



# The Use of Digital Media in Social Firms

*Examples of Good Practice  
from European Countries*



## Foreword

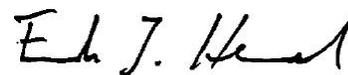
Processes of digitalisation all over the world are opening up a wealth of new possibilities for communication. The challenge is to put this improved technology to wise use while linking it to the analogue world in responsible ways. Digitalisation involves a transformation for the world of work, and it is important to shape that transformation to make it constructive, social and humane. Along with the right blend of personal encounter and virtuality, it requires widespread access and simple interaction with the new technology.

Media literacy is thus a necessary component of baseline learning for almost all occupations and fields of work in Europe and must be conveyed in day-to-day business and taught as part of vocational education and training.

Developments in technology invite us to pursue lifelong learning. Social undertakings involved in providing qualifications and employment opportunities to disadvantaged people in the labour market must meet this challenge as well. I am pleased and grateful that a European funding programme such as Erasmus+ also supports shared, transnational learning in the field of vocational training for disadvantaged individuals. We at Caritas in the Archdiocese of Cologne advocate on behalf of a social and inclusive labour market – in a social and inclusive Europe.

I would like to thank the partner organisations involved in the project, from Romania, Belgium, Lithuania and Greece, for their dedicated and successful work. Their efforts began in January 2019 with a three-day workshop in Cologne and, due to the coronavirus pandemic, continued with regular video conferences. It would be a very welcome development if European cooperation were to continue even after the end of the project.

Part of the work on the project involved documenting examples of European good practices on the use of digital media in social enterprises. I am delighted that this reader has been designed in digital form by ETAPPE, a social enterprise of the Caritas Association for the City of Düsseldorf. I wish you interesting reading.



Dr. Frank Johannes Hensel  
(Diocesan Caritas Director)

## Members of the Erasmus+ Partnership (11/2018 – 8/2021)

*This e-book was jointly produced by the following partner organizations:*

Caritas Association for the  
Archdiocese of Cologne (DICV)  
[www.caritasnet.de](http://www.caritasnet.de)



Diözesan-  
Caritasverband für das  
Erzbistum Köln e. V.

Social Firms Europe CEFEC  
[socialfirmseurope.eu](http://socialfirmseurope.eu)



KoiSPE Diadromes  
[koispe-diadromes.gr](http://koispe-diadromes.gr)

Asociatia Institutul pentru Parteneriat  
Social Bucovina  
[bucovinainstitute.org](http://bucovinainstitute.org)



The Diakonia Christian Foundation  
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01

TECHNISCHE  
UNIVERSITÄT  
DORTMUND

GERMANY



# LernBAR

## „Learning Based on Augmented Reality – an Inclusive (Vocational) Training Concept for Housekeeping“

### Initial Situation

Home economic services have an important function in gastronomy, hotel industry, social services as well as care for elderly and childcare facilities. Although training figures have been declining considerably over years, home economic services are gaining increasing importance due to demographic and social developments (BiBB Datenreport 2016, 35). Since progressive digitization leads to ongoing changes in work- and everyday life, the more traditional home economic services should not be excluded. A modernization of the training concept using innovative digital learning methods like Augmented Reality (AR) could increase the appeal and future sustainability of the vocational training (Fehling 2017, 126).

Home economic services represent a big part of vocational training for people with learning disabilities. Therefore the project LernBAR (duration May 2019 – August 2021) has joined forces under the lead of Josefsheim Bigge gGmbH. Further partners in the project are the TU Dortmund, chair of rehabilitation technology, Lebenshilfe Erfurt Service gGmbH and Hannoversche Werkstätten gGmbH.

Josefsheim Bigge gGmbH, Lebenshilfe Erfurt Service gGmbH and Hannoversche Werkstätten gGmbH offer vocational training in this field. The chair of rehabilitation technology is responsible for the accompanying scientific research and development of digital learning content. LernBAR is funded by the German Federal Ministry of Education and Research (BMBF) and the European Social Fund in Germany (ESF) and supervised by the German Aerospace Center (DLR).



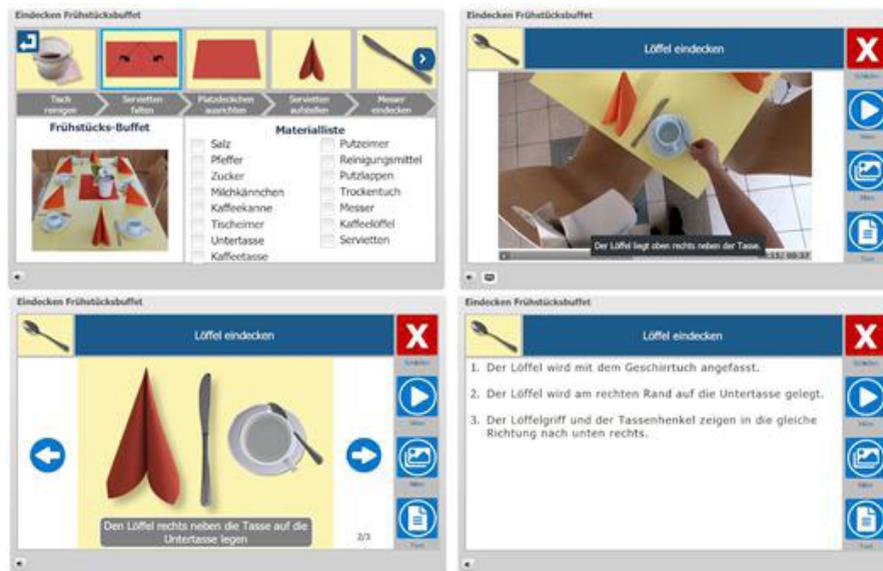
*AR glasses in use.*

## Project Objectives

The project aims to qualify trainees with learning disabilities by using digital media, especially AR applications. The main focus is the examination of potentials and limitations of AR based vocational training for people with learning disabilities (displayed via Microsoft HoloLens and tablet computers). Both technological and didactical requirements are taken into account. Therefore, the objective is to implement AR-based learning at the workplace, as well as providing further learning opportunities via moodle (e-learning platform). In addition an amended curriculum for vocational training, that includes digital learning/media is developed and tested. The curriculum will take the professional intersections of the various training courses of the partner institutions into

account. The new innovative training concept aims to increase the employability for the regular labour market by improving the trainees' qualifications and their general media competence.

By using AR the trainees receive direct support at their workplace. Via QR-Codes, visibly placed at the workplace, compact learning content can be called up. In collaboration with the practice partners difficult contents for the learners were identified. Based on these identifications the small AR-learning stations take the individual needs of the trainees into account. Using AR-glasses the hands are free to implement the instructions, which are displayed via the glasses. The working place is enhanced with virtual learning information. As mentioned above the retrieval of AR content is also implemented on tablet computers. The project relies on tablet computers, because their use is more intuitive, as many trainees know how to use a smartphone, which is often controlled in a similar way. In addition to the development of compact e-learning scenarios, an e-learning platform will be realized. The learning platform offers learning videos, exercises and additional, work process-oriented information. The trainers have the opportunity to create work assignments for the trainees. Furthermore trainees find exchange opportunities. The platform can be accessed with different devices. Therefore LernBAR focuses on holistic learning scenarios that combine learning/training on the job as well as work process oriented learning.



*Impressions from the e-learning platform. From left to right: Overview of the learning scenario, video content, picture-gallery, text.*

For the practice partners, 30 AR learning stations are being developed at the workplace, working both on tablet computers and

on AR glasses. The AR learning stations can be used in different domestic contexts and distribute information in a compact and practical way, so they can be used in the work process. Furthermore, 30 learning stations are embedded in thematically corresponding learning scenarios on an e-learning platform. The e-learning supports the learners at home and can be used for preparation and follow-up. Exercises are used to consolidate the level of knowledge.

## Development and Progress

The project is split into six phases. In the first phase, curriculum development, an adjusted curriculum for the project partners was designed. The existing curricula were reviewed and merged to one unified curriculum. This also included recommendations for the implementation of digitised work processes. Within the scope of phase 2, work process analyses are carried out at the project partners in order to identify the learning cases for the AR and the e-learning course. The work-process analyses include observations, control videos recorded by a handheld camera and an action cam, expert interviews and interviews with trainees. Recordings via action cam offer the advantage of a first-person view. The first-person view has already proven to be a suitable representation of learning content in previous research projects. The gathered material is used to create learning content for the AR learning scenarios and the e-learning platform.

Learning contents are prepared multimodally (phase 3). For the practice partners a total of 30 work processes, 10 per partner, are prepared as video, picture sequence and text. Learning scenarios are oriented towards relevant, everyday activities in the respective practice facilities. This leads in a variety of different prepared learning scenarios, ranging from baking and cooking to storage management and guest exchange.

The use of AR content requires a suitable application as well as suitable device. Necessary technical preparations and implementations are also included in phase 3. The AR learning content is retrieved via HoloLens, the data glasses from Microsoft and tablet computers. The development of an application to display the learning content on glasses and tablet computers and the adaptation of the e-learning platform to the project needs are tasks in the project. Furthermore the AR learning stations and e-learning scenarios will be tested using observations and surveys on acceptance and usability among the target group (phase 4). The results will be used to adapt target group-specific adjustments in terms of content and technology (phase 5). By developing training courses (media competence etc.) as well as guidelines and manuals for the creation and implementation of digital learning content, the project is to be made more sustainable in the partner institutions (phase 6).

## Initial Results and Perspectives

The project is in the last third of its term. A major task will be the summative evaluation of the developed learning scenarios. First results have already been obtained. The application as well as the learning materials have to be designed as barrier-free as possible in order to make them accessible to the heterogeneous user group. Therefore icons and pictograms are used instead of using a lot of text. During the creation of the learning materials it is necessary to ensure that different perceptual channels are addressed and that the content does not overload the trainees' cognition. Therefore videos are subtitled, sound is added and picture galleries are annotated with texts. First results indicate a broad acceptance by learners. Furthermore results suggest that learning materials are able to support learning processes. So far important insights have also been gained in terms of technology. Although AR offers broad possibilities for visualizing and enriching the real environment, the project does not make full use of the technological possibilities. People with learning disabilities need content that is easier to understand, so one conclusion is to implement low-threshold solutions.

In addition to testing the learning materials, the focus will be on the sustainability of LernBAR among the practice partners. Therefore, in addition to guidelines/manuals introducing the tools of the project, media literacy trainings will take place. This should enable trainers to create their own digital content in the future.



*Work process recordings for the development of the learning scenarios.*

## References

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2. Fehling, C. D. (2017). Erweiterte Lernwelten für die berufliche Bildung. Augmented Reality als Perspektive. In F. Thissen (Eds.), Lernen in virtuellen Räumen: Perspektiven des mobilen Lernens (pp. 125-142). Berlin, Boston: De Gruyter.

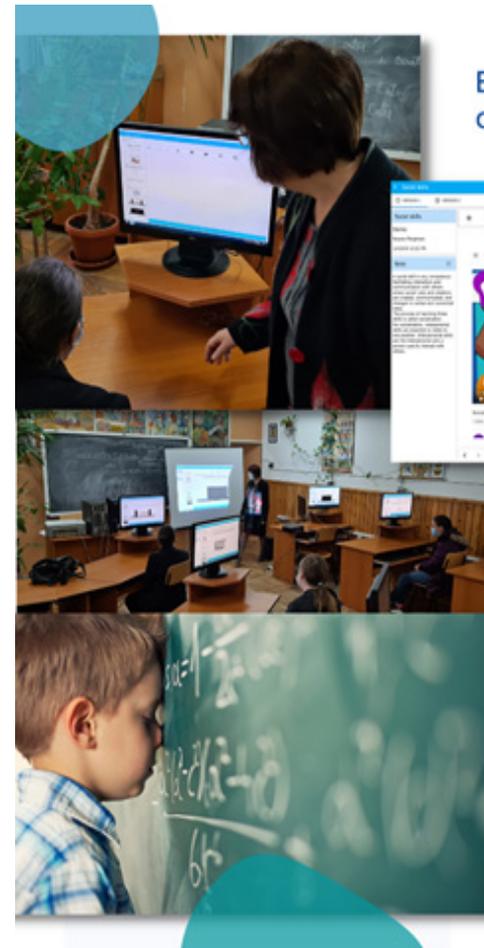
## Project Contact

TU Dortmund University  
Faculty of Rehabilitation Sciences  
Chair of Rehabilitation Technology  
Prof. Dr. Christian Bühler  
Emil-Figge-Str. 50 / 44227 Dortmund  
[christian.buehler@tu-dortmund.de](mailto:christian.buehler@tu-dortmund.de)

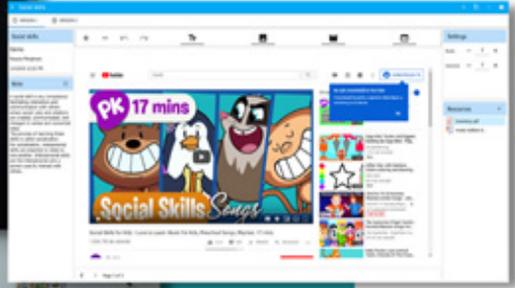
02

## ASOCIATIA INSTITUTUL PENTRU PARTENERIAT SOCIAL BUCOVINA

ROMANIA



Co-funded by the  
Erasmus+ Programme  
of the European Union 



**COB Alt**

Cognitive Optimization By  
Assistive Learning Tool

[www.cobaltea.com](http://www.cobaltea.com)

# COBALT

## An Innovative Digital Tool for Disabled People with Learning Difficulties

### Initial Situation

In Europe, there are about 80 million people with disabilities, which means one person out of six. Among them, many are discriminated in their daily life and this is the reason why the European Union has decided to set up laws and strategies to provide equal opportunities.

According to the Charter of fundamental rights of the European Union adopted on December 7th, 2000, any discrimination based on disability is forbidden (article 21). At the same time, this Charter recognizes that every disabled person has the right to autonomy, social and vocational inclusion and also to take part in the community (article 26).

Numerous reports and researches done at international level, show that the use of ICT for disabled children and youngsters is of interest, more particularly for the ones suffering from autistic

disorders (Konstantinidis et al., 2009; Renaud, 2012). Computers are regularly used by dyslexics. There are tablets for people using Braille and many other companies have developed advanced designs and equipment that fit the needs of disabled children; they are constantly innovating up to the point that they can bring solutions which were not even imaginable a few years ago, by using the global technological evolution.

### Project Objectives

This project is designed to develop an assistive digital tool to ease the access to qualifications for disabled people with learning difficulties. Using a specific protocol to implement the application, the target of the program is to instruct the trainers so that they can use this tool and integrate it within their daily practice.

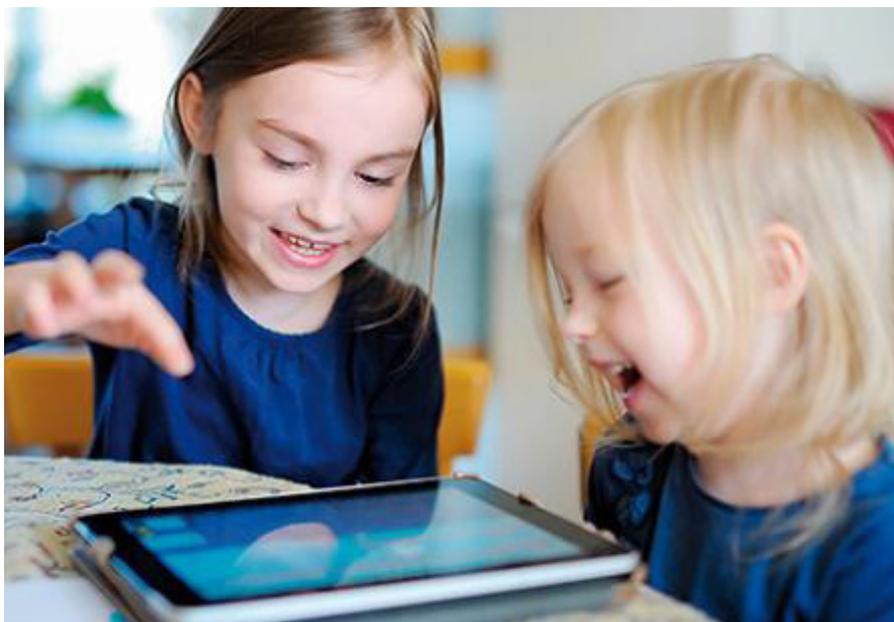
This project targets the IVET (Initial Vocational Education Training) and CVET (Continuing Vocational Education Training) learners with cognitive disabilities, which includes people that suffer from dyslexia, dysphasia, high functioning people with autism syndrome, people with attention deficit disorders, etc. Our main focus will be on EQF 3 level which represents the first level for a vocational diploma.

The first assumption is to organize the environment for each user to the specific needs of the young learner in a widened pedago-

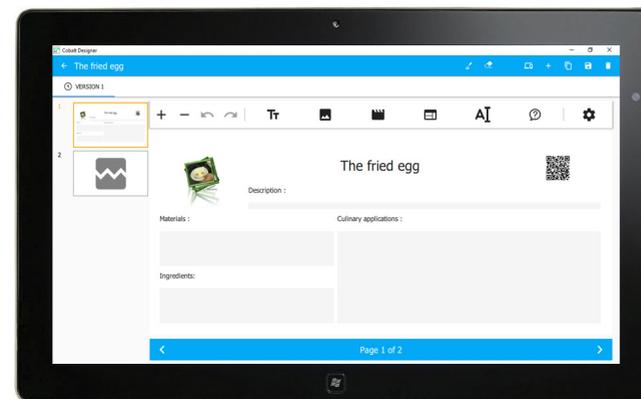
gical context, which facilitates the process to enable each user to have better results. In this project, the assistive digital tool is a pedagogical tool which should modify the learning parameters and customize each users' pathway.

## Development and Progress

This project aims to help users with cognitive disabilities to achieve qualifications. The difficulties to understand abstract knowledge, to put into practice the theoretical knowledge, to memorize are additional difficulties preventing learners to pass complete vocational certifications. Thereby, it is necessary to contribute in a different way for these young people to acquire knowledge and



competencies, through the process of taking one task at a time in order to implement the learning process and develop autonomy for future professional situations. Through this program, we will empower them to have a smooth vocational inclusion into the labour market. Digital tools will be of a real added value in this process.



*The working sheet of the digital tool showing a created lesson.*

**COBALT (Cognitive Optimization by Assistive Learning Tool – 2017-1-FR01-KA202-037144)** is an Erasmus+ project gathering partners from 4 European countries: Estonia, France, the United Kingdom and Romania:

**GIP-FCIP de Normandie (leader)**, a department of the head office of State Education, which enables public educational institutions, initial or ongoing, to develop projects, mostly with EU funding under Interreg, ESF and Erasmus + projects.

ACCES MAN by STARNAV, a French digital SME, specialist in extraction of geometric data by image processing. Situated in lower Normandie, France, near CAEN, the team of STARNAV is composed of 4 doctors or engineers in physics and computer science.

OÜ KEERUB – enterprise engaged in job marketing and social sector, founded in 2003 and is dealing with different job market services, trainings and social services in Tallin, Estonia.

BUCOVINA INSTITUTE (Asociația Institutul pentru Parteneriat Social Bucovina) – non-governmental organization founded in 2011, non-profitable, which aims to support the sustainable development of communities in the North East of Romania, South –West of Ukraine and entire Republic of Moldova through learning partnerships projects and organizing continuing training programs for Adults.

Plymouth & District Mind – an incorporated mental health charity operating in Plymouth, UK since 1984.

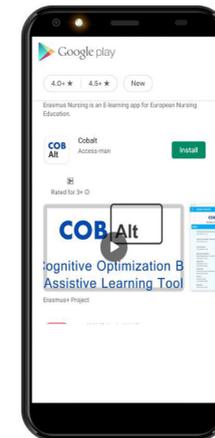
Within COBALT project, we have designed a versatile app likely to meet the needs of a heterogeneous group with learning difficulties and introduce digital technologies to these learners by developing innovative and customizable solutions in order to:

- Facilitate the understanding of instructions and tasks to be carried out.
- Contribute to a better link between theoretical knowledge

and their practical implementations.

- Facilitate memorizing.
- Enable the portability of tools in different environments.
- Help teachers/trainers to present the activities carried out when oral expression is concerned.

This app has been co-developed with several teams of teachers, one from each country. They contributed to its improvement through the experimentation of version 0 app and ongoing feedbacks. Their help was a real added value as they could provide us with their needs from a pedagogical viewpoint in order to meet their practical needs.



*The Cobalt Designer application for Android can be installed from Google Play Store.*

In each country, several meetings were held in order to clarify the needs and make pedagogical requirements understood by digital experts. In the meantime, teachers and trainers had to understand the limits of this tool and to acknowledge that choices had

to be made which implies that some options may not be possible to implement.

In each vocational school, several trainers/teachers were involved so that we get different insights and have a reliable feedback. Due to the Covid situation, the experimentation phase was postponed but we plan to start this phase soon.

The app enables teachers to create customized contents according to the needs of learners: with pictures, videos, sound tracks, specific presentations, tests to check the comprehension of contents. The application's user interface was designed to be intuitive and easy to use and takes into account the problems that learners with disabilities might have when using a digital tool. This makes trainers and learners alike speed up the learning process. The Cobalt Designer application can be installed and used on

multiple platforms, such as: Windows PC, Windows tablets, Apple iPhone, Apple iPad and Android smartphones. The app also features a Cloud platform that keeps and helps distribute created lessons and topics. The Cloud can be accessed from any device running Cobalt Designer.

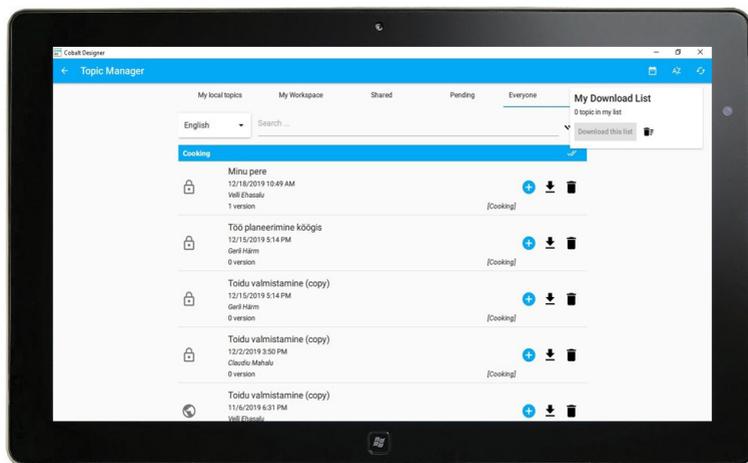
Here is the list of the vocational schools involved in the design phase:

- Flora Tristan vocational school, in La Ferté-Macé (France)
- Curie Vocational School in Saint- Lô (France)
- EREA Yvonne Guégan in Hérouville-Saint-Clair (France)
- Devon Mind in Plymouth (The United Kingdom)
- Oü Keerub in Tallin (Estonia)
- Viljandi Kutseoppekeskus in Viljandi (Estonia)
- Campulung Moldovenesc Special Vocational School in Câmpulung Moldovenesc (Romania)
- Suceava Special School in Suceava (Romania)

## Initial Results and Perspectives

We wish to create a digital tool that will be sustainable and usable by learners with cognitive disabilities in order to help them pass certification.

Bringing this new tool will create a favourable environment which will meet the needs of cognitive disabled people with learning



*The uploaded materials that can be accessed and downloaded from the*

difficulties. It will help the teachers deal with the heterogeneity of the group by proposing customized solutions to every learner. Moreover, the use of such a tool can develop the autonomy of the learner which is an important aspect in the professional world. It is, thus, necessary to develop this autonomy so that they have a good professional inclusion in the labour market.

The use of images is a good way to facilitate the comprehension of certain written elements and the purpose of it is to bring down recurring cognitive barriers. The design of the protocol for the experimentation, assessment and the process itself, as well as for the other activities related to the project, aim to create collaborative work not only among all members of the teaching community but also the families of the learners.

Moreover, the work we will undertake can also be extended to learners who are home schooled when mainstream education is not suitable for them. A collaboration can be considered with the home-schooling network.

## Project Contact

COBALT -Cognitive Optimization by Assistive Learning Tool,  
2017-1FR01-KA202-037144

Bucovina Institute

Suceava, Oituz street, no.30, 720201, Romania

Project manager: Petru-Vasile Gafiuc, pvgafiuc@gmail.com

Trainer/Researcher: Claudiu Mahalu, claudiu.sepal@gmail.com

www.cobalteu.com , <https://www.facebook.com/cobalteu>

03

## DIGIDAK, AN INITIATIVE FROM BLENDERS

BELGIUM



### Starting Point / Aims / Target Group(s)

Digidak is an initiative of Blenders and a social innovation project developed by UNIGO who wants to make social inclusion possible in the rural context. Digital skills are indispensable in today's society. From now on more and more services are provided digitally and the natural social cohesion, as was always present in the villages, has been replaced by a more superficial network on social media.

The mission statement of Digidak is to strengthen and connect people by means of ICT. Digidak wants to close the digital gap and enable digital skills for everyone. Digital inclusion is a fundamental right for everyone, so they aim to connect and empower communities and make them digitally emancipated.

Digital inclusion is often limited to the cities or municipal centers and is organized in centralized buildings such as the municipal or municipal library, in an LDC or school in the center. In the rural context, we find this type of public computer rooms much less and certainly not in the countryside. However, due to the centra-

lization of services, the need is just the highest here. But we also often experience the most suspicion in these neighborhoods of working with the computer. Due to the relocation of children and grandchildren from rural villages, the digital network of those left behind often disappears. A specific approach is needed to reach them and to inspire them to go digital. That is why we initially organize connecting activities with a non-digital character and more focused on pure social cohesion.

From our proven concept of cohesion-enhancing neighborhood initiatives in Dessel, Kuringen and Schorvoort, we want to encourage rural municipalities to focus on cohesion by means of digital inclusion in Unigo community centers. These community centers can be embedded in vacant buildings or buildings with dual use in the countryside, such as village schools or community centers (parish halls, rooms of associations or sports clubs, etc.) We recruit local volunteers and train them to play a social and connecting role in the community. Where necessary, they can refer you to



the right help and services. Moreover, we train the volunteers to teach digital (basic) skills to their neighbors. With the applicable platforms and at the pace of the slowest, so that everyone is involved and henceforth knows how to make maximum use of local (digital) services.

## Development and Progress

In the first phase, we conduct an outreaching and easily accessible neighborhood survey, based on appreciative inquiry. With the historical neighborhood context in mind, we are going to get started to interview people from previously experienced events and organizations. We ask them what they like to do, what they want to learn and what they themselves want to teach to others. With the results of this research we prepare a social network analysis, in which we connect people with equal needs and wishes to each other.

We then set up activities together with the residents to meet the above questions. UNIGO bases this on Activity-based community development. We offer what the neighborhood requires, tailor-made and as accessible as possible. In addition, we focus on social activation, whereby the residents themselves take an active role in organizing the events or meeting. In this way, local residents also get the chance to work for the community and the burden does not end up on the shoulders of the associations alone.

By focusing on local talents and existing competencies, we increase the chance of participating in activities and training courses with a digital character. With the renewed confidence we get to work to get the people behind the computer. Often by organizing activities with a non-digital approach, of which we together make a presentation afterwards.

The sub-villages in our region are often remote, do not really belong to the center of the municipality, often have no real village center (anymore) and are often cut in half by a regional road. Where in the past the post office, convenience store, bank branch, local library and the many cafés served as a connection, nowadays virtually nothing is left in the villages. Moreover, the sub-villages are usually not optimally accessible by public transport. The nearest bus stop is too far for many people in need of care.

Figures from 2017 (Flanders statistics) indicate that the situation in our region (Zuiderkempen) is alarming; the aging population is growing faster than in the rest of Flanders, especially the number of 80+ is rising faster. The number of people entitled to a living wage is rising faster than in Flanders, there is less sport despite a higher number of sports clubs per inhabitant and there is less feeling for culture than in the rest of Flanders. 44% say they are not satisfied with public transport and house prices have risen more sharply than in the rest of Flanders.

The intention is to give everyone in the village the chance to participate in socio-cultural life. The community center and its „resi-

dents“ will be a point of contact. Together we can provide information about living and well-being in the village and inform people about self-reliance and extended independent living at home, in collaboration with local welfare actors. The community center becomes a space where people can go for accessible meeting, reinforcement and connection, but also for all their questions and needs.

Finally, we organize information sessions and workshops on various topics, customized and at the request of the local community. Volunteers play an important role in the operation here. It makes people feel useful again, gets a place in society and can further develop their capacities. In this way, the easily accessible meeting and activities can strengthen the social network so that local residents can continue to live independently and in an integrated way in the community for as long as possible.

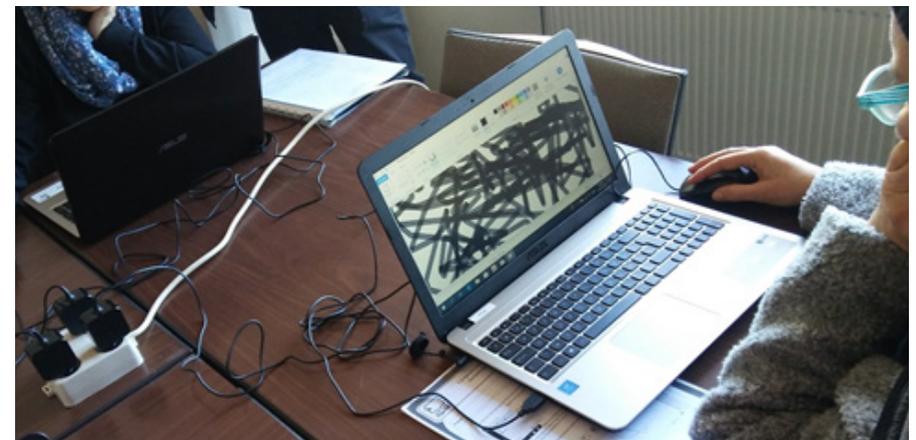
Since 2003, Digidak has been supporting people in learning basic IT skills with a view to social connection. In the past, the focus was mostly on adults and the elderly, because they felt the greatest consequences of the digital divide. It was always about the combination of social and digital impact. In terms of content, the courses are aimed at people who have no or a minimum of digital knowledge and they always work at the pace of the slowest. Our goal is to give everyone the confidence that computer knowledge is also available to them. During the free walk-in our students get the space to practice and they can make free use of the available computers and the internet. But they are also welco-

me for a chat, a listening ear and for knowledge sharing. They can also bring their own device every time.

In the meantime, experience shows that young people, especially young people who are less or less likely to participate through social exclusion mechanisms, face this digital divide every day.

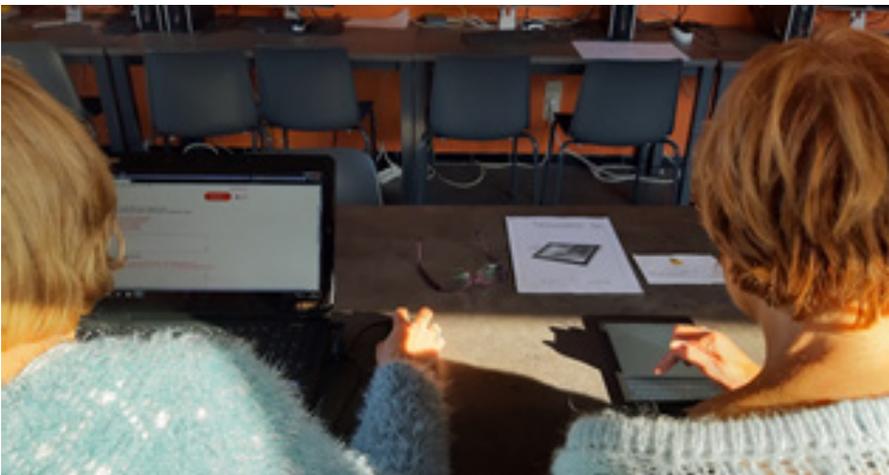
## Results and Perspectives

Our public computer room, embedded in the neighborhood point, can be visited free of charge by local residents. We work with local volunteers who teach their own neighbors or support initiatives and activities. The emphasis is on digital support, but we also have volunteers who take on other tasks at our locations. Think of the maintenance of the meeting room or the garden, dressing and decorating the room, designing flyers and / or carrying around in the neighborhood, etc.



By expanding their range of duties and giving them ownership of our operations, we have been able to bind us to a new type of profile. From now on, as a volunteer, you do not need to have digital skills (only), social affinity and interest in creating and maintaining social fabric are just as valuable to us. If the volunteer wants to strengthen himself digitally, we will naturally be happy to train him or her for this.

In this way our number of volunteers is growing, but at the same time the social cohesion is growing in the neighborhoods where we are active. After all, people meet again in our operation and together they also take on more and more care tasks for their neighbors. That has grown almost organically. After all, a Digidak location is not just a space where you can be digitally enhanced, it is primarily a meeting place, where digitization is used as an excuse to bring people together, around a common need or interest. One can also stop by for a cup of coffee and a conversation,



for many of our visitors this is a weekly activity.

As a result, most thresholds are being removed and we have a nice social mix in our operations. In social residential areas where we are active, that mix is completely balanced. Here, more and more people in (underprivileged) poverty find their way to our operations.

Society is increasingly relying on digitization. In the social residential areas where mainly vulnerable groups live, the step to digitization is not obvious. Budget poverty, low education, unemployment, cultural diversity, etc. make this even more difficult. Through this easily accessible project, we want to give the groups that lose connection the opportunity to familiarize themselves with the digital world and thereby strengthen their chances in society.

#### Facts and Figures:

- + 20.000 unique visitors to our locations
- + 200.000 registrations
- + 200 volunteers in 37 locations in 15 cities and villages

## Project Contact

Digidak, an initiative from Blenders

Contact person: Kris Verellen, kris.verellen@blenders.be

Website: <https://digidak.be/en/> or <https://www.unigo.be/>  
or <https://blenders.be/>

Websites: [www.die-querdenker.at](http://www.die-querdenker.at), [www.netak.at](http://www.netak.at)

04

FUNDATIA CRESTINA  
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ROMANIA



## Irisz House

# Computer Course for People with Disabilities

## Start of the Computer Course

In the beginning of 2019, Irisz House (Írisz Ház) launched a computer operator course for people with intellectual disabilities, with the goal of learning how to use computer treatment and applying the acquired knowledge. Irisz House is a meeting center for people with disabilities in Sepsiszentgyörgy (Sfântu Gheorghe). The room for the computer course was provided by the “Palace of Students” once a week.

We started with 12 young people of different disabilities and ages. We met every Tuesday at six o'clock where we mastered the basics of the computer and then the word processor. There were those who already knew computer management and there were those who learned it in class. The course of the lessons was special because they had different levels of knowledge, so they learned with different methods and tools.

There were those who studied using a flipchart board, to whom we projected the material with a projector, and so they could

project the material. Most of them, on the other hand, worked on computers and studied that way. After recovering from the initial difficulties, they developed rapidly. They learned to edit text and then were given different tasks. They wrote letters, emails, requests, small reports on their daily activities.

We conducted a smaller survey every three months to check what level they had achieved. In the evaluation, we examined comprehension, writing, or the use of drafting programs.

## A Further Course

In the further course they were given more complex tasks, such as writing a newspaper article or smaller stories, developing tasks for imagination and creativity, and recognizing and applying associative, more complex abstraction processes in a given context.

During the first year of the course they were not only practicing with word processing programs, but also writing emails or using CDs and DVDs. Powerpoint presentations were made with pictures and short descriptions.

At the beginning of the second year, everyone could write on the computer and start it without help. For the second year our goal was to write a script and create an animation using a computer. We use two programs, Photoshop and Adobe Animation.

The animation will take more than 3 minutes. In a first step the participants came up with different stories that they developed themselves. Then we decided the story that we liked best and wrote a script based on the selected story. After the script was completed, they started drawing storyboards.

## The Course During the Pandemic

The pandemic has meant that we have had to interrupt our work on the story. The story to be created graphically on the computer, is about personalised colors and shapes. The shapes are looking for suitable partners between the colors to marry. From the marriage of colors and shapes, colorful geometric babies are born.

During the course, we followed the process of personal development with the help of a psychologist from the "Írisz Ház" which is



a meeting center for people with disabilities of Diakonia Sfantu Gheorghe. A positive development can be observed among the participants from simple information entry to complex tasks, from writing to drawing and storytelling to complex forms of communication.

We use the computer as a tool for learners to accelerate processes and to see and understand the virtual space. Participants continuously develop their skills. With patience and perseverance, learners become users and benefit from their new digital literacy during the pandemic.

The computers for the course were provided by the "Írisz Ház" and the use of the Internet was made possible for us by the "Student Palace". The community-building function of the computer course remains with us during the pandemic. We now hold online classes and can meet digitally once a week.

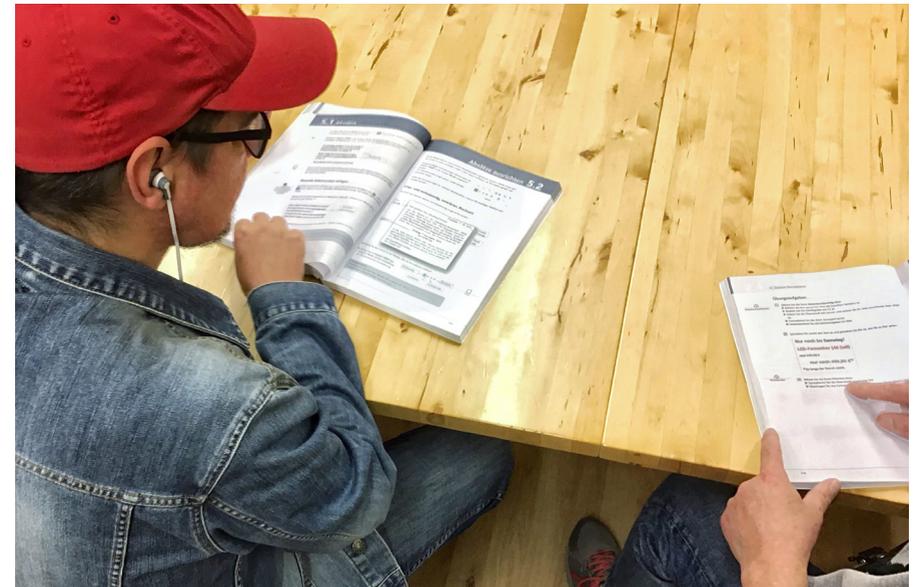
## Projekt Contact

Fundatia Crestina Diakonia Sf Gheorghe Romania  
Írisz House/ Írisz Ház  
Sf Gheorghe, str Lacramioarei 5. Jud Covasna  
Phone 0040267315560  
iriszhaz@yahoo.com

05

CARITASVERBAND  
DÜSSELDORF  
ETAPPE

GERMANY



**‘IS SO’**

## **Intermedial Training of Substituted Opiate-Addicts in the ETAPPE training offer**

### **Digitalisation, Yes – But is it For Everyone?**

In the era of digitalisation, everyone can be whatever they wish, with less importance attaching to an individual’s actual character. Social networks such as Instagram, Twitter or Facebook give people broad flexibility in the roles they wish to assume, but this flexibility is typically limited to a person’s external image – limited to suggestion and appearance. While it may help showcase social status without any problems, at the same time the Internet manages to establish new language spaces far beyond the barriers of local space. Digital apps are available everywhere. They are cost-efficient and perfectly suited to disseminating one’s own views worldwide in a very short period of time. This permits a sense of community that is constantly evolving, overcoming spatial constraints and thus offering the potential to create new opportunities for social interaction. Against this backdrop, visualising and communicating one’s own thoughts is considered a basic condition for taking part in the digital transformation. That is because having a language of one’s own is a source of autonomy.

But how does media-based expression become more important for people who live within our city yet far from the fringes of digital socialisation? People who want to talk but can’t find their voice, who meet their interlocutor behind a train station, not on Internet platforms, and who associate addiction not with online shopping but with physical deprivation? These are the questions that motivate the project named Is So, which stands for ‘Intermediale Schulung Substituierte Opiatabhängiger’ (‘Intermedial Training of Substituted Opiate-Addicts Individuals’). The project is part of ETAPPE, the work and employment offer of the Caritas Association of Düsseldorf. People who suffer from addiction live in social isolation. This fact now threatens to expand into the ever-growing realm of digitalised offers. With these facts in mind, the project seeks to offer individuals who suffer from addiction the basic expertise they need to navigate, and express themselves in an inter-medial world.

### **Meaningful Employment**

ETAPPE gives opiate-dependent individuals who are undergoing medical substitution treatment an opportunity to participate in meaningful employment. With no comparable offer anywhere else in the city, the facility is well-known among Düsseldorf residents who suffer from addiction and want to restructure their lives. Low-threshold job offers encourage them to get involved in artisanal activities and improve their expertise in the use of com-

puters. With individual skills and previous knowledge taken into account, the aim of the project is to promote, maintain and stabilise these individuals' abilities to work and perform in society. The positive impacts of this initiative include health stabilisation and the reinstatement of boundaries that keep clients from returning to the drug scene.

There is a total of 24 people participating in the measure, which is initially designed for a participation period of six months. Participation can be extended to a total of up to 36 months. With more than 1,500 people receiving medical substitution treatment in Düsseldorf, those with an interest in ETAPPE are first added to a waiting list. More than two-thirds of the participants in ETAPPE are male and over the age of forty; these clients typically present pre-existing physical and psychological conditions. Combined with inadequate school and career qualifications, gaps in their employment history, debt, non-mastery of everyday routines, problems with social relationships and criminal difficulties, these factors have reciprocal impacts on work and community participation.

## The Final Percent

Educational institutions, public agencies and social enterprises are increasingly turning to digital technology as a way to impart knowledge. As we are discovering in ETAPPE, participants welcome an opportunity to work with contemporary devices, learn

creative ways of expressing themselves and disseminate content in a thoughtful way. Many addicts either have not yet experienced digital socialisation, or else they have experienced it in settings solely confined to the entertainment sector. They lead lives of dependence on the states aid system, increasingly losing touch with public offices, community-based sources of support and the healthcare sector as these entities increasingly offer their services in digital form. And although the availability of broadband Internet in German households has now reached just under 99 percent, people who suffer from addiction are not direct beneficiaries of this trend. Their access to the Internet is limited to the use of public hotspots, visits to Internet cafés and purchases of prepaid credits.



ETAPPE's existing IT offer conveys computer basics. Along with the technical set-up of computers, participants work with spreadsheets, word-processing programs and the possible applications of the Internet. There are also open-ended discussion groups that encourage interaction among clients on computer-related topics. Thus far, the target audience's determination to deal with and express themselves about these devices has been confined to acquiring the kinds of knowledge that offer no direct linkage to the everyday lives of addicted individuals. There is scarcely any consideration of the digital transformation in the social realm, and the knowledge acquired lacks applicability to the practical world.

## Conscious Communication

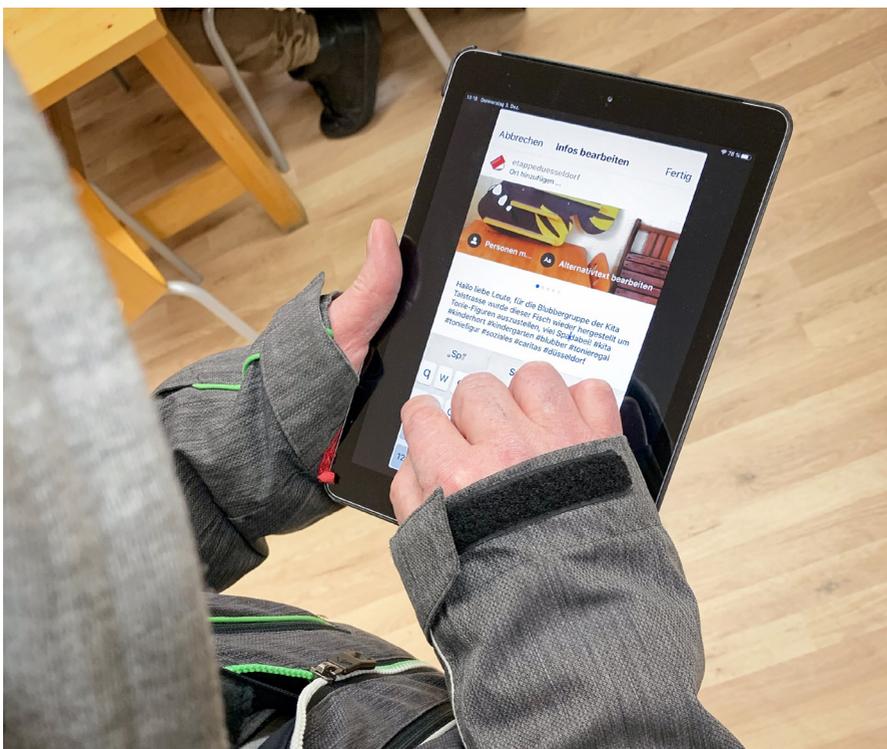
Creative outreach in technical education, and the media skills fostered as a result, will put addicts in a position to make their subjective experiences of the limitations of addiction accessible to a broader public. To do so, they take part in theoretical oriented training modules, which enable practical outcome. The modules focus is on a critical review of past and future digital develop

ments, including social impacts of these developments. Discussion of the workings of algorithms and the way digital platforms work is designed to promote a thoughtful approach to online content. Development of communicable, subjective and realistic



forms of expression using graphics software will play an important role, too, as will the creation of an in-house podcast. These kinds of basics in digital communication are complemented by basic of public relations work. Participants are encouraged to implement their own ideas independently – and to communicate these to the outside world. Hidden potentials, forgotten strengths and a longing for social inclusion are taken into account. Program participants independently investigate current problems in their own mid-life situation, impactfully translating their findings into images, sounds and written words.

In the addicts immediate surroundings, it becomes more important to be able to communicate directly to the world beyond ETAPPE in spontaneous and up-to-date ways. It makes the operation of one's own mobile phone quite important, and this particular skill



also figures into the practical elaboration of the training modules. The aim is to grasp conscious use of the device as a social skill rather than something mainly technical in nature. It affords direct interaction with a broader audience – and this is an opportunity one may never personally enjoy away from the digital platforms. So the ability and willingness to operate these devices constitute a precondition to independent and communicative expression.

## Is Halt So (That's Just the Way it Is)

Not only do clients who suffer from drug addiction learn to create works of their own; the project also focusses on the subsequent presentation of these works. Exhibitions in public spaces, posts on social networks and the digital archiving of podcasts all foster a sustained rapprochement between the affected individuals and the general public. Establishing and maintaining dialogue on an equal footing creates the conditions for a kind of inclusion that is emancipated from preconceived social notions.

Technology, and the awareness of how it can be used, serves to empower the target group. Establishing skills in thoughtful communication among members of what to date has been a digitally underdeveloped subculture fulfils the basic requirements of the Caritas campaign for 2019, 'Social needs Digital', and of the digitalisation strategy for the German state of North Rhine-Westphalia. For drug addicts, IS SO opens up new room for manoeuvre by equipping clients with the knowledge and tools they need to lead a self-determined life.

## Project Contact

Caritasverband Düsseldorf ETAPPE  
Erftr. 24  
40219 Düsseldorf, Germany  
<https://www.instagram.com/etappeduesseldorf/>

# ASOCIATIA INSTITUTUL PENTRU PARTENERIAT SOCIAL BUCOVINA

ROMANIA



# SEPAL PROJECT

## An Integrative Approach

## Through Statistics

## Communication and Online

## Platforms

### Initial Situation

In Europe, the 94 million Europeans between the ages of 20 and 34 years old represents a tremendous resource. Yet, in 2019 the youth unemployment rate for young people in the EU was 37.6 % among those with a low level of education, compared with 14.3 % among those with an intermediate level of education and 9.6 % among those with a high level of education. As such, people with a low level of education in the EU were almost four times as likely to be neither in employment nor in education and training as those with a high level. Even when young people do work, their jobs tend to be less stable and less paid; early leavers from education and training are a high-risk group; resignation rate tends also to be increased among this group. An indicator that tries to capture young people's participation in the labor market is the one known as „NEET (not in employment, education or training). NEET rates in the EU Member States for people aged 20–34 with a low level

of education ranged between 17.4 % (Luxembourg) and 48.7 % (Greece) in 2019, with a rate higher than 50 % in Ireland (51.1 %), Bulgaria (51.5 %), Croatia (55.9 %) and Slovakia (66.2 %). It is considered that NEETs are being exposed to a higher risk of social exclusion and labor market exclusion.

The SEPAL project (Supporting Employment Platform through Apprenticeship Learning) is financed by Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment.

### Project Objectives

Romania, along with Spain, Greece, Poland and Lithuania are working towards a great goal: that of implying youth in the labour market, which contributes significantly to increase the level of wellbeing and development of each individual, but overall, it helps to raise the economy of each country.

In SEPAL project are targeted NEETs from vulnerable groups that can belong to all seven subgroups (Roma ethnicity, migrant, low skilled, risk for poverty, mental health problems, mental disability, physical disability), especially long-term unemployment, discouraged workers and other reasons for inactivity categories.

The provided services of the SEPAL program are destined to serve and direct the NEETs to accomplish their desires and interests, according to their knowledge, competencies, abilities and ed-

ucation. Besides guidance and counselling, SEPAL program allows us to financially support the NEETs to take different types of courses to get a certificate that helps them get the job they desire.

To summarize, the focal point of the SEPAL project is the inclusion of the NEETs on the labour market, to ensure guidance and support through the whole process of employment and to offer vocational counselling services for a better understanding and integration of each individual.

Within our process of assessing, supporting and counselling the NEETs, we use the power of statistics, communication and the online platform to evaluate the progress, to keep in touch with the individuals in the program and to register all the details and documents for each NEET from all the countries that are part of the SEPAL program.



## Development and Use of a Database in SEPAL

In order to achieve the targets of the program and to keep track of our progress and current situation with the NEETs, we decided to develop a database to use the power of statistics to be up to date with all the information needed, such as: how many people are in apprenticeship program, how many in learning on the job phase, what percentage of the them is working in the medical field/HoReCa/office work/cosmetics, what's the percentage of the registered males/females, how many are immigrants/Roma/people with disabilities, and so on.

Statistics is the discipline that concerns the collection, organization, analysis, interpretation and presentation of data. It relies on data collection, and on large enough samples. Depending on the level of complexity required by a certain study and the statistic model used, we can provide different outcomes and information about the participants in the project. Specifically, we use statistics to see how many people we are actively helping, and to figure out details about them that help us do our job better. It's one thing to know, for example, that we have helped 150 people out of 800 registered, but more important to know details about those 150 (for example, information about what made them better candidates than the other 650; is it the experience they have, the digital skills, competences for writing a CV, social skills or others?).

Digging deeper, we find that 15 are migrants, 53 are low skilled, 19 are disabled people, 12 are Roma and 49 are at severe risk of poverty. That means that statistically we can better help low skilled and severe risk of poverty people than disabled people, Roma and migrants. It can be explained by the reluctance of the employers or LSCs, or it might be a language barrier issue. Also, we know that 67% of them have an email. That leaves 33% that don't. Could it be their lack of ITC skills that prevent them from getting a job? Overall, it shows us where we need to press on more.

Furthermore, statistics has a direct relationship with the process of communication and counselling. Following the statistical analysis, we discovered that a certain approach is useful and

helps us in the process of communication and counselling with the NEETs. After running a statistical analysis, we find out what works best for each category involved in the project. For example, immigrants or people with disabilities need several counselling sessions or maybe some categories prefer to communicate through social media/online instruments rather than face to face. This kind of information helps us decide which is the best method to approach a specific category in order to successfully achieve our goal.

Overall, that's where statistics shine and give us a better understanding of what we have achieved, and even more important, of what we have not achieved and where we need improvements. Statistics give us an overview on the whole project and the evolution within it.

## Digital Communication

Our first interaction with the NEETs is made through the vocational counsellor who creates a relationship based on trust, which is built through communication. The counsellor gathers information and evaluates the NEETs' abilities, aptitudes and competencies through a vocational assessment. The SEPAL program requires an efficient communication between the counsellor and the NEETs in order to achieve the purposes and desires of each individual in their process of employment.



*NEETs section on the SEPAL platform where the WISERs complete reports, evaluations, counselling, etc. When the tab is green, it means that everything is completed within the tab.*

Taking into consideration the difficult times that we live in nowadays, we have increasingly switched from classical method to communicate to digital instruments.

As a result, alongside the face to face conversations, the WISERs (autonomous economic entities whose main objective is the professional integration) and NEETs use the chat platform that has been created particularly for them. The chat window is presented as a tab on the SEPAL Platform (<http://projectsepal.com>) that is easily accessible. Through the chat platform we keep in touch with every person registered in the project, we post new information and opportunities for jobs and careers and keep track of the evolution and progress of each individual. Besides the chat tab on the platform, we also use other online instruments to be in contact with the NEETs, such as Zoom, Gmail, Yahoo, Whatsapp, etc.

Additionally, WISERs team (WISERs from Romania, Spain, Greece, Poland and Lithuania) communicates frequently, sharing best practices they use and obstacles that they encounter through two meetings a month, organized on the Zoom Platform.

Thankfully, the technology that we have nowadays has made our work in the SEPAL project easier. Its accessibility and the ease with which we can connect to social networks through the internet helped us a lot to always be in touch with each NEET from the program.

## SEPAL Platform

In order to keep all the information we have about the NEETs and the WISERs in the program and to see the evolution of each country in the project, we developed a database where we collect all the details, evaluations and documents needed. The SEPAL platform is a modern digital framework, designed to centralize the project's data and information, having many tools and modules, such as registering the NEETs, uploading the documents needed, posting available jobs, the counselling and evaluations that are made, and so on. One of the biggest advantages of the platform is that it can be accessed from any modern digital device that has internet connection

Its modular design helps us implement new tools, modify or improve old ones and add other functionalities if needed.



*The SEPAL platform that permits direct access to posted jobs, moodle, registration of the NEETs, WISERs' section, Chat, etc.*

For example, the embedded Moodle platform helps us create documents and tests for WISERS to improve their work. The CHAT platform connects WISERS and NEETs and engage them to interact and exchange information, jobs and experiences. The SEPAL HUB module contains all the information about the NEETs from the program, counselling sessions, WISERS and LSCs' and helps us keep track of the stages and evolution for each individual. In addition, all the NEETs have the possibility to self-register fast, easy and safe, without the need to fill in paperwork or waste time on phone calls.

We can also promote our SEPAL platform on social media sites in an easy manner, using links aimed at specific pages or modules. This makes it accessible for everyone in need (NEETs) to find information about our SEPAL project and enroll.

The SEPAL platform is a real life saviour thanks to its options and benefits, it's a place where we can stock data (documents, information, conversations, etc.) that is easily and safely accessible, but even more than that, it makes our work easier throughout the program.

Moreover, using the SEPAL platform facilitates the learning process for the NEETs regarding the use of the digital devices and services. Starting with the online registration where individuals have to complete the details about them (name, contact, address, level of education, interests and hobbies, work preferences, etc.),

they easily can access, from the same page, the available jobs that are posted on the platform. Later, they can create an account with which they will connect to the chat window where they have the possibility to communicate with the others. From the very first page of the platform, they can access the NEETs section where they can see their status and find the documents used during the whole process within the project (CV, Certificates, employment contract; they can always login and download/use the documents they need). Also, in the registration process, they can identify their interests from the existing list (gardening, designing, photography, reading, creating content, driving, public speaking, etc.) which helps them vocationally orient to what they desire to do in the future. This way, we motivate, encourage and introduce the NEETs to start using the opportunities that the digital world has to give. Overall, the SEPAL platform has several opportunities of learning which promotes the use of technology, specifically, it teaches them how to deal with digital media, find a job using the online platforms, safe handling of digital communication, build the ability to apply digitally for different jobs, raises awareness of opportunities and risks of digitalization, etc.

Besides all things described above, having an online database helps us create statistics by exporting data at need, which means that each tool used in the current project is strongly connected one to each other.

## Initial Results and Perspectives

Beginning in 2018, the SEPAL project started as a 3 years program. So far, we succeeded on having 213 NEETs registered in the project, out of which 22 are learning on the job and 17 in apprenticeship program. People started to get interested in the program and come to us with great interest and openness. Having multiple digital instruments that we use, it is easier to get to the NEETs/future potential beneficiaries. Most of the people registered in the program contacted us/heard about us while using the online instruments, such as Facebook, websites for jobs, Instagram, etc.

Our beneficiaries claim that the platform is user friendly, with an attractive design and it's easy to navigate through the website. They constantly post pictures of them, creating a community in which the NEETs and WISERs are always connected. Besides that, posting information about the possibility of taking online courses to get specialize in a certain domain (for example, online google courses) or opportunities to get a job (we often post jobs that we know about/jobs from different other websites) helps the people involved in the project to find a suitable job for them and to get a certificate with which they can apply to different kind of jobs.

As an overview, statistics contributes to establish the stage of the projects every other week, the platform generates the data needed for the statistics, and the online communication facilitates the connection and exchange of the information with the NEETs involved in the project.

In conclusion, we consider that the technology, devices and the instruments that we have nowadays makes out work easier if we know how to use them. As a piece of advice, we strongly recommend for the future projects to implement an online platform, to use statistics to keep track of their evolution and to take into consideration the communication through the online platforms in order to a great objective result at the end of the programs.

## Project Contact

The SEPAL project is implemented by Bucovina Institute (Romania) as a lead partner in partnership with:

- Fundacion Pere Closa (Spain)
- Association ZISPB (Lithuania)
- Social Enterprise Koispe Diadromes (Greece)
- Collegium Balticum (Poland)

More informations you can find on:

[www.projectsepal.com](http://www.projectsepal.com)

facebook [www.facebook.com/projectSEPAL](https://www.facebook.com/projectSEPAL)

or email: [projectsepal@gmail.com](mailto:projectsepal@gmail.com)

Bucovina Institute Suceava, Oituz street, no.30, 720201, Romania

Project manager: Petru-Vasile Gafiuc

DIE QUERDENKER e.u.

AUSTRIA



## “The Bridge”

# Technical Language and Expertise for Migrants with a Health Profession

### Starting Point / Aims / Target Group(s)

The project is developed and implemented by “Die Querdenker”, member of Social Firms Europe (SFE CEFEC), and “Akademie GmbH” from Austria.

The work of “Die Querdenker” is based on personal and social responsibility. They direct their actions to the projection of human dignity and the implementation and improvement of social standards that strengthen the social position of people with special needs. In the process of development, they want to define achievable goals, make well-thought-out decisions and develop plans of action that meet the needs of the individual, the group and the organisation. “Akademie GmbH” is a training institution for people who want to qualify and develop personally and professionally.

The use of the qualification of migrants is the big frame of the project. We have the situation in Austria not to have enough quali-

fied people in the health sector, nevertheless if it is about doctors or caretakers. On the other hand, we have many migrants with an accepted status bringing high qualification from their home countries and being unemployed in Austria or working in the low qualified sector in cleaning companies or something else like this. The missing link is language, but not the basic language in general. It is about the specific language you have to know and use in the health sector: talk like a doctor or a nurse or a pharmacist.

So the idea of the project is to train these people in this specific language. We choose not a simple training course with one teacher in front. We developed a digital concept with a maximum of 10% presence. All the training is done in digital lessons in a single or a group setting. We are using Skype, Zoom and Moodle to run these trainings. In the end our training should help these people to find a job on the Austrian health labor market and not to waste their basic qualification. The results are encouraging and it



*Individual support from our trainers / @Die Querdenker e.u*

looks that we can continue in autumn with this program.

The project is financed by the Upper Austrian Government, so for the customers the training is free.

A big Austrian NGO “Migrare” (<https://migrare.at/>) is doing the acquisition for the beneficiaries. They are focused on counselling services for emigrants and refugees. Because of their work they have all the necessary information and contacts to the people in our focus.

## Development and Progress

Until now, we did trainings for medical doctors, care takers in care centers for elderly and pharmacists. In total we had 30 beneficiaries. Because of the digital approach the impact of Corona was no problem for us because there is almost no physical presence needed.

The training takes place in small groups of 8-10 participants and has two modules with a total duration of 12 weeks.

## Results and Perspectives

The results are good so far. The people are very happy because the content is really focused on profession related contents and

they can use it immediately. They are trained a lot in the communication with patients and also in basic structure about the Austrian health system. At the end, they receive a certificate with an actual classicization of their language skills in German. At the moment we are updating the program for a second round in Autumn for another group of 30 people.

## Project Contact

Die Querdenker e.u.

Humboldtstr. 40, 4020 Linz, Austria

Contact persons: Tom Zuljevic-Salamon and Manuela Mittermayer

Phone number: 00436645213542

E-mail: [zuljevic@die-querdenker.at](mailto:zuljevic@die-querdenker.at), [Manuela.Mittermayer@kooparbeit.at](mailto:Manuela.Mittermayer@kooparbeit.at)



*Small talk in the café lounge / ©Die Querdenker e.u*

08

# FUNDATIA CRESTINA DIAKONIA SFANTU GHEORGHE

ROMANIA



# Ergon Jobs Website

## Jobs for People with Disabilities

### Initial Situation

According to the most recent survey conducted in March 2020, there are 6,345 registered people with disabilities in Covasna County. Of these, 3339 are women and 5697 are adults. The survey was conducted by the National Authority For The Rights Of Persons With Disabilities, Childrens and Adopts (ANPD).<sup>1</sup>

Our Special Workforce Transfer Center, the Ergon Center has more than two years of experience in recruitment of people with disabilities and people with changed working abilities. Our office, on the other hand, has only been able to reach some of the people mentioned above so far. The main obstacles to these are territorial heterogeneity (so far we have only been able to reach people in Sepsiszentgyörgy and nearby settlements, although people live in almost all settlements in the county), legal constraints (GDPR rules, competent institutions cannot provide data about people with disabilities) and that we are available on relatively few channels (e-mail, Facebook messenger) in the digital space.

Another problem is that people with disabilities who are interested in looking for work can find it difficult to come into our office in many cases. This would not be necessary, or only in fewer cases, if they could register online and only appear for the due survey that requires physical presence. Some of this workflow is still available via email, but this workflow is not professional.

### Project Objectives - Digitalisation in Workforce Transfer

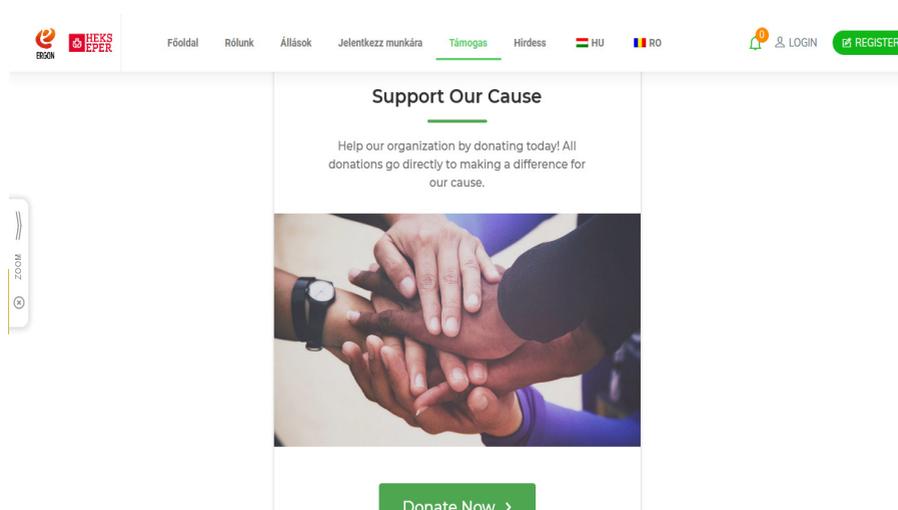
The ergonjobs.ro site intends to provide an alternative solution to these problems. The ergonjobs.ro will be the official website for the Ergon Special Workforce Transfer Center for People with Disabilities, for People with changed Working Abilities and for Disadvantaged People. This site is a gap-filling tool in special recruitment services in our country.



The purpose of our website is to display the services of Ergon Centre online. It is both a useful platform for employees and employers. Both parts can register on our site, create their own profile. This is important because it allows people with disabilities or people with changed working abilities and for disadvantaged people to upload their CVs, and in parallel, companies can advertise vacancies for people with disabilities. The website therefore creates a connection between the two parts and helps them to reach each other easily.

## Increasing the Accessibility

What will make the ergon special, along with other similar websites, is that its use will be designed barrier-free as possible in order to make them accessible to the heterogeneous user group. Therefore icons and pictograms will be used instead of using a lot



of text. For people who cannot read or have low vision, the functions of the website will also be indicated by pictograms. Therefore our educational and/or informational videos and photos will be subtitled with texts. We hope that with the help of the website, more people will find the right job for them as they can choose from several options in one place. The office consultants will help them make the right choice and contact the company. Customers can contact them through the website.

## Marketing and PR Possibilities

We hope that the website will help to make our services more widely known and that the news will reach those who have not been informed about us through the traditional channels (Radio, leaflets, newspaper articles).

We can share the link about our website on any relevant online interface. This will make our services available with one click.

We can display the logos of our partner companies and sponsors on the interface of the website developed for this purpose.

People with disabilities interested in looking for a job or their family members can contact us with questions in the dedicated Forum within the website. These questions will be answered in the desired way (e-mail, telephone, face-to-face meeting) as soon as colleagues have professionally followed the matter.

## Legal Aid

In many cases, a person with a disability or their family is not fully informed of their rights. We plan to make useful informative videos about the most frequently asked questions and problems. These will be published on the website. We will subtitle these videos.

## Projekt Contact

Website (demo version): <http://ergonjobs.ro/>

The promotional video of our services:

[https://www.youtube.com/watch?v=0q5-v-s\\_bbU&feature=share&fbclid=IwAR1TdlowFgdhZcBJSsO18Sdoh26faX8KmOCouc7fnK-T8Ac62nrwGtOn2IA](https://www.youtube.com/watch?v=0q5-v-s_bbU&feature=share&fbclid=IwAR1TdlowFgdhZcBJSsO18Sdoh26faX8KmOCouc7fnK-T8Ac62nrwGtOn2IA)

Fundatia Crestina Diakonia Sf Gheorghe Romania

Sf Gheorghe, str Lacramioarei 5. Jud Covasna

Phone 0040267315560

**Pár szó az Ergon-ról:**

Az Ergon Iroda a Diakonia Keresztyén Alapítvány Sepsiszentgyörgyi Fiókján belül az Írisz Házban működik a régióban egyedülálló speciális munkaerő közvetítő pontként.

Az Iroda főbb tevékenységei kétféleképpen: egyrészt a tájékoztatás az Iroda szolgáltatásairól a fogyatékkal élők, megváltozott munkaképességű és hátrányos helyzetű személyek számára, kapcsolatfelvétel a potenciális jelentkezőkkel, a jelentkezők munkaképességi és pszichológiai értékelése, környezettanulmány (anamnézis) készítése az ügyfél lakhelyén, ezt követi a szerződés kötése, majd a pályaelemzés, azaz az ügyfél számára megfelelő munkahelyek felkutatása, a potenciálisan munkaképes ügyfelek kiközvetítése a munkahelyre, szükség esetén betanítás, majd az ügyfél utókövetése munkába való helyezés után, másrészt pedig a munkáltatói oldallal is kapcsolatban van az Iroda, hiszen cégek felkutatása, felmérése, a velük való kapcsolattartás, találkozók is a feladatkörök közé tartozik.

Tehát az Iroda egy olyan réteget mozdit meg, amely el van szigetelve a társadalomtól, küldetése tehát, hogy a fogyatékkal élők, megváltozott munkaképességű vagy hátrányos helyzetű személyből munkaerő legyen, közösségben legyen, ezáltal szocializálódjon és így értelmet nyerjen az élete, hogy az a bizonyos személy van amiért naponta felkeljen, hogy valahová tartozik, hogy teljesít és mindent megtesz, hogy példaértékű, hasznos tagja legyen a társadalomnak.

A fennebb felsoroltak mellett 2020 januárjától az Ergon Iroda új szolgáltatással bővült, amely keretében 8. és 11. osztályos tanulók számára biztosít pszichológiai felmérést, pályaelemzés tanácsadást, egyéni és csoportos foglalkozásokat a Puskás Tivadar és a Berde Áron Szakközépiskolákban. Iroda szolgáltatásának célja, hogy

09

DUEMILAUNO  
AGENZIA  
SOCIALE

ITALY



# Young people at the Crossroads

## Promoting a Social Enterprise as an Alternative to Rural Exodus and Migration

### Starting Point / Aims / Target Group(s)

The project, launched in November 2019, promotes the start-up of a social enterprise (GIE) made up of 7/8 young people, one with a physical disability, for the construction and management of an Internetpoint - Cyber café that provides diversified services:

- to students in the area for computer literacy and the possibility of doing research, consult online open source databases;
- to local micro- and small businesses to support the promotion of their products (marketing and promotion through social medias);
- support through new technologies for start-ups of young people in the area.

The main aims of the project are to:

1. create alternatives to rural exodus / migration with educational, training and professional opportunities for young people;
2. develop information and training to strengthen skills, awareness, practical skills; favor the territorial network of local international exchange / comparison;
3. develop inclusion of weaker groups, with disabilities, hardships, immigration/ repatriation trauma.

The network of partners is supporting the launch of the “Social Internetpoint - Cyber café” and the implementation of an e-commerce and marketing pilot project for the products of the social enterprise (GIE) of women, working in the transformation of local products.

The target groups of the project are:

- 7 - 8 young people between 16-30 years at risk of migration;
- 40 Women (e-commerce of local products);
- 100 students (middle / high school);
- local fruit and honey producers to sell their products;
- families for education, information and social gathering services offered locally by the Internetpoint-Cybercafé.

The project is financed by the Waldensian Church – Italy <https://www.ottopermillevaldese.org/> in partnership with:

Duemilauno Agenzia Sociale (<https://www.2001agsoc.it/>) is the lead partner of the project and a member of Social Firms Europe CEFEC. They play a very important role with its multimedia laboratory „HeadMadeLab“ which realizes digital products as graphic projects, websites, video clips, animations, video-mapping, installations, 3D prototyping, gadgets, involving the group of „Peer Workers“ and people coming from different vulnerable groups.

CIRCLE Association for International Cooperation and Development (<https://www.circle-association.com/>) is part of the ma-

agement team of the project, engaged in consulting, coordination and supervision activities.

Furthermore, it is partner of the European network Social Firms Europe CEFEC ([www.socialfirmseurope.eu](http://www.socialfirmseurope.eu)) active all over Europe in the promotion of Social Enterprise, the implementation and dissemination of projects and best practices for the inclusion of persons coming from vulnerable groups in work and training field. GIE Bois Sacré is the local operational partner that provides logistical, administrative, relational and training support in Senegal. (<https://www.facebook.com/boissacredjilor/>)

GIE Nanoor is the women’s enterprise of Djilor that works in the transformation of local products and collaborates for the realization of an e-commerce and marketing Pilot Project.



*IT training session with the group of young future entrepreneurs at Djilor*

## Development and Progress

In January 2020, a one-week training internship took place at Djilor (Senegal), useful for creating the group and start with training sessions on the topic of social enterprise, balance of skills, theoretical basis of information technology and computers, the use of platforms, multimedia tools and graphics programs.

During the same week, the group worked, both theoretically and practically, to acquire the skills for the use of IT tools, aimed at creating a promotional graphic product for a customer, the first the social enterprise (GIE) Nanoor. Currently, due to health emergency, training sessions are continuing partly in online mode.

## Results and Perspectives

The present project - however slowed down by the health emergency - has a duration of one year, lays the foundations for a subsequent development. The follow up project, just presented, is waiting for funding and provides the following actions:

- strengthening the training of the young people who set up the start-up, with the consequent diversification and innovation of the company's services. Develop multimedia design and creation tools to promote the products of small and medium-sized enterprises in the area;
- construction of the autonomous headquarter of the Social Cyber Café which, in addition to providing the classic services of the Cyber Café, can become a pole of attraction, training and common work for young entrepreneurs in the area and for the development of new start-ups, evolving from third year onwards in a social and technological innovation incubator;
- activation of the connection with the Senegalese, Italian and European territorial network that works on the start-up consolidation and culture of social enterprises.

## Project Contact

DUEMILAUNO AGENZIA SOCIALE -  
Società Cooperativa Sociale Impresa Sociale  
Via Colombara di Vignano 3, 34015 Muggia (Trieste/Italy)  
Contact person: Felicitas KRESIMON  
Phone number: +393355401873  
E-mail: [fkresimon@2001agsoc.it](mailto:fkresimon@2001agsoc.it)  
Website: <https://www.2001agsoc.it/>



*The women of the GIE Nanoor working in the transformation of local, Djilor, Senegal, January 2020*

10

BUCOVINA  
INSTITUTE

ROMANIA

Erasmus+

Institutul Bucovina Social Enterprise Digital

Speaker:  
Prof. Dr. Christina  
Buschle

*Using digital tools of teaching and learning in  
Working Integration in Social Enterprise in Europe*

Date: February 26th, 2021  
Time: 14 - 16 CET

[Register here](#)

**SEPAL**  
Supporting Employment Platform  
through Apprenticeship Learning

The poster features a central image of a hand holding a glowing sphere with an '@' symbol, surrounded by blue digital light effects. A circular inset in the top left shows a portrait of Prof. Dr. Christina Buschle. Logos for Erasmus+, Institutul Bucovina, Social Enterprise, and Digital are in the top corners. The SEPAL logo is in the bottom right corner.

## Online Seminar

# Using digital tools of teaching and learning in Social Firms in Europe

### Context

Bucovina Institute, Lead Partner in the SEPAL Project (Supporting Employment Platform through Apprenticeship Learning) is also a partner in the Erasmus+ Project – DIGI4SE. In this regard, we invited the WISE Experts within the SEPAL Project to participate in the online training entitled Using digital tools of teaching and learning in Social Firms in Europe, conducted by Professor Dr. Christina Buschle, lecturer at IU International University of Applied Sciences, Germany. The seminar took place on February 26th, 2021.

Therefore, we had 12 participants from 5 countries: Romania, Spain, Greece, Lithuania and Poland taking part in the online training which had a duration of approximately 120 minutes. The participants within the training work as WISE Experts (Work Integration Social Enterprises) within the SEPAL Project, being in contact with young people (NEETs) aged between 24 and 29 years

old, coming from vulnerable groups (low-skilled, Roma people, migrants, at risk of poverty or disabled). Among them, we had vocational counsellors, job mediators, psychologists and trainers who help the NEETs to find their professional path, which leads to their socio-professional inclusion. Their activity is organized face-to-face, but also online, using several digital tools in order to communicate with the young people, to inform them, to offer them other services such as evaluation, counselling sessions, job mediation, job clubs, trainings, coaching, etc. Our WISE Experts come from Social Cooperatives, NGOs and Universities.

The seminar was also successfully conducted in December 2020 and April 2021 with two further learning groups.

Here some PowerPoint slides from the seminar:



The screenshot shows a Zoom meeting interface. The main window displays a PowerPoint slide with the following text: "Using digital tools of teaching and learning in social firms in Europe", "26.02.2021, 14:00-16:00 CET (15:00pm – 17:00pm)". To the right of the slide is a grid of 12 video feeds of participants. The Zoom control bar at the bottom includes icons for Mute, Stop Video, Participants (11), Chat, Leave Event, Record/Stop Recording, and Reaction. A "Leave" button is visible in the bottom right corner.

# Padlet: Documentation

Task of the 'day'

You can edit your posts.

Click here to post, or: double-click anywhere, paste from clipboard, drag & drop files in

You can like and comment posts

Task of the day: Post everything that is important to you on our Padlet.

22.04.2021 Christina Buschle, IU International University of Applied Sciences Source: Screenshot 7

AnswerGarden

What do you have in mind when you hear the term "digital media"?

Type your answer here... Submit

20 characters remaining

various apps online tools websites social apps netflix youtube post-2015 media blogs apps facebook ads on internet videoblogs news online social media online newspapers interactive tools

22.04.2021 Christina Buschle, IU International University of Applied Sciences Source: Screenshot 14

# Digital transformation in social firms

- Living environment of the addressees (e.g. social spaces)
- Communication (e.g. online accessibility via social networks and mobile media)
- Presentation and public accessibility of supporting organisations and institutions (e.g. web presences, information portals)
- Working conditions and working tools (also work intensification)
- Organisational cultures and their processes
- Framing of transformation processes by educational institutions and social work organisations

Silviu Petru

Alina Adomica

Christina Buschle

Diana Cim

Gintare Januzieniene

Ana Sima

Miguel Bretcha

Ciobica Ina

Sergio Dimba

Erendia Isid

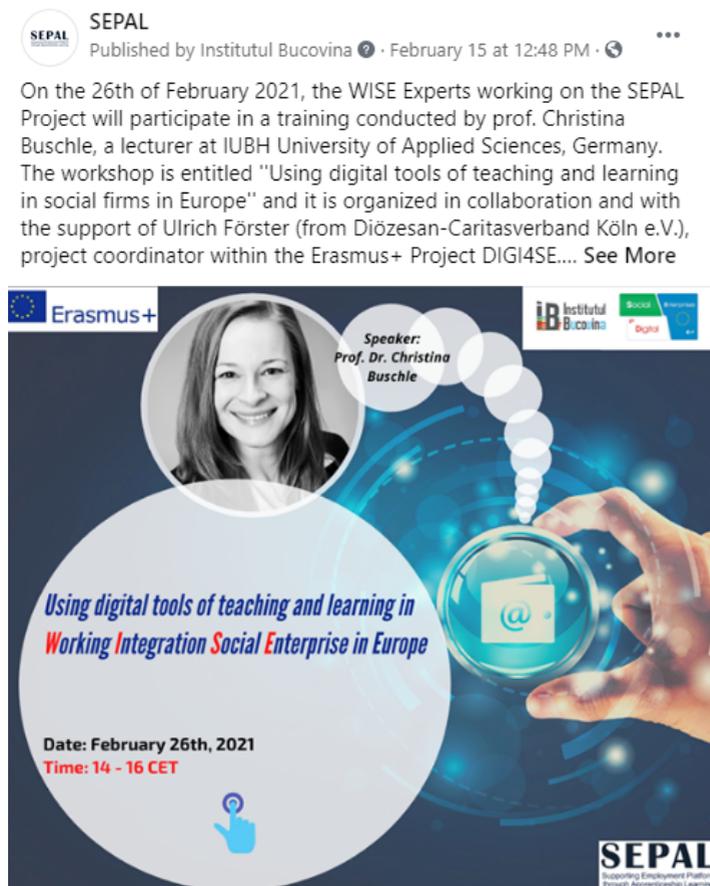
NAFSIKA PAPA...

Beata Mintus

Vaida Kaupaityte

## Dissemination

Below, the poster of the event can be seen. This poster and the online event were disseminated among SEPAL Project partners and on the Facebook Pages of the SEPAL Project (<https://www.facebook.com/projectSEPAL>) and the Erasmus+ Project DIGI4SE (<https://www.facebook.com/digi4se>).



## Evaluation

9 out of 13 participants answered to the Evaluation Questionnaire which has been sent via e-mail. It contained 6 questions referring to the topics approached, the speakers's intervention, the time frame, the usefulness of the presented materials, the using of the digital tools and last, but not least to mention a topic useful in their work. For the first five questions, the participant has to answer using the scale from 1 to 5, where 1 means "Poor" and 5 "Excellent". The last one was an open question and the participants expressed their view regarding the digital tools that are or will be useful in their work.

Mention a topic approached during the workshop that you consider useful in your work/study.

9 răspunsuri

Kahoot - it was the first time I played this game and seemed so interactive, enriching the competitiveness of the participants.

Kahoot was very useful

practical tools for teaching

I will definitely use Padlet in my work. Thank you :-)

-

All online digital instruments, in particular Padlet.

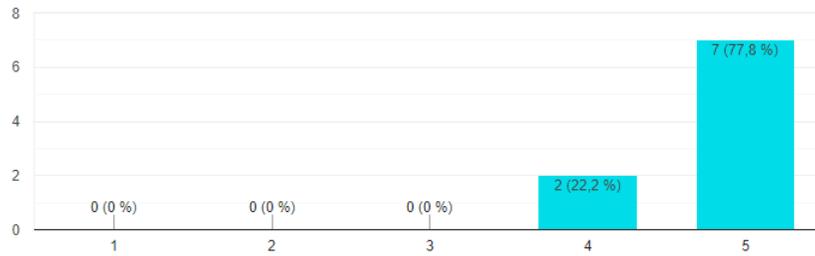
Interacting with other colleagues to make video conferencing more enjoyable.

the "answer garden" app

Many useful interactive tools eg. answergarde, padlet, kahoot

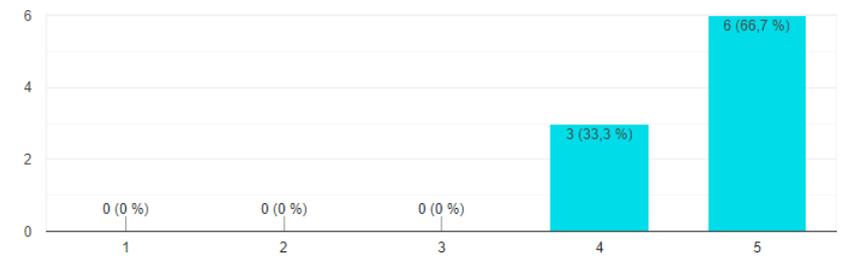
How do you appreciate the topics approached during the workshop?

9 răspunsuri



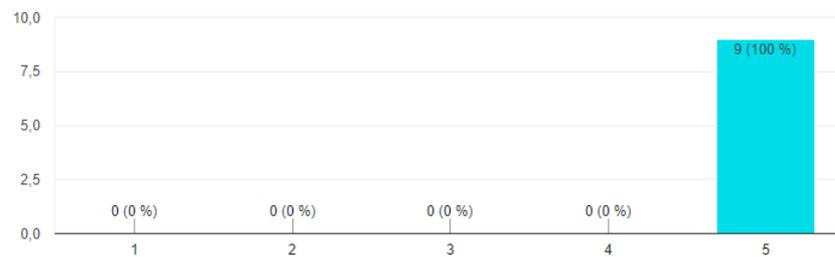
How do you appreciate the usefulness of the presented materials?

9 răspunsuri



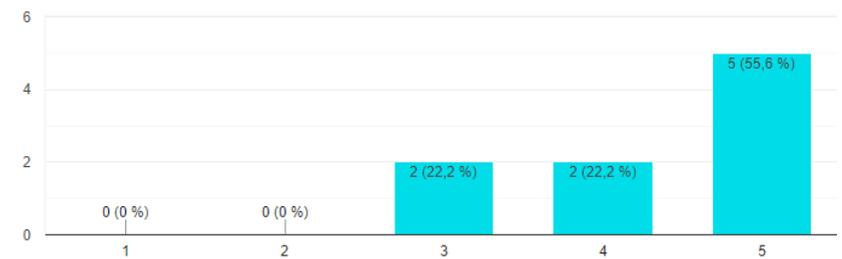
How do you appreciate the speakers' intervention?

9 răspunsuri



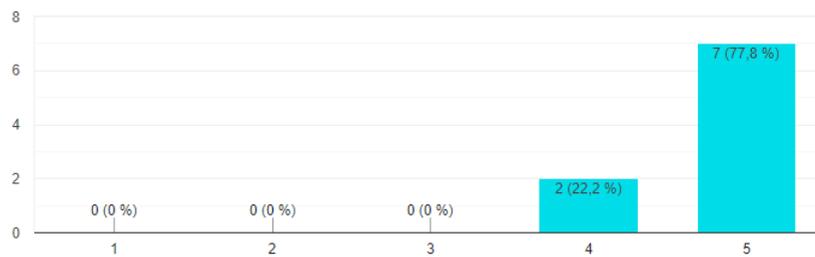
How was for you using the digital tools?

9 răspunsuri



How do you appreciate the time frame of this workshop?

9 răspunsuri



## Project Contact

Bucovina Institute

Suceava, Oituz street, no.30, 720201, Romania

Petru-Vasile Gafiuc, [pvgafiuc@gmail.com](mailto:pvgafiuc@gmail.com)

<https://bucovinainstitute.org/>

# DIOCESAN CARITAS OF COLOGNE

GERMANY



## European Pillar of Social Rights

### Civic education and participation in Erasmus+

The Erasmus+ project Digitalization in Social Enterprises focused on the use of digital media in vocational training and personal education work. Because political education is also part of personal education work, another aim of the project was to strengthen the joint participation of the partner organizations in political opinion-forming and representation of interests in European matters.

Due to the Corona pandemic, it was unfortunately only possible to a limited extent to include the perspective of the target group employees in this process as planned, i.e. the people (with health restrictions) in the social enterprises of the partner organizations.

### Caritas #care4EU Campaign

However, the professionals and managers involved in the project exchanged views on European policy and European social policy at several real and digital meetings. At the second partnership meeting in May 2019 in Sfantu Gheorghe (Romania), the #care4EU campaign of Caritas in Germany was presented. Its

aim was to motivate as many people as possible to participate in the European elections. To this end, #care4EU called on different Caritas employees to creatively spread their views on the positive sides of the European Union via social media. People who use Caritas services and facilities were also invited to join in. And indeed, social issues played an important role in people's expectations of the European Union, e.g. in the statements of target group employees in workshops for people with disabilities.

### European Pillar of Social Rights

On 24 February 2021, the project partners discussed the European Pillar of Social Rights in detail in a video conference. Peter Verhaege, Policy and Advocacy Officer of Caritas Europa in Brussels, gave a keynote speech on the proclamation of the European Pillar in the context of the possibilities and limits of European social policy, presented its central contents and gave an outlook on the planned implementation steps. The project partner SFE/CEFEC immediately captured first impressions from this conference in a digital image and reported in its electronic newsletter: „With the European Pillar of Social Rights, the #EU has promised its citizens a lot. For example, equal opportunities, access to the labour market, fair working conditions, social protection or social inclusion. Does it actually work, for example, in vocational training? What are the benefits of training unemployed people or employees in social enterprises? Our #ERASMUS+ partnership found out from #PETERVERHAEGE from Caritas Europa.”

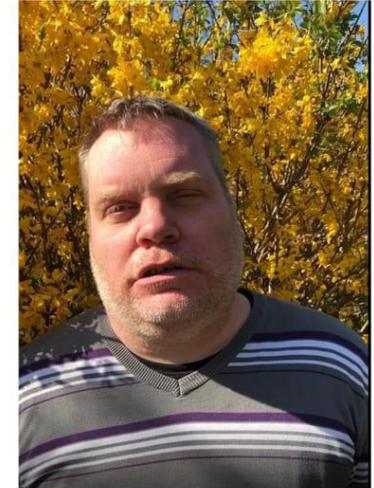
## Relevance for Social Firms

A little later, the European Pillar was put under the microscope again: At the in-depth workshop “Using digital tools of teaching and learning” with Prof. Christina Buschle on 23 April 2021, the participants - experts and managers from four countries - trained the practical use of Padlet and AnswerGarden in connection with a structured exchange on the significance of the European Pillar of Social Rights for their work. “Which three of the 20 key principles described here are the most important for working in social enterprises from your point of view? Explain why?” were the guiding questions. The working groups came to different conclusions in some cases, but one pillar was among the “top 3” for all of them: “Education, training and life-long learning” (No 1). A forward-looking result of joint European learning in Erasmus+!

## Klar gehe ich zur Europawahl...

„Na klar gehe ich zur Europawahl, in den vergangenen Jahren war ich auch immer Wahlhelfer. Europa soll in guten Händen sein und die Sicherheit liegt mir am Herzen. Klimaschutz und die Gestaltung erneuerbarer Energien können auf Europa-Ebene durchgesetzt werden, und eine Sozialabsicherung sollte europaweit durchgeführt werden. Ich bin dafür, dass die Zeitumstellung in ganz Europa wegfällt.“

Dirk Kluwig/Caritas  
Wertarbeit



*(Translation: Of course I'm going to the European elections. In the past years, I have always been an election worker. I want Europe to be in good hands and I care about security. Climate protection and the use of renewable energies can be enforced at European level and social security should be introduced across Europe. I am also in favor of abolishing the time changeover throughout Europe. [Dirk Kluwig/ Caritas Wertarbeit])*

## Project Contact

Diocesan Caritas of Cologne  
Andrea Raab  
andrea.raab@caritasnet.de



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