

DIGITAL INCLUSION GUIDE

DIGITAL SKILLS

The guide that lists European best practices for the inclusion of "specific" audiences most removed from digital technology

GUIDE
N°2



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Effici^{ence}
SOLIDAIRE & CRÉATIVE



DIGITAL SKILLS
Exchange of best practices between digital mediation players !

PREV*i*FORM
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e Segurança do Trabalho, Lda.



EDITORIAL

EFFICIENCE

PREVIFORM

PRESENTATION OF THE DIGITAL SKILLS PROJECT

The **Digital Skills** project, funded under the **Erasmus+ Education/Training** program, aims to develop the practices of digital mediation stakeholders through two main areas:

- First, the (re)engagement of populations most excluded from digital technology through "Go To" methods that enable them to be reached in places they frequent and at times that suit them;
- Second, the **adoption of a stance and support tailored to specific audiences** (disabilities, travelers, etc.).

The activities of the "Digital Skills" project include the development of **best practice frameworks** for digital mediation, the **creation of training modules** adapted to various audiences, the implementation of awareness-raising and training initiatives within partner organizations, and the dissemination and sharing of results in order to create a European community committed to the challenges of digital inclusion and the development of individuals' digital skills.



WHO IS THIS GUIDE FOR?

Digital mediators, digital experts, and public writers—whether you are professionals or volunteers working in a variety of settings such as libraries, community centers, digital public spaces, associations, communities, businesses, training organizations, etc.—you play a vital role in supporting the public in using digital tools and accessing online services.

This second guide aims to strengthen your skills and knowledge by drawing inspiration from European best practices in supporting so-called "specific" audiences. It presents a selection of innovative projects conducted across Europe, distinguished by their original approaches. The goal is to help you adopt an appropriate professional stance and offer more relevant and effective support.



http://



SUMMARY

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AS RAPARIGAS DO CÓDIGO

Promoting digital inclusion and women's empowerment

FACT SHEET 1



PRESENTATION

The Raparigas do Código project is an innovative and transformative initiative that aims to promote digital inclusion and the empowerment of women in the technology sector. Created with the aim of reducing the gender gap in STEM (Science, Technology, Engineering, Arts and Mathematics) fields, this project enables girls and young women to acquire essential skills in programming, computational thinking and other fundamental digital skills.



Additionally, it provides a supportive, inspirational, and guiding environment so that more women can enter and excel in the technology industry. Technology plays a central role in contemporary society, yet women's participation in this sector remains limited. Numerous structural challenges, such as the lack of female role models, barriers to accessing technology education, and gender stereotypes, make it difficult for women to enter and advance in this field. As Raparigas do código was born in response to these challenges, creating an active and inclusive community that fosters learning, the exchange of experiences, and the creation of professional opportunities for its participants.

RAPARIGAS DO CÓDIGO

IN A FEW WORDS

Empowering girls and young women by teaching coding and digital literacy, promoting equal opportunities in the technology sector, and encouraging the development of essential 21st-century skills.

IN A FEW NUMBERS

- Over 5,000 girls impacted
- Workshops held in over 50 schools and organizations.
- Collaborations with leading technology companies.
- Over 80% of participants expressed increased interest in careers in technology.

MORE THAN 5,000 WOMEN IMPACTED

The project includes several initiatives, including workshops, bootcamps, mentoring programs, and strategic partnerships with technology companies and educational institutions.

These actions are essential for equipping participants with practical knowledge and fundamental skills, enabling them to broaden their career prospects and become key players in building a more equal and digitally inclusive future.

Among their initiatives, they developed the "Game of Professions," an interactive and educational memory game for children and their families. This game aims to deconstruct gender stereotypes associated with professions, showing that no job is reserved exclusively for men or women.

Furthermore, As Raparigas do Código is active on platforms such as GitHub, where they share resources and projects related to technology education. Their goal is to create a community of mentors and allies to support women in tech, helping them learn programming, improve their coding skills, specialize in specific topics, find mentors or role models, and connect with the tech job market.



OBSTACLES AND SOLUTIONS

Lack of female representation in technology

Solution : Developing events and initiatives to inspire and promote female role models in the industry. Through inspiring stories and testimonials from successful women in technology, the project seeks to encourage more girls to follow this path.

Barriers to access to technological training

Solution : Offer free and accessible training, adapted to different ages and socioeconomic backgrounds. The inclusion of innovative and accessible teaching methodologies ensures that all participants can learn, regardless of their level of prior knowledge.

Gender stereotypes

Solution : Raising awareness through campaigns, conferences, and partnerships with schools and businesses, the project actively works to debunk myths and promote cultural change toward gender equality in technology.

PARTNERSHIPS AND COLLABORATION

Raparigas do Código partners with schools, universities, technology companies, and public institutions to expand its impact.

These collaborations are essential to providing meaningful learning and employment opportunities for participants. Partner companies play a key role in creating internship, mentorship, and networking programs, facilitating participants' transition into the tech workforce.

Furthermore, the project collaborates with NGOs and global initiatives that promote digital inclusion, expanding its reach and social impact.

Collaborating with experienced industry professionals helps ensure the program remains aligned with market needs and trends.

http://



Would you like to know more?

<https://raparigasdocodigo.pt/>

RESULTS AND IMPACTS

The impact of Raparigas do Código is evident at both the individual and collective levels. Many participants reported gaining confidence and motivation to explore new opportunities in technology. Some have secured internships at tech companies, enrolled in advanced training programs in the field, and joined professional innovation networks.

The project has been a catalyst for change, helping hundreds of young people acquire digital skills and discover their potential in the tech sector. Participation rates in mentoring and internship programs have increased, reflecting the project's success in promoting the inclusion of women in technology.

LESSONS LEARNED AND ADVICE

Raparigas do Código aims to continue its expansion, reach more young people, and create new training opportunities. The goal is to increase the presence of women in technology careers and strengthen a support network that contributes to gender equality in the sector. The project's future objectives include the implementation of new advanced courses, networking programs, and the creation of a digital learning center.

In the long term, Raparigas do Código hopes to make a significant contribution to changing the technology landscape by fostering an environment where all girls can explore and develop their talents without the limitations imposed by gender stereotypes. A commitment to innovation and equality continues to be the driving force behind this project, driving a more diverse and inclusive future in technology.

VISION OF THE FUTURE

The project is helping to build a future where technology is accessible to all, regardless of gender, and where women play an active and representative role in developing innovative solutions and building a more inclusive and equitable society.

All of these initiatives are led by volunteers, and the workshops and events are completely free, reflecting their commitment to inclusion and technology education for all women.





INCLUDE HER

Promoting the inclusion of migrant women in the technology sector

FACT SHEET 2



PRESENTATION

Include Her is an initiative dedicated to promoting the inclusion of migrant women in the technology sector, encouraging them to acquire essential digital and technological skills for the future.

Technology plays a fundamental role in modern society and represents one of the most dynamic and innovative fields. However, many migrant women face significant obstacles to entering this sector, whether it be a lack of access to training, a lack of awareness of available opportunities, or language and cultural barriers.

The project aims to bridge the gender gap and overcome barriers faced by migrant women in STEM (Science, Technology, Engineering, and Mathematics) fields by providing them with training, mentoring, and networking opportunities to foster their professional and social integration.

By encouraging the acquisition of new skills and the creation of support networks, Include Her not only strengthens the presence of women in the technology sector but also promotes the autonomy and financial independence of participants.

INCLUDE HER

IN A FEW WORDS

Empower migrant women by teaching them digital and technological skills, promoting equal opportunities in the technology sector and encouraging their active participation in innovation and digital development.

IN A FEW NUMBERS

- Over 500 women trained in digital skills.*
- Over 30 strategic partnerships.
- Over 100 events and mentoring programs.
- 85% increased their confidence to pursue a career in the technology sector.
- 70% secured a job or internship in the technology field.

Would you like to know more?



<https://www.includeher.eu>

RESULTS AND IMPACTS

Include Her has already helped numerous migrant women acquire essential digital skills, find job opportunities in technology, and develop professional support networks.

The project has been recognized for its positive impact, contributing to a more diverse and innovative sector.

Program participants report increased confidence in their abilities, a stronger motivation to pursue a career in technology, and a strong sense of belonging to a community that values equal opportunity.

LESSONS LEARNED AND ADVICE

Include Her aims to expand its initiatives, reach a greater number of migrant women, and establish itself as a leading program for the inclusion of women in technology.

Future projects include the launch of new specialized courses, the creation of a digital networking hub, and the strengthening of partnerships with companies in the sector.

With an ongoing commitment to equality and innovation, Include Her aspires to be a driving force for change, ensuring that all migrant women have the tools and support they need to succeed in the digital age.

OBSTACLES AND SOLUTIONS

Lack of representation of migrant women in technology

Solution: Organize inspiring events, share success stories, and create spaces where migrant women can connect and empower each other.

Difficulty accessing digital education

Solution: Provide accessible training, online courses, and free workshops so that all interested women can acquire digital skills without financial, linguistic, or cultural barriers.

Language and cultural barriers

Solution: Develop educational content adapted to diverse cultural and linguistic contexts, as well as create a support network to facilitate adaptation and integration into the technology sector.



VISION OF THE FUTURE

The INCLUDE HER project aims to sustainably reduce the digital gender divide by facilitating access to digital skills for migrant women. Using open educational resources and tools aligned with the European DigComp framework, it aims to promote the digital empowerment of these women to improve their social, educational, and professional inclusion. In the long term, the project aims to influence higher education practices by integrating more inclusive approaches adapted to the diversity of audiences.

POSTURE OF THE DIGITAL MEDIATOR

As a digital mediator, supporting migrant women **requires an empathetic, pragmatic, and culturally sensitive approach.**

This group often faces several barriers: language barriers, low literacy (not just digital), lack of self-confidence, social isolation, and sometimes a migratory or traumatic past that makes learning more fragile.

These are women who have often been alienated from traditional educational systems or modern technological environments.

To best support migrant women in their digital learning, **it is essential to create a genuine climate of trust.** The welcome must be warm, the learning space humanized, and every step forward, even minimal, recognized. It is equally important to adapt **teaching formats by using simple, visual, and interactive materials, emphasizing oral communication and real-life scenarios**, such as submitting a request online, making a medical appointment, or sending an email.

Working in small groups or individually allows for **adjusting the pace and adapting the content to each participant's specific needs.** It is recommended to co-construct the content based on their real expectations, in order to **offer workshops that make sense in their daily lives.** The involvement of "peers," that is, women from similar backgrounds who are already a little more comfortable with digital technology, can strengthen the group effect and build trust. **Support must also combine digital learning and language proficiency**, in conjunction with trainers or by directly integrating digital vocabulary into the sessions. Finally, it is **preferable to take place in safe and familiar places for participants**, such as community centers, shelters, or associations, in order to overcome barriers related to mobility, fear of judgment, or the unknown.



SPECIFICITIES TO TAKE INTO ACCOUNT

- **Diverse backgrounds:** Some are already proficient with a smartphone, while others are just discovering a keyboard.
- **Different timescales:** Learning is slower and requires repetition, patience, and practical experience.
- **Lack of confidence:** They doubt their legitimacy as "know-how," especially when faced with tools perceived as technical or masculine.
- **Language pressure:** French can be a barrier. The language needs to be simplified, or even use visual or multilingual supports.
- **Gender dimension:** Some do not feel at home in mixed-gender spaces or may have significant family constraints (children, home, etc.).



CYBER SÉNIOR

FACT SHEET 3

Training older people to use digital technologies



PRESENTATION

Cyber Senior is a European project that aims to strengthen the digital skills of older adults to promote their social inclusion, independence, and active participation in society. Led by a consortium of partners from different European countries, the project develops accessible educational resources, tailored training modules, and innovative tools to support older adults in their digital learning. By drawing on an intergenerational and inclusive approach, Cyber Senior helps reduce the digital divide and combat isolation, while promoting the knowledge and experiences of older adults in an increasingly connected world.



The Cyber_Senior | Digital Inclusion Center is an initiative of the Dr. José Lourenço Júnior Foundation, located in Abiul, Pombal, Portugal. The main objective of this project is to train seniors in the use of Information and Communication Technologies (ICT), promoting the digital and social inclusion of older people.



CYBER SENIOR

IN A FEW WORDS

It aims to train seniors to use new technologies effectively, through certified training delivered by students, under the supervision of IT and new technology instructors. This methodology is based on an intergenerational vision of active aging.

IN A FEW NUMBERS

Cyber Senior's vision focuses on promoting equal opportunities and social inclusion for older people, advocating for the need for everyone to have access to the dynamics of civil society, with the aim of promoting full and informed citizenship.

Would you like to know more?

http://



<https://cyber-senior.pt/>

RESULTS AND IMPACTS

The importance of continuing education and lifelong learning is essential to promote active and healthy aging.

Overcoming the digital barriers faced by older adults and adapting teaching methodologies to their needs is crucial to ensure effective and meaningful learning.



OBSTACLES AND SOLUTIONS

Many older adults have limited knowledge about using digital technologies, making it difficult for them to integrate into the digital world. Some participants are reluctant to adopt new technologies, either due to concerns about unnecessary expenses or fears about security and the risk of digital fraud.

Solutions implemented:

The project offers training sessions tailored to the individual needs of older adults, focusing on basic functions such as smartphone use, internet navigation, and managing essential applications.

Information sessions on online safety are held, teaching participants how to identify and avoid potential digital fraud, thus strengthening their confidence in using technology.

LESSONS LEARNED AND ADVICE

Expand access to the initiative to more regions and audiences, allowing a greater number of seniors to benefit from the training.

Introduce modules on advanced digital tools, based on participants' interests and technological developments in society. Collaborate with local and technological institutions to strengthen the project's impact and ensure the sustainability of its activities.



VISION OF THE FUTURE

The Cyber Senior project's vision is to promote the digital inclusion of seniors by fostering their autonomy and improving their well-being. Among its initiatives, the "Saúde em Casa" pilot project enabled non-institutionalized older people to monitor their health at home using new technologies and adapted tools. Furthermore, the Foundation is a member of the Ageing@Coimbra consortium, which values the role of seniors in society and promotes practices that foster active and healthy aging. These actions demonstrate Cyber Senior's commitment to integrating digital technologies into the daily lives of seniors, thus strengthening their social inclusion and quality of life.

POSTURE OF THE DIGITAL MEDIATOR

As a digital mediator, supporting older adults in learning digital skills requires a patient, caring, and reassuring approach.

This group often faces a double barrier: time (decades spent without using digital technology) and fear (of making mistakes, not understanding, or disturbing others).

These seniors sometimes have a weakened self-image due to technological acceleration. Many feel overwhelmed, excluded from digital services, or cut off from their loved ones, especially when they live alone or in institutions. They did not grow up with digital tools, and some have even developed a form of rejection or mistrust toward them.

Creating a suitable learning environment is fundamental: this means providing a safe environment, where no question is considered "stupid," where everyone's pace is respected, and where every small step forward is valued. Support should be based on concrete and useful situations: knowing how to view medical results online, chat with grandchildren via a videoconferencing app, spotting an email scam, or using a GPS device on your phone.

The format should be simple, repetitive, and illustrated. The use of visual aids, reminder cards with pictograms, and real-life scenarios facilitate understanding. Working in pairs with younger people or other more advanced seniors can strengthen the dynamic of mutual support and give new meaning to learning.

Digital support for older adults isn't just about imparting technical know-how; it's also about restoring a form of autonomy, reviving self-confidence, and reconnecting with today's world.



SPECIFICITIES TO TAKE INTO ACCOUNT

- **Diverse profiles:** Some seniors already navigate on a tablet, others have never used a mouse. The starting point varies enormously.
- **Relationship with time:** Learning requires slowness, repetition, and, above all, concrete action. Going too fast risks losing motivation.
- **Low digital self-esteem:** Many feel they are "too old to learn" or "not cut out for it." It's necessary to constantly reassure and recognize each progress.
- **Overwhelmed by technology and jargon:** Terms like "browser," "application," or "cloud" are often confusing. The language must be simplified, visual, and even gestural.
- **Social and emotional isolation:** Some also come for the human connection. The workshop becomes a place for sociability, as much as a place for learning.
- **Listening and adaptation:** Workshops must be based on their real needs: calling a loved one by video, avoiding scams, managing a medical file. It is these uses that give meaning to learning.



PREVIFORM

FACT SHEET 4

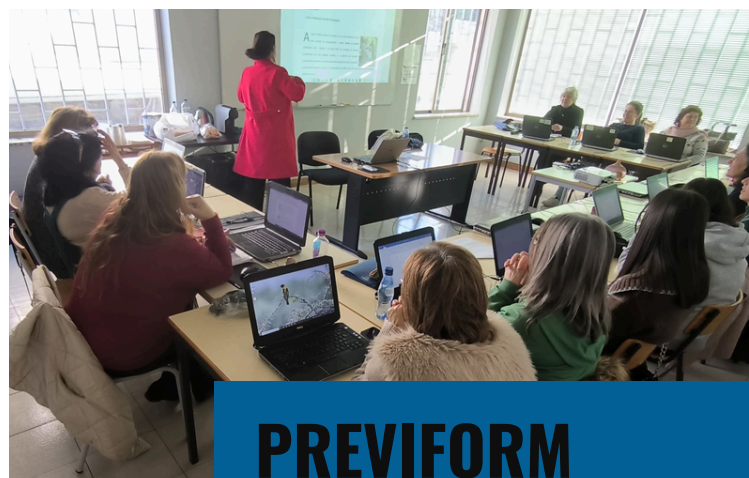
Supporting job seekers in using digital tools



PRESENTATION

PREVIFORM is a Portuguese Adult Education Center, a welcoming and innovative space designed for unemployed youth who want to improve their digital skills and expand their opportunities in the job market.

The center fosters a collaborative environment where students learn from each other and develop a valuable network of contacts. With extensive ICT expertise, we have specialized equipment and a qualified team to support unemployed youth, including distance learning tools, allowing each student to progress in digital literacy at their own pace.



Within the framework of vocational training, its objective is to carry out actions aimed at strengthening the personal, academic, professional, and social skills of individuals, in order to contribute to economic, social, technological, cultural, and environmental sustainability.

It promotes creative and innovative learning by encouraging commitment, rigor, competence, and creative thinking, while facilitating integration into professional life.

PREVIFORM

IN A FEW WORDS

Train young talents by offering basic and advanced computer courses, digital creation workshops, employability workshops and learning employment promotion tools.

IN A FEW NUMBERS

- Projects involving a significant number of trainees, between 500 and 600 per year.
- Over 3,000 hours of annual training in ICT-related fields.
- Over 50 IT training programs, specifically designed for adults, enable significant improvements in digital literacy.

Want to know more?

http://



www.previform.pt

A CREATIVE AND ADAPTABLE APPROACH

They use a playful teaching approach, with practical activities and everyday examples, to facilitate learning. They use free online platforms, tutorial videos, and practical exercises to make learning more dynamic and engaging. The goal is to overcome one of the biggest challenges, namely the resistance of some participants who viewed technology as distant and complex, expressing insecurity about it due to negative past experiences or a lack of contact with digital tools in their daily lives.

The core of the digital training program consists of practical modules exploring Microsoft Office tools such as Word, Excel, and PowerPoint. These tools are essential for developing skills in producing professional documents and creating effective presentations. At the same time, the team takes the time to teach participants how to use web browsers to conduct research, find jobs, and connect with companies. In addition, the team explored the functionalities of social media, focusing on building a strong professional identity and creating a relevant network of contacts to pursue career opportunities.

Social media was also used as a communication and collaboration tool, allowing participants to interact with each other, share information, and build networks of contacts.

It is important to emphasize that the use of these tools was tailored to the needs and interests of the participants. Given that the audience has more difficulty with technology, they began with simpler activities, gradually increasing their complexity.

The results were very positive, with most participants showing significant progress in their digital skills. It was possible to observe an increase in participants' self-esteem and confidence in their search for new career opportunities and their exercise of active citizenship.



PARTNERSHIPS & COLLABORATIONS

Previform collaborates with several entities on European and national projects. In addition, it maintains local partnerships with professional associations, social solidarity and disability support organizations, as well as various companies, to promote higher qualification levels and improve the employability of employees in the region.

These collaborations reflect Previform's commitment to vocational training, workplace safety, and social inclusion, both at the national and European levels.

POSTURE OF THE DIGITAL MEDIATOR

As a digital mediator, supporting young people who are dropping out of school or looking for work requires an engaging, stimulating, and deeply human approach.

These young people may have an ambivalent relationship with digital technology: comfortable on social media, but struggling when it comes to more formal or professional uses. They have often experienced academic failure or unstable career paths, which undermines their confidence and motivation to learn. The mediator's approach must be based on appreciation, active listening, and non-judgment. It's not about "teaching a lesson," but about initiating a change, building on what they already know how to do, even informally: editing a TikTok video, managing an Instagram account, using a phone to browse the internet. From there, we can gradually lead them toward transferable skills: creating a digital resume, submitting an application, participating in a professional video conference, or managing a schedule.

The framework must be flexible yet structured, with concrete, short, and immediately useful activities. Young people need quick successes, positive feedback, and above all, to feel immediate purpose in what they do. The facilitator must also embody a caring role model, one who believes in their potential and inspires them to reengage. Working in project mode, in pairs or in small groups, fosters mutual support and restores confidence. The goal is not only to develop digital skills, but also to rebuild a dynamic of self-esteem, employability, and openness to the world.

Supporting these young people means sowing the seeds of empowerment along their paths, with digital technology as a lever, but never as the sole objective.



SPECIFICITIES TO TAKE INTO ACCOUNT

- **Lack of vision:** Many young people struggle to envision the future. Digital technology can seem out of reach or disconnected from their reality. It's important to restore meaning and demonstrate concrete uses related to employment or their interests.
- **Diverse skills:** Some people juggle social media, but don't know how to write an online resume or use professional messaging. Their ease is often limited to recreational or social use of digital technology.
- **Relationship with authority and learning:** Traditional teaching methods may be rejected. Interactive, participatory, and empowering formats must be offered, where students learn by doing.
- **Lack of confidence and dropping out:** Academic failure, chaotic career paths, or experiencing discrimination weigh on self-esteem. It is essential to recognize successes, even modest ones, and build a dynamic of trust.
- **Physical difficulties:** Access to a computer, a stable internet connection, or a quiet place to learn is not guaranteed. These gaps often need to be addressed first for learning to take place.
- **Employment-skills link:** These young people need to understand how digital skills can open doors: video job dating, online applications, portfolio creation, etc.



DIGITAL SKILLS FOR INTEGRATION AND ACTIVE CITIZENSHIP

FACT SHEET 5

Improving migrants' digital skills



PRESENTATION

In today's Europe, information and communication technologies (ICTs) have become the primary source of information on political, social, cultural, academic, and other matters, providing access to multiple public and private services. In this context, digital skills are essential for being an active member of society, but also for participating in virtual communities and social interactions.

Data from EU countries show that recently arrived immigrants and their descendants are often poorly engaged in communities, underperform in mainstream education, and suffer from exclusion and isolation, primarily due to their lower social, economic, and cultural capital, as well as language-related difficulties. With a rapidly growing immigrant population in Europe, there is an urgent need for tools that support the immigrant integration process and prevent exclusion.



DISC

IN A FEW WORDS

- Improve the digital skills of people with immigrant backgrounds.
- Promote intercultural dialogue.
- Strengthen the role of higher education institutions and schools.
- Provide teachers and other educational staff with inclusive teaching methods and tools.
- Create networks at the local, regional, and European levels to disseminate best practices in educational integration.



Would you like to know more?



<https://discproject.eu/the-project/>

THE MULTISENSORY SPACE METHOD

The Multisensory Space method is a nationally awarded and internationally recognized open learning environment developed since 2007 at Laurea University of Applied Sciences in Finland. It is based on multisensory dialogue and sociocultural empowerment. This method facilitates authentic interactions and enables genuine encounters between people from very different backgrounds. In the social and health fields, the Multisensory Space method can be used, for example, to create spaces for dialogue for multicultural encounters, identity negotiations, holistic well-being, as well as digital and multisensory learning.

It makes individual stories visible and allows for insight into different cultural, mental, and psychological worlds to foster mutual understanding, capacity building, and the development of empathy.

In practical terms, the Multisensory Space is an easily modifiable space where all the senses are activated by different elements. It can be used as an inspiring learning environment, but also as a meeting place for people. The multisensory space and materials provoke reflections and memories that inspire dialogue among visitors.

A visitor can, for a moment, relax in a pleasant atmosphere, return to their past, or explore a completely different world. The space promotes well-being in various ways, for example by organizing activities that support the culture of older adults and second-generation immigrants.



SMART PLUS SELF-ASSESSMENT TOOL

The SMART PLUS self-assessment tool aims to help identify areas for growth in key digital skills for daily life and empowerment in European countries.

This concise tool has been specifically designed to lead to personalized training based on its results and suggested areas of growth.

The skills it provides the opportunity to assess are all considered essential for successful integration in the country of residence.

They have also been identified by the European Union as "particularly necessary for personal growth and development, social inclusion, active citizenship, and employment" and must be acquired by young people during their compulsory education and training (Europe 2020 Strategy).

POSTURE OF THE DIGITAL MEDIATOR

The digital mediator's approach is essential, particularly when working with migrants.

This group often faces several barriers: language barriers, lack of cultural reference points, administrative or economic insecurity, social isolation, etc. The mediator must therefore adopt an intercultural approach, imbued with kindness, patience, and respect for their life paths.

It's not just about imparting technical skills, but also about creating a climate of trust and valuing every step forward, no matter how modest.

Support must be individualized and contextualized, drawing on concrete everyday situations: booking an appointment online, sending an administrative document, using an interactive map, or participating in a video conference with an organization.

The mediator acts as a digital facilitator and translator, adapting their teaching methods to the student's level of French proficiency, their native digital culture, and their personal experience. He must also be able to detect other invisible obstacles (illiteracy, trauma, mistrust of institutions) and cooperate with other social actors to offer comprehensive, respectful and inclusive support.

DISC TARGET GROUPS

The DISC project targets a wide range of groups, from local to international levels, including:

- Students and young people with a migrant background, as well as other digitally excluded groups.
- Youth workers.
- Local and regional decision-makers in the education sector.
- Teachers, educational staff, informal educators, and students.
- Local and regional communities working with refugees and migrants.



SPECIFICITIES TO TAKE INTO ACCOUNT

Low-skilled young adults, who are unemployed or experiencing social exclusion, face numerous challenges when it comes to digital skills.

They face limited access to digital equipment and a stable internet connection, which limits their ability to pursue training, look for a job, or access online services.

Their low level of digital literacy is a major obstacle: they struggle to use basic tools such as email, word processing, or videoconferencing platforms.

This group is also often poorly informed about the resources available to improve their skills, such as free training or support services. Furthermore, their lack of confidence in their digital skills reinforces a sense of digital exclusion, preventing them from seizing opportunities for professional integration or civic participation.



ACTUALÍZA_TEC

FACT SHEET 6

Reducing the digital divide affecting the Roma community



Igualdad
Digital
para la
Comunidad
Gitana_



PRESENTATION

Actualiza_TEC is a project led by the Fundación Secretariado Gitano aimed at combating digital exclusion, which affects a significant portion of the Roma community. Recognizing that access to digital tools and associated skills is essential for education, employment, and social inclusion, the program offers personalized support, practical training, and the provision of technological equipment. By targeting primarily those in the Roma community who are most excluded from digital technology, Actualiza_TEC helps reduce inequalities, strengthen the autonomy of beneficiaries, and promote their full participation in contemporary society.



Digital transformation is one of the greatest challenges facing society. However, it can also pose a threat to the most vulnerable groups if it exacerbates structural conditions of exclusion, inequality, and discrimination. Roma people must not be left behind, but must have equal access to digital services and position themselves as protagonists in digitalization processes.



ACTUALÍZA TEC

IN A FEW WORDS

Actualiza_TEC is a project of the Gypsy Secretarial Foundation that aims to bridge the digital divide within the Roma community. It offers personalized support, training, and access to materials to promote social and professional inclusion.

IN A FEW NUMBERS

The Council of Europe estimates that between 10 and 12 million Roma live on the European continent, representing around 1% of the total population.

Would you like to know more?

http://



https://www.gitanos.org/actualiza_tec

PARTNERSHIPS AND COLLABORATION

The "Actualiza_TEC" project of the Gypsy Secretariat Foundation receives support from several public and private entities. The Foundation collaborates with more than 60 NGOs and has established over 300 collaboration agreements with various public and private entities.

These alliances are essential for the development and success of initiatives such as "Actualiza_TEC," as they allow for the pooling of efforts and resources to promote the digital inclusion of the Roma community.

At the local level, institutions such as the Ciudad Real City Council have expressed their support for the project. During the Foundation's annual open day, the digital room located at its headquarters in the capital was presented, equipped with eight workstations to meet the needs of its users.

OBSTACLES AND SOLUTIONS

Limited access to the internet and devices, with a significant percentage of Roma families lacking an internet connection or adequate devices.

The lack of digital skills and abilities hinders the full participation of the Roma community in an increasingly digital society.

Educational inequalities, with schools with a high proportion of Roma students tending to have fewer digital resources.

To overcome these challenges, the "Actualiza_TEC" project implemented the following solutions:

- Creation of Digital Rooms in 66 of the foundation's units across Spain, equipped with laptops and audiovisual equipment, to facilitate access to digital resources and devices for learning and completing tasks;
- Creation of an application to improve management and communication with program participants, facilitating more efficient access to services and resources;
- Implementation of a digital training plan for staff, volunteers, and participants.



VISION OF THE FUTURE

The ambition is to create a Roma community fully integrated into the digital world, where everyone has access to the tools and knowledge necessary to actively participate in modern society. The goal is to bridge the digital divide by providing continuing education, equipping the Roma population with digital skills, and promoting social and economic inclusion.

Over time, the project is expected to expand, reaching more people, utilizing new technologies, and promoting equal opportunities in a constantly evolving digital environment.

POSTURE OF THE DIGITAL MEDIATOR

The digital mediator supporting the Roma community must adopt a listening stance, display humility, and deep respect for the realities experienced by individuals.

It's not just about imparting skills, but also about building a bond of trust, often weakened by past experiences of discrimination or exclusion.

The mediator must avoid any overbearing or moralizing stance and, instead, start from the concrete needs expressed by the beneficiaries, without judgment.

It is essential to value existing expertise, even if it is not formal, and to offer accessible, progressive, and patient support.

Recognition of the rhythms of life, cultural codes, and the priority given to human relationships over administrative procedures is central.

The mediator then becomes a facilitator, a translator of digital technology in the service of autonomy, and not a mere technician.

Working with community contacts, adapting to the media used (often smartphones), and demonstrating great flexibility are essential keys to effective and respectful support.



SPECIFICITIES TO TAKE INTO ACCOUNT

Education levels are often low, with a significant proportion of people experiencing illiteracy, complicating access to digital tools based on writing.

Furthermore, a historical distrust of institutions can hamper the use of online government services. Many families live in significant economic insecurity, which limits access to digital equipment (computer, internet connection) and makes digital technology a secondary priority.

Homes are sometimes unstable or mobile, further complicating subscriptions to fixed-line services or continuing education. Smartphones are often the only digital tool available, used primarily for calls or social media, with little or no mastery of online procedures.

Furthermore, traditional training courses are rarely adapted in terms of pace, level, or language, with some individuals lacking fluency in the local language.

Women in the community may be even more isolated from digital technology due to cultural or domestic constraints. Finally, Gypsy culture values oral transmission, which makes traditional educational approaches based on writing ineffective.



CONNECT & VOUS

FACT SHEET 7

Reducing the digital divide for those who are losing their independence or have a disability



PRESENTATION

Digital technology is everywhere, but it is not accessible to everyone. Indeed, many people do not have access to digital tools due to a lack of knowledge or due to a loss of autonomy or a disability (motor, sensory, learning disabilities, etc.). They are therefore among those most affected by the digital divide, which generates social exclusion and also constitutes a factor limiting access to rights, social life, culture, employment, education, etc.

Open to all and free of charge, "Connect & Vous" is the name of a digital access point and a system created in Lille by the APF France Handicap association.

Digital mediators welcome the public and are available to support individuals according to their needs and their level of knowledge and proficiency with digital tools and services. Computers are freely accessible. Smartphones and tablets are also available. All digital tools are adapted for people with disabilities, allowing them to find the right technical solution for their needs. Visitors are invited to test a range of adapted tools for free: reading glasses, mice, ergonomic keyboards, connected buttons, articulated arms for taking images (photos and videos), musical instruments... All the latest tools at the cutting edge of technological innovation!



CONNECT & VOUS

IN A FEW WORDS

"Connect & Vous" is an inclusive digital mediation service implemented by APF France Handicap in the Nord and Pas-de-Calais regions. This program, supported by European funding and the Caf du Nord, aims to support people with disabilities, the elderly, and anyone at risk in learning and using digital tools, in order to promote their social inclusion and access to their rights.

IN A FEW NUMBERS

The program mobilizes around twenty digital mediators spread across more than **30 reception points** in the Nord and Pas-de-Calais regions. Since its launch, **several thousand people with disabilities, the elderly, or those in precarious situations** have received support, with a clear objective: to reduce inequalities in access to digital technology and promote independence.

Would you like to know more?



<https://nord.apf-francehandicap.org/connect-vous->

PARTNERSHIPS & COLLABORATION

The "Connect & Vous" project relies on strong partnerships to ensure truly inclusive digital mediation. Led by APF France Handicap, it mobilizes a network of local stakeholders committed to supporting people with disabilities or loss of autonomy: grassroots associations, social centers, local authorities, medical-social facilities, Maisons France Services, specialized institutions, and social housing providers. The professionals of the APF France Handicap "TechLab," specialized in technology monitoring and experts in this field, provide support to facilitate access to digital technology as much as possible and generate user interest.

These partnerships make it possible to identify audiences, co-develop initiatives tailored to local needs, and strengthen the program's local roots. The project also receives financial support from the Caf du Nord (French Family Allowance Fund), the European Social Fund, and institutional stakeholders, which contribute to its sustainability and outreach.

OBSTACLES AND SOLUTIONS

The "Connect & Vous" project faced several obstacles, including a lack of awareness of digital mediation tools among the target audience, the difficulty of engaging some people who were very isolated or lacking confidence, and the lack of accessibility of certain online tools and services.

To address these challenges, the team implemented concrete solutions: outreach activities carried out directly in living spaces (residential homes, institutions, social services), personalized and progressive teaching methods, and the use of materials adapted to different types of disabilities.

Close collaboration with medical and social partners also helped to better identify needs and establish a climate of trust.

Finally, ongoing training for digital mediators on disability and accessibility issues is an essential lever for removing barriers and ensuring quality support.



VISION OF THE FUTURE

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POSTURE OF THE DIGITAL MEDIATOR

Digital mediators supporting people with disabilities or loss of autonomy must adopt a deeply caring, patient, and person-centered approach.

It is essential that they start with each person's abilities, needs, and pace, without ever projecting standardized or patronizing expectations.

They must create a climate of trust, reassurance, and empowerment, in which mistakes are allowed and learning becomes possible.

Active listening is essential, as is adaptability: adapting tools, teaching formats, language, but also body postures and ways of interacting.

Mediators must also be attentive to cognitive fatigue, physical, sensory, or psychological barriers, demonstrating flexibility and creativity.

Finally, they must always keep in mind that their role is not to do things for others, but to make them possible and accessible, while respecting the dignity, free choice, and agency of each person.



SPECIFICITIES TO TAKE INTO ACCOUNT

People with disabilities or loss of autonomy have specific needs that digital mediators must be aware of in order to tailor their support.

This population is extremely diverse, with very varied needs depending on the type of disability (motor, sensory, cognitive, mental) or level of dependency. Some may have difficulty concentrating, memorizing, or navigating digital interfaces, while others may encounter physical obstacles to using the equipment.

The relationship with digital technology can also be marked by strong apprehension, a lack of self-confidence, or a feeling of exclusion. Furthermore, the social and emotional context plays an important role: isolation, dependence on a caregiver, or a lack of appropriate resources can exacerbate the digital divide.

The mediator must therefore demonstrate vigilance, sensitivity, and a strong ability to adapt, relying, if necessary, on technical aids and accessible software, and collaborating with loved ones or medical-social professionals already involved with the individual.





UBBU

FACT SHEET 8

Supporting children's digital skills development



PRESENTATION

Ubbu is a European educational platform that aims to introduce children aged 6 to 12 to programming, computational thinking, and digital issues in a fun, inclusive, and responsible way. Developed for integration into schools, Ubbu offers a structured learning path for coding and algorithmic logic, while addressing civic issues such as sustainable development, digital rights, and online security. Thanks to a progressive method, turnkey educational resources for teachers, and a child-friendly interface, Ubbu helps train the digital citizens of tomorrow from a young age, while strengthening equal opportunities in access to digital skills.

Through gamification, interactive activities, lessons, and projects, UBBU introduces young learners to the world of programming, logic, and problem-solving, while stimulating their curiosity and creativity. This initiative aims to address the shortcomings of current education systems and help children adapt to the demands of today's world.



UBBU

IN A FEW WORDS

Ubbu is an educational platform designed to introduce children ages 6 to 12 to programming and logical thinking, while developing their digital literacy in a fun and progressive way. Through gamified activities, creative projects, and content aligned with the Sustainable Development Goals, Ubbu makes it easy for teachers to integrate coding into their classrooms, even without technical expertise.

IN A FEW NUMBERS

This project has already reached more than 300,000 students in 20 countries and continues to prepare future generations for the digital world. In 2023/2024, in mainland Portugal, the platform was used in approximately 370 school groups (AE/Ena), by more than 1,400 teachers and 48,000 students, who completed more than 8.8 million activities.

Would you like to know more?

http://



<https://ubbu.io/pt>

PARTNERSHIPS & COLLABORATION

The development and deployment of Ubbu are based on a strong dynamic of public and private partnerships. The platform benefits from the institutional support of the Portuguese Directorate General of Education, as part of the INCoDe.2030 program, as well as from the Foundation for Science and Technology (FCT).

It also receives financial support from committed stakeholders such as Siemens, which is supporting the project for three years.

At the European level, Ubbu has been recognized by the European Commission, which awarded it the European Digital Skills Award 2023. This recognition reflects a commitment to collaboration with public schools, educational authorities, teachers, and educational innovation stakeholders to promote digital inclusion from an early age.

OBSTACLES AND SOLUTIONS

In its mission to introduce coding lessons on a large scale in primary schools, Ubbu faced several obstacles: lack of teacher training, unequal access to digital tools, and resistance to change in some educational environments.

To address these challenges, the platform was designed to be intuitive and accessible to all teachers, even those without technical skills, with turnkey educational resources and step-by-step support.

Furthermore, Ubbu is free for public schools, thus reducing financial barriers, and encourages the use of existing equipment.

Finally, the platform's gradual integration into national educational curricula and institutional support strengthen its adoption and legitimacy in the field.



VISION OF THE FUTURE

Ubbu is an online platform created with the social mission of preparing all children for the new digital society by teaching computer science and programming.

It aims to contribute to positioning Portugal at the forefront of developing computational thinking and digital literacy among public school students in the first and second cycles of basic education, with the support of the Directorate-General for Education.

In July 2024, the European Commission recognized the project by awarding it the European Digital Skills Award 2023, in the "Youth Digital Empowerment" category.

POSTURE OF THE DIGITAL MEDIATOR

The role of a digital mediator with young people, particularly in the context of a project like Ubbu, is based on a caring, playful, and educational approach.

It's not just about imparting technical skills, but also about awakening curiosity, valuing trial and error, and creating a safe environment where each child feels empowered to learn at their own pace.

The mediator acts as a facilitator, encouraging exploration and cooperation between children, while translating abstract digital concepts into concrete, accessible, and motivating activities.

They adapt their language, demonstrate active listening, and encourage children's gradual autonomy, while remaining vigilant about issues related to digital citizenship, security, and respect in connected environments.



SPECIFICITIES TO TAKE INTO ACCOUNT

Working with a young audience requires taking into account several specific factors related to children's age, cognitive development, and attention spans.

Digital mediators must adapt their methods to maintain engagement and interest, favoring an interactive, rhythmic, and visual approach.

It is essential to create a reassuring, structured yet flexible environment where children can learn without pressure, valuing individual progress rather than performance.

The level of abstraction of concepts must be gradually introduced, drawing on concrete examples and everyday situations.

Furthermore, the playful dimension is central: games, storytelling, and role-playing are powerful levers for facilitating the acquisition of knowledge.

Finally, it is important to keep in mind the diversity of profiles, particularly in terms of maturity, familiarity with digital technology, language, and self-confidence, and to adjust support accordingly.





THE LAST WORD

EFFICIENCE

PREVIFORM

A SECOND GUIDE IS AVAILABLE

This second guide invites you to deepen your understanding of audiences experiencing digital vulnerability, complementing the "reaching out" approaches in the first guide. Indeed, to effectively support these audiences, it's not enough to simply reach out to them: you also need to understand their realities, their barriers, their experiences, and adapt your approaches accordingly.

Based on European projects and informed by feedback from the field, the **"Reaching Out"** guide offers concrete solutions, case studies, and key insights to inspire you with innovative methodologies that will allow you to reach out to the public in the spaces and times where they are. It aims to help you refine your professional stance, better tailor your support efforts, and build more equitable, humane, and effective digital inclusion strategies.

Would you like to know more?

www.digital-skills-erasmus-plus.fr

http://



JOIN US ON DISCORD

This collaborative space is open to all mediators wishing to share resources, exchange experiences, and co-construct solutions adapted to the digital challenges facing Europe.

Together, we can create a dynamic and committed European community of mutual aid.

Join us now!

[HTTPS://DISCORD.GG/CA8KTQXHEA](https://discord.gg/CA8KTQXHEA)

