons all of them are either over the age of 65, persons born outside of Europe or persons from very low income households.

I: Intervention

Present what kind of actions was made and done and who was the key actors

There are many interventions that are trying to solve this problem. There are free programs that help persons who are older or not from the country and/ or from poor households not only to use the computer but to get access to computers, as well as assisting them with creating resumes, setting up emails, baking etc. Another intervention is that all youths in school are given a free laptop and are taught how to use it regardless of their family's economical challenges. There is also many companies that have easy to use applications and technologies designed with the elderly in mind to facilitate interaction of this isolated group of people. Whether it is due to physical, cognitive or physical challenges that contribute to the digital exclusion many private and public organizations are pushing digitalization forward making the conditions for persons in this group to feel more included both now and in the future. There is another company that have designed a prototype of a voice assistant for home care service users called Florence and will hopefully in the future be a solution that can reduce the digital divide and inclusivity.

C: Comparison

If there could be done any comparison between groups etc., present the process

O: Outcomes

what kind of outcomes the actions had and how this affects today

More and more people are becoming more technologically literate and can now do the basics and there are more options now for anyone that wants to learn. all kids are now more technically advanced than previous generations and can then pass on skills learnt and offer help to previous generations.

The number of connected objects has exceeded the number of inhabitants: 2.9 objects per person in 2018. This is almost four times more connected devices per person than the rest of the world. Sweden has 35% of the total revenue in the Nordic smart object market.

The government plans to cover 98% of the Swedish territory with very high speed internet. In fact, this ambitious program is almost complete, with 63% of households already connected.

SWEDEN

Good Practice 5

P: Problem/Need/Context:

present the problem that needed to be solved

As infrastructure growth grows in Sweden, it has faced new challenges, such as slowing labor productivity growth. Another challenge is preserving the social values of the Swedish people with the huge advances in both connectivity and infrastructure. Another huge problem is the concern amongst all Swedes is the need for more digital security. This concern for more digital security is higher than any other country according to OECD. As with everything, when we get bigger, faster, there are always things that fall between the cracks. Expanding infrastructure without increasing the number of qualified people to manage growth also leaves Sweden more vulnerable. Coins and bills were banned from buses years ago after unions raised concerns for the safety of drivers. Even tourist attractions and many other businesses in Sweden have opted to pay exclusively with plastic. This push in becoming cashless in Sweden while increased security has caused persons without credit cards, mobile phones and persons without digital skills to be excluded and a reduction in Jobs.

I: Intervention

present what kind of actions was made and done and who was the key actors

Again, this is why Sweden is pushing for people to be trained in these areas. There is also the creation of Bank ID that is an electronic identification system in Sweden with a usage rate of 94% and offers Swedes and banks more digital security and easier way to pay and authenticate and legitimization of a person's identity and information. But this also helps and creates more jobs for people as well as more opportunities for training without requiring to know Swedish. There are other applications created that have tried to solve or reduce these problems also such as apps like klarna and prepaid visa cards that allow persons to be less excluded.

C: Comparison

If there could be done any comparison between groups etc., present the process

The creation of Bank Id has helped many but still excludes persons newly arrived to Sweden, and persons without a bank account. Swish, a mobile payment system, is another popular Swedish innovation that is used by more than half of the country's 10 million people. Backed by major banks, it allows customers to securely send money to anyone else who has that app, simply by using their cell phone.

O: Outcomes

What kind of outcomes the actions had and how this affects today

Last year of the value of all the transactions carried out, only 1% corresponded to the payment made with coins or bills. But how did the Nordic country get to the point of eliminating cash from its economy?

"We want to minimize the risk of theft and the transaction with the customer is faster when paying by card," says Victoria Nilsson, who manages two of the 16 stores that the coffee chain has in this city.

Across the country, cash is now used in less than 20% of store transactions, half the figure from five years ago, according to the Riksbank, Sweden's central bank.

In the area of artificial intelligence, the Swedish government has commissioned the innovation funding agency to analyze the use and potential of AI in the public sector to increase its competitiveness on the international stage. A report highlights some possible areas of application in various sectors, which are expected to be important for innovative development:

Industrial development, travel and transport, sustainable and smart cities, health, financial services and security.

Sweden is among the leading countries in the dissemination and use of digital technologies. Internet use by individuals and businesses is widespread and the digital divide is divided according to age, education, and income. Even so, they lack the objectives that they want to meet within digital innovation.

The promotion of advanced technologies has taught Sweden that advertising in traditional advertising media such as radio, television or even the press has suffered a great existential crisis, unlike Internet advertising that aims to improve people's lives and find a balance between public safety, the right to privacy and national sovereignty, without restricting the efficient flow of information.

Approaches

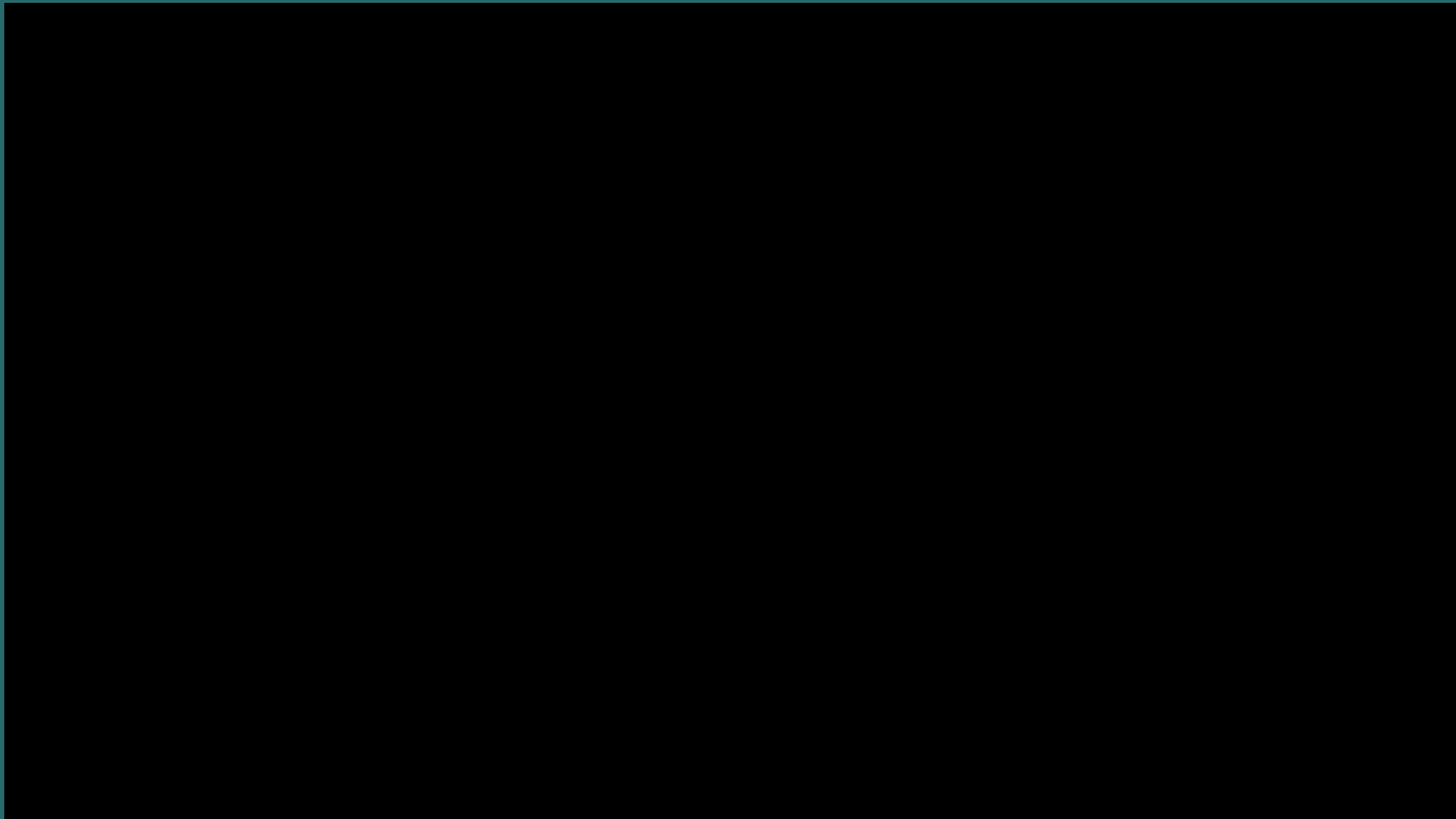
It is important to promote the creation of customised and targeted educational content focused on the specific needs of vulnerable communities, developing content that is adapted to different needs and capabilities. It is also essential to facilitate the learning process and increase students' interest and motivation in using digital technologies.

- Language

Considering that most digital content is in English, including programming and coding (Internet World Stats, 2018). The development of digital content and instruction in the learner's native language can offer a key route to overcoming language barriers.

- Collaboration with partners

In addition, instructors must be able to collaborate with other community partners who can provide specific skills, knowledge or access to practical, real-world learning opportunities.





TEACHING DIGITAL SKILLS AND COMPETENCIES

The most effective methods in training low-skilled adults are those focused on the more or less guided discovery of the self.

Thus, methods with a narrative orientation, an autobiographical or skill-balancing approach. In all these methods, the adult's identity, personal and work experience, areas of strength and empowerment are reconstructed and re-contextualised with the help of a teacher/expert to fit them into the new educational and training horizon of personal growth.

COS'È DIGITAL PUSH



Digital Push: Upgrading the portfolio of low-skilled unemployed

«È necessario affrontare la crisi attuale come un'opportunità per democratizzare il cambiamento tecnologico, che porterà molti benefici come la creazione di posti di lavoro, migliori condizioni di lavoro, aumento della produttività, ecc. La sfida consiste nel fornire un accesso equo agli strumenti e alle competenze digitali a tutti (compresi i lavoratori creativi) come ponte per un'occupazione di qualità.»

Il progetto Digital Push è nato nel quadro della Strategia Nazionale per lo Sviluppo Economico e l'Innovazione, con il supporto del Ministero del Lavoro e delle Politiche Sociali e del Ministero delle Attività Produttive.

*Digital Push intende promuovere e sviluppare le competenze digitali delle persone vulnerabili al fine di promuovere le loro capacità creative.

*Queste capacità creative sono il mezzo per promuovere se stessi, il loro mestiere e in ultima analisi, migliorare le loro condizioni di lavoro.

Methodologies

Our review of the literature reveals that the most effective methods in the training of low-skilled adults are those focused on the discovery of the self: methods with a narrative orientation, an autobiographical approach or based on the balance of skills.

In all these methods, the identity of the adult, the personal and work experience, the areas of strength and empowerment are re-constructed and re-contextualized with the help of a teacher or an expert to insert them into the new educational training horizon and personal growth.

Each method takes shape and takes the form of activities and interventions of different types.

The main possible interventions include:

- Cognitive apprenticeship
- The proximal development zone



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Methodologies

Cognitive apprenticeship:

- Showing the process, evaluating one's competence and discussing problems; Direct learning, problem-solving, supporting self-reflection and growth.

Objectives of Cognitive apprenticeship:

- Allow the students develop problem-solving techniques
- Direct education of students
- Teach students particular abilities related to the subject being studied.
- Encourage the students to clarify their reasoning orally.
- Encourage self-reflection and development



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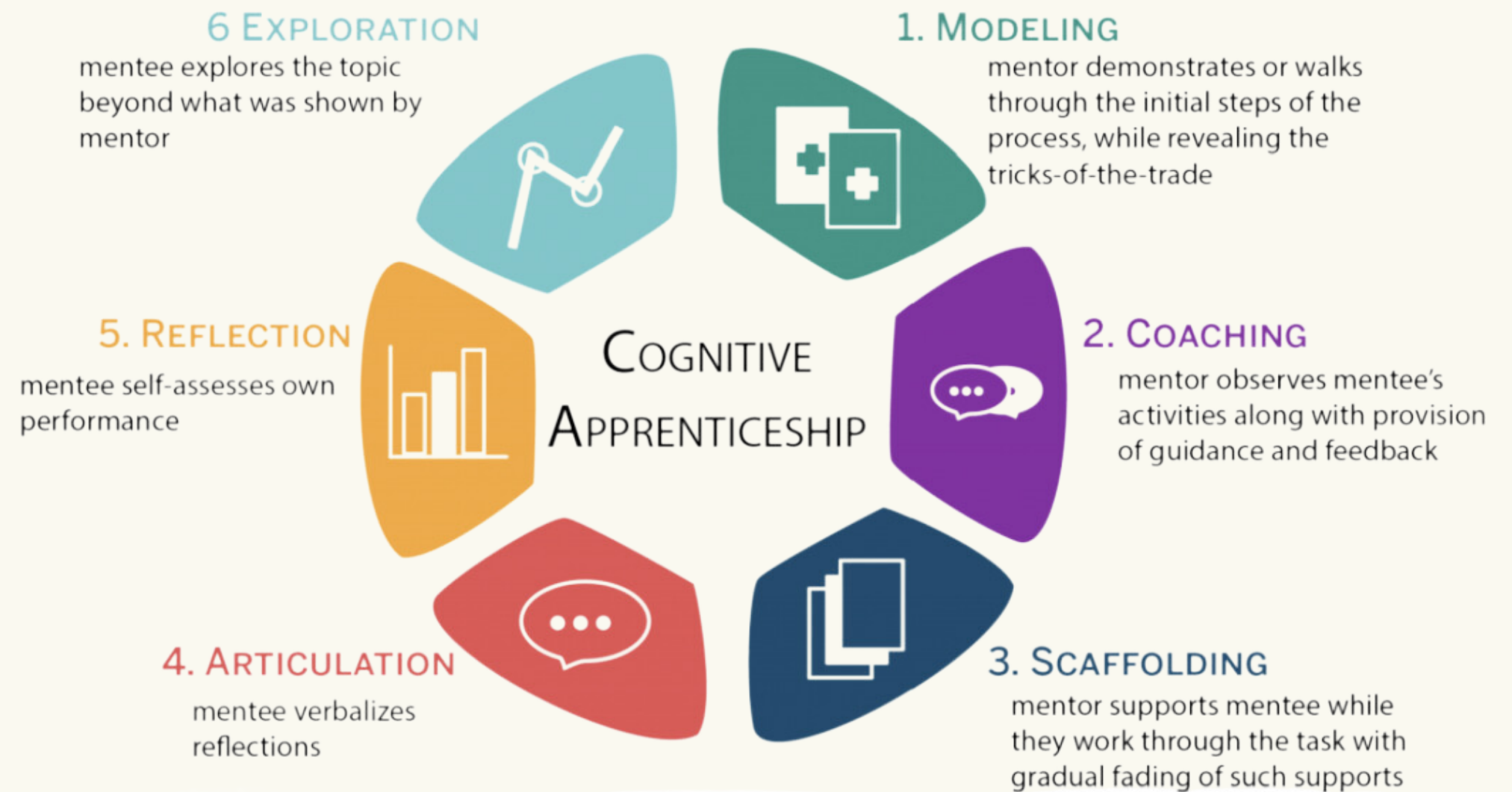


METHODOLOGIES

1. Modeling: demonstrating to others how a task is finished. Making one's thoughts visible is a part of cognitive apprenticeship. To help the learners comprehend the mental process involved in a task, a teacher may explain their own reasoning aloud.

2. Explanation: focusing on the motivations behind certain actions.

3. Coaching: give the learners guidance and feedback as they accomplish an assignment



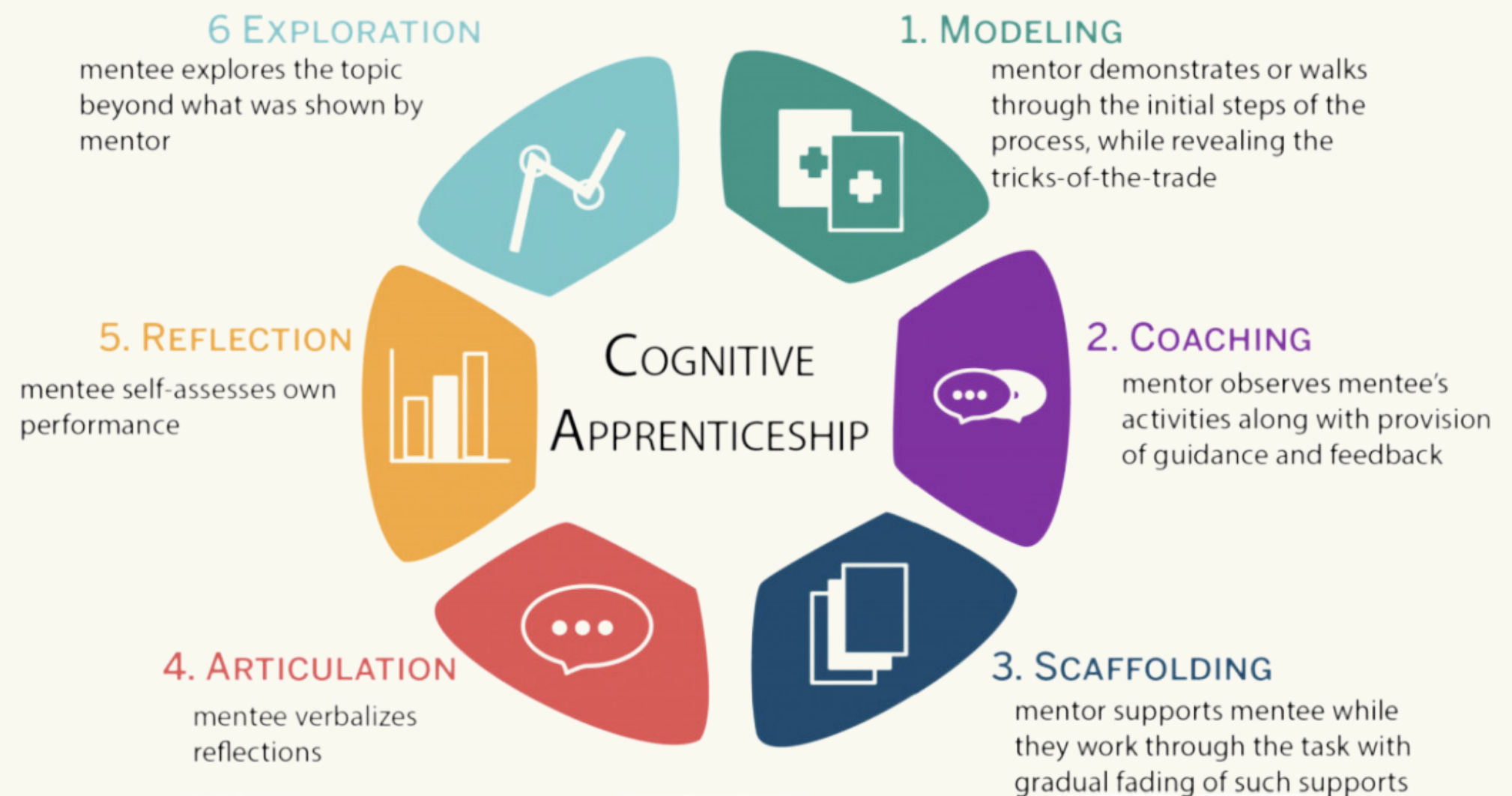
METHODOLOGIES

3. **Coaching:** give the learners guidance and feedback as they accomplish an assignment

4. **Scaffolding:** giving the students assignments that get harder. The learner eventually assumes more responsibility as they become more adept at each task and acquire confidence.

5. **Reflection:** examining one's actions and way of thinking. In cognitive apprenticeship, the learner can contrast his or her opinions with those of the educator.

6. **Exploration:** applying concepts to the following issue in order to test them. Students' grasp of a subject is increased when they are allowed to investigate their theories.





The zone of proximal development (ZPD) from Vygotsky's theory

According to this approach, a very important part of the learning process occurs through social interaction between the trainee and a skilled tutor. The tutor can model behaviour and/or provide verbal instructions for the trainee. Vygotsky refers to this as cooperative or collaborative dialogue. The student seeks to understand the actions or instructions provided by the tutor, then internalises the information, using it to guide or regulate his or her own performance.



According to this methodology, three essential components that promote the learning process:


- The involvement of a more knowledgeable other (MKO)—someone whose knowledge and abilities go beyond those of the learner— The MKO is someone who, in relation to a specific activity, process, or notion, has a deeper comprehension or a higher ability level than the learner.
- Social interactions with a knowledgeable mentor that let the student practice and watch.
- Activities that help the learner as they are guided through the ZPD by the teacher or a peer with much more competence.

DIGITAL NEEDS IN THE CULTURAL AND CREATIVE SECTOR

According to the European Commission (2018), the cultural and creative sector can be defined as “all sectors whose activities are based on cultural values or artistic and other individual or collective creative expressions. The activities may include the development, the creation, the production, the dissemination and the preservation of goods and services which embody cultural, artistic or other creative expressions, as well as related functions such as education or management. They will have a potential to generate innovation and jobs in particular from intellectual property. The sectors include architecture, archives, libraries and museums, artistic crafts, audiovisual (including film, television, video games and multimedia), tangible and intangible cultural heritage, design (including fashion design), festivals, music, literature, performing arts, books and publishing, radio, and visual arts” (pp. 21).

Culture is very important for cohesion and the sense of identity and inclusion of communities. Nowadays, considering migration movements, mainly driven by external pressures such as war, this aspect of human life and life in community becomes even more relevant. Culture contributes to the integration of migrants facilitating the dialogue and the relationships between those who arrive and those who welcome (European Commission, 2018).





**DIGITAL
PUSH**



The process of creation, production, distribution, access and consumption in the cultural and creative sector is affected and being transformed by technologies and digitalization, with new platforms, new audiences, new networks of consumers, producers and creators. So, the digital revolution is transforming the cultural and creative sector in all its points, namely creation, production, consumption, dissemination, use, among others (Mercer & EENC, 2011). Simultaneously with this transformation comes the need for cultural and creative professionals to develop new competencies, which include and especially focus on digital competencies, necessary to compete in a global marketplace and free of boundaries (e.g. national or linguistic) as before (Mercer & EENC, 2011; Creative & Cultural Skills, 2018).

Additionally, a series of events and circumstances also contribute to the need for professionals in the cultural and creative sector to update themselves and keep up with the transformations that have been felt in the market. During the COVID-19 pandemic, the cultural and creative sector was one of the most affected sectors and creative and cultural professionals had to reinvent themselves and adapt in order to remain resilient working in the sector or change their career orientation temporarily or permanently, in order to survive during the pandemic years. In this period, global digitalization has exposed both the strengths and weaknesses of the sector, on the one hand enabling professionals to continue to produce and distribute their products digitally, but on the other putting less digitally competent professionals in a vulnerable position.




**DIGITAL
PUSH**




According to Mercer & EENC (2011), the skills that professionals in the cultural and creative sector need to develop in order to follow-up the digitalization of the sector are:

1. Skills related with creation, production and reproduction, especially commons-based peer production;
2. Promotion and marketing skills, including social media and cloud-computing;
3. Distribution and access skills, including business management, marketing, (social) network development, and event and venue management;
4. Consumption and usage skills, including market and consumer analysis.

In 2017, a large-scale survey was held in the UK in order to assess skills gaps and shortages in the creative and cultural sector (Creative & Cultural Skills, 2018) 69,9% of businesses understand that higher-level computing skills will become increasingly important, 33,3% report skills gaps with business marketing and communications skills, problem-solving skills, vocational skills relating to business support occupations, fundraising skills, and social media skills being the most common ones. The creative use of digital skills was also reported by interviewees as sector-specific gaps, with some of them assuming a gap around having the technical skills necessary to create and perform their art, but also not having the digital skills required to reply to the changes in work demands with a more digital approach to production (Creative & Cultural Skills, 2018). Understanding different technology platforms and their impact on the development of content and digital workflow, multiplatform skills (creative and technical skills in order to develop content for all potential platforms), broadcast engineering, archiving, sales and marketing are also among the current skills needs in the Cultural and Creative sectors (Creative & Cultural Skills, 2011).

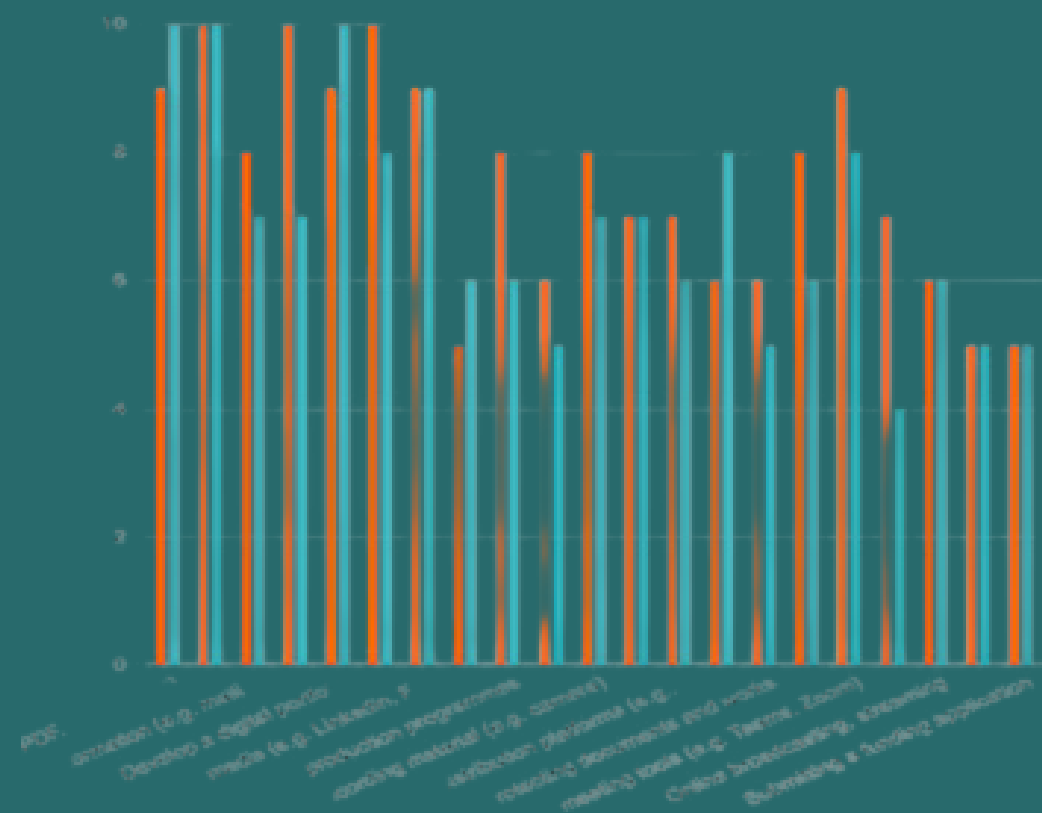



**DIGITAL
PUSH**



The Heritage Fund is the largest Grant funder in heritage in the UK. It develops a project named Digital Skills for Heritage, which aims at enhancing the digital skills and confidence of the Heritage sector. It has been offering training programs, webinars and resources to help heritage organisations to develop their digital skills, namely marketing, content development and data protection (<https://www.heritagefund.org.uk/our-work/digital-skills-heritage>).

In a small survey conducted for this purpose, ten professionals from the cultural and creative sector identified the key competences for the exercise of their profession and also the key competences for self-promotion, job-seeking and self-employment: four architects, four musicians and two designers. The results of this survey are presented in graphic XXX.



Regarding key skills for the exercise of the profession, professionals were unanimous in reporting use e-mail, search in the Internet and digital marketing skills (video editing, photography, graphics). Nine participants identified user skills (Word, Excel, Powerpoint, PDF, Internet etc), development of a digital portfolio, digital marketing skills- social media (e.g. LinkedIn, Facebook, Instagram), and, the use of virtual meeting tools (e.g. Teams, Zoom). On the other hand, only 5 participants selected to develop a website, search for funding and submit a funding application as crucial. Five or less participants identified to use audio production and editing programmes, protecting documents and works, copywriting, search for funding and submitting a funding application has key skills for self-promotion, job-seeking and self-employment. However, user skills (Word, Excel, Powerpoint, PDF, Internet etc), use e-mail, develop a digital portfolio and digital marketing skills- social media (e.g. LinkedIn, Facebook, Instagram) consider these as key skills. In annex XXXX, table XXXX shows the full range of key competencies and findings.

Concluding, the cultural and creative sector is transformed by the digitalization, and this digitalization has occurred in the all value chain of the sector, creating digital needs in the whole process. Some of the findings indicate that some of the needs regarding digital are related with creation, content development, marketing, communication, sector specific digital needs like the video programmes, and also basic digital skills like developing a portfolio, use of e-mail or basic knowledge regarding user skills.



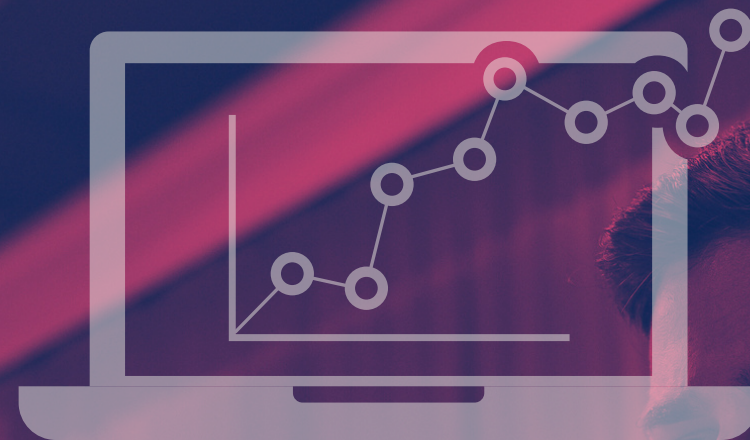
**DIGITAL
PUSH**





The digital needs that were identified are related with digital broadcasting their activity and work and boosting personal digital promotion skills, including professional platforms, digital portfolios, digital networking spaces, digital CVs, audition videos, self-presentation during on-line interviews/auditions, that is enhancing their personal digital marketing skills.

Following a research the training needs identified in the field were develop basic digital skills and also specific skills, namely (DigitACT, 2021):



- **Communication skills (deployment strategies of digital technologies; audience engagement during live performances; management of the different social media; social media marketing for Performing Arts- PA);**
- **Self-marketing (what's new and what's possible in the field for PA professionals; how to networking digitally; how to create digital portfolios; planning and implementation of a self-marketing strategy);**



- **Digital tools (best practices of digital technologies for PA; digital tools for video and sound editing and production; social media content creation);**
- **Media management (digital media deployment strategy; goals and targets of different digital media; effectively combining digital and non-digital media, media mix; fundamentals of web design);**
- **Others (copyrights issues in the digital, online sector; video mapping; creative contents for TV format; communication skills).**

In a small survey for this project, ten professionals in the cultural and creative sector identified key competences for the exercise of their profession and also key competences for self-promotion, job search and self-employment.

Digital Push - Theory of change

Introduction

The Theory of Change is a good way to reflect on how each piece of your solution works together to drive towards a desired outcome. This guide will help the target group make decisions about which prototypes and concepts to take forward in the final service or product offering. There are many ways to capture a Theory of Change, but the process of articulating and stress testing the user assumptions about how and why the solution is going to work is most important.



**DIGITAL
PUSH**



Digital Push - Theory of change

What's the Theory of Change

The Digital Push Theory of Change (ToC) is the basis for the Pilot and the activities that we intend to implement with the target groups. ToC helps to identify the long-term goals and then works back from these to identify all the conditions (outcomes) that must be in place for the goals to occur. An outcomes framework, which serves as the foundation for determining what kind of action or engagement will result in the outcomes indicated as prerequisites for accomplishing the long-term goal, is laid out with all of these. The specific relationship between actions and the accomplishment of long-term goals is visualized and better understood through the ToC. Because activities are connected to a thorough grasp of how change actually occurs, this results in improved planning. Additionally, it makes evaluation more accurate because it is now able to track progress toward longer-term objectives even beyond identifying program outcomes.



Digital Push - Theory of change

How to Use It

Find a space where you can work interactively with your team to map or sketch out the shifts that you are trying to solve for and the concepts that you are excited about taking forward. Use post-it notes if you have them to create a visual grid structure on the wall. Follow the steps, giving each one time, especially where they offer you question prompts to discuss with your team. As you do this you will prioritize your shifts, the concepts that most effectively address each, and your rationale for how your solution will create change. Maintain a critical and open mind through this.





Theory of Change
 Long-term goal
Empower workers and unemployed people and develop their digital competences
 Target Group
 Unemployed people and workers of the cultural sector

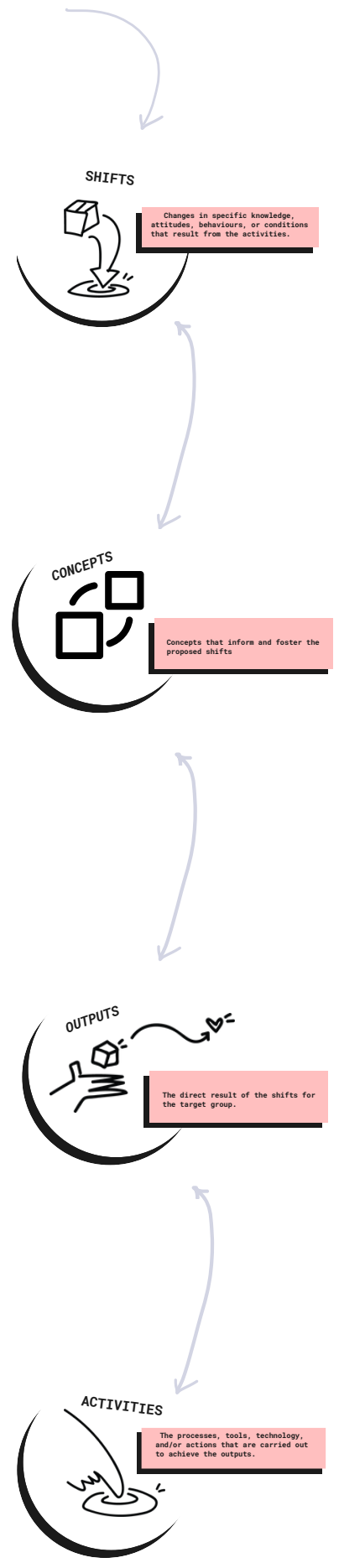
- Outcome 1**
Foster information and data literacy for the target group
- Outcome 2**
Develop competences for the target group to be able to create and edit digital content in different mediums and formats
- Outcome 3**
Enable the target group to interact within the online environment, using digital tools and technologies
- Outcome 4**
Empower the target group to develop online promotion and marketing with an emphasis on the characteristics of the cultural and creative sector
- Outcome 5**
Enable the target group to collaborate with others within digital environments
- Outcome 6**
Equip the target group to autonomously improve their digital competences.

- Concepts 1**
Browse, search and filter data, information and digital content;
Evaluate data, information and digital content;
Manage data, information and digital content.
(Pruis, 2018)
- Concepts 2**
Creation and edition of multimedia content;
Integration and remix of existing content;
Awareness of composition techniques;
Awareness of audience;
Awareness of intent/purpose;
(Gardner & Campbell, 2015)
- Concepts 3**
Community & Netiquette;
Privacy of information guidelines;
Cultural and generational diversity aspects in digital environments;
Digital identity;
(Foster & Karmali, 2014; Youniss et al., 2012)
- Concepts 4**
Search Engine Optimization (SEO)
Social Media Marketing
E-commerce: The 5-CModel
(Chen, 2012; Bala & Venka, 2016)
- Concepts 5**
Networking;
Digital technologies to collaborate with others;
Routine interactions with digital technologies.
(Shankar et al., 2012)
- Concepts 6**
DIY (Do-It-Yourself) approach;
Collaborative learning;
Routine interactions with digital technologies;
Five stages of the creative process.
(Garnett & Galar, 2016)



- Output 1**
Identify the needs related to information literacy data and information sources visible and important to their work;
Search and articulate data, information, and content in digital/online platforms;
Develop simple personal search strategies
- Output 2**
Recognize and identify best practices/examples in digital content for their context;
Understand the digital tools and platforms that can be used for content production;
Develop and edit digital content in different mediums and formats
- Output 3**
Identify the digital tools and platforms for communication and interaction;
Interact within the online environment, using digital tools/technologies;
Understand and be aware of netiquette;
Manage their digital identity;
- Output 4**
Understand the essentials of online marketing with an emphasis on cultural and creative sector characteristics;
Set up and maintain an online shop, considering the business and national context.
- Output 5**
Identify networking opportunities within the digital environment;
Professionally collaborate with others within digital environments.
- Output 6**
Recognize one's shortcomings and needs regarding digital competences;
Be able to autonomously improve their digital competences.

- Activity/Tool 1
- Activity/Tool 2
- Activity/Tool 3
- Activity/Tool 4
- Activity/Tool 5
- Activity/Tool 5



Digital Push: Tools and Activities

OUTCOME 1 | FOSTER INFORMATION AND DATA LITERACY

Activity/Tool - I want to know

- Description

This activity arises from the Lidia project (lidia.ie.ulisboa.pt), namely the e-book - "Activities for Digital Inclusion of Adults". This project aims to empower and provide participants with skills to search and select information effectively, encouraging them to develop responsible, critical and reliable research.

This activity uses as its primary tool the google search engine through the definition of advanced google search operators.

The goal is that the trainee/mentee finds the results and filters them with the trainer/mentor according to various combinations, applied to a real-life situation.

Throughout the search, the trainer/mentor should explore with the participants the different sites that appear, and the information contained therein.



Digital Push: Tools and Activities

Given one of the Digital Push target groups – unemployed adults with low digital skills – the proposed activity aims to foster and operationalize an informed and digital job search and preparation.

Skills that will be practiced through this activity:

- Soft skills: intent/purpose awareness; netiquette; analysis skills.
- Hard skills: Identify the needs related to information; Identify data and information sources viable and important to their work; Search and articulate data, information, and content in digital/online platforms; Develop simple personal search strategies



"I want to know"

Adapted from the Lidia Project - Activities for Digital Inclusion of Adults

Search
Operators



PROMOTE YOURSELF

Elaborate a CV using digital tools



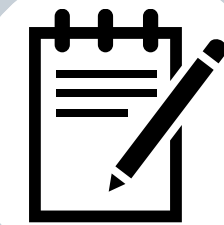
COLLECT DATA

Select two companies and collect data: mission, values, HR, company policies, core business, etc.



ANALYZE

Analyse the companies from the 4 job offers and choose at least two.



SEARCH

Find at least 4 different job offers and start an excel database (date of the search; site; company; offer)



- How to facilitate

STEPS

- 1 Creation of a table in Excel
- 2 First search
- 3 Analyze
- 4 Collect Data
- 5 Promote Yourself

- Step 1: Creation of a Excel table

Before the search, the participants create a table in Microsoft excel that will serve as support and follow-up to the search process. This table will allow the participants to organize the collected data and must follow the subsequent structure: search date; site searched; details of the offer; company; date of sending the cv and cover letter.

- Step 2: Search

The keywords should be selected by the trainee/mentee during previous reflection and research. For example, the keywords can be organized by:

1. Job and employment sites
2. Occupations
3. Region
4. Date of publication



- How to facilitate

The goal is to find at least four job offers can be extracted from this first search. From these four offers, the trainee must research the companies and choose at least two.

In this initial search the participants must use and experiment various **Google Search Operators**. When conducting a normal search in google using only keywords, the system, beyond using indicators such as location, date, and historical search behavior, returns a multitude of results that have the words but may not correspond to the goals of the research. For example, the research - *woodcraft jobs* - will present various types of results from woodcraft companies to offers in the woodcraft industry all around the world. In sum, the Google search engine doesn't know if it should show results for woodcraft jobs in a specific region, show job websites with listings for offers or show results on the procedures and courses to become a woodcraft manufacturer. To improve the searching capabilities and obtain results aligned with the goals - in this case job search - advanced Google Search Operators can be used.

Therefore, to identify the four job offers the trainees/mentees will have to use different Operators. The facilitator, mentor, or the person using the tool can identify and use other Operators commands. However, the following presented are advised:

Quotation marks surrounding the word/term - When quotation marks are employed only exact uses of the term will appear. Such command makes sure that search results that may be related to either "woodcraft" or "jobs" separately won't appear.



- How to facilitate

Minus sign to exclude specific words - When a minus sign is employed before a word, the search will not show, or at least diminishes the possibility, results with that specific word. This can be significantly useful when job searching in industries and jobs that have a high number of roles or to exclude a specific region that may appear a lot.

Parenthesis to group words in a common term - When parenthesis is used after the first term, other words can be included into the search results. Such operator is specifically beneficial to job search given that companies and job offers use different words to present similar roles and/or positions.

Advanced Google Search - Although not a operator, Google advance search, that can be accessed via https://www.google.com/advanced_search, is an excellent tool to get more precise and concrete results, ranging from language, region, format, last update, and more.

When using the template, one should include in the specific area the Search Operators that were used.



Step 3: Analyze and Collect Data

Once, the four job offers are selected, the trainee/mentee needs to analyze and manage them. To do that a multitude of methods and strategies can be employed. For this exercise the previously created Excel should be used and adapted to the level of expertise and skills of the participants. The focus is on finding and analyzing factual information. Therefore, the participant will select two companies from the selected job offers, and identify elements in the Excel such as: the mission, values, and company policy; the company's human resources manager; the company's core business; etc. This tool and exercise promote transversal goals of identifying how to organize, store and retrieve data, information, and how to organize information, data and content to be easily stored and retrieved, identified through The Digital Competence Framework for Citizens of the European Commission (Vuorikari et al., 2022). And also empowers the user to become better prepared for future job interviews or networking opportunities with organizations.

Step 4: Improve Yourself - CV Elaboration

After gathering all the relevant information from the companies, the trainee/mentee should select one company and elaborate a cv with the main characteristics that suit the company's needs and vacancy, clarifying how the applicant will be an asset to the core business of the organization.

For this exercise, a digital tool needs to be utilized, and the following tools may be applied: [cvmaker](#); [resume.io](#); [resumecoach.com](#); [Create your Europass CV | Europass](#); <https://www.canva.com/>



OUTCOME 2: DEVELOP COMPETENCES FOR THE TARGET GROUP TO BE ABLE TO CREATE AND EDIT DIGITAL CONTENT IN DIFFERENT MEDIUMS AND FORMATS

- Activity - Creating an online course
- Description and goals

Participants will have to choose a subject to create an online a course module or session using digital tools. The online course presentation can take the form of a PowerPoint, a video, graphics, etc. Participants are free to choose the format and organization of the course.

This activity aims to promote creativity and digital content creation. The participants must also adapt their content to the target audiences and the chosen platform.

As lordache et al. (2017) mentioned, audience awareness has become essential in the digital age. Audience awareness means knowing “who their audience is with regards to third parties” (lordache et al., 2017: 21). To do so, Patrutiu Baltes (2015) explains that companies/organizations need to do a target analysis to understand who the potential clients are. Successful marketing is considered to develop strategies for the target audiences (Todor, 2016). The multiple commonly used definitions of content marketing include the target audience component as a core (Patrutiu Baltes, 2015).



Also, participants must be aware of the heterogeneity of the digital sphere. Not only to adapt the content development and delivery to the target audience, but also to be aware of the norms and codes specific to the chosen platform. This refers to the concept of "Netiquette" defined by Vuorikari et al. (2022) as: "[being] aware of behavioral norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments." (2022: 23).

In sum, the main goal of the tool is to think and analyze how to develop digital content and explore various tools to create the content itself, interweaving theory and practice.

Skills that will be practiced through this activity:

→ Soft skills: target audience awareness; netiquette; intent/purpose awareness.

→ Hard skills: Identify the needs related to information; Identify data and information sources viable and important to their work; Search and articulate data, information, and content in digital/online platforms; Develop simple personal search strategies



HOW TO CREATE A DIGITAL COURSE

Adapted from Almekhlafi, 2020

	<p>TARGET AUDIENCE</p> <ul style="list-style-type: none"> • Adults / VET / Young • Prerequisites for the course • Level of digital proficiency 	
	<p>INTERACTIVITY</p> <ul style="list-style-type: none"> • Student-student • Student-instructor • Student-content • Student-interface 	
	<p>CONTENT</p> <ul style="list-style-type: none"> • Authored • Copy-righted 	
	<p>DESIGN & NAVIGATION</p> <ul style="list-style-type: none"> • Templates and themes • Navigation System • Visual Design Principles 	
	<p>CONTENT BUILDING</p> <ul style="list-style-type: none"> • Visual Identity • Text & Formatting and Editing • Interaction integration 	
	<p>MULTIMEDIA INTEGRATIO</p> <ul style="list-style-type: none"> • Images, graphs, photos • Audio, video and flash files • Simulation, virtual reality • Screen recording • Animation with Triggers 	
	<p>SOFTWARE - APPS INTEGRATION</p> <ul style="list-style-type: none"> • Computer Software • Mobile Applications • Adds-on, Extensions, Plugins 	
	<p>EVALUATION</p> <ul style="list-style-type: none"> • User input • Quizzes Auto grading • Simultaneous Feedback 	

What your digital course must include:

- ✓ 1
- ✓ Presentation
- ✓ 1 Activity

- Step 1: Explain the activity

Firstly, the activity needs to be made clear for the person developing it. In sum, besides presenting and/or studying the various steps, the core of the tool and activity is to create a digital learning course. Such activity encompasses, the content, the format, and the platform on which course will be developed. The format can be a presentation (PowerPoint, Prezi, Canva, etc.), a video or graphics. They also can suggest another format.

- Step 2: Analyse examples

1. YouTube video: [Crash course on Media Literacy](#).

Watch the video, paying special attention to the visual technics used and how the content is delivered

2. PowerPoints / Graphics

Say that if they don't feel comfortable creating a video, it is ok and they can do a PowerPoint presentation or use infographics / graphics instead. Use your example and your PowerPoint as an example. Highlight that the choice of the presentation and exercises format heavily depends on the goals and target audience of the digital content.

- Step 3: Choose a subject for the online course

Firstly, select a subject for the online course. The selection should consider the expertise and know how of the participant on the chosen subject - it can range from delivering an internal training on office safety to the employees of a enterprise to a digital marketing course to



- Step 5: Select the target audience

After choosing the subject, the target audience needs to be selected, since it will inform the next steps. In sum the use of this tool can be divided into “who” - the audience - and “how” - the Design and navigation, Content, Interactivity, Content Building, Multimedia Integration, Software - apps integration, and evaluation.

For the target audience, the following criteria can be considered, but the one facilitating the activity or using the tool can adapt it considering different goals and needs:

The type of training provided: Vocational Education and Training, tailored to prepare the trainee in technical skills; Adult education, to courses developed knowledge, skills, attitudes, or behaviours to adults; Child and Youth education, used for courses and training in which people ranging from 3 to 18 years are targeted.

Prerequisites: The requirements that the trainee needs to have to enter the course, it can vary from academic accomplishments to previous work experience or acquired skills. For example, a course an introductory course tends to have fewer prerequisites compared to a more advanced one, in which is expected the students to already have knowledge on the subject.

Level of digital proficiency: Given that this course will make use of digital tools, defining the level of digital proficiency expected and/or needed from the target audience is fundamental. It should follow the subject and the digital proficiency of the person developing the course. It can range from foundation, intermediate, advanced, to highly specialised (Vuorikari et al., 2022).



- Step 6: Choose and consider how to deliver the course

The first page is an exercise the participants must complete to help them ideate and plan the online course.

The 6 following boxes are related to the **“How?”**, based on the ADIC (Almekhlafi’s Digital Interactive Content) Model (Almekhlafi, 2020). The first one, **“Interactivity”** focuses on the various interactions an online course produces and calls for strategies to lead to **“effective interactions”**, depending on the interactivity(s) selected, the digital tools and format will change. For example, if the interactivity is between student and student, the course and content needs to be designed to be accessed autonomously, a possible tool is [articulate360](#), tailored to e-learning courses.

“Content” aims to raise awareness of the need to create unique content (no plagiarism) or to obtain it from different sources, thus retaining copyright property.

“Design and navigation”, works on the user experience and the navigation system used for the course - blueprint, menu, etc.... This step should be ignored for users of this tool with low digital capabilities, but for people aiming to explore more in depth the planning stage and design elements of developing digital content, the design and navigation system should be considered. It can range from programming an original website or app to deliver the course to the use of third-party systems, such as [moodle](#) or [talentlms](#). The elements to consider are Templates and themes, the Navigation System, and Visual Design Principles.



Next, “Content building”, corresponds to the phase in which the participants think and decide on the content and develop, edit, and format it. The elements to analyse are the visual identity and Text & Formatting and Editing. In sum the graphic and design elements used throughout the course, assuring that before the content creation begins the user already thought about the type of visual representation and image it wants to present – for example, having cartoons and pictures used indiscriminately or different fonts in the presentation isn’t correct. Moreover, the interaction integration can also be analysed in this step. This can range from the presentation themselves, to the activities – i.e., [Google Jamboard](#), [Mentimeter](#), etc...

“Multimedia integration” promotes thinking of integrated multimedia elements that could be used. These two steps shouldn’t be seen separately, and don’t need to be set in stone, since they may suffer changes once the participant is using the tool. Moreover, if the user doesn’t have previous experience or a lot of knowledge regarding digital tools, planning in detail ahead can be hard and unrealistic. While “Software and App integration” is technical and targets more advanced digital content creators, this section can stimulate creativity – as in Design and Navigation this section is optional. Finally, in the “Evaluation” section, the participants need to think of means to create interactive assessments and can use different strategies (test makers, quiz-creator applications, etc.).

The second page presents tools and mediums that can be used.

The last page is a list of operation tips to consider while using the tool.



- Step 7: Creation of the online course

Three elements need to be created: 1 Presentation, 1 Activity, 1 Evaluation element, always using digital tools and in a digital format. If the user or facilitator so decides, other elements that can be created include Course Curriculum; Navigation Software; Website for the Course, Mobile Applications, etc.

- Step 8: Presentation of the online courses

If done in a classroom setting or in groups, once the exercise is finished the trainees should explain their work to the group: Explain what the subject is, who is the target audience, what is the platform and format and why.



OUTCOME 3: ENABLE THE TARGET GROUP TO INTERACT WITHIN THE ONLINE ENVIRONMENT, USING DIGITAL TOOLS AND TECHNOLOGIES

Activity - Netiquette in action

- Description and goals

Netiquette is a set of etiquette guidelines for communicating in the online environment. The online environment refers to the digital space in which people interact and communicate through the internet. In that context, netiquette combines “network” and “etiquette”. The term refers to the rules, and the norms that people should comply with when communicating online, such as in email, social media, forums, or chat rooms. While there exists no consensus on a set of netiquette rules, the most common suggestions include think first; write in upper and lower case; avoid abbreviations; be concise; avoid smileys; don’t take offense easily; know the audience, amongst others (Soler-Costa et al., 2021; Scheuermann and Taylor, 1997).

To improve the understanding and capabilities to act upon the netiquette rules, two exercises are proposed. The first activity aims to identify behaviors to follow as internet users and as we interact. The trainer/mentor should present some scenarios on how (not) to use the internet, such as:



- A message all written in CAPS LOCK.
- Using more than one profile for the same social network (fake profiles).
- A situation of plagiarism.
- A situation where someone is directly abusing someone (cyberbullying: doxing, trolling, framing, dissing, swatting, e.g., <https://www.youtube.com/watch?v=Y9D2PFD7nTI>)
- An example of writing on social networks (several messages that could be only one)

These situations should be discussed in group or one-on-one to devise solutions to rectify them, using the “Netiquette in action” template and questions.

The second activity is through a concrete case study created and authored by Mukesh Kumar, Archana Parashar, Sanjeev Prashar in 2016. The original case study can be found [here](#), but a template, in accordance with Digital Push visual identity, is also presented. Beyond netiquette, the case study also permits the user to analyze and discuss through a cyber conflict resolution optic. To analyze and discuss the case study a SWOT analysis is proposed as per the authors of the case.

Skills that will be practiced through this activity:

→ Soft skills: netiquette; intent/purpose awareness; social and communication skills.

→ Hard skills: Identify the digital tools and platforms for communication and interaction; Interact within the online environment, using digital tools/ technologies; Understand and be aware of netiquette;



NETIQUETTE

In action

What is it?

- *What is wrong with the situation presented*

Where does it happen?

- *What are the scenarios where this situation can occur*

What's the impact of it?

- *Who might be affected by this situation*
- *What impact may this situation have*

What to do about it?

- *What could be changed to solve or diminish this situation?*

SWOT Analysis



STRENGTHS	S	WEAKNESSES	W
OPPORTUNITIES	O	THREATS	T



“Even if you are not a student, you should not use such filthy language with a teacher,” an infuriated Manish Kumar wrote to Meeta Singh.

On April 1, 2015, the Premier School of Management in New Delhi, India, was abuzz with issues related to inappropriate tone and lack of etiquette in an email they had all received. Professor Pradeep Sharma had mistakenly sent a confidential email to a group email address. On receiving the professor’s email, Singh, an alumna of the school, responded to Sharma, advising him to refrain from using the group email to circulate his test paper.

Because professors held revered positions in Indian society, etiquette dictated that students should not confront them. Thus, the school’s students were shocked that the alumna had used what many believed to be offensive words in addressing Sharma, their professor. Many students reacted. One commented, “Singh knew little of Indian culture and lacked decorum in communicating with the academic.”

After a few email exchanges on the group email, Singh felt that she was being vilified by the students even though she had not intended to offend the professor and had quickly apologized after Sharma had reprimanded her. Hurt by the words of several members on the group email, the alumna decided to sever her connection with the school.

The E-mail Episode

In the Premier School of Management, email was the preferred mode of communication between the faculty and office staff. Faculty members even sent evaluation and assessment documents, such as question papers, sample answer sheets, and grade sheets, as email attachments. On March 31, 2015, Sharma had inadvertently sent the question paper for the postgraduate program’s end-of-term examination to the wrong email address — one that was intended for interaction among students, alumni, and professors. Sharma did not realize that he had sent the paper to the wrong email address until the office called, asking him to send the question paper, which the office had not yet received. Sharma was a little annoyed when he received this call; however, after logging in to his email account, he found that he had emailed the question paper to the wrong email address.

Fortunately, he had another question paper ready, which he immediately emailed to the office.

Singh, an alumna and a recipient on the group email, responded to Sharma on April 1, 2015, asking the professor not to send the question paper to the group email. Everyone, including alumni, had received the question paper. Upon receiving Singh’s reply, Sharma had written back, informing her that he had heard from several other recipients about the delivery of this confidential message to the group. He clarified that he had not intended to use the group email for sharing the question paper.

Also, he wrote that her choice of expression was impolite for an interaction with a faculty member (see Exhibit 1, Email 3).

Both Singh’s message to Sharma and Sharma’s response to Singh were sent to all members of the email group. Because Indian society regarded professors with extreme respect, the message from the alumna had astonished everyone, including many present students, who were also listed on the group email. They were critical of the alumna’s conduct and felt that Singh should not have responded publicly to the professor in that manner. Enraged by her behavior, Kumar, a student at the school, wrote Singh a private email, condemning her actions and describing her conduct as ill-mannered. Singh took Kumar’s message as poor treatment from someone who was her junior and asked to be removed from the group email.

Professor Pradeep Sharma

Sharma, about 55 years old, was a student-friendly, polite, and approachable professor at the Premier School of Management. With a pleasant smile, he always received students affectionately. Students reciprocated with deep respect for him; for many, Sharma was both a guardian and a mentor. Students often visited Sharma and his family at their residence. Many students who could not visit their own homes during festivals were invited to celebrate with Sharma’s family. Many students were also friends with Sharma’s son and daughter. Because of heart disease, Sharma had been admitted to hospital several times in the past. The students at the school were aware of Sharma’s medical condition, which sometimes led to his absence for many days at a stretch. Also, the students were aware of his fading memory. He sometimes called them by the wrong name or asked about projects that had never been assigned. Sharma was aware of his forgetfulness and would himself joke about his behaviour.

Meeta Singh

Singh had been a student at the school a year earlier. She was known as being sincere, ambitious — and outspoken. Being extroverted and intelligent, she was well known among the students’ communities. With little inclination for higher education, Singh had enrolled at the school with her pre-determined career goals in mind. She devoted most of her time to preparing for the examinations for a government administrative job. Singh did not spend much time with her classmates. Most of her neighbours in the student accommodation where she lived admitted that Singh was rarely seen outside of her room interacting with the residents. Her roommate described her as direct and straightforward. She recalled that when she first met her, Singh said that she would not interfere in her roommate’s personal life and, in return, would expect the same conduct from her roommate. Although the roommate had initially felt that it would be difficult to share a room with Singh, they resided amicably together for a year.

How to facilitate

STEPS Real Life Scenario

- 1 Real-life scenarios
- 2 Questions
- 3 The rules of netiquette

- Step 1: Real-life scenarios

The trainer or mentor should present to the participants – various situations of Internet users' behavior and attitudes. These situations should be analyzed and discussed to understand what is correct in terms of conduct and what should be changed and how.

- Step 2: Questions

In the discussion the participants must be able to identify the problem/situation presented and answer the following questions:

- 1 What is it?
- 2 Where does it happen?
- 3 What's the impact of it?
- 4 What to do about it?

- Step 3: The rules of netiquette

After the discussion the rules of netiquette will be presented.



STEPS Case Study

- 1 Read and analyze the Case Study
- 2 Swot Analysis
- 3 Discussion and Conclusions

- Step 1: Read and analyse the case study:

The first step is to read and analyze the case study. Some questions that can be answered to support this endeavor are: Who are the protagonists? What is the timeline? What is the situation described? What rules of Netiquette were broken? Who is in the wrong (if someone is)? What can be done to resolve the situation?

- Step 2: Swot Analysis:

Develop a SWOT Analysis in order to better find and structure a solution. The users should be put in the "shoes" of the University head of the Department in which the case takes place, and present a comprehensive solution, focused on Netiquette rules, identifying the strengths, weaknesses, opportunities, and threats.

- Step 3: Discussion and Conclusions:

Each group or individual should then present the conclusion and fundament the solution found.



OUTCOME 3: ENABLE THE TARGET GROUP TO INTERACT WITHIN THE ONLINE ENVIRONMENT, USING DIGITAL TOOLS AND TECHNOLOGIES

Activity - *Privacy Plan*

- Description and goals

The online and digital environment is ever-changing, both in terms of innovation and legislation. In this regard, protection of personal data and privacy is a complex subject and developing competences to protect personal data and privacy in digital settings is fundamental for safely sharing information online and accepting the Privacy Policy of services, webpages, and apps used. The [General Data Protection Regulation](#) (GDPR) adopted in 2016 provides the support and directives for “individuals’ fundamental rights in the digital age and facilitate business by clarifying rules for companies and public bodies in the digital single market”. Other laws, directives, and guidelines ranging from the European Union to national bodies and legislation provide an extensive and recent literature and documentation on data and privacy protection both for businesses and individuals. Due to this a degree of legal uncertainty and difficulties in operationalization is expected, although the application of the Data Protection Regulation in European Union institutions, bodies, offices, and agencies is improving and on the right track.



Considering the exposed below, the activity presented in the Digital Push initiative to improve these competences is tailored to the cultural and creative sector and aims at improving awareness regarding data protection, foster strategically thinking and analysis about these issues, and provide practical tools to the operationalization of a Data Privacy Policy. Privacy policies can be defined as legal documents that share how an organization collects, discloses, and uses a client's Personally Identifiable Information (Nokhbeh, 2020). PII is "any representation of information that permits the identity of an individual to whom the information applies to be reasonably inferred by either direct or indirect means".

As such, the exercise has two main components:

- Analysis of regulation and legislation.
- Development of a Privacy policy plan, anchored on the PrivacyCheck v2 questions, a browser extension or app, that summarizes any privacy policy through 20 questions based on the General Data Protection Regulation and User Control.



Participants, in order to have a concrete goal and example of creating a Privacy policy plan, should select a specific situation where such a plan would be needed (i.e., creating a website, developing forms to collect personal data, developing an e-shop business). For such, given the focus on the cultural and creative sector, using the creation of an online shop in Etsy tailored to handmade products and craftsmanship.

Skills that will be practiced through this activity:

- Soft skills: Communication; Self-awareness; Critical thinking;
- Hard skills: Identify the digital tools and platforms for communication and interaction; Interact within the online environment; Develop a privacy policy.



Privacy Plan

Based on Nokhbeh et al., 2020

GENERAL DATA PROTECTION REGULATION

Does the website share the user's information with other websites only upon user consent?

GENERAL DATA PROTECTION REGULATION

Does the website share the user's information with other websites only upon user consent?

GENERAL DATA PROTECTION REGULATION

Does the website restrict the use of PII of children under the age of 16?

GENERAL DATA PROTECTION REGULATION

Does the website allow the user the ability to reject usage of user's PII?

USER CONTROL

Does the website track or share users location?

USER CONTROL

Does the website share information with law enforcement?

USER CONTROL

Does the website allow users to edit or delete information from its records?

USER CONTROL

Does the website use or share users PII for marketing purposes?

- How to facilitate

STEPS

- 1 Analysis of regulation and legislation
- 2 Development of a Privacy policy plan

- Step 1: Analysis of regulation and legislation

The first step is reading and analyzing the different European and National legislation regarding data protection. The trainer/mentor or direct user can use the ones presented in the tools and/or look for further information. The degree of complexity and analysis may also differ considering the user previous knowledge and expertise regarding the topic.

- Step 2: Definition and planning

Using the Privacy Plan template, the user should first define a website that he/she has created or want to create - as suggested, an online marketplace can be used.

Then, through research, the user needs to answer the 10 questions regarding the General Data Protection Regulation and the User Control. The length and complexity of the answers can vary.

Lastly, following the questions, a concrete Policy Plan will be created using a digital tool of choice. The following tools can be used to create the privacy policy to the website:

[Welcome to PrivacyPolicies.com - PrivacyPolicies](#)

[Privacy Policies for Ecommerce Stores - Free Privacy Policy](#)

[Ecommerce Privacy Policy Template For Your Online Store - Termly](#)



OUTCOME 4: EMPOWER THE TARGET GROUP TO DEVELOP ONLINE PROMOTION AND MARKETING WITH AN EMPHASIS ON THE CHARACTERISTICS OF THE CULTURAL AND CREATIVE SECTOR

Activity - *The entrepreneurial diary*

- **Description and goals**

This tool is inspired by the work developed by Hägg (2021), which aimed at creating a reflective journal structured around five different developmental questions and statements that seek to create a continuous flow for the learning process. Guided by an interval-contingent journal format and an experimental scientific method, the main goal is to **foster reflection of entrepreneurs about their work and journey**, promoting the development of self-awareness and self-efficacy. This tool is tailored for a continuous use, and promotes reflection regarding marketing and digitalization in one's own business and/or occupation.



The 4 questions and 1 statement enable users to think and reflect on the rationale behind their decisions and experiences. The participants will go through different levels of reflection and knowledge by answering and discussing the questions.

- The first question, “What have I done and whom have I met?” is descriptive and “triggers memory of the key events and persons that the student entrepreneur has met” (2021: 1149);
- The second question, “Why did I do what I did?” functions as the midterm between the surface and deep level of reflection, allowing for nuances in the experience’s description of the first question;
- The third and fourth questions stimulate a deeper level of reflection. First, by asking for a “Reflection and analysis on the previous questions” the focus goes through the elaboration of “thoughts, feelings and emotions related to the different experiences and persons encountered” (2021: 1149).



- The fourth question, “How I introduced elements of digital entrepreneurship” is better tailored for users with previous education on the topic and aims to connect theory and conceptual knowledge with the reality lived by the user. And, in this case, foster reflection on the use and implementation of digital competences or elements of digital entrepreneurship.
- Lastly, the fifth question, “What are my goals for the next week?” encourages the user to create goals to follow through.

Skills that will be practiced through this activity:

→ Soft skills: self-efficacy; self-awareness; communication; analytic skills.

→ Hard skills: Understand the essentials of online marketing with an emphasis on cultural and creative sector characteristics;



- **How to facilitate**

The Digital Entrepreneurial Diary was created to be used continually, on a weekly or monthly basis. The user should reflect on their experiences, behaviours, and feelings and on the incorporation of elements of digital entrepreneurship throughout the time period selected. Nonetheless, the diary is easily adapted and can be used for one's daily work and/or life regarding the incorporation and utilization of digital competences.

The operationalization of the tool is simple, being tailored to the multitude of target groups, since the depth of the analysis is dependent on the user.



THE DIGITAL ENTREPRENEURIAL DIARY

Adapted from Hägg (2021)

What have I done and
whom have I met?

Why did I do what
I did ?

Reflection and analysis on
the previous questions

How I introduced
elements of
digital
entrepreneurship

What are my goals for the next week ?

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**DIGITAL
PUSH**



EXPERT FEEDBACK

The general evaluation of the experts of the validation and the train the trainers workshop is positive for the guide and activities linked.

The median scores of each section in the is:

- Clearness: PT: 4; IT: 4.5; SWE: 4.25
- Information about the background and the purpose of the guide: PT: 3.5; IT: 4.5; SWE: 4.75
- Contents for learners: PT: 3; IT: 3.75; SWE: 3.75
- Contents for teachers PT: 4.25; IT: 3.75; SWE: 3.75
- Usefulness: PT: 4.25; IT: 4.75; SWE: 3.75

Some of the suggestions for improvement are:

- Improving the diagnosis of needs in the introduction of the Guide - relation of digital skills and employability
- Improve the lack of digital literacy



CONCLUSIONS

Digital transformation is one of the most important facts revealed by the past COVID-19 crisis and, at the same time, an undeniable fact to ensure digital competence. Digital Push is a project that acknowledges these realities. The aim of the project is to achieve a greater balance in the labor market and to invest in education in a digital and ecological transition period.

In the main idea of the project and at the point of lifelong learning, taking adults as a base to:

- Raising awareness of people with low digital skills for digital transition and technological update, especially in the cultural and creative sector;
- Empowering the unemployed with low digital literacy in digital skills, increasing their employability potential and promoting their jobs and crafts, using design thinking methodology to train unemployed people and educators.

Design by:



