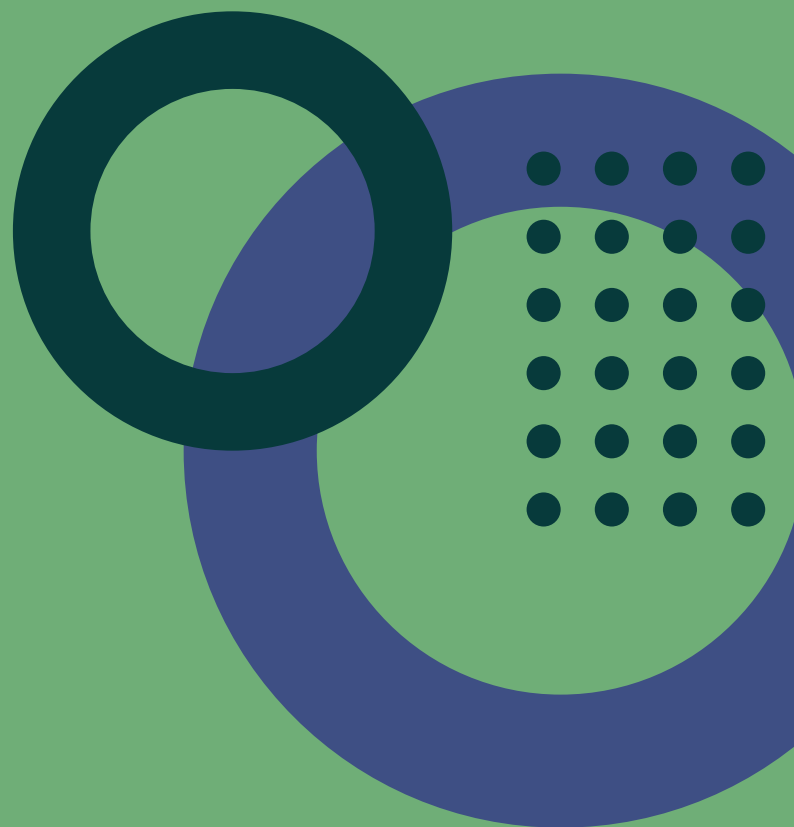


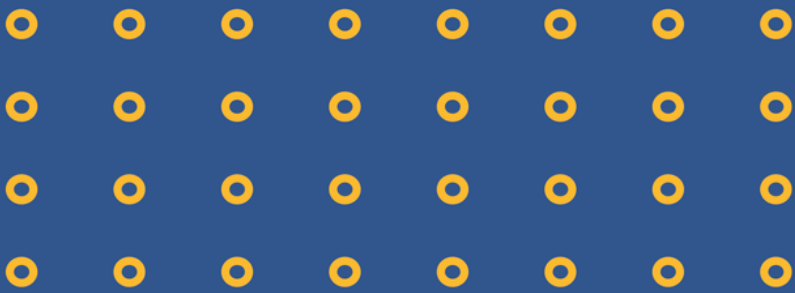
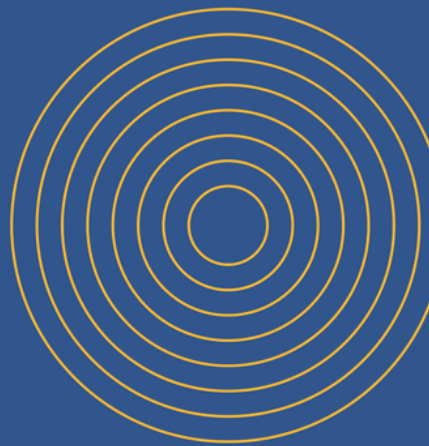
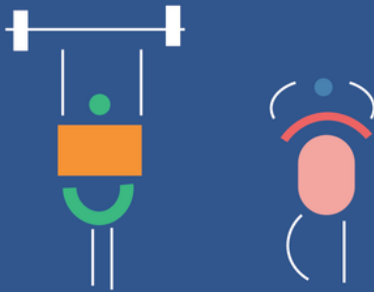
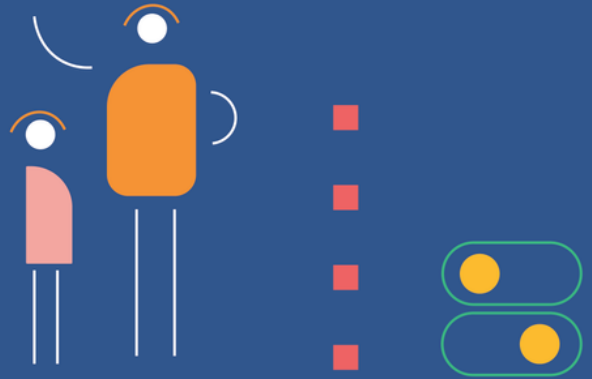
# NATIONAL INDEX

ACCESS2SUCCESS: DIGITAL PATHWAYS FOR ADULT LEARNERS, MIGRANTS, AND REFUGEES

April, 2024

Partner:







Co-funded by  
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National Index - Germany

## **Access2Success: Digital Pathways for Adult Learners, Migrants, and Refugees**

Edited by Mariana Matoso

Design: Fatima Azadli, Mariana Matoso

This publication is the result of the project “Access2Success: Digital Pathways for Adult Learners, Migrants, and Refugees” (Pr. Nr.: 2023-1-SE01-KA210-ADU-000160557), co-funded by the European Union.

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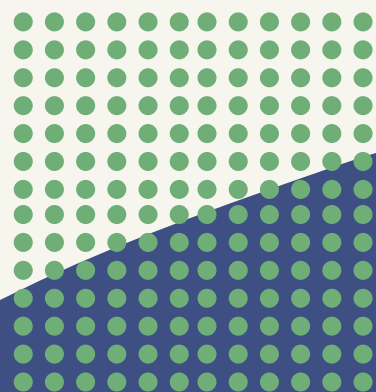
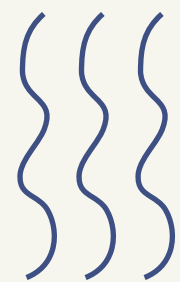
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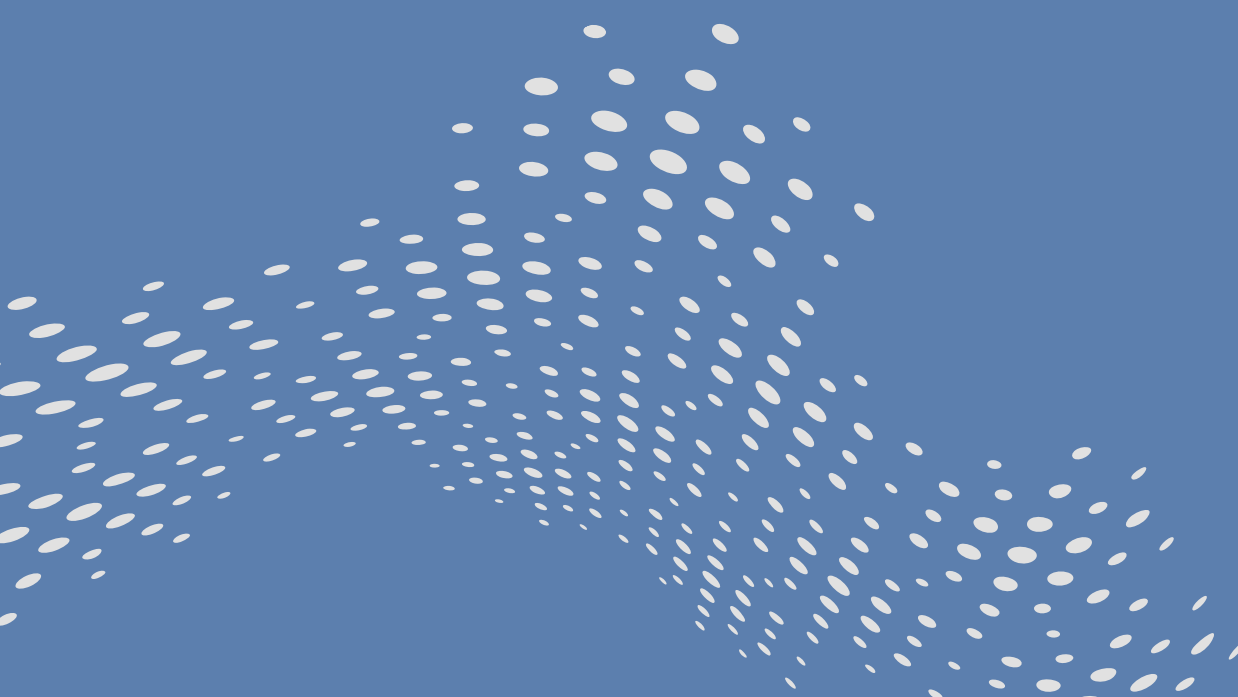
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# INTRODUCTION

Digital technologies permeate every aspect of our lives, and the disparity in digital access and literacy, commonly referred to as the digital divide, poses significant challenges and barriers for numerous communities.

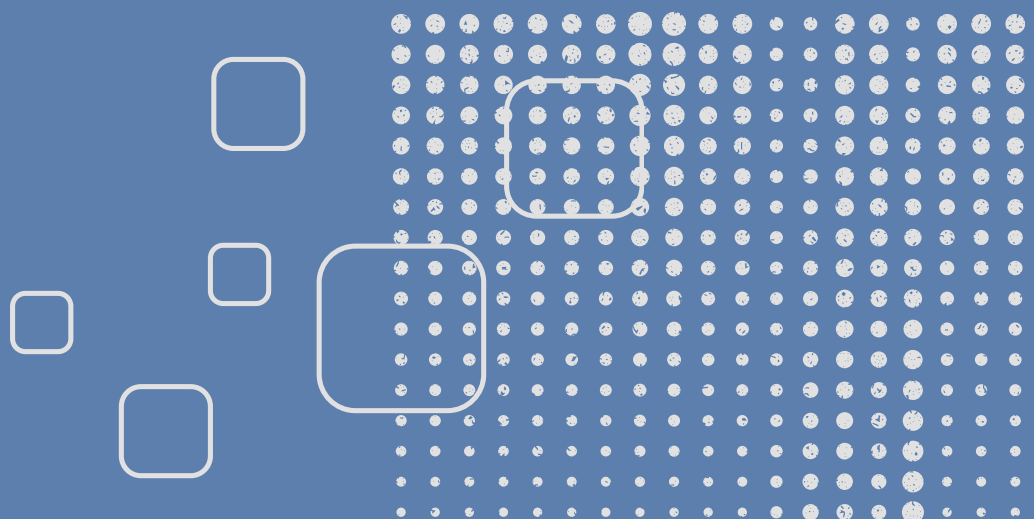
The Access2Success project aims to bridge the digital divide, ensuring that diverse communities, especially this project's target groups, migrants, social workers, youth workers, and educators, are not left behind in the digital evolution. The mission is to empower our target groups with essential skills and knowledge in digital competencies, digital literacy, and digital citizenship, thereby fostering an environment of equality and opportunity in the digital world.



# INTRODUCTION

This report is structured to provide an analysis of our research findings and insights, conducted in Germany. Chapter 1 delves into the Focus Group Research, presenting the methodologies employed and the perspectives gathered from adult migrants and educators. Chapter 2, Insights from Case Studies, offers a closer look at what organizations are doing and their impact on bridging the digital divide. Chapter 3, Test Your Digital Skills, discusses a survey for digital skills assessment created by the EU and its future applications.

The conclusion synthesizes our findings, emphasizing the path forward for the Access2Success project. Lastly, the acknowledgments section extends our gratitude to all individuals and organizations who have contributed to this significant phase.





# **CHAPTER 1: FOCUS GROUP RESEARCH**

## **FOCUS GROUP WITH MIGRANTS: METHODOLOGY**

Our research team developed a list of questions aimed at understanding migrants' perspectives on the topic. From this list, a representative selection of questions was chosen for discussion. We engaged a diverse group of eight migrants, in a conversation designed to uncover perspectives on digital skills acquisition, its importance in daily and professional life, and the specific challenges faced by migrants in this area.

The questions aimed to probe into areas such as the availability and accessibility of digital skills training, the perceived importance of various digital skills, the intergenerational digital competency gap, barriers to digital literacy, the significance of understanding and practicing digital citizenship and ethical online behavior, and concerns about digital safety and privacy.





## **FOCUS GROUP WITH MIGRANTS: KEY FINDINGS**

The focus group discussions revealed insightful findings regarding the acquisition and impact of digital skills among migrants. Participants shared their diverse experiences in gaining digital competencies, ranging from formal education and workplace training to self-directed learning.

An evolution in digital education was noted, with a progression from basic skills like internet navigation to more complex areas such as content creation, data literacy, and online safety. The emphasis was placed on the importance of mastering specific digital skills, such as evaluating online information's reliability and understanding online security protocols, for both daily life and professional advancement.


Generational differences in digital skills acquisition and internet usage were also a significant focus. The group acknowledged that younger generations tend to adapt more swiftly to technological changes, underlining the necessity for initiatives aimed at closing the digital competency gap between younger and older populations through education and tailored training programs.

Barriers to developing digital skills were identified, including the fast pace of technological progress, limited access to necessary technology and internet infrastructure, language obstacles, and unequal opportunities for digital education, especially in rural or underserved areas.

Digital citizenship was another key theme, with discussions delving into its definition and the importance of responsible online behavior, ethical decision-making, and awareness of one's actions' consequences on the internet. The dialogue extended to ethical and responsible digital behavior, stressing the importance of avoiding the dissemination of misinformation, respecting privacy, and acknowledging online interactions' real-world implications.

Regarding digital safety, the emphasis was placed on the critical need to safeguard personal information, navigate away from harmful content, and understand the potential risks linked to online activities. The discussions highlighted how online actions could affect offline security, underscoring the importance of cautious digital engagement.





## **FOCUS GROUP WITH EDUCATORS AND YOUTH WORKERS: METHODOLOGY**

To gain insights from those directly involved in educating and working with migrants, our research team organized two other focus groups with youth workers and educators. These discussions were structured around a series of questions formulated to explore educators' perspectives on digital competencies and the challenges associated with the digital divide. By selecting a relevant subset of these questions, we aimed to facilitate conversations that shed light on how digital disparities affect educational practices and the integration of migrants.

The topics addressed included the presence of a generational digital divide among their target groups, strategies for bridging this gap, instances where digital competencies have enhanced their work, and the importance of ethical and responsible digital behavior. Additionally, we explored the educators' encounters with their own digital skill limitations, the digital skills they consider crucial for their work and daily lives, and the significance of digital safety.

# **FOCUS GROUP WITH EDUCATORS AND YOUTH WORKERS: KEY FINDINGS**

The focus group discussions with migrants, educators, and youth workers provided crucial insights into the digital divide's nature and the concerted efforts required to mitigate it.

A key observation was the acknowledged existence of a digital divide, particularly pronounced between different generations within the target groups. Educators noted the challenge of engaging older individuals less familiar with digital platforms, emphasizing the necessity for varied communication channels to cater to diverse preferences and accessibilities, such as combining digital methods with traditional ones like phone calls or physical flyers.

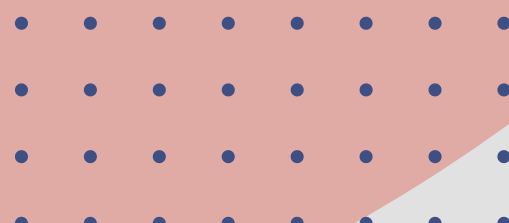
Efforts to bridge the digital divide were discussed in depth, highlighting practical measures like offering guidance to older individuals on digital platform usage and advocating for patience and empathy in addressing their learning curves. Such initiatives have not only facilitated a better understanding of the diverse needs within their audience but also significantly enhanced the effectiveness of their work by incorporating more accessible communication strategies.

The importance of team diversity was also underscored, reflecting how varied perspectives within educational teams can lead to a more inclusive approach in overcoming the digital divide.

Moreover, discussions extended to the broader implications of digital advancements, such as those introduced by artificial intelligence (AI), which could potentially exacerbate the digital divide by creating disparities in digital skills and competencies.

Ethical concerns about AI, including its manipulative potential and its impact on employment and intellectual property rights, were highlighted, alongside the importance of ethical and responsible digital behavior. The need for essential digital skills to navigate AI-driven environments was acknowledged, especially for older generations who may find adapting to new technologies challenging.

Furthermore, the discussion highlighted the crucial role of specific digital skills for productivity and success in both professional and daily contexts, as well as concerns about digital safety, including the risks of losing individuality and the economic implications of AI integration.

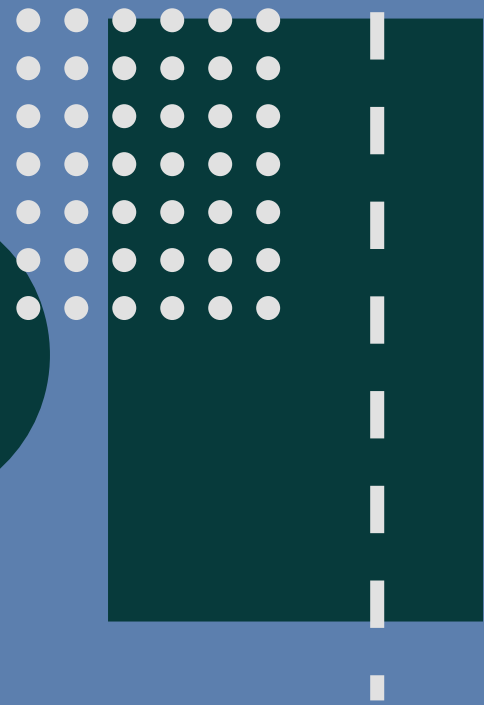




## OVERALL RECOMMENDATIONS

To address the findings from our focus groups and ensure a digitally inclusive society, our recommendations emphasize the need for comprehensive and inclusive digital education. Such education should extend beyond technical skills to encompass ethical usage and digital safety, tailored to meet the diverse needs of various demographics, including migrants and the elderly.

Additionally, supporting educators and youth workers with ongoing training and resources is crucial for effectively bridging the digital divide. Collaborative efforts among tech companies, educational bodies, and community groups are key to developing accessible and innovative solutions that promote safe and responsible digital participation for everyone.



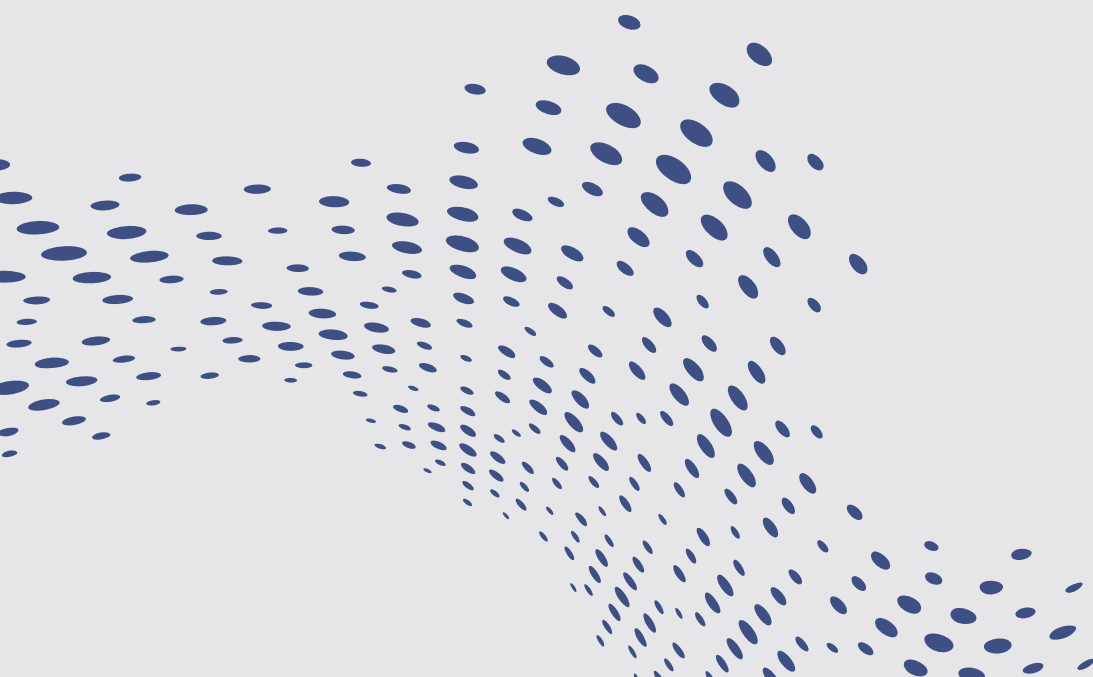
# CHAPTER 2: INSIGHTS FROM CASE STUDIES

# INTRODUCTION

In this chapter, we explore the interviews and online research with youth workers and educators across organizations to understand their approaches to the digital divide and identify exemplary practices.

We present the essential findings from these conversations, offering a comprehensive look at the initiatives undertaken, the challenges organizations face in implementing these initiatives, and the strategies deployed to overcome such challenges.

Additionally, we discuss the benefits and impacts of their efforts on the target populations. Through this analysis, we aim to provide valuable insights into effective practices for addressing the digital divide and enhancing digital literacy and inclusion.





## **MARIE BIELEFELD – SPAWN POINT INSTITUTE – ERFURT, GERMANY**

Spawn Point Institute positions itself as a digital world expert, focusing on research and educational initiatives related to digital, gaming, and media environments. More information can be found here: [Institut-spawnpoint.de](https://institut-spawnpoint.de)

From the insightful interview with Marie from Spawn Point Institute, key learnings emerge about their approach to bridging the digital divide and enhancing digital literacy. Its innovative program is designed to bridge the digital divide by focusing on the education of educators, social workers, and adult trainers. The approach involves conducting workshops and model projects that not only impart digital literacy and gaming knowledge but also encourage participants to implement these learnings within their own educational settings.

The program is structured around immersive experiences, where participants initially engage with digital and gaming platforms directly to understand their educational potential. Following this hands-on introduction, the workshops delve into theoretical insights and practical applications, enabling educators to incorporate digital tools into their curriculum creatively and effectively.

This method fosters a domino effect, where knowledge is cascaded down to students and other beneficiaries, thereby democratizing digital literacy. Spawn Point's program exemplifies a holistic approach to digital education, aimed at transforming attitudes towards digital technologies and equipping educators with the skills to navigate and teach in the digital age effectively.

Nevertheless, the Institute faces the challenge of overcoming preconceived attitudes towards digital platforms among educators and participants, often characterized by a lack of familiarity and apprehension towards new technologies. By introducing educators to digital and gaming environments in a structured, engaging manner, they foster a positive shift in attitudes and enhance digital competencies.

This approach not only democratizes access to digital knowledge but also highlights the importance of adaptability and inclusive education in addressing the technical and attitudinal aspects of the digital divide. Through their work, Spawn Point has observed a gradual acceptance and integration of digital culture within traditional institutions, signaling a promising shift towards broader digital inclusivity and literacy.

## WATCH THE FULL INTERVIEW HERE:



Access2Success // Interview with Spawnpoint – Institute für Spiel- und Medienkultur e.V. Share

**access2  
success**

**interview with**  
Spawnpoint -  
Institut für Spiel- & Medienkultur e.V.

Watch on  YouTube

The image shows a YouTube video player interface. At the top left, there is a small circular icon with a stick figure. The video title is "Access2Success // Interview with Spawnpoint – Institute für Spiel- und Medienkultur e.V." with a "Share" button on the right. The main content area features a video thumbnail of a woman with blonde hair wearing a blue shirt. To the right of the thumbnail is a red play button icon. Below the play button is a green rounded rectangle containing the text "interview with". Underneath that, the text "Spawnpoint - Institut für Spiel- & Medienkultur e.V." is displayed. To the right of the play button is the "access2 success" logo, which includes a blue signal icon and a red speech bubble icon. Below the logo are four small white circles. At the bottom left of the video player, there is a black bar with the text "Watch on" followed by the YouTube logo and the word "YouTube".



## **THE OTHER MUSIC ACADEMY – WEIMAR, GERMANY**

The Other Music Academy (OMA) aims to be an empowerment center, focused on creating a society where everyone is welcome to contribute to its shared culture. It has three main parts: a Creation Tank for collaborative projects across different fields, a Life-long Learning Center with courses that grow from these projects, and a Sociocultural Center that acts as a home for these activities and a place for people to meet and network. More information can be found here: [othermusicacademy.eu](http://othermusicacademy.eu)

Our engagement with the Other Music Academy (OMA) aimed to explore how arts and culture-focused organizations are navigating the challenges and opportunities presented by the digital divide, especially when their initiatives and platforms primarily engage older generations. This inquiry was part of a broader effort to understand the strategies different organizations employ in adapting to the digital landscape and ensuring inclusivity across generational lines.

The conversation with OMA highlighted critical insights into recognizing and addressing the digital divide within the context of their multifaceted programs. They acknowledged the existence of a digital gap, particularly affecting older individuals less familiar with digital platforms, who might prefer traditional modes of engagement. To tackle this, OMA stresses the importance of flexibility and accessibility in its offerings, ensuring that diverse demographic needs are met through various communication channels and access points, including both digital and non-digital methods.

Their approach to bridging the digital divide includes targeted support for older participants, fostering an environment of patience and empathy to facilitate their digital navigation skills. This effort not only enhances the participants' ability to engage with digital culture but also enriches OMA's work by fostering a deeper understanding of accessibility and the varied needs of their audience.

**WATCH THE FULL INTERVIEW HERE:**



The image shows a YouTube video player interface. At the top, the channel name 'Access2Success' and the video title 'Interview with Other Music Academ...' are visible. A 'Share' button is on the right. The main content area features a video thumbnail of two women sitting on a sofa in a room with a bulletin board. To the right of the thumbnail is the 'access2 success' logo, which includes a stylized blue wave icon and a red speech bubble icon. Below the logo is a red play button icon. A green callout box contains the text 'interview with' and 'Other Music Academy e.V.'. At the bottom left, a black bar says 'Watch on YouTube' with the YouTube logo.



## **VOLKSHOCHSCHULE PANKOW – BERLIN, GERMANY**

The Volkshochschule Pankow stands out as an exemplary case study for its efforts in addressing the digital divide, particularly in supporting adult migrants' integration into society. This institution's comprehensive approach offers a wide array of digital skills courses that range from basic computer literacy to advanced programming skills, presented in varied learning formats such as online, hybrid, and blended lessons. Such flexibility ensures that education is accessible to all, accommodating diverse schedules and learning preferences, thereby promoting lifelong learning and skill development across different demographics.

Central to Volkshochschule Pankow's mission is the enhancement of accessibility and inclusion, especially for adult migrants, by equipping them with the digital skills necessary for modern employment and everyday life. This is crucial for their successful integration, as it enables them to navigate digital platforms for accessing government services, managing finances, and connecting with their communities.

The institution's utilization of educational leave policies, which allow employees to participate in educational events without financial penalty, further underscores its commitment to lifelong learning and equality of opportunity. This policy encourages employers to invest in their employees' growth by covering the costs of courses, thereby ensuring that learning and professional development continue unimpeded by financial constraints.

Volkshochschule Pankow's diverse course offerings cater to a broad spectrum of interests and proficiency levels, including specialized courses for seniors, workshops on website design, social media strategy, programming languages, and courses on using various software applications and hardware.

By providing these tailored learning opportunities, Volkshochschule Pankow not only bridges the digital divide between generations but also fosters a supportive environment for cultural exchange and networking. This holistic approach to digital education not only enhances employability and social inclusion for adult migrants but also contributes significantly to their overall integration process. More information can be found here: [volkschochschulen/pankow](https://www.volkschochschulen/pankow)





# **CHAPTER 3: TEST YOUR DIGITAL SKILLS**

## CHAPTER 3: TEST YOUR DIGITAL SKILLS

The "Test Your Digital Skills" tool, hosted on the EU's Digital Skills and Jobs Platform and in the Europass Platform, offers a unique opportunity for individuals to assess their digital competencies against the established European Digital Competence Framework, DigComp 2.0.

This innovative tool is designed to help users gain a comprehensive understanding of their digital skills, serving as a critical first step toward identifying areas for improvement tailored to their personal needs and aspirations. The assessment, which takes approximately 20 minutes to complete, concludes with a summary report detailing the user's skill level, thereby providing a clear benchmark for further development.

Created in response to the growing demand for digital skills in over 90% of jobs within the EU, the test aims to pinpoint new skills required by the evolving job market. It evaluates digital competence through the lenses of the DigComp framework, which views digital competence as the confident, critical, and responsible use and engagement with digital technologies for learning, work, and participation in society. This framework encompasses knowledge, skills, and attitudes across five key areas: Information and Data Literacy, Communication and Collaboration, Digital Content Creation, Safety, and Problem-Solving. Each of these areas includes a set of competencies essential for the digital age, detailed in the framework's second dimension.

Together with additional dimensions outlining proficiency levels, examples of knowledge, skills, attitudes, and use cases, the latest DigComp 2.2 publication presents a comprehensive reference model for digital competence. This [tool can be found here](#), and the [framework can be found here](#).

The application of this tool on our focus group participants, comprising adult migrants, revealed insightful outcomes. Their scores, which ranged between 4 and 5, indicate a relatively high level of digital competence within this group. The results challenge common perceptions about digital literacy gaps among adult migrants, showcasing their potential to excel in a digitalized job market and emphasizing the importance of providing access to digital education and training opportunities. This suggests that the participants possess a solid foundation in the key areas and the potential to successfully integrate into digitally-driven environments, highlighting the importance of continuous learning and skill enhancement to keep pace with the evolving demands of the modern job market.



# CONCLUSION

The exploration of digital competencies among adult migrants, the effectiveness of educational and cultural organizations in addressing the digital divide, and the insights from deploying a digital skills assessment tool have yielded several key learning points.

There's a vital need for accessible and comprehensive digital education tailored to the needs of diverse learner groups, including adult migrants.

The insights gathered in this report emphasize the importance of continued investment in digital education programs that are flexible, inclusive, and capable of addressing the specific needs of adult learners.

Furthermore, leveraging digital skills assessments can guide personalized learning strategies and support the broader integration of adult migrants into digitally evolving societies. Ensuring that educational and training opportunities are widely accessible will play a crucial role in closing the digital divide and empowering all individuals to participate fully in today's digital world.

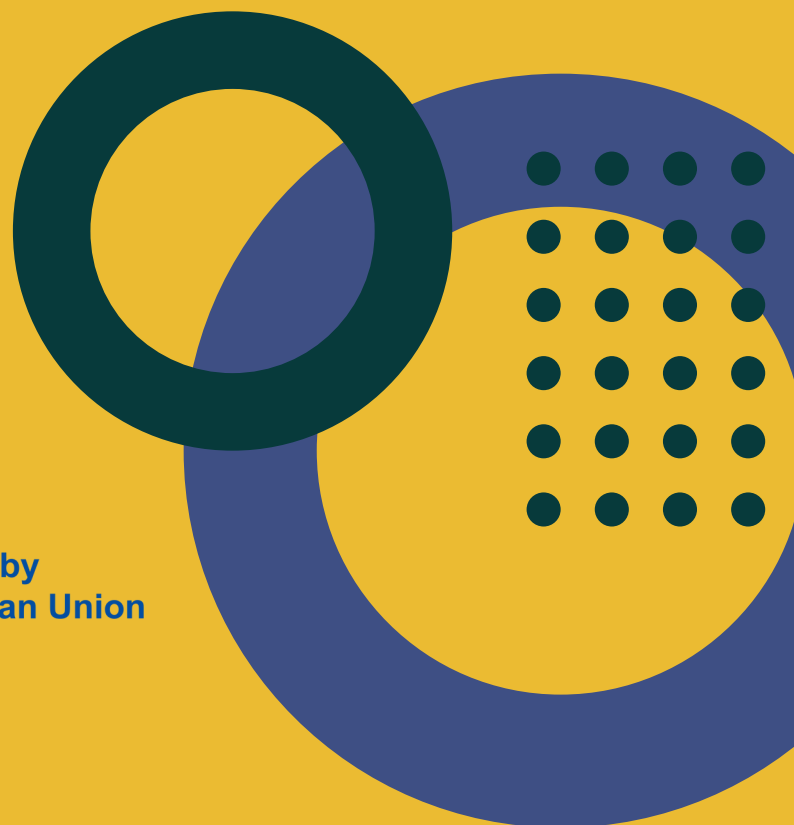
# ACKNOWLEDGEMENTS

We extend our gratitude to Marie Bielefeld and Anna Grochocka for sharing their expertise and experiences. Additionally, we extend our gratitude to the participants of the focus groups for their valuable insights and contributions to this research.

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