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Digital Empowerment for Inclusion: Strengthing Skills and Capacities in Vulnerable Youth

2024-1-ES02-KA220-YOU-00243345

Model Transfer Summary

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2024 EDI-FORJUV Project.

1 What is being transferred and why

EDI-FORJUV offers organisations a digital inclusion model that combines hands-on learning, personal tutoring and cooperation with community services. Its application requires a responsible organisation, trained tutors and accessible resources that can be sustained within regular activity.

This summary brings together the continuity pathways envisaged in the local action plans of Spain, Romania, Greece, Italy and Bulgaria. It is aimed at youth and social organisations, education and training centres, libraries, employment services and local authorities wishing to incorporate the methodology into their services.

The core of the model

Component to be retained	Application in another organisation
Diagnosis and personal goals	Identify the digital task the person needs to solve and agree on an achievable pathway.
Tutoring and hands-on learning	Support the use of tools, practise with real situations and adjust the support to progress.
Digital skills and critical thinking	Work on autonomy, information verification, security and the responsible use of AI where appropriate.
Project resources	Reuse the curriculum, the manuals, the tutoring materials and the assessment instruments.
Local network and follow-up	Connect with educational, social and employment services; record what has been done and review continuity.

Age, group size, duration, examples and format are adapted to the context. Support may combine face-to-face sessions, online work and downloadable materials. The number of people served must match the time and support actually available.

Methodological basis: common APD guide and the ES, RO, GR, IT and BG plans. Full references are given in section 7.

2 Envisaged applications in the five countries

Spain

INNETICA structures continuity in Aragon through individual tutoring, digital workshops, information verification, employment preparation and blended support in rural districts. The plan combines five tutors with refresher training and a network that includes schools, social organisations, businesses and district administrations.

What can be transferred. A pathway that links digital skills with employment tasks and brings support closer to areas with transport or connectivity difficulties. It requires case coordination, access to spaces and equipment, and referral agreements.

Planned targets: at least 120 young people across the whole plan; 80 in tutoring, with at least six sessions per person; 18 workshops; 12 trained professionals or volunteers, of whom at least eight will take part in delivery.

Romania

APD Club Buzău proposes to maintain the community of five tutors, continue the support and use the curriculum, the manual and the platform in activities of schools and local organisations. The plan includes ten continuity, cooperation, dissemination and evaluation activities, with gradual expansion according to available capacity.

What can be transferred. A stable link between a social organisation and schools, connected with employment, social services and local authorities. Working with schools makes it possible to identify needs, maintain contact and reuse the materials in their regular activity.

The Romanian plan uses indicative indicators and does not set a new annual quota of young people. Its annex identifies schools, AJOFM Buzău, DGASPC Buzău, CCD Buzău, Năeni and local media.

Greece

EEA, the Greek partner organisation referred to as EEAPC in the proposal, integrates the methodology into its Professional Development and Career Office, in Patras and Western Greece. Support combines digital employability, responsible use of AI, information literacy and access to training facilities and resources.

What can be transferred. The incorporation of digital tutoring into an existing guidance service, with a common process for intake, allocation of support and

follow-up. It requires coordination between tutoring, guidance and technical support.

First-cycle targets: at least 20 young people in tutoring and 24 sessions in total; four employability and AI workshops; two on information literacy and security; four resources integrated into EEA services.

Envisaged applications in Italy and Bulgaria

Italy

Orizzonti situates continuity in Padua and its surroundings, linking digital inclusion with reception and integration services for migrants and refugees. It plans to train professionals from the municipalities of Cadoneghe, Noventa Padovana and Vigonza and to transfer the tools to Il Sestante, Refugees Welcome Padova and Popoli Insieme.

The plan also incorporates digital citizenship modules for IC Briosco and IC Abano Terme. This extension to pupils aged 11 to 16 and their families requires a specific educational adaptation with respect to the group of young people aged 18 to 30 served in the Italian context of the project.

What can be transferred. The training of teams from other organisations so that they incorporate tutoring into their own services. The aim is to distribute support capacity and link it to municipal planning and existing integration programmes.

Targets for June 2027: train six to nine additional tutors; reach at least 30 young people after funding; secure adoption by three NGOs and develop four school modules. Orizzonti expects to keep at least three of its five tutors in existing programmes.

Bulgaria

Interactive Bulgaria Foundation proposes a limited scope covering Sofia and Plovdiv. It will keep the resources accessible, incorporate them into trainings and events already being organised, and handle specific enquiries when voluntary availability exists. Cooperation with the Faculty of Pedagogy of the University of Plovdiv opens a route for reuse in existing academic and professional development activities.

What can be transferred. A gradual adoption model for organisations with little additional capacity. A point of contact is kept, materials are shared, and uses and referrals are documented. Independent activities are expanded when specific resources are confirmed.

The collaborations described are verbal and non-financial in scope. The plan makes spaces, professional contributions and actions conditional on the

availability and procedures of each organisation. It does not set an annual quota of participants, a regular tutoring schedule or guaranteed paid hours.

The continuity review is scheduled for August 2027.

These figures are targets and forecasts from the plans, not verified results of their subsequent implementation. The targets per activity may include the same people; they should therefore not be added together as if they were unique participants across the five countries.

3 How to apply the methodology

The following seven steps make it possible to prepare a first cycle according to support capacity. They draw on solutions from the five plans and guide local adaptation.

Step 1 Define the group and its needs

Define territory, profiles and capacity. Check digital level, language and barriers through conversation and a short task. Agree on a useful personal goal, such as preparing a CV or verifying a job offer.

Step 2 Agree on the local network's contributions

Appoint a coordinator and contacts. Agree on referrals, spaces, equipment and specialised support. Record who provides each resource and its availability before offering the service, using local networks as a reference.

Step 3 Prepare the tutoring team

Reuse the programme and the tutors' manual. Practise an accompanied session and review records and referrals. Distribute roles and substitutions. Spain and Italy offer examples of refresher training.

Step 4 Adapt the materials and prepare access

Select modules and update local examples. Prepare access to the platform and equipment, with a face-to-face or downloadable alternative. Maintain attribution and check the licence, including the non-commercial condition of the CC BY-NC documents.

Step 5 Deliver a supported pathway

Agree on tutoring, individual practice and group sessions with realistic goals and timetables. Review difficulties and absences. For occasional support such as in Bulgaria, define the scope of each enquiry and the possibility of follow-up.

Step 6 Check progress and close the cycle

Compare equivalent initial and final tasks and gather each participant's assessment. Record the autonomy achieved, keep proportionate evidence and agree on the next educational, employment or community steps and referrals.

Step 7 Embed the practice in the regular service

Review activity and resources with the local network. Agree on continuity, those responsible and the means. Provide materials, guidance and a reference contact to the new organisations that will apply the methodology.

4 Conditions for continuity

The plans link continuity to the use of the results within existing services. Each organisation must specify these conditions before incorporating participants or expanding its scope.

Condition	Responsibility and verification
Coordination and human capacity	Coordination is allocated time for management, tutoring and cover. The schedule must be compatible with work and voluntary availability.
Operational local cooperation	The network specifies referrals, spaces, equipment and professional time. Each confirmed contribution is distinguished from those that depend on availability.
Technical resources and support	Access administration, link checking and incident handling are assigned. Downloadable copies make it possible to continue in the event of technical failures.
Accessibility and participation	Language, understandable formats, timetables and digital access are provided for. Specialised support is agreed with competent organisations.
Protection and limits of tutoring	Participants are informed about data use and access is restricted. The agreed protection channels and procedures are applied and specialised needs are referred on.
Integration and financial resources	Management assigns a regular service and means. Expanding groups, travel, equipment or staff requires specific confirmed resources.

Condition	Responsibility and verification
Review and updating	Uses and difficulties are recorded, and materials and agreements are reviewed to decide on the next cycle.

Continuity horizons

Spain, Romania, Greece and Bulgaria envisage a first cycle from September 2026 to August 2027. Italy schedules actions until June 2027. Greece details selected tutoring until February 2028 and digital maintenance until August 2028. Spain plans to sustain the platform beyond the first year.

The proposal provides for personalised tutoring for at least 18 months after the project and for updating of the self-assessment by EEAPC and INNETICA for two years. The annual review must link to these commitments. New organisations will agree on their own continuity period.

5 Monitoring the application

Monitoring must make it possible to know whether the methodology is being used, whom it reaches and what changes are observed. The following common record is recommended, adaptable to the scope of each organisation. Each entity will set realistic targets; Bulgaria requires monitoring of uses and enquiries, consistent with its limited model.

What to check	Recommended record
Participation and continuity	Unique individuals who start and complete the pathway; attendance at activities; reason for dropping out where known. Keep individuals, places and attendances separate.
Tutoring and available capacity	Sessions or enquiries delivered, active tutors and available time. Distinguish ongoing support from one-off help.
Learning progress	Result of a comparable initial and final task; level of help needed and assessment of autonomy. State how many people have data at both points.
Use of resources	Modules and materials used, adaptations, activities in which they are incorporated and access incidents.

What to check	Recommended record
Adoption by other organisations	Organisations applying the methodology with their own team, resources used and evidence of their own activity. Record dissemination, intention and actual application separately.
Cooperation and continuity	Referrals, effective contributions from the network, reviews carried out and documented decision on the next cycle.

Evidence may include session records, practical tasks, short questionnaires, agendas, minutes and an annual summary. Only the necessary information should be collected, and shared results should be presented in aggregate form or by means of codes. Job placement and educational continuity are documented where follow-up exists, without automatically attributing these changes to the project.

How to verify the transfer

An organisation receiving materials can start with a session integrated into an existing service. To demonstrate a more stable adoption, it must have a trained team, adapted resources, an activity carried out and a decision on its continuity. The training-and-autonomous-application sequence planned in Italy, the Spanish refresher training and the Greek institutional integration offer complementary examples.

6 Checklist before starting a cycle

The coordinating organisation can use this list to check that the planned application has the necessary support. Each item must correspond to an agreement or available resource, with a scope proportionate to the chosen format.

- The target group, needs and maximum support capacity have been defined.
- There is a person responsible for coordination and a team with sufficient preparation and availability.
- The local network's contributions have been specified and it is known which supports are conditional.
- The materials have been selected and their reuse conditions checked.
- Access to devices, connectivity and understandable formats has been planned.

- There is a face-to-face or downloadable alternative for when digital access fails.
- The communication channels, data handling and referral routes have been agreed.
- An initial diagnosis, personal goals and a proportionate record of the activity are available.
- A review date has been set, together with who will decide on continuity with confirmed resources.

Documentation to facilitate adoption

It is recommended that each new organisation be given the curriculum, the manuals for young people and tutors, guidance on access to the digital tools and the assessment instruments. These should be accompanied by a brief explanation of use, local examples, a reference contact and identification of the version and its reuse conditions.

To organise the first cycle, the following are useful: a diagnosis sheet, a brief individual plan, a session log, the map of referral services and a review sheet. Organisations can use the project's existing instruments and adapt the operational annexes of the Greek plan to the scope of their service.

Decision on continuity

The review must conclude which activities are maintained, which are adjusted and which need additional resources. It must identify responsibilities for the next period, update needs and network support. Voluntary contributions and verbal agreements must be recorded with their real scope.

7 Reference documents

The summary is based on the five local action plans. The national targets are presented as continuity forecasts. The application steps, the common record and the checklist are recommendations derived from their analysis.

This document has been prepared by...

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