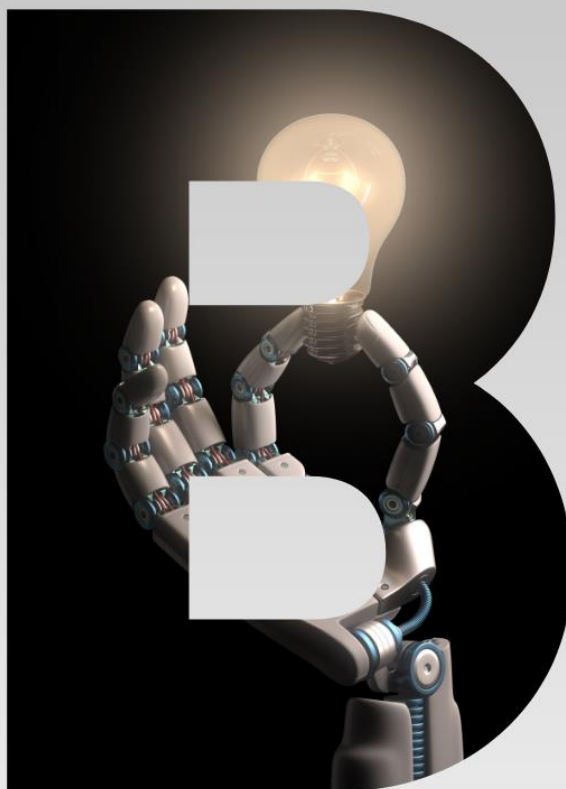




DIGI-BREAKER PLUS GOOD PRACTICE BOOKLET

Breaking Barriers and Building Community for an Effective, Sustainable and Inclusive Digitalization of Adult Education Services





Title and acronym: Breaking Barriers and Building Community for an Effective, Sustainable and Inclusive Digitalization of Adult Guidance Services (DIGI-BREAKER PLUS)

Project type: KA220-ADU - Cooperation partnerships in adult education

Ref. no.: KA220-ADU-B6E5ADAF

Coordinator: Alphabet Formation, Belgium

Duration: 01/12/2022 to 30/11/2024

Total project grant: 250 000,00 Euro

Deliverable Name: DIGI-BREAKER Good practice booklet

Responsible partner: FMD

Versions	Issue date	Stage	Contributor
V1	June 2023	Final	Fondazione Mondo Digitale Alphabet Formation All Digital Aisbl Imotec Igitogo Globalni Biblioteki

Table of Contents

<i>Introduction to the DIGIBREAKER+ Project</i>	6
<i>GOOD PRACTICES from European funded projects</i>	9
<i>GREENCOMP – THE EUROPEAN SUSTAINABILITY COMPETENCE FRAMEWORK</i>	11
1. <i>DigitAll</i>	13
2. <i>Cité de métiers Bruxelles</i>	15
3. <i>BeDigitalTogether</i>	17
4. <i>InterMire</i>	1
5. <i>Mijn Loopbaan</i>	3
6. <i>Empowering Disadvantaged Women Via Distance</i>	5
7. <i>(Digi)taal@Work</i>	7
8. <i>DigiGuide</i>	10
9. <i>Digital inclusion</i>	13
10. <i>Adult Skills for Job Oriented Breakthrough (ASK4JOB)</i>	15
11. <i>CiCi the chatbot</i>	18
12. <i>Online support for professional skills of disadvantaged people</i>	20
13. <i>Positive career guidance for low skilled adults – OVERCOME project</i>	22
14. <i>SkillLab</i>	24
15. <i>Women4IT project</i>	26
16. <i>Career Pathways project: My Career Pathway Web portal, Labour Market and Skills Data Hub; Professional Experience Space</i>	29
17. <i>Gamified Career Guidance: Promoting Meaningful and Participative Career Construction and Vocational Development through a Gamified Digital Platform (G-GUIDANCE)</i>	32
18. <i>TechCMS project: enhancement of Career Management Skills through an online digital training and resources</i>	35
19. <i>Innovative European Career Guidance (IEUCG)</i>	37
20. <i>Career Skills Platform</i>	40
21. <i>Employment Agency page on Bulgarian Ministry of Labour and Social Policy</i>	43

22.	<i>Coach@work: Supported employment job coaching programme – Eqavet system for recognition, validation and accreditation of supported employment providers of people with disabilities.....</i>	45
23.	<i>OCCAY (Online Career Counselling Academy).....</i>	48
24.	<i>Teach for Future.....</i>	50
25.	<i>GENGÅVAN.....</i>	52
26.	<i>Komvux.....</i>	55
27.	<i>ECIRKELN.....</i>	58
28.	<i>Sticka.....</i>	61
29.	<i>Poišči delo- Kam in kako.....</i>	64
30.	<i>INTRODUCING A ONE-STOP SHOP FOR CAREER PLANNING AND SKILLS DEVELOPMENT.....</i>	68
31.	<i>CONNECTED LITHUANIA.....</i>	70
32.	<i>Vilnius Coding School.....</i>	72
33.	<i>SENIOR+: EDUCATIONAL COMMUNITIES TO BOOST BUSINESS OPPORTUNITIES FOR UNEMPLOYED PEOPLE OVER 55 YEARS OLD THROUGH ENTREPRENEURSHIP.....</i>	74
34.	<i>DIGITAL EVOLUTION -THE JOURNEY.....</i>	1

1. Introduction to the DIGIBREAKER+ Project

The objective of European Project **Breaking barriers and building community for an effective, sustainable and inclusive digitalization of adult guidance services** (Digi-Breaker+), funded by the Erasmus+ Cooperation Partnerships Programme, is to accelerate the green and digital transitions, as per the European Pillar of Social Rights, which affirms that “every person has the right to receive timely and custom-tailored assistance to improve their employment outlook,” and the European Climate Pact, which prioritizes green skills to improve employment and self-employment opportunities.” In line with the 2021 Porto Declarations, DB+ places education and skills at the centre of its action, supporting adult students and their communities to transform the challenges opened by the green and digital transitions into new opportunities for human development. DB+ presents a multimedia course that facilitates access to orientation and training services. Thanks to a portfolio of didactic materials and a flexible approach, the project addresses the need to qualify and requalify workers to adapt to market transformations during the transition towards a climate-neutral economy.

Moreover, the project provides a community-based approach to the development of innovative and inclusive adult education programmes with the objective of driving networking between adult students, adult student education organisations, and a wide array of social actors to promote active citizenship and reduce the risk of marginalization of our citizens.

PARTNERSHIP

- [Alphabet Formation](#), Belgium (lead partner)
- [Fondazione Mondo Digitale](#), Italy
- [All Digital Aisbl](#), Belgium
- [Imotec](#), Lithuania
- [Igitogo](#), Sweden
- [Globalni Biblioteki – Bulgariya](#), Bulgaria

DURATION

24 months (Dec. 2022 – Nov. 2024)

OBJECTIVES

Thanks to a global and transnational approach to digital professional orientation, DB+ addresses the following objectives:

- Support unemployed adults – especially those who are not highly skilled or qualified – to access new orientation and motivation courses that will help them better manage their careers through the development of a series of digital tools that will improve their self-awareness and understanding of the options available for new learning or career opportunities.
- Increase the skills and tools available to professional orientation and adult education operators by providing them with innovative digital solutions to enrich the methods used to help unemployed adults seeking employment.

TARGETS

- Direct: professional orientation and adult education operators.
- Indirect: adults and youth seeking employment and professional growth.

ACTIVITIES

- SEARCH and analysis of good practices based on the collection and review of 30 positive cases featuring the application of digital tools and methodologies to work.
- BRIDGE THE GAP - creative proposal for the inclusion of digital tools in adult orientation services, development of a multimedia tools to support adults in the development of new skills to increase their employment opportunities, thanks to a greater and more informed access to digital technology.
- CDAP (Community Development Action Plan) – Development of a transnational network of orientation services for adult education.
- Introduce operators and consultants, as well as local learning centres, libraries, etc. to adopt the DIGI-BREAKER approach in their daily activities.
- COURSES integrated with lab activities for practical application of information acquired for seeking employment.
- DIGI-BREAKER strategic action plan for transferal and up scaling of results – a policy recommendations guidebook – for authorities and institutions in participating and interested countries.

EXPECTED RESULTS

- Training of employment centre and adult education operators to acquire and transfer technical skills.
- Development of more attractive professional orientation courses, custom-tailored to adult students.
- Increase level of digital competence through adoption of ITC in adult education.
- Increase digital skills to increase employment opportunities.

PRODUCTS

- Development of a skill set, e-book and MOOC for adult users.
- Creation of guidelines for educators/consultants.
- Creation of a guidebook including policy recommendations for the development of adult orientation and education strategies.

GOOD PRACTICES from European funded projects

Since many years, the debate concerning the need to maximize the benefit that digital innovation could bring to every stage of education remains central. Many discussions have tried to understand which strategies could lead to exploit the potentialities that still haven't fully expressed themselves.

In a certain sense, there is the need to conciliate between the willingness of maintaining a line of continuity with tradition, preserving it from the risks of an uncontrolled transformation, and the desire of exploring the opportunities that digital devices could bring to life, as a mean for extending the outreach of the relationship between mentors and mentees, turning adult education and career counselling into something new.

Despite this dialectic relation between progressivism and traditionalism, today a number of acts seem to outline how new strategies and ways of thinking need to be developed, in order to respond to challenges that adult education operators are already facing and cannot be denied or overlooked. Over the course of the past decades, it has been possible to note a continuous expansion and transformation of educational systems, due to a growing economic investment of countries that see education as indispensable ingredient of modernization and progress.

However, a positive and effective technological change aimed to produce changes in the educational system requires the mobilization of many different actors and factors. The existing tension between tradition and innovation should not turn the debate on the future of learning into a contentious subject, diverting attention from the positive impact that could be guaranteed by an integration of digital opportunities into traditional counselling and education.

DIGIBREAKER has exactly this objective: indicating a series of good practices and positive examples that could represent an inspiration for including digital technologies in their activities, enhancing their ICT competences for didactic purposes, increasing their ability to use visual learning while customizing the learning process.

Moreover, DIGIBREAKER has a strong focus on sustainable practices: for this reason, we have decided to evaluate also the green impact of the selected practices, creating a direct connection with the GreenComp, the European Sustainability Competence Framework. GreenComp is the reference framework for sustainability competences. It provides a common ground to learners and guidance to educators, advancing a consensual definition of what sustainability as a competence entails. It responds to the growing need for people to improve and develop the knowledge, skills and attitudes to live, work and act in a sustainable manner. It is designed to support education and training programmes for lifelong learning. It is written for all learners, irrespective of

their age and their education level and in any learning setting – formal, non-formal and informal.

The purpose of this operation is to create a document that could act as a compass, orientating interested teachers in this complex landscape and giving readers essential information for the definition of the general action plan of the DIGI-BREAKER project. Having this objective, we will use the practices' input for designing a pathway and a series of instruments that will allow us to guide, train and support teachers and trainers in creating a link between technology and learning activities. The challenge is to select the best scenarios, in which educators and trainers have been able to design a positive learning process with the support of digital technologies, identifying and exporting the most interesting ideas and practices and trying to use them in other settings.

With this objective, the present research aims to set a valuable basis for the identification of a pathway to increase the relevancy of digital and technological progress for the improvement of teaching methodologies. In order to understand which could be the best direction, our partnership conducted a survey in Belgium, Bulgaria, Italy, Lithuania and Sweden, collecting 30 good practices that could provide inspiration for the diffusion of successful experiences.

Each practice has been evaluated on the basis of its “exportability”: we have already made a general reasoning on the main inputs it can provide to our learning pathway, with a specific focus on its support to involvement of community and active citizenship. In the next pages, it will be possible to find a list of the collected best practices, with a brief presentation of the involved professors and the core of the practice.

GREENCOMP – THE EUROPEAN SUSTAINABILITY COMPETENCE FRAMEWORK

GreenComp is a reference framework for sustainability competences, built in direct response to the ambitions set out in the European Green Deal and the European Skills Agenda for Sustainable Competitiveness, Social Fairness and Resilience. The framework provides a common ground to learners and guidance to educators, advancing a consensual definition of what sustainability as a competence entails. It consists of 12 competences organised into the four areas below:

AREA	COMPETENCE	DESCRIPTOR
1. Embodying sustainability values	1.1 Valuing sustainability	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
	1.2 Supporting fairness	To support equity and justice for current and future generations and learn from previous generations for sustainability.
	1.3 Promoting nature	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.
2. Embracing complexity in sustainability	2.1 Systems thinking	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.
	2.2 Critical thinking	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.

	2.3 Problem framing	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.
3. Envisioning sustainable futures	3.1 Futures literacy	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.
	3.2 Adaptability	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
	3.3 Exploratory thinking	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
4. Acting for sustainability	4.1 Political agency	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
	4.2 Collective action	To act for change in collaboration with others.
	4.3 Individual initiative	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

1. DigitAll

Implementing organisation: the Belgian development agency Enabel

Responsible: the Belgian development agency Enabel

Link: <https://digitall.be/>

Period of implementation: since November 2020

Good practice description:

DigitAll brings together companies, social organisations and federal and regional governments and administrations to build synergies and cooperate with one another. The project aims to contribute to bridging the digital divide by putting digital inclusion on the agenda, by developing a network and by creating ready-to-use solutions that have a positive impact in both the short and the long term.

Main elements of innovation in the use of digital services for career guidance/adult education:

DigitAll connects people and organisations that want to commit to bringing about a structural change and increasing the impact on digital inclusion in Belgium by means of co-creation and awareness raising, with an open and diverse mindset. It wants to seek solutions for more digital inclusion and take steps to build a network of organisations and people who can contribute to this with the aim to create a real community, an ecosystem in which participants share experiences, work together and can use one another's actions as a lever.

GreenComp priority:

1.2 Supporting fairness

2.2 Critical thinking

2.3 Problem framing

4.2 Collective action

Use of digital technologies:

Digital technologies are an advantage to support development. Open-source applications have improved health services throughout Africa; social media as well as various e-learning platforms have allowed the continuation of training and education

during the COVID-19 lockdowns; and the digital economy provides important opportunities for human mobility. Moreover, Enable is connected to Close the Gap, an international social enterprise that aims to bridge the digital divide by offering high-quality, pre-owned computers donated by European and international companies to educational, medical and social projects in developing and emerging countries

Elements of the practice that could be exploited in other projects:

- Identify and share best practices to improve digital inclusion.
- Investigate what stands in the way of digital inclusion and work out appropriate joint actions.
- Encourage those at the top of the organisation to engage with and help guide this commitment.
- Improve digital inclusion in the organisation by encouraging internal training courses and sharing actions and progress.
- Promote digital inclusion outside the organisation to increase the number of signatories to this charter and its impact.
- Support campaigns that aim to make digital inclusion a priority, because the general public still has insufficient knowledge of the digital divide.
- Introduce a procedure in the organisation to assess the extent to which digital inclusion is promoted among staff, customers and beneficiaries.
- Set up actions to increase trust in digital tools, improve the sense of online security and arm users against possible abuse.

Please explain the potential impact on community development/active citizenship:

It is estimated that 40% of the Belgian population is at risk of digital exclusion. It is essential to close the digital divide as part of the global challenge of the increasing socio-economic inequalities and social injustice. On the one hand, because digital information services can be considered as a basic service in its' own right, that meets the basic human need of accessing information and being free to express oneself and participate in society.

2. Cité de métiers Bruxelles

Implementing organisation: Bruxelles Formation, Actiris, VDAB

Responsible: Bruxelles Formation, Actiris, VDAB

Link: <https://www.citedesmetiers.brussels/en/looking-for-employment/>

Period of implementation: since November 2020

Good practice description

Cité des métiers is Brussels' first counselling and guidance centre. It is designed to improve access to guidance, counselling and all types of lifelong learning, including vocational education and training (VET). It includes an interactive space for accessing counselling and guidance and brings together all the guidance, employment, training and education stakeholders in the Brussels Region, with the aim to provide local residents with a single point of contact. The service offers people who are looking for information or advice the resources they need to develop their professional career. Visitors receive guidance on how to draw up an education or career plan and can take advantage of ICT equipment, individual consultations and group activities. In 2020, after the outbreak of the Covid pandemic, the weekly scheduling of in-presence activities was moved online and counselors were trained in videoconferencing practices and platforms. As not everyone has access to digital tools, face-to-face appointments were reorganized as quickly as possible. The Cité des métiers now offers a combination of physical and virtual seminars and activities.

Main elements of innovation in the use of digital services for career guidance/adult education:

A guided tour of the Cité des métiers was developed on the Guidelia mobile application, aiming to help people discover the service offer through a series of questions with commented answers. An online documentary space to discover our concept through multimedia and to consult a database of the works available on site. A project to make e-books where the user will be able to visualize a collection of recent books specialized in the themes of orientation, employment, training, mobility and entrepreneurship.

GreenComp priority:

Supporting fairness

Use of digital technologies:

Digital innovation is changing working environments and profiles, affecting the way people learn and work. New approaches to career support and self-learning are transforming lifelong learning through innovative tools, greater availability of data and artificial intelligence. To harness the potential of innovative approaches, policymakers and practitioners need to address the conditions for success and new challenges. This project supports equity and fairness amongst new and old generations, more specifically concerning the accessibility to the job market. This is a form on social sustainability.

Elements of the practice that could be exploited in other projects project:

The ability to adapt to change seems to be the skill most sought after by European employers, but developing adaptability is a major challenge for both individuals and organisations and requires investment in a new sets of skills and knowledge that are not usually addressed by technical training. This is the case for career management skills. These include an awareness of the individual's needs and skills potential, and the ability to lead and manage a career.

Potential impact on community development/active citizenship:

The consolidation of career guidance as an individual right is closely linked to the development of digital citizenship. The European set of social rights promotes access to career planning support as an individual right linked to equal opportunities in learning and work. Digital portfolios can be used to record and help implement individual rights, such as training vouchers (Belgium, Flemish Region). Promoting public access to learning resources, matching platforms and other services, can be part of a digital 'ecosystem' that adapts to citizens' changing needs throughout their life.

3. BeDigitalTogether

Implementing organisation: Ministry of the Economy Belgium (FPS Economy)

Responsible: Ministry of the Economy Belgium (FPS Economy)

Link: <https://www.bedigitaltogether.be/>

Period of implementation: since January 2022

Good practice description:

'Be Digital Together' is an initiative of the Belgian Government to address the insufficient number of women in ICT and STEM careers, present both within Belgium and throughout the European Union. In Belgium, just around 19% of digital experts are women, and less than 8 women out of every 1.000 are STEM graduates.'Be Digital Together' is part of a 5-year plan drawn by the Belgian Federal Government, the Ministry of Economy, partners from the private sector, and public agencies to promote STEM and ICT jobs as career paths for women and girls, the 'Women in Digital' strategy. It aims to tackle the 19% pay gap in the ICT sector in Belgium and offers support via the online platform to women considering a career in technology.

Main elements of innovation in the use of digital services for career guidance/adult education:

The strategy's aim is to analyse and research the gender gap and its origins, raise public awareness of the importance of this issue and make sure vulnerable groups are not left behind. Be Digital Together aims to tackle the 19% pay gap in the ICT sector in Belgium and offers support via the online platform, which includes trainings, workshops, upskilling programmes, and skills intelligence to women, considering a career in technology. The platform scores high in accessibility - it is available in 4 languages (French, German, Dutch, and English). Its initiative repository is full of relevant, interactive information, with trainings and resources tailored to support the development of specific digital competences.

GreenComp priority:

- 1.2 Supporting fairness and 2.2 Critical thinking
- 2.3 Problem framing and 3.3 Exploratory thinking
- 4.2 Collective action

Use of digital technologies:

The target audience is very widened: it includes digital skills for the labour force, but also digital skills for all. Moreover, computer science and ICT are seen as masculine sectors. School books and the media still too often portray scientists as men. This project therefore aims to increase the visibility of female role models. In order to achieve this, we greatly increase the presence of women in the digital sector, on or off screen. We also organise special events and communication campaigns to further raise awareness. For extra impact, the FPS Economy promotes the cooperation between the public and private sectors. In addition, by inclusive, we really do mean 'inclusive'! This means targeting women from vulnerable groups and giving them decent opportunities. The plan thus promotes cultural diversity in the digital sector, while making this sector attractive to women of foreign origin. As digital skills are constantly evolving, we also offer reskilling and upskilling to female entrepreneurs and managers, enabling them to remain relevant players in their field.

Potential impact on community development/active citizenship:

52% of the European population are women, but only 17% of the digital sector. As society grows more than ever interwoven with the digital world, the labour market cannot lag behind. Digital literacy, advanced skills and soft skills are more important than ever. Yet the figures reveal a significant gender gap: women only make up 17% of all ICT jobs in the European Union. As such, one of the main objectives of 'Be Digital Together' is to promote the recruitment of women in ICT, or other sectors calling for workers with sound digital skills. The organisation also encourages and supports female entrepreneurship and offers a repository of testimonials by women working in tech and digital policy. As a matter of facts, very few women enter the ICT professions. At the same time, we can observe a higher rate of women than men leaving them. By removing obstacles and promoting an inclusive culture at work, we can retain women in a workplace where 'lifelong learning' is the norm! We also address this issue by supporting work-life balance and eliminating the 19% pay gap. Finally, we ensure that women inspire each other's success by building a strong peer community.

4. InterMire

Implementing organisation: Walloon Government

Responsible: Walloon Government

Link: <https://www.intermire.be/>

Period of implementation: since 2009

Good practice description:

InterMire is an association of support and support for the eleven Regional Missions for Employment (Mire). To this end, it combines various missions of pooling, representation and harmonization of practices that contribute to the growing professionalization of the sector. It therefore participates directly in the qualitative improvement of the services provided to job seekers and new workers supported by Mire. This site details these different missions as well as the composition of InterMire and its Board of Directors. But above all, it aims to be the portal for the entire Regional Missions sector. It testifies in particular to their daily news as well as to the innovative dynamic that continues to animate them.

Main elements of innovation in the use of digital services for career guidance/adult education:

It combines different missions aimed, essentially, at Mire workers, supervisory authorities and other partners in the sector. More specifically, it offers:

- A direct communication channel facilitating the dissemination of information to the Mires.
- Support in data capitalization, standardization and simplification of documents and procedures.
- The development of partnerships and networking with supervisory bodies.
- Facilitated consultation between the different actors.

GreenComp priority:

1.2 Supporting fairness

4.1 Political agency

4.2 Collective action

Use of digital technologies:

The mission of Les Mires is to address a specific audience, that of people considered remote from employment. As the statistical data on unemployment and inactivity indicate, the fact of having little or no qualifications, of being unemployed for a long time, of being a foreigner or even of being in a situation of disability are all factors — accumulated in some people – which increase the probability of not being able to access the job market.

Elements of the practice that could be exploited in other projects:

Some Mires have concomitantly decided to use methods akin to active intermediation. It is no longer so much a question of working primarily with a job candidate, but jointly of intervening more directly with companies. One of the considerations underlying this intermediation is that the recruitment methods most often implemented are not neutral. They often constitute a significant obstacle for certain categories of people. Active intermediation has an innovative scope. It is also deeply progressing by breaking the canvases fashioned from the references of the active social state where it is mainly the job seeker who is summoned to activate.

Potential impact on community development/active citizenship:

InterMire won a Forma d'Or in the category "Project that integrates collaboration between several centers " for its project "Accompanying Mires in the digital transition". On 2021 Mires have contributed to the:

- reception of 6209 jobseekers, an increase of more than 20% compared to 2020
- support for 5358 jobseekers, an increase of more than 17% compared to 2020
- the employment of 4030 of them, an increase of more than 20% compared to 2020. 2,787 were placed in sustainable, quality employment, of which 2,692 were invalided out, an increase of more than 14% compared to 2020.

5. Mijn Loopbaan

Implementing organisation: Flemish Public Employment Service (VDAB)

Responsible: Flemish Public Employment Service (VDAB)

Link: <https://www.vdab.be/>

Period of implementation: since November 2018

Good practice description:

Provided by the Flemish Public Employment Service (VDAB), Mijn loopbaan ('My Career'), is an online system that aims to improve matching between skills and jobs, facilitate upskilling and reskilling and ultimately to tackle unemployment. The service allows users to make a fully personalised online portfolio, which allows them to keep track of their competences and qualifications, create their CV and upload it to an online platform used by employers. The system is connected to the job vacancy database and uses matching techniques, e.g. based on competence. 'My Career' can also be used to search for multiple types of education and training opportunities. The service is addressed to all job seekers, and in particular to adults returning to the workforce. A Belgian e-ID is required for registration. The Flemish PES provides assistance in person via telephone conversations or video chats during office hours. Mijn loopbaan is cited as a good practice both by ILO in its Inventory of digital career guidance tools (2022) and by CEDEFOP in a 2019 report.

Main elements of innovation in the use of digital services for career guidance/adult education:

- Personalised job research based on one's personal competences and qualifications.
- Time-saving matching techniques.
- Connection to a job vacancies database.

GreenComp priority:

1.2 Supporting fairness.

Use of digital technologies:

Digital innovation is changing working environments and profiles, affecting the way people learn and work. New approaches to career support and self-learning are transforming lifelong learning through innovative tools, greater availability of data and artificial intelligence. To harness the potential of innovative approaches, policymakers and practitioners need to address the conditions for success and new challenges. This project supports equity and fairness amongst new and old generations, more specifically concerning the accessibility to the job market. This is a form on social sustainability.

Elements of the practice that could be exploited in other projects:

The ability to adapt to change seems to be the skill most sought after by European employers, but developing adaptability is a major challenge for both individuals and organisations and requires investment in a new sets of skills and knowledge that are not usually addressed by technical training. This is the case for career management skills. These include an awareness of the individual's needs and skills potential, and the ability to lead and manage a career.

Potential impact on community development/active citizenship:

The consolidation of career guidance as an individual right is closely linked to the development of digital citizenship. The European set of social rights promotes access to career planning support as an individual right linked to equal opportunities in learning and work. Digital portfolios can be used to record and help implement individual rights, such as training vouchers (Belgium, Flemish Region). Promoting public access to learning resources, matching platforms and other services, can be part of a digital 'ecosystem' that adapts to citizens' changing needs throughout their life.

6. Empowering Disadvantaged Women Via Distance

Implementing organisation: ANAPTIXIAKO KENTRO THESSALIAS (Greece), ARDA Beratung & Bildung GmbH (Germany), Learnmera Oy (Finland), MERSIN UNIVERSITESI (Turkey), VIENNA ASSOCIATION OF EDUCATION VOLUNTEERS (Austria)

Responsible: Prios Vest AS (Norway)

Link: <https://www.edwproject.eu/>

Period of implementation: 2022 – 2024

Good practice description:

The project focuses on creating online course modules in an innovative method to increase the employability of women with fewer opportunities. The target group of the project consists of women with multiple disadvantages (aged 20-65). The ultimate goal of the project is to ensure the social and economic inclusion of the target group by increasing their basic level skills and qualifications, digital/financial literacy and entrepreneurship skills. The contents will be created by combining the methods of gamification, scenarioization and layered curriculum, which are an innovative method that has not yet become widespread in the field of adult education, but has proven effective.

Main elements of innovation in the use of digital services for career guidance/adult education:

The contents will be created by combining the methods of gamification, scenarioization and layered curriculum, which are an innovative method that has not yet become widespread in the field of adult education, but has proven effective. Additionally, the project aims to provide easy access to education services with distance education modules.

GreenComp priority:

- 1.2. Supporting fairness.
- 3.3. Exploratory thinking.

Use of digital technologies:

The project aims to support and economically strengthen the target group, to contribute to gender equality through education and skills development, to integrate women into the economic system for sustainable living, to develop skills and competencies and to ensure their social inclusion.

Elements of the practice that could be exploited in other projects:

At the moment of collecting the good practices, the resources of this project were not yet available, but the project objectives and the base ideas can be used as examples and inspiration for DigiBreaker+, especially as the project will combine innovative methods (gamification, scenarioization and layered curriculum).

Potential impact on community development/active citizenship:

The project focuses on creating online course modules in an innovative method to increase the employability of housewives, immigrant or refugee women with multiple disabilities who want to be educated but couldn't, who are responsible for housework, sick and elderly care, who are out of the education system, who cannot work. The ultimate goal of the project is to ensure the social and economic inclusion of the target group by increasing their basic level skills and qualifications, digital/financial literacy and entrepreneurship skills.

7. (Digi)taal@Work

Implementing organisation: Centrum voor Taal en Onderwijs (KU Leuven), VDAB, Atlas, Mediawijs

Responsible: Centrum voor Taal en Onderwijs (KU Leuven) - (in English:) Centre for Language and Education (KU Leuven)

Link: <https://digitaalwork.be/>

Period of implementation: since December 2021

Good practice description:

For two years, the Centre for Language and Education (KU Leuven) teamed up with its partners VDAB, Mediawijs and Atlas to work on the (digi)taal@work project. Financial support was provided by ESF Flanders. This cooperation resulted in a dynamic and flexible online practice environment for newcomers in Flanders who want to practice their digital and linguistic skills needed in their search for a job. They do this together with a coach, who supports the learning process in a personal and functional manner. The platform starts from a can-do approach: newcomers only practice those skills that they still need to acquire, and they do this in an integrated way: both linguistic and digital skills can be practiced at the same time.

www.digitaalwork.be is dynamic and flexible training environment for newcomers who want to practice the digital and linguistic skills they need to search for a job in Flanders (Belgium). The environment is in Dutch and was designed to be used together with a coach, who supports the learning process in a targeted way. The website starts with a pie chart, where each 'pie' represents a learning objective that the learner and the coach can choose to practice on. Behind this is a series of sub-goals with interactive exercises for the learner to work on. There is also a page to support the coach, including a number of coach tips with concrete examples of digital and linguistic skills they need to search for a job in Flanders (Belgium).

Main elements of innovation in the use of digital services for career guidance/adult education:

This project is innovative mainly because it tackles the practice of necessary skills in the search for a job in an integrated and functional way. Indeed, newcomers can work on their digital and linguistic skills at the same time by doing the exercises provided on the

(digi)taal@work website. Moreover, the exercises aim to be functional because newcomers shouldn't go through the exercises chronologically. Instead, newcomers are invited to only do those exercises that are useful to them (the system is flexible). Lastly, the coach also plays an important role in guiding the newcomer throughout the exercises. On the (digi)taal@work website, the coach can download a manual which contains some advice as to how the coach can guide the newcomer through the exercises.

GreenComp priority:

Area 1. Embodying sustainability values; competence: 1.2 Supporting fairness;
Area 3. Envisioning sustainable Futures; competence: 3.3 Exploratory thinking.

Use of digital technologies:

The mission of Les Mires is to address a specific audience, that of people considered remote from employment. As the statistical data on unemployment and inactivity indicate, the fact of having little or no qualifications, of being unemployed for a long time, of being a foreigner or even of being in a situation of disability are all factors — accumulated in some people — which increase the probability of not being able to access the job market.

Potential impact on community development/active citizenship:

Learning language and digital skills in one go enables newcomers to fully participate in society (including finding and performing a job (becoming more self-reliant in job search). By focusing on both linguistic and digital literacy in a single guidance process, newcomers are also given every opportunity to integrate into society (supporting fairness). Exploratory thinking is stimulated in the (digi)taal@work project because newcomers learn to master several different skills from different disciplines. They learn for instance new vocabulary about job ads, but they also learn how to create their own CV and cover letter, and they improve their digital skills. Newcomers are also encouraged to think independently about what kind of job they would like to do. Coaches, on the other hand, are invited to think about the way they guide newcomers through the exercises, and they get support in doing this.

Elements of the practice that could be exploited in other projects:

In order to fully participate in society (including finding and performing a job), it is important to focus on digital skills in addition to language skills. Digital exclusion leads

to social exclusion. Moreover, it is striking how closely linguistic and digital skills are interrelated and in that sense it is best to apply them as integrated as possible, and this from the start of the integration process. What is so great about the project is that work has been done on:

- A learning demand detection: what are the learning needs of newcomers, both digitally and linguistically.
- A power-oriented approach (what can I already do?) with the aim of putting learners more in charge of their own integration process and increasing self-reliance.
- Integrated, tailor-made practice opportunities on both a language and digital level and aimed at work, from the start of the integration process, supplementary to and complementary to (future) processes within a formal educational context.

8. DigiGuide

Implementing organisations: Ballymun Job Centre (Ireland, project coordinator), Rinova Limited (UK), CIOFS-FP (Italy), 3inTech Interactive Interfaces for Industry (Spain), Dimitra (Greece), Eurocircle (France)

Responsible: Michele De Vito, Project Manager

Link: <https://digiguideproject.eu/>

Period of implementation: May 2021 – Apr 2023

Good practice description:

The Erasmus+ DigiGuide project builds upon the innovatory and transnational approach of predecessor projects Good Guidance Stories Plus and Guide 2.0 which have been exploring, testing and implementing innovations in the case study learning approach to competence development for improved Information, Advice and Guidance (IAG) practice. DigiGuide focuses on two essential aspects in the IAG sector: on the one hand, the digitalisation processes, crucial since years but fastened and forced by the pandemic. On the other hand, it puts a special emphasis in the importance of improving capacities and competences of trainers and guidance practitioners to embrace the digital change.

Main elements of innovation in the use of digital services for career guidance/adult education:

The project promotes a cultural shift for the IAG sector where the digital transformation of the labour market can be fully taken onboard in the daily work, allowing a wider and meaningful use of digital resources for staff training, gaining knowledge and being able to support clients more effectively. Its methodology centres on three tiers of participant-led development through the direct input and involvement of IAG practitioners and service managers: first, an online, transnational Community of Practice of professional staff from the partnership; second, action learning sets in partner countries, in which IAG practitioners contribute to and validate contents in localised languages and contexts; third, localised task groups of IAG services managers and supervisory staff, informing and validating contents produced.

GreenComp priority:

2. Embracing Complexity in sustainability – specifically 2.2 Critical thinking.
3. Envisioning sustainable futures – specifically 3.3 Exploratory thinking.

Use of digital technologies:

The DigiGuide Learning Resources equip Guidance Practitioners and IAG Service Managers with interactive learning content to improve their digital competencies in order to adapt and upgrade their practice to the new clients' demand brought into strong focus by the Covid-19 crisis and its impact on 'face to face' guidance provision. The resources were developed through the combination of three innovative methodologies to maximise the potential for interactive, experiential and peer-to-peer learning:

- Using Case Studies as learning tools.
- Applying Action Learning.
- Building a Community of Practice.

Elements of the practice that could be exploited in other projects:

The case study method is an innovative learning and teaching method and an effective way to support training participants to practically apply their skills and their understanding of learned facts to a real-world situation, as it:

- Engages guidance practitioners in research and reflective discussions.
- Facilitates creative problem-solving.
- Allows practitioners to develop realistic solutions to complex situations.
- Creates the opportunity to learn from each other.

Action Learning is a powerful approach for working on difficult problems in professional practice and helps set standards for good practice in organisational learning:

- It offers participants an opportunity for personal development.
- It improves problem solving, as well as questioning and listening skills.
- It helps participants tackle complex tasks.
- It allows participants to learn from other organisations facing similar challenges.

Potential impact on community development/active citizenship:

The DigiGuide project promoted peer-to-peer learning between guidance practitioners and IAG managers within a community of practice. A community of practice represents a group of professionals, informally bound to one another through exposure to a common class of problems and common pursuit of solutions. It is a way of developing social capital, nurturing new knowledge, stimulating innovation, and sharing knowledge. Learning from each other was the real advantage for the community. They

found how all feedback and contributions of other practitioners were precious for the learning process.

9. Digital inclusion

Implementing organisation: Zagreb's Association of Disabled Workes (Udruga invalida rada Zagreba)

Responsible: Zagreb's Association of Disabled Workes (Udruga invalida rada Zagreba)

Link: www.uir-zagreb.hr

Period of implementation: since 2021

Good practice description:

Zagreb's Association of Disabled Workes (ZADW) organizes individual education and training opportunities for its members (disabled workers and people with disabilities) according to their needs. The training is provided by employees and volunteers. Individual work is preferred because that way more specific attention is provided for each user. Through that kind of work, ZADW empowers the local community and provides a continuous help regarding the introduction of elderly and people with disabilities into a digital world. That is very important today because of their constant fear of changes and fear of being left out. Results of that kind of practice are very positive and more frequent examples are that people who learned something during our education pass that knowledge to their friends and people with similar problems and fears. That kind of spreading the knowledge is more natural to vulnerable people, like elderly and people with disabilities, which is also a positive result.

Main elements of innovation in the use of digital services for career guidance/adult education:

Innovation in the use of digital services for ZADW is volunteers' programme. Since our users are people with disabilities and elderly, not prone to changes, especially big ones like using digital technology nowadays, we are very proud on our successful cooperation with volunteers. This joint programme provides prompt action and individual work. That programme is structured in a way that every volunteer and every ZADWs' employee adjust their education to every user, depending on their needs and their specific digital equipment and they provide education within a day or two. To every user, that means a great deal because that way they get specific education in a very short time and above else, they feel included in the Society and in the digital world.

GreenComp priority:

4. Acting for sustainability; competence: 4.2 Collective action.

Use of digital technologies:

Positive results of digital inclusion are prompt reaction of volunteers and employees regarding users' problems. However, providing individual education is just a small step in strengthening of digital inclusion because the vast majority of vulnerable groups and people in general are still digitally excluded. ZADWs' programme, unfortunately, although with very positive results, is not applicable for the majority.

Elements of the practice that could be exploited in other projects:

That programme is structured in a way that every volunteer and every ZADWs' employee adjust their education to every user; this methodology can be adopted in the context of other initiatives.

Potential impact on community development/active citizenship:

A strong community engagement and empowerment that foster active citizenship.

10. Adult Skills for Job Oriented Breakthrough (ASK4JOB)

Implementing organisation: E.RI.FO.-ENTE DI RICERCA E FORMAZIONE (Coordinator, Italy), Akademia Humanistyczno-Ekonomiczna w Lodzi (Poland), Directorate of Secondary Education Chania (Greece), FONDATSIYA NA BIZNESA ZA OBRAZOVANI (Bulgaria), FOXPOPULI (Sweden), FUNDACJA INSTYTUT BADAN NAD DEMOKRACJA I PRZEDSIĘBIORSTWEM PRYWATNYM (Poland)

Responsible: E.RI.FO.-ENTE DI RICERCA E FORMAZIONE (Coordinator)

Link: <https://all-digital.org/projects/ask4job/>

Period of implementation: 2017 – 2022

Good practice description:

ASK4JOB project was a pan-European educational pathway for long-term unemployed and low-skilled adults, which contributed to:

- Digital Citizenship – open access and participation in the society with a full digital awareness;
- Digital Inclusion – quality of opportunities in the use of the network and for the development of a fun-innovative culture.

ASK4JOB took inspiration from the Recommendation “A new skills agenda for Europe” (COM 2016 – 381 Final) which focuses on up-skilling and re-skilling the European labour force with digital skills, in order to keep it productive in the jobs and support adults to acquire a minimum level of key competences and/or acquire a broader set of skills necessary to progress towards an upper secondary qualification or equivalent. The ASK4JOB pathway puts in action DIGCOMP 2.1. The path was built on the first 4 proficiency levels of digital knowledge (Foundation and Intermediate), opening the possibility of advancing towards more specialized proficiency levels.

In particular, Ask4Job is composed by three activities:

- Online test for self-assessment of digital competences.
- Massive Open Online Course, divided in two sections: a first one, based on digital competences; a second one, aiming at the strengthening of cognitive abilities.
- The third activity consists in the Capability Labs, that could be conducted both face-to-face or at distance.

Main elements of innovation in the use of digital services for career guidance/adult education:

In order to support the upskilling of adults, ASK4JOB produced an Informative Kit – a set of tools to assess educational pathway and value digital literacy competences. Direct beneficiaries of this kit were long-term unemployed (2 years or more), low-skilled people and people coming from previous work experience. ASK4JOB adapted the DIGCOMP 2.0 framework to this specific target group, which was quite a new application of the framework at the time. ASK4JOB aimed at strengthening and upskilling this target group in order to make them efficiently manage information technology for work, leisure time, and communication. The ASK4JOB Kit addressed both public and private employment agencies as well as education providers for adults, who could incorporate the Kit within their upskilling pathways of adults' competences.

GreenComp priority:

While the project was implemented before the launch of GreenComp framework, it can be linked with the competence area 3. Envisioning sustainable futures, specifically competence 3.1. Futures literacy.

Use of digital technologies:

This project focuses specifically on digital literacy, which is related with futures literacy. While digital literacy focuses specifically on the learning process of capacity building for using digital technology and tools in creating, accessing, and analysing information, these resources and skills are future oriented, and supports individuals in better understanding the role of the future in what they see and do.

Elements of the practice that could be exploited in other projects:

While the project was finalised in 2020, the resources created in the scope of this project can serve as an example and inspiration for DigiBreaker+ resources and which can be incorporated in the upcoming creation of the MOOC. Additionally, the exploitation guidelines for employability counsellors and adult educators/trainers could be beneficial for DigiBreaker+.

Potential impact on community development/active citizenship:

The project's target group were unemployed adults, and the resources were created with the focus on digital skills and digital literacy, to enhance their employability. By equipping unemployed adults with essential digital skills, the project aimed empowers



individuals to participate actively in today's digital-driven community. Additionally, the project promotes active citizenship by encouraging individuals to become digitally engaged citizens. The project was widely shared and disseminated throughout its duration, and by doing so, it reached a high number of people.

11. CiCi the chatbot

Implementing organisation: CareerChat (UK) Ltd™

Responsible: CareerChat (UK) Ltd™

Link: <https://careerchat.uk/>

Period of implementation: since 2021 onwards

Good practice description:

CiCi is a highly advanced and user-friendly chatbot that provides a personalised career exploration experience for adults and young people, with the capability of being integrated within websites and systems, offering better support for customers. Cici offers different options: to search for job vacancies or find other suitable information; advice and guidance sources; or to improve CV.

Main elements of innovation in the use of digital services for career guidance/adult education:

According to the information available on the website, unlike traditional career exploration tools, CiCi stands out with its intelligent conversational abilities. Powered by AI technologies, CiCi engages users in dynamic and interactive conversations, simulating real-life career counseling sessions. By understanding user preferences, interests, skills, and aspirations, CiCi delivers tailored recommendations to help individuals navigate in career choices.

GreenComp priority:

3. Envisioning sustainable futures, competence 3.3. Exploratory thinking.

Use of digital technologies:

As CiCi uses emerging technology, it also gives a first-hand example to individuals on the use of AI in career guidance. Moreover, it offers an opportunity to explore and link different disciplines, and uses innovative, personalised methods in career guidance.

Elements of the practice that could be exploited in other projects:

CiCi is a very versatile tool, and as it focuses on the use of AI, it serves as an interesting example for projects such as DigiBreaker+. While DigiBreaker+ is a project funded by Erasmus+ programme and it won't integrate CiCi within its website, CiCi provides a good example of the use of emerging technologies (AI) in career guidance.

Potential impact on community development/active citizenship:

Using a chatbot for career guidance has the potential to bring about a significant impact on community development and active citizenship. By providing accessible and personalized career guidance, the chatbot could empower individuals within the community to make informed decisions about their professional paths. This, in turn, enhances the overall employability and economic prospects of community members. Overall, the use of chatbots and AI powered tools for career guidance, can offer potentials to empower individuals, promote active citizenship and support community development by providing accessible and personalized support in navigating the complex world of careers.

12. Online support for professional skills of disadvantaged people

Implementing organisation: Instituto Leonés de Desarrollo Económico, Formación y Empleo (ILDEFE) (Spain) – Coordinator, C.I.O.F.S. FORMAZIONE PROFESSIONALE (Italy), Previform - Laboratório, Formação, Higiene e Segurança do Trabalho (Portugal), TOPCOACH SRO (Slovakia)

Responsible: Instituto Leonés de Desarrollo Económico, Formación y Empleo (ILDEFE) (Spain) – Coordinator

Link: <https://itskilledpeople.eu/>

Period of implementation: 2020 – 2022

Good practice description:

The project takes place within a socio-labour context where adult populations face challenges due to limited professional qualifications and insufficient skills to effectively navigate the job market, especially in an increasingly digital environment. The main objective of the project was to enhance the training of professionals and improve the available ICT tools, with the specific goal of enhancing employment opportunities. This EU-funded project focused on exchange of experiences and good practices in the field of online support for unemployed people whose digital skills are on a lower level. In 2021 and 2022, the partnership organised two LTTAs on different topics. More information about the project is available on the website.

Main elements of innovation in the use of digital services for career guidance/adult education:

The partners of this project, four different entities located in different countries of the European Union, exchanged their online service models and methodological innovative solutions especially focusing on those services provided for unemployed adults with low digital resources and skills. The partnership focused on analysing the existing experiences in other territories and transnational learning actions (LTTAs) detecting what would be worth replicating or modifying, always seeking innovation, to expand and develop the technical, pedagogical, and methodological competencies of educators and other personnel who support adult education. On the project website, they created

a repository of apps and resources in Italy, Portugal, Slovakia and Spain, focused on filling the digital gap of disadvantaged people.

GreenComp priority:

While the project was implemented before the launch of GreenComp framework, it can be linked with the competence 3.3. Exploratory thinking.

Use of digital technologies:

By organising different LTTAs, the project encouraged exploring and linking different disciplines on advantages and disadvantages of ICT tools, how to design training to build the most needed soft skills in job search, how to improve the ICT teaching skills of tutors and counsellors, etc. All mentioned topics required participants to use creativity, and to experiment with innovative ideas or methods in using ICT tools.

Elements of the practice that could be exploited in other projects:

The repository of apps and resources in Italy, Portugal, Slovakia and Spain could be used in DigiBreaker+, as an inspiration or as an example that could be shared in the MOOC and e-book. Additionally, the partnership organised 2 LTTAs, and the results of them can be found on the website. What could be particularly interesting and useful for DigiBreaker+ is the analysis of ICT tools for the provision of services and training of unemployed adults and unemployed training service platforms, available here, which covers advantages and disadvantages of ICT tools, as well as the soft-skills needed for increase of job opportunities.

Potential impact on community development/active citizenship:

By providing a centralized repository of tools, information, and resources, the project effectively supports the job search. The project also aimed to promote community development by equipping individuals with the necessary resources to enhance their digital skills and to potentially find suitable employment opportunities. By providing repository of tools and organising different LTTAs to engage individuals, the project also encouraged active citizenship.

13. Positive career guidance for low skilled adults – OVERCOME project

Implementing organisation: CANARY WHARF CONSULTING LIMITED (UK), CARDET (Cyprus), ELLINIKI ETAIREIA THETIKIS PSICHOLOGIAS (Greece), Mindshift Talent Advisory Ida (Portugal), NEOPHYTOS CH CHARALAMBOUS (INSTITUTE OF DEVELOPMENT LTD) (Cyprus), The Rural Hub CLG (Ireland)

Responsible: CANARY WHARF CONSULTING LIMITED (UK)

Link: <https://elearning.overcome-project.com/courses/training-course-for-low-skilled-adults/>

Period of implementation: 2020 – 2022

Good practice description:

The OVERCOME project aimed to enhance low-skilled adult's competencies and support their inclusion in the labour market and society. In order to achieve that, the project focused on strengthening employability skills (creativity, critical thinking, goal setting, problem-solving, self-motivation, communication, teamwork) and psychological capacities by using the core principles of the Positive Psychology approach (optimism, hope, resilience, strengths, self-efficacy, sense of meaning and purpose).

GreenComp priority:

While the project was implemented before the launch of GreenComp framework, it can be linked with the competence 1.2 Supporting fairness.

Main elements of innovation in the use of digital services for career guidance/adult education:

This EU-funded project focused on strengthening employability skills and psychological capacities. The project developed a few resources:

- A toolkit based on the desk and field research for low-skilled adults to develop their psychological capital.
- A training course for coaches/adult educators/career counsellors, which included up-to-date information on how to cultivate employability skills to low-skilled adults and foster the 4 core pillars of positive psychology.

- A training course for low-skilled adults and/or unemployed on employability and how to build their psychological capital
- An online learning space with resources: The eLearning space serves as a pool of information and a vast collection of tools for low-skilled adults. The collection includes online modules, digital resources, training activities and specific user-friendly guidelines for application. These can be found on the eLearning platform.

Use of digital technologies:

The resources created in the scope of this project aim to support low-skilled adult's competencies and their inclusion in the labour market and society.

Elements of the practice that could be exploited in other projects:

OVERCOME project developed an online learning space with various resources, which can serve as an example for DigiBreaker+ project. These can be found on the eLearning platform of OVERCOME project.

Potential impact on community development/active citizenship:

By providing online resources focused on employability skills, the project can potentially help community members enhance their abilities and competencies. Additionally, the project uses Positive psychology, which emphasizes strengths, resilience, and personal development, and it can foster a growth mindset and empower individuals to take proactive steps towards improving their employability.

14. SkillLab

Implementing organisation: SkillLab BV, a social impact venture based in Amsterdam

Responsible: SkillLab BV

Link: <https://skilllab.io/en-us>

Period of implementation: since 2019

Good practice description:

SkillLab developed a product specifically designed to enhance employability and skill development activities, aiming to improve the employment prospects of individuals who have traditionally faced challenges in participating in formal employment or education. The product facilitates the creation of a skill profile through an AI-based interview process that utilizes the European Skills, Competences, Qualifications, and Occupations framework (ESCO). By generating a comprehensive skill profile, the platform's tools can recommend suitable careers, occupations, and, where applicable, current job openings in the user's local area. Additionally, users can generate job application materials that showcase their skills and are tailored to meet the specific requirements of the desired job. The target group of SkillLab includes migrants and refugees, informal workers, individuals with skills acquired through alternative routes, unemployed youth (particularly those not in education, employment, or training - NEET), the long-term unemployed, care-workers, individuals engaged in under-recognized domestic work, career changers, and recently laid-off workers, among others.

Main elements of innovation in the use of digital services for career guidance/adult education:

The product facilitates the creation of a skill profile through an AI-based interview process that utilizes the European Skills, Competences, Qualifications, and Occupations framework (ESCO). By generating a comprehensive skill profile, the platform's tools can recommend suitable careers, occupations, and, where applicable, current job openings in the user's local area. To bridge the skill gap between users' existing skills and the requirements of their desired job, the solution also integrates local and online educational resources.

GreenComp priority:

SkillLab could be linked with area 3. Envisioning sustainable futures, competence 3.3. Exploratory thinking.

Use of digital technologies:

SkillLab offers a first-hand example to individuals on the use of machine learning to make career exploration and skills assessment accessible to everyone. Additionally, it offers an opportunity to explore and link different disciplines, and uses innovative, personalised methods in career guidance.

Elements of the practice that could be exploited in other projects:

SkillLab focuses on creation of a skill profile through an AI-based interview process that utilizes the European Skills, Competences, Qualifications, and Occupations framework (ESCO), and this aspect may be interesting to look at in DigiBreaker+ project. Additionally, as it uses AI, it provides an interesting example of the use of emerging technologies (AI) in career guidance.

Potential impact on community development/active citizenship:

As the project focuses on skills assessment, it has a potential to contribute to the development of individual skills within the community, provide personalised assessment that help individuals identify their strengths and areas for improvements, which may also enable them to become more active members of the community. To bridge the skill gap between users' existing skills and the requirements of their desired job, the SkillLab also integrates local and online educational resources, which can also facilitate matching skills with the existing opportunities in the community.

15. Women4IT project

Implementing organisation: LIKTA – The Latvian Information and Communications Technology Association, Latvia, BETI – Baltic Education Technology Institute, Lithuania, Tech.mt – Tech.mt - Malta Leading Through Innovation, Malta, CRETHIDEV – Creative Thinking and Development, Greece, ICS Skills – Training and Certification Body of the Irish Computer Society, Ireland, PLAN International – Advancing children's rights and equality for girls, Spain, Fundatia EOS – Educating for an Open Society, Romania, ECWT – The European Centre for Women and Technology, Norway, DIGITALEUROPE – The voice of the digital technology industry in Europe, Belgium.

Responsible: LIKTA – The Latvian Information and Communications Technology Association, Latvia

Link: <https://www.digitaleurope.org/women4it/>

Period of implementation: 2018 - 2023

Good practice description:

Women4IT is a multi-stakeholder partnership funded by the EEA Grants and the Norway Grants Fund for Youth Employment. The project is supported by 9 Partners from across Europe and various sectors. In the context of the ongoing shift towards a digital economy, there is a noticeable gender disparity on the European market, with a significantly lower representation of women. If this digital gap remains unaddressed, it will result in the loss of female talent, innovation, and entrepreneurship, further exacerbating the existing gender gap. The project partners share the ambition of enhancing the digital competences of young women who face the risk of labour market exclusion. The primary objective is to improve their employability by equipping them with the necessary skills and knowledge to thrive in the digital era.

Main elements of innovation in the use of digital services for career guidance / adult education:

The initiative will pursue its goals through awareness-raising campaigns about the digital skills and gender gap, skills assessment, innovative partnerships with employers, development of a new on-line employability profiling tool, training and employment guidance into Digital Jobs. The project aims to develop concrete actions and approaches

such as through an online employability profiling tool and a learning/training platform that includes employer co-designed customized learning plan and a job application & on-boarding support system.

GreenComp priority:

Even though the implementation of this project has started before the creation of GreenComp, the project can be linked with the 1.2 Supporting fairness and 4.2 Collective action.

Use of digital technologies:

The practice focuses on acting for change in addressing digital gap between women and men on the European market. The project aims to develop digital competences of young women who are at risk of exclusion, by improving their employability. The project focuses on providing non-formal education opportunities to at least 900 young women, to help them upskill, with a 'learning to learn' attitude, a sense of initiative, and the social skills necessary to find a job. The employment that is anticipated for the young women will also benefit other groups of young people, and other labour market stakeholders like employers, training providers, recruiters, communities and NGOs.

Elements of the practice that could be exploited in other projects:

The Repository offers various resources that could be incorporated in DigiBreaker+ project, such as the Employment Toolkit that is a practical resources for young women that could become IT specialist and for employers that are struggling to fill the job opening in their companies. The toolkit aims to raise awareness about what working in a digital job entails, why this could be an exciting career pathway, and provides a series of key principles and recommendations to enhance understanding of the opportunities, advantages and challenges. Additionally, the project developed infographics of different digital job profiles that may be useful for DigiBreaker+ project.

Potential impact on community development/active citizenship:

By providing an online employability-profiling tool and a learning/training platform, the project can empower young women with the necessary tools to navigate the digital world and gain access to opportunities in the labor market. Moreover, by specifically



targeting young women, the project can address gender disparities in the digital sphere. It can help bridge the gender gap by promoting gender equality.

16. Career Pathways project: My Career Pathway Web portal, Labour Market and Skills Data Hub; Professional Experience Space

Implementing organisation: Career Pathways project's consortium partners

Responsible: TecMinho (Portugal)

Link: <https://www.career-pathways.eu/>

Period of implementation: 2022 - 2024

Good practice description:

The Erasmus+ project "Career Pathways" plans to address the need for career pathways for those seeking to develop skills for future employment and the need for VET organisations to provide new learning opportunities for individuals to acquire these skills. One of the project's outputs is the "My Career Pathway Web Portal" where unemployed adults or those looking for their first job can access current labour market information in order to explore new jobs, green jobs or seek vocational training to upgrade skills. The web portal will provide access to Labour Market Intelligence based tools for unemployed adults and those seeking new employment to explore potential new jobs based on their skills and to enter vocational education and training for skills updating. It will also provide a personal space to develop a Euro CV based on present experience and skills to be compared with requirements for different occupations through ESCO, identifying possible new occupations for 'good' jobs, with an emphasis on green jobs. Other outputs are "Labour Market and Skills Data Hub" to provide data for employers, policymakers, planners and VET providers on skills and training demand related to national/regional markets based on the Cedefop Skills OVATE data offering near real time data on skills demands for VET. Other output is "Professional Experience Space" for career development/guidance professionals, Public Employment Services and VET organisations.

Main elements of innovation in the use of digital services for career guidance/adult education:

There are limited tools for accessing Labour Market Intelligence available for. For that, the project contributes to innovation in VET through the use of data based on web scraping of job advertisements to provide timely and relevant intelligence on local labour markets. The use of digital technologies by the "My Career Pathway Portal" will

allow those seeking employment using ESCO database to identify the skills they require to move into new skilled occupational employment and through career pathways to local and regional training opportunities to develop these skills. A second area of innovation will be the use of digital technologies to allow those seeking employment using ESCO to identify the skills they require to move into new skilled occupational employment and through career pathways to local and regional training opportunities to develop these skills. The “Labour Market and Skills Data hub” will provide data for employers, policymakers, VET providers on skills/ training demand related to national markets based on the Cedefop Skills OVATE near real time data on skills demands for VET. This data will be combined with analytics based on user interactions, providing not only job and skills demand, but also data on what users are looking for at a local and regional level.

GreenComp priority:

The "My Career Pathway portal" will have a particular emphasis on green jobs. The portal will identify new additional skills needed and training opportunities for those new skills. Although taking all GreenComp priorities in consideration, the project supports the three competences of the “Envisioning sustainable futures” area.

Use of digital technologies:

The Career Pathways project plans to address the need for career pathways for those seeking to develop skills for future employment and the need for VET organisations to provide new learning opportunities for individuals to acquire these skills. It also addresses the need identified by Cedefop for new tools for careers and employment professionals to support adults (especially those with low skills) in identifying new skills and employment possibilities, especially focusing on the green jobs of the future required by the labour market.

Elements of the practice that could be exploited in other projects:

The use of digital technologies by the "My Career Pathway Portal" will allow those seeking employment using ESCO database to identify the skills they require to move into new skilled occupational employment and through career pathways to local and regional training opportunities to develop these skills. A second area of innovation will be the use of digital technologies to allow those seeking employment using ESCO to identify the skills they require to move into new skilled occupational employment and through career pathways to local and regional training opportunities to develop these skills.

Potential impact on community development/active citizenship:

The Career Pathways project plans to address the need for career pathways for those seeking to develop skills for future employment and the need for VET organisations to provide new learning opportunities for individuals to acquire these skills.

17. Gamified Career Guidance: Promoting Meaningful and Participative Career Construction and Vocational Development through a Gamified Digital Platform (G-GUIDANCE)

Partner organisations: (Universities) University of Maia (ISMAI); New Bulgarian University (NBU); Università Degli Studi Della Campania Luigi Vanvitelli (UCampania); Universidad Nacional De Educacion A Distancia (UNED); Panepistimio Patron (UPatras); Agrupamento de Escolas de Freixo; General High School F.J.Curie, Sofia; Liceo Scientifico Statale Giordano Bruno; Los Pinos Educación; Arsakeio Lyceum of Patra.

Responsible: Francisco Machado (fmachado@umaia.pt)

Link: <https://g-guidance.eu/language/en/>

Period of implementation: 2021 – 2022

Good practice description:

G-Guidance project was designed to address the need to implement integrated, comprehensive, and effective career guidance services and methodologies in educational settings, namely schools. It focused on three main objectives: a) develop and implement a web based, gamified platform, which is at the center of a comprehensive career guidance methodology for middle and high school students, that will enhance and broaden the reach of career guidance in schools; b) train and support school psychologists, teachers and parents on the use of the platform as a tool to actively participate in youths' career guidance, and c) create an open source multimedia database with high quality career information, presented in the platform through gamified elements, and on and offline career guidance activities to carry inside and outside school. Using a combination of digital resources, those already in use by students, teachers and parents (e.g. facebook and Instagram) and new ones (G-GUIDANCE digital platform), a specifically developed career guidance methodology (adapted to the use of technology), and project based activities, we improved the efficacy and engagement of students with career guidance.

Main elements of innovation in the use of digital services for career guidance/adult education:

G-Guidance created varied project-based digital learning materials and tools for educators and youths to use throughout the career guidance, which facilitates access to more realistic and useful career related information. These materials were made available to students and educators in the G-Guidance digital platform, as open educational resource, in diverse formats (text, images, sounds, video) to promote interest, motivation and engagement in career guidance, but also to foster the inclusion of students with different characteristics and/or special needs and learning disabilities. The use of digital technologies greatly facilitated the training, supervision and engagement of educators involved in the project, namely teachers and parents, as it allowed easy access to information, as well as easy and familiar communication tools (e.g., Instagram). G-Guidance's gamification orientation makes career guidance more appealing, motivating, and useful, since it empowers and engages youths in their self and career development, and thus with higher chances of causing positive impact in short, medium and long term. At the same time, career guidance becomes more inclusive, as these tools will allow career guidance experts and educators to reach a wider range of kids, especially those less engaged, more absent and at risk of dropping out.

GreenComp priority:

3. Envisioning sustainable (Futures Literacy, Adaptability; Exploratory thinking futures)
4. Acting for sustainability (Collective Action)

Use of digital technologies:

One of our practices' main objectives was to provide technical and methodological conditions to allow for career guidance in schools to truly be a collaboration between different educational agents, with the student's (career) development as a common goal. This because research shows that learning and skills development at young ages are greatly improved when teachers, parents and school psychologists combine efforts to engage students and provide the support, security and learning experiences necessary for their growth. And this collaboration has ever been an issue in most schools across Europe, identified at a local, national, and European level. Our selected methodology and tools facilitate this collaboration. At the same time, sustainability was always a concern of ours, and using already existing digital tools and creating a new one (G-Guidance platform) which built was designed to allow for school psychologists to update continuously as needed, namely using internet-based resources, we guaranteed that the methodology can easily be reproduced going forward, in any given school, with minimum additional resources and cost needed, other than those that any

average school already possesses. All resources and materials are digitalized and available for the community on the internet, without any cost.

Elements of the practice that could be exploited in other projects:

G-Guidance career guidance methodology was developed specifically to capitalize on digital tools to update and improve career guidance practices in school context, which means that school psychologists, teachers, students and parents will, differently for each group, develop new skills, transitioning from obsolete practices based on expositive, paper and pencil, career guidance activities, to harnessing the immense possibilities of internet-based resources. The results of our project was a new way, a new model of conducting career guidance more attuned to current day students and educational agents, that connects schools with the community, and real-life job market information, supported by digital resources. The results of the project include professional training manuals for psychologists to implement career guidance in their schools, and to use the digital and non-digital tools, which can be up scaled to a training program for these professionals and teachers.

Potential impact on community development /active citizenship:

The Guidance methodology was designed to be a continuously growing process, with the aim of increasing cooperation and engagement of school actors, namely teachers, students, parents, and key community stakeholders, like local businesses, local governmental agencies and other institutions. This promotes students engagement in career guidance activities outside schools (as much as inside school), in the community, close to real life, with the support, supervision and cooperation of all the relevant educational agents. At the same time, using well-known digital communication tools (Instagram) facilitates the close supervision, validation and active participation of parents in their children's activities, as well as motivating themselves to also participate as professional role models. These two aspects alone, we believe, transport career guidance outside schools, engaging the community, thus (positively) influencing not only the students but also the community. In addition, by increasing communication and fostering positive relationships in the community, it is easier to increase social and cultural cohesiveness at a local level, by sharing and cooperating in the children's education and career development. Lastly, if students get to know better and value local businesses and services, the community has higher probability of fixing qualified professionals locally instead of seeing them relocate to other places.

18. TechCMS project: enhancement of Career Management Skills through an online digital training and resources

Implementing organisation: ASEV

Responsible: Giulia Rigoli g.rigoli@asev.it

Link: <https://techcms.eu/it/home-it/>

Period of implementation: 2020 – 2022

Good practice description:

Thanks to the TechCMS project, tools were created to increase career management skills through a digital training and online resources: career counsellors and individuals are now able to access up-to-date resources for their work, training or self-improvement, following an autonomous path, without time and place restrictions.

Main elements of innovation in the use of digital services for career guidance/adult education:

An innovative Virtual Career guidance and Learning Centre and self-assessment tool was published online. Elements of innovation: - the orientation and learning paths can be followed autonomously by the user thanks to initial, in itinere and final self-assessment. - Orientation and learning paths are in digital format. TechCMS courses aim at enhancing the individual's creativity and innovation by bringing him/her closer to innovative technological tools to improve career management skills for promoting entrepreneurship. - within those courses, space is given to innovation theme with the following topics: Career Expert Course - Module 2, Topic 2.7 "Creativity and Innovation in Decision Making" which helps the professional to use techniques to enhance creativity and innovation in decision making and to support clients in developing creativity and innovation in their decisions. Individual course Module 2, Topic 2.3. "Being innovative" which helps the student to know the concept of being innovative, to consider the different aspects of innovation, to practice to be innovative at work.

GreenComp priority:

Among the CMSs that want to be amplified with the TechCMS online course, we can find some that can be linked to Green Comp. For example, within the course addressed to Individuals, a topic is called "Adaptability", in this case the skill is geared towards the

world of work but can also be applied to the concept of sustainability. In fact, at the end of this topic, the student will be able to:

- Recognize the changing world (of work).
- Understand the importance of soft skills.
- Discover adaptability as a personal resource (required by the world of work).

Furthermore, Module 1 of the course for professionals is named 'Personal Self' and aims to provide an overview of how to discover our true selves, talents and interests in order to develop self-awareness and feel empowered. Also in this case, the topics addressed can be adapted and integrated into Green Comp "Individual Initiative".

Use of digital technologies:

Both technical and content elements can be imported. The technical elements include: an open space, accessible 24/7, where interested parties can find information, acquire, or improve their knowledge and generate ideas about Career Management. In terms of content, the two courses cover similar subject areas, but from a different perspective, making them more useful and relatable for the target groups (Individuals and Professionals).

Elements of the practice that could be exploited in other projects:

The skills covered in TechCMS courses can help to 'manage transitions and challenges in complex sustainability situations and make decisions about the future in the face of uncertainty, ambiguity and risk' and to 'identify one's own sustainability potential and actively contribute to improving the prospects of the community and the planet', because they aim at developing management skills that help to face challenges and changes, make decisions, manage risks, stimulate self-awareness and self-efficacy, self-responsibility, self-introspection and analysis of personality traits, to leave a positive impact on society.

Potential impact on community development/active citizenship:

To be active citizens and contribute to the development of society, it is essential to start from oneself, from one's ambitions, hopes and emotions. Once this is understood, it is essential to understand the society around us, to have the right tools to explore it and to correctly receive the information we receive. At this point we can act on it with awareness. TechCMS materials aim to provide the skills for an inner exploration and the ability to critically read the information that comes from the outside.

19. Innovative European Career Guidance (IEUCG)

Implementing organisation: Asnor

Responsible: Asnor

Link: <https://ieucg.eu/>

Period of implementation: 2022 – 2024

Good practice description:

The project would like to build up a new generation of professional European Career Guide able to support people to improve their career journey through learning, skills, reskilling and upskilling, work and transitions – a need more and more important especially in difficult and evolving times. Thanks to an international context and to the background coming from different partners it is possible to increase partners' staff skills, prepare and equip the professional "European Innovators in Career Guidance". The project results will be distributed as Open Educational Resource in order to be used by educators in different context and building up a European network of professional career guides.

Main elements of innovation in the use of digital services for career guidance/adult education:

An innovative practical digital toolkit for the inclusion in the career guidance was developed including innovative and effective ways to implement a new approach to career guidance thanks to the use of technologies,§: an open educational resource containing materials ready to be used to innovate and empower career guidance practices for inclusion and diversity; a strong need analysis investigation involving several different stakeholders involved in career guidance and employability (learners/students, providers of learning and enterprises benefiting trained/skilled learners) - an innovative evidence-gathering approach facilitated by an informal atmosphere. - Interactive resource including multimedia, web links, images and supporting graphics - Availability for free, as OER, in various formats (PDF, ISSUU) and languages (English, Italian, Finnish, Spanish and French).

GreenComp priority:

The Handbook: Guidance To Post-covid19 Jobs And Transitions is based on the need to build up a quality career guidance in line with the evolution of the society to be more

adaptive to labour market needs and to foster the employability. In this context the objectives are in line with GreenComp.

Use of digital technologies:

The pedagogical approaches promoted in the Training Modules: Pedagogy And Psychology For Career Counselling foster the capacity and skills required to 'manage the society and economic transitions' because they aim at developing management skills that help to face changes, problem solving, self-responsibility, including antifragility, mindset building, to be more adaptive to labour market needs and to foster the employability.

Elements of the practice that could be exploited in other projects:

1. Train the career guides – a new professional profile of “European Innovators in Career Guidance” to be trained during meetings, intensive training events and by collaborating in producing project results;
2. Equip the trainers with materials to deal with unemployment, upskilling and reskilling needs for the future job force with tested project results and intensive communication and dissemination plans

The approach guiding the activities are based on a triangle (knowledge – inspiration – action) with tested outcomes, strong innovation and effective implementation processability such as:

- Intensive testing of the outcomes by the project partners in a series of peer-learning sessions, via workshops at local level and with the involvement of several stakeholders in an inclusive context;
- Research about relevant cases, policies and local features to increase the knowledge of different national contexts; • Creation of a guidance system to face with success the post-COVID19 pandemic’s impact on jobs and the need to drive a transition process in order to increase the employability; • Design an effective training based on a scientific approach dealing with the academic pedagogy in counselling and occupational psychology – the training will be delivered within partners and described in a training module;
- Building up a practical digital toolkit for the inclusion in the career guidance thanks to innovative and effective ways to implement a new approach;
- Creation of a database of relevant OER including reports, handbook, training module and a digital toolkit about innovation in career guidance;
- Availability of materials in 5 different languages (English, Italian, Finnish, Spanish and French); • Creation of a brand-new professional profile of “European Innovators in Career Guidance” recognised under the ECVET and EUROPASS systems.

Potential impact on community development/active citizenship:

PR1 will guide the other ones; in effect, it is a report used to define the emerging needs and to provide an overall vision of the policies, system and successful cases across Europe.

PR2 is a handbook, in which thanks to their experience, knowledge and skills the partners will explore ways to work in challenging times and how to support the ongoing transitions and evolutions.

PR3 is a training module dealing with pedagogy and psychology as the scientific approach to innovate career guidance more inclusively – it will contain practical tips to ensure effective implementation.

PR4 is a practical digital toolkit with innovative methodologies, approaches and tools.

20. Career Skills Platform

Implementing organisations: Business Foundation for Education, Bulgaria (coordinator), University of Jyväskylä – Jyväskylän yliopisto in Finland, Réseau International des Cités des métiers in France, Internationale Projekte – Volkshochschule im Landkreis Cham e.V. in Germany, IED Institute of Entrepreneurship Development in Greece and Aspire-igen Group in the UK.

Responsible: Nevena Rakovska, coordinator (fbo@fbo.bg)

Link: <http://app.career-skills.eu/>

Period of implementation: 2017 –2022

Good practice description:

The Career Skills project aimed at launching Career Skills Platform – a European one-stop-shop platform to support the understanding and development of career management skills to all interested users:

- help citizens from all ages to improve their skills and find suitable careers in a dynamically changing world. The project addresses young people and adults who seek support for career transitions; low-skilled and over-qualified who face challenges in matching to the labour market; unemployed, NEETs, adults /employees who are planning a career transition or are threatened to lose their jobs, older workers, who need to upskill and develop new competences to remain competitive.

- Equip career guidance practitioners and other intermediary bodies offering career support to individuals with ready to use training tools and resources, as well as a multifunctional platform, where they can present their services, achievements and good practices and get in contact with clients who need support in developing their career management skills. (3) support the efforts of policy makers and stakeholders (experts, employers, educational institutions) by synergizing digital resources to achieve enhanced access to services, better understanding of the career management skills in the society, improved provision and uptake of CMS training, and better match between training and labour market demands.

The Career Skills Project exploits the potential of new technologies and innovative educational methodologies to help individuals of all ages develop a set of transversal career management skills, become more adaptive to labour market challenges and

complexity and cope with career transitions during their lifetime. To achieve these goals, the partnership has launched the Career Skills Platform. It integrates multiple functions that facilitate the understanding of career management skills (Career Skills Catalogue and assessment instrument), their development (Career Skills MOOC); support the accessibility of services (Career Service Map) and their promotion (Career skills Network).

Main elements of innovation in the use of digital services for career guidance/adult education:

The project brings several innovative aspects in the field of career guidance:

- In terms of methodology: The Career Skills project uses the potential of open-source platforms and crowdsourcing, to develop an innovative multi-language platform that bring together various stakeholders in Europe and benefits from shared experience and, resources.
- In terms of approach: The Career Skills partnership has integrated a closed-loop business model into the project design with the aim of doing more with less. This aims to take advantage of already available good practices and resources and replace the traditional “linear consumption” project approach (‘take-make-use-waste’) with a new, self-sustainable approach, rooted into collaboration, in which resources and products are openly shared, recovered and recycled.
- In terms of content: The project has produced several scalable outputs, which are packed together and freely available on the Career Skills platform:

The Career Skills Catalogue features a comprehensive glossary and framework of the most essential career management skills with descriptors for 3 levels, as well as assessment tool that helps individuals evaluate their need for further development. The results link users to Career Skills MOOC, where they can improve their skills online and for free. The Career Skills Network allows career guidance providers to freely present their services, initiatives and events. Users can find the support they need on Career Services Map where they could choose upon different criteria - type of service, target groups addressed, career skills they need to develop. Career Skills Impact Report summarizes the results and identifies key policy messages, challenges and opportunities for development. It presents the sustainability plans and outcomes on a national level in each partner country.

GreenComp priority:

2. Embracing complexity in sustainability.
3. Envisioning sustainable futures.

Use of digital technologies:

The Career Skills project produced freely available and accessible online tools and training materials, thus using digital technologies to facilitate access of individuals of all ages to quality online training materials and support. The Career Skills MOOC, Catalogue and assessment instruments give chance to users from each point to understand, assess and develop their key skills. The MOOC is designed to suit 3 levels of users – from beginner to experienced – and help them develop a range of transferable competencies (adaptability, resilience, critical thinking, inquisitiveness, creativity, etc.) to help them be better prepared for the labour market challenges and for the future transitions in their lives and careers.

Elements of the practice that could be exploited in other projects:

The Career Skills Project helped thousands of users of all ages - from students to seniors - to improve their career management skills. It equips career counselors with ready-to-use free quality materials in 6 languages, targeted at 3 levels of learners. 96% of the pilot users confirm the effectiveness of the MOOC. Thus, it supports the workforce to stay competitive and resilient in turbulent changes and provides evidence for future-looking career guidance policy.

Potential impact on community development/active citizenship:

The project provides trainers and career guidance professionals in Europe with ready to use, free and comprehensive set of online tools and materials to promote career skills and service, and make them more accessible and well designed to the needs of the specific users. The Career Skills MOOC is a freely available in 6 languages open source, that helps learners from students to advanced professionals to update their career skills through a variety of practical exercises. The MOOC contains 12 modules with 360 exercises. The large diversity of offered training approaches – creative tasks, self-reflection, practical examples and tips from experts, inspiring videos, etc. - makes it applicable for all target groups and levels of learners, with different learning styles. The Creative Common license enables other organizations and providers to step on these efforts.

21. Employment Agency page on Bulgarian Ministry of Labour and Social Policy

Implementing organisation: Bulgarian Ministry of Labour and Social Policy

Responsible: Bulgarian Ministry of Labour and Social Policy

Link: <https://www.az.government.bg/bg/trl/>

Period of implementation: since 2023

Good practice description:

An online collection of resources, advice and services for job seekers. Services include online tests, trainings, and targeted projects for different groups of job seekers, psychosocial assistance and information on all administrative processes required to access services. The website also has a section for employers and incentives for them to engage with jobseekers.

Main elements of innovation in the use of digital services for career guidance/adult education:

A comprehensive database including self-assessment tools which guide users to the professional services that they require. Job seekers are enabled to manage some administrative tasks themselves, and the MyCompetence tool guides job seekers through self-reflection activities.

GreenComp priority:

- 1.2 Supporting fairness;
- 2.1 Systems thinking.

Use of digital technologies:

Job seekers programmes seek to be inclusive to people of all backgrounds, and to provide specialist support to those who may need it, either because they have a particular demographic background, or in cases of psychological barriers that are preventing an individual from either seeking or gaining employment. Employers are also included in the service so that the issue of unemployment is addressed from both sides.

Elements of the practice that could be exploited in other projects:

A central information hub providing information on all sorts of job-search and job-preparation services, including application documents. The MyCompetence HR tool encourages job seekers to do their own self-reflection and competence diagnosis at the beginning of the job search process.

Potential impact on community development/active citizenship:

The system is designed to be accessible for everyone eligible to work in Bulgaria, with projects focused on young people, people with disabilities, refugees and other vulnerable people alongside the general population.

22. Coach@work: Supported employment job coaching programme – Eqavet system for recognition, validation and accreditation of supported employment providers of people with disabilities

Implementing organisation: National Agency for Vocational Education and Training (NAVET / НАΠΟΟ)

Responsible: National Agency for Vocational Education and Training (NAVET / НАΠΟΟ)

Link: [https://supportemployment.eu/\(home page\)](https://supportemployment.eu/(home page))
<https://supportemployment.eu/elearning/page.php?id=78> (curriculum)

Period of implementation: 2014 - 2017

Good practice description:

Coach@work promotes a ‘supported employment’ approach for the recognition, validation and accreditation of knowledge, skills and competencies among people with disabilities (PwD). The programme is directed to training career coaches. There are nine modules covering both general employment and job search skills as well as practical advice specific to PwD and their career guidance coaches.

GreenComp priority:

- 1.1 Valuing sustainability;
- 1.2 Supporting fairness;
- 2.2 Critical thinking.

Main elements of innovation in the use of digital services for career guidance/adult education:

Coach@work’s method of delivery is based on an e-learning platform. In addition, the curriculum framework is fully online and easily navigable. Various modules incorporate digital content and learning methods. Examples include:

- Supportive public policy and access to mainstream and digital support for PwD.
- Impact of digital assistive technologies and services on independent living.
- Social impact on disabilities and types of technologies and personal aid.
- The role of technologies for overcoming barriers and finding employment for PwD.

- Challenges of effective use of technologies and personal wellbeing of PwD.

Use of digital technologies:

Equity and fairness are core values of the project, alongside the constant thread of evaluating personal values. Throughout the course, participants are asked to identifying assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions. These are all necessary when working to include people who have traditionally been marginalised.

Elements of the practice that could be exploited in other projects:

This output is a training-of-trainers manual with relevant curriculum content, for example:

Module 5: Process and Methodology of Supported Employment – the 5-stage process of:

- Client engagement – creation of an action plan, working together with PwD.
- Vocational profiling – working on realistic and practical working places.
- Job finding – get to know possible ways of job finding.
- Employer engagement – importance of contact with employment, good job matching, etc.
- On and off job support – supporting PwD in their work places (on-the-job training) and also outside.

Module 7: Pre-employment agenda contains the following sections:

- Self-awareness.
- 'Looking for work is harder than working' focuses on 'hidden or unadvertised jobs'.
- 'Career resources' includes job analysis.
- 'The paper trail' includes aspects of self-organisation such as CVs and cover letters.

Module 8:

- Career guidance.
- Labour market methods.

While specifically designed for PwD, the general guidance is universally applicable.

Potential impact on community development/active citizenship:

In Europe, 50% of working-age people with disabilities are in employment, compared to 75% of persons without disabilities. PwD are also twice as likely to leave school early, which leads to lower employment levels. The project encourages career coaches to consider the specific needs of people with disabilities, and to recognize their skills and

competencies that may otherwise be ignored because mainstream society is unable to see beyond surface prejudices. This will reduce their social exclusion and change attitudes about the abilities of PwD and the contributions they make to their communities. The implications for discrimination against particular marginalized groups may also be lessened by incorporating the needs of PwD, as more women have disabilities than men in the EU (26.1% v. 21.8), and also (intuitively) older cohorts have higher rates of disability than younger cohorts. (Figures from www.consilium.europa.eu/en/infographics/disability-eu-facts-figures accessed 18/05/2023).

23. OCCAY (Online Career Counselling Academy)

Implementing organisation: Business Foundation for Education

Responsible: KARBON Consulting, Austria

Link: <https://occay.eu/>

Period of implementation: 2021 -2023

Good practice description:

The OCCAY project is creating instruments for career counsellors and counselling institutions with the aim of upskilling in the field of digital processes and tools. It combines self-assessment of digital competences with an online course (OCCAY Hybrid Flexi Course), an online tool and a handbook (publication pending). The course content is based on the EU digital competence framework (DigComp).

Main elements of innovation in the use of digital services for career guidance/adult education:

The Hybrid Flexi Course modules incorporate various innovations in the digital space contained in DigComp such as communication and collaboration tools, apps for career guidance, and digital health literacy. The Flexi Course includes interactive exercises, videos and game-based approaches. The project counselling tool itself is still in development and aims to ensure the best possible communication and information flow between counsellor and client alongside work tools and counselling tools.

GreenComp priority:

- 1.2 Supporting fairness;
- 3.3 Exploratory thinking.

Use of digital technologies:

The project has inclusivity as part of its guiding mission, and seeks to offer the option of a complete guidance service to people who may not have the time or means to attend in-person sessions. The approach is inter-disciplinary, with course content ranging from practical skills such as how to use digital tools through to more social and health-related considerations such as digital empowerment.

Elements of the practice that could be exploited in other projects:

Of the outputs produced so far, self-assessment tools and reflective exercises encourage self-awareness, and the learner-led nature of the Flexi Course requires self-organisation. There is an emphasis on assisting clients not only with digital skills, but also with technical problems that can affect their confidence when going through the job-search process.

Potential impact on community development/active citizenship:

OCCAY seeks to speed up the implementation of fully digital career guidance services after the COVID-19 pandemic forced this service online without the necessary supportive infrastructure. By fulfilling this need with a set of innovative digital tools, OCCAY attempts to make digital career guidance more inclusive. The Flexi Course also includes tips on how to make online communication more engaging for the job seeker.

24. Teach for Future

Implementing organisation: Global Libraries Bulgaria Foundation (Bulgarian partner)

Responsible: National Association of Librarians and Public Libraries in Romania (ANBPR)

Link: <https://teachforfuture.ro/produse-intelectuale/>

Period of implementation: 2019 - 2022

Good practice description:

Teach for Future is a training programme for adults, that contains three modules: ICT; Innovation Management and Network Collaboration; and Entrepreneurship and Leadership. Digital skills feature heavily across a range from competences ranging from technological skills to external communication and marketing and in-depth market research. The key to this project is the variety and inter-connectedness of the content, combining technical and soft skills for application to organisational and entrepreneurial situations. Each module consists of a comprehensive programme taught over 35 hours, and mentoring campuses in each module subject, also conducted over 35 hours, go deeper into each topic. The target participants include unemployed adults.

Main elements of innovation in the use of digital services for career guidance/adult education:

The ICT module is divided into four components: 3D modelling and printing, image editing, digital marketing, and online collaboration tools. Management Innovation and Network Collaboration has all manner of digital competencies embedded in the curriculum, whether as part of the method (e.g. communication, crowdsourcing) or content (e.g. data management, fake news, digital marketing, online collaboration). Because of the COVID-19 pandemic, the vast majority of the pilot training sessions for both trainers and beneficiaries was online.

GreenComp priority:

- 1.1 Valuing sustainability;
- 2.1 Systems thinking;
- 2.2 Critical thinking;
- 3.3 Exploratory thinking.

Use of digital technologies:

All three modules touch on various aspects of sustainability, whether reflecting on personal values when starting a business or innovating within an organisation; thinking critically when confronted with new information; and applying the skills and information learned in each discipline to professional situations.

Elements of the practice that could be exploited in other projects:

The themes of innovation, technology and entrepreneurship are all useful skills in the modern workplace, elements of which from the Teach for Future project could be incorporated into the Digibreaker+ job-seeking tool to fulfil the project aim of “a strengthened, more self-aware and sustainable access to digital technologies”. The project outputs contain both theory and exercises.

Potential impact on community development/active citizenship:

The Entrepreneurship and Leadership module is especially relevant to participants considering starting their own businesses, with the pilot programme taking place in a small city in Bulgaria situated within a wider rural area. Local small businesses and NGOs were involved in the training, showing how small organisations can make a difference within a community. SMEs employ 75% of the Bulgarian working population, at an average of 4.4 people per enterprise (European Commission 2019 country fact sheet). Innovation concepts and ICT skills can be used to create positive changes both within organisations (e.g. an open workplace culture) and in their external output (e.g. creating physical community spaces, holding events, implementing accessible initiatives).

25. GENGÅVAN

Implementing organisation: STADSMISSION

Responsible: PINGST KARLSTAD

Link: <https://www.xn--gengvansecondhand-crb.se/>

Period of implementation: since 2020

Good practice description:

GENGÅVAN second hand is an initiative of 3 Swedish organizations with the leadership of the local commune, the purpose is to train low-skilled adults to give another life to any product that is not used anymore by its original owner. The Gengåvan second-hand initiative is an innovative approach to promoting adult education and career guidance using digital services. The initiative focuses on promoting handcraft work such as painting, crafting, stitching, and restoring old furniture. Interested adults and volunteers can register through the Gengåvan website, where they are then screened through a short interview process to determine their interests and how they can be integrated into the initiative. Once screened, adults are assigned to a relevant workshop and undergo a one-month virtual training program before finally being assigned as a praktikant at one of the Gengåvan shops. Stores of Gengåvan hold thousands of goods and at 15.00 every day stores are loaded with approx. 500-1000 newly arrived goods.

Main elements of innovation in the use of digital services for career guidance/adult education:

This approach is innovative in several ways. Firstly, it leverages the power of digital services to reach a wider audience, making it easier for interested individuals to register and participate in the initiative. Secondly, the initiative offers a practical and hands-on approach to learning, allowing participants to develop new skills and apply them in a real-world context. Finally, the initiative promotes sustainability by encouraging the restoration and reuse of old furniture, thereby reducing waste, and promoting a circular economy. Overall, the Gengåvan second-hand initiative is an excellent example of how digital services can be used to promote adult education, career guidance, and sustainability.

GreenComp priority:

Embracing Complexity in Sustainability;
Envisioning sustainable futures;
Acting for sustainability.

Use of digital technologies:

The Gengåvan second-hand initiative responds positively to the Greencomp priorities by addressing several key aspects of sustainability. Firstly, the initiative embraces complexity in sustainability by using a system thinking approach. This means that it recognizes the interconnectedness of various aspects of sustainability, such as environmental, social, and economic factors. For example, the initiative promotes sustainability by encouraging the restoration and reuse of old furniture, which not only reduces waste but also promotes social sustainability by providing new job opportunities and fostering a sense of community. Secondly, the initiative envisions sustainable futures by promoting futures literacy, adaptability, and exploratory thinking. By providing a practical and hands-on approach to learning, the initiative encourages participants to develop new skills and knowledge that can be applied to create a more sustainable future. Additionally, the initiative encourages exploratory thinking by allowing participants to experiment with different approaches to sustainability and find creative solutions to complex problems. Finally, the initiative promotes acting for sustainability by encouraging collective actions. By bringing together interested individuals and volunteers to work towards a common goal, the initiative promotes collaboration and collective action, which is essential for achieving sustainable outcomes. Moreover, by promoting the restoration and reuse of old furniture, the initiative encourages individuals to take action toward sustainability by making small but significant changes in their own lives. Overall, the Gengåvan second-hand initiative aligns well with the Greencomp priorities by promoting a holistic and systemic approach to sustainability, fostering adaptability, future literacy, and exploratory thinking, and encouraging collective action towards sustainability.

Elements of the practice that could be exploited in other projects:

Firstly, the Gengåvan initiative leverages the power of digital services to reach a wider audience, making it easier for interested individuals to register and participate in the initiative. This same approach could be applied in the Digi-Breaker + project to facilitate access to orientation and training services for adult learners. Secondly, the Gengåvan initiative promotes a practical and hands-on approach to learning, allowing participants to develop new skills and apply them in a real-world context. This approach could be exploited into the Digi-Breaker + project by providing adult learners with practical

training and access to hands-on experiences in areas such as green skills and sustainable employment. Finally, the Gengåben initiative encourages collective action towards sustainability by bringing together interested individuals and volunteers to work towards a common goal. This same approach could be applied in the Digi-Breaker + project by fostering networking between adult learners, education organizations, and a wide array of social actors to promote active citizenship and reduce the risk of marginalization of citizens.

Potential impact on community development/active citizenship:

The potential impact of the Gengåvan initiative on community development and active citizenship is significant. By bringing together interested individuals and volunteers to work towards a common goal of promoting sustainability, the initiative creates a sense of community and shared purpose. This sense of community can lead to increased social cohesion, as participants develop relationships with one another and collaborate towards a common goal. Furthermore, by providing participants with practical training and hands-on experiences in areas such as crafting and furniture restoration, the initiative promotes the development of new skills and the acquisition of practical knowledge. This can empower individuals to take on new challenges and pursue new opportunities, both within and beyond the context of the initiative. Finally, the collective action towards sustainability that is promoted by the Gengåvan initiative can also have a positive impact on active citizenship. By working together towards a common goal, participants can develop a sense of ownership and responsibility for the well-being of their community and the environment. This can lead to increased engagement in civic life and a greater sense of social responsibility, as participants become more aware of the impact of their actions on the world around them.

26. Komvux

Implementing organisation: Karlstad Commune

Responsible: Carina Satisfied

Link: <https://www.brvox.se/>

Period of implementation: since 2018

Good practice description:

Komvux is an adult education program in Sweden that offers a wide range of courses at the secondary and upper-secondary school levels. The program is designed to provide adults with the knowledge and skills needed to improve their employment prospects or pursue further education. It is an important tool for social inclusion, allowing adults who may have missed out on education earlier in life to gain new skills and qualifications. In terms of a green and innovative perspective, Komvux is actively involved in promoting sustainability and environmental awareness. Many of the courses offered by the program include modules on environmental issues and sustainability, helping students to develop the knowledge and skills needed to contribute to a more sustainable society. For example, some courses focus on sustainable construction practices, renewable energy, and environmental management. These courses provide students with the skills needed to pursue careers in these fields, while also contributing to the development of a more sustainable society. Additionally, Komvux has recently launched an innovative online learning platform, which allows students to complete their coursework online and at their own pace.

Main elements of innovation in the use of digital services for career guidance/adult education:

Komvux is a great example of how digital services can be used innovatively in the context of career guidance and adult education. Some of the key elements of innovation that Komvux has incorporated in its digital services include:

Personalization: Komvux's digital services provide personalized career guidance and education to learners, allowing them to tailor the content and delivery to their individual needs and goals.

Flexibility: The digital services offered by Komvux are highly flexible, enabling learners to access education and training at their own pace and from any location with internet access.

Interactivity: Komvux's digital services are designed to be highly interactive, engaging learners in active participation and collaboration with their peers and instructors.

Multimedia: Komvux's digital services incorporate a range of multimedia elements, including videos, animations, and interactive simulations, to create a more engaging and immersive learning experience.

Data-driven insights: Komvux's digital services collect and analyze data on learners' progress and performance, providing insights into their strengths and weaknesses and allowing instructors to provide personalized feedback and support.

Social connectivity: Komvux's digital services facilitate social connectivity among learners and instructors, allowing them to interact and collaborate in online communities and networks.

Overall, the innovative use of digital services by Komvux has transformed the way individuals access education and training, making it more personalized, flexible, and engaging.

GreenComp priority:

Embracing Complexity in Sustainability: Supporting Fairness.

Envisioning sustainable futures: Futures literacy.

Use of digital technologies:

Komvux responds positively to the GreenComp priorities of embracing complexity in sustainability and envisioning sustainable futures in the following ways:

Embracing Complexity in Sustainability: Komvux supports fairness in sustainability by offering equal opportunities for career development and education to all individuals, regardless of their background or social status. This helps to promote social equality and reduce inequalities that can lead to environmental and social degradation.

Envisioning Sustainable Futures: Komvux promotes futures literacy by providing individuals with the skills and knowledge they need to envision and create sustainable futures. By integrating sustainability into its curriculum, Komvux is helping to build a workforce that is better equipped to respond to the challenges of a changing world and create more sustainable, resilient communities.

Elements of the practice that could be exploited in other projects:

Digital course delivery: Komvux utilizes digital technology to deliver courses and resources to students, which could be adopted by Digibreaker + to improve access and engagement with adult education and career guidance services.

Personalized learning: Komvux provides personalized learning paths for students based on their individual needs and goals. This approach could be used by Digibreaker + to tailor its services to the specific needs and interests of adult learners.

Community-based approach: Komvux works closely with local communities and employers to ensure its curriculum is relevant and responsive to local needs. Digibreaker + could adopt a similar approach to foster partnerships and collaborations between adult education providers, employers, and community organizations.

Green and sustainable curriculum: Komvux has integrated sustainability into its curriculum, which could be used as a model for Digibreaker + to develop its own green and sustainable curriculum that supports the transition to a climate-neutral economy.

Potential impact on community development/active citizenship:

Komvux positive impacts on community development and active citizenship in several ways. Firstly, it provides access to education and training opportunities for adults, which can lead to increased employability and economic opportunities. This helps individuals to become more self-sufficient and financially stable, which in turn can benefit the wider community. Furthermore, Komvux encourages active citizenship by promoting lifelong learning and personal development. It provides opportunities for individuals to learn new skills and knowledge, which can be applied to a range of community-based projects and initiatives. By encouraging individuals to take an active role in their own learning, Komvux promotes a culture of civic engagement and participation. Finally, Komvux helps to promote social cohesion and inclusion by providing education and training opportunities for people from diverse backgrounds. This helps to break down barriers between different groups and promote understanding and respect. Overall, Komvux plays an important role in promoting community development and active citizenship by providing education and training opportunities, promoting lifelong learning, and fostering social cohesion and inclusion.

27. ECIRKELN

Implementing organisation: Bilda.nu

Responsible: Yanna Alsammour

Link: <https://www.ecirkeln.se/>

Period of implementation: since 2020

Good practice description:

Ecirkeln is a platform that has been developed by the Swedish organization Bilda to assist newcomers in their digital journey upon arrival in Sweden. The platform has gained significant traction among governmental administrations and organizations working with migrants, asylum seekers, and third country nationals, thanks to its user-friendly and intuitive interface. By mimicking a newcomer's journey from their arrival in Sweden to their full integration into society, Ecirkeln provides a comprehensive and interactive software tool that is an effective means of fostering employment and inclusion among this population. Ecirkeln is a community-focused tool its conceptual framework was developed through feedbacks from participants (Newcomers in 2019-2020), relevant stakeholders, trend observation, and data collection. The tool was adopted to the European 2020 strategy for increased accessibility to the labour market, the business model of the toll focuses on the SDG's 20230 of good education, and reduced inequality. The tool is characterized by its flexibility and adaptability. All courses can quickly be adjusted without major coding modifications.

Main elements of innovation in the use of digital services for career guidance/adult education:

The primary innovation of this digital career guidance and adult education tool lies in its comprehensive integration of all the necessary steps that newcomers must take. The platform provides relevant training and education for each step, while also raising awareness about associated roles and responsibilities. The tool begins with basic steps such as the registration process for the asylum seekers' card and extends to more complex tasks like setting up a Gmail address or tailoring job searches to individual desires and needs. By guiding users through every aspect of their digital journey, the tool promotes inclusivity and empowerment, providing newcomers with the necessary skills and knowledge to succeed in their careers and in society.

GreenComp priority:

Embracing Complexity in Sustainability: Systems thinking.

Envisioning sustainable futures: Futures literacy; Adaptability; Exploratory thinking.

Use of technologies:

Ecirkeln tool doesn't not directly address the areas of sustainability values, embracing sustainability, or envisioning sustainable futures. The tool is focused directly on facilitating the digital journey and career guidance for newcomers to Sweden. Indirectly Ecirkelen is related to all the areas brought up. Since this tool has the ground level of integration to a new society, it does prepare the environment, spaces, and individuals to better understand the mechanisms by which the society is working, and how different systems interact with each other. This process is indispensable to achieve the goal of healthy integration of sustainability values and principles with societies. Another indirect positive correlation between Ecirkeln and Digicomp priorities is noted in the development of efficient and innovative methods to tackle challenges. By opting for innovation and efficiency. Therefore, this tool can be registered as a new alternative that is more efficient, accessible, and user-friendly enabling fair access to information and services and optimizing traditional processes saving resources.

Elements of the practice that could be exploited in other projects:

Ecirkeln tackles the issue of Literacy amongst low-skilled individuals with a high risk of long-term unemployment. The tool does respond to the expectation to foster professional inclusion amongst low-skilled individuals and improve practices used by digital employment agencies. Integration of Ecirkeln to DB+ can also open a different perspective in terms of implementation, evaluation, and data measuring. As the tool integrates a methodical and comprehensive feedback system that provides stakeholders with statistics, channeling the development of collaborative strategies resulting in higher engagement from the user, higher employment insertion rates, and a better society's local economy. This system consists of mapping of the participants; feedback to the mediator about language level, level of education, etc.; adapted access to basic educational material; testing and feedback from participants; preliminary development of educational materials; try and feedback (Mediators and Participants); interim development; feedback and level up; implementation of tailored training materials and access; feedback and level up. This consistent monitoring from the mediators of the advancement process can be a process from which we can potentially develop and conduct the laboratory or pilot sessions for DB+ maximizing the results of the DB+ project. This system can also be beneficial if integrated by the DB project to deliver a digital tool with potential results on micro and macroeconomic level.

Potential impact on community development/active citizenship:

We do witness a disruptive transformation when it comes to the digitalization of education processes. A Tool like Ecirkeln has opened a collaborative approach to tackle several challenges at once, it also enables a new method to evaluate the performance and efficiency of mechanisms and courses presented to users. Ecirkeln impacts are all relevant to community development, since pedagogically it leverages the success rate of assimilation and understanding of users, by providing them an education that matches their abilities and needs and those of different stakeholders involved too. Courses developed are designed to fulfill the needs of the specific communities where they are presented. With modules in line with Sweden's national plan regulations, county administrative board, organizations, and finally the user himself. The accomplishment of the tools and materials reflects a proper understanding of the user of the different obligations, needs, and resources necessary for nature to evolve in Swedish society. The assimilation of all this correlated with a raise of awareness of users of the dynamics by which the society evolves and the challenges this one faces. And as awareness is the most important step toward an active change in mindsets and attitudes this tool will have filled a great gap necessary for the development of a healthy sustainable society.

28. Sticka

Implementing organisation: Karlstad Kommun /TCM/Bilda

Responsible: Karlstad Kommun /TCM/Bilda

Link: <https://www.ecirkeln.se/>

Period of implementation: since 2020

Good practice description:

Sticka aims to bring groups of women together online for web conferencing sessions where they can stitch and chat informally. Originally created to provide an opportunity for isolated women to connect during the pandemic, the initiative has been highly successful, with members joining from across the region. Because of this success, the products made by the members during the sessions are now sold on a platform, and the proceeds are donated to charity. This has turned the activity into a profitable social enterprise with a positive impact on the community. Sticka has been particularly effective in fostering a sense of community among women, providing an opportunity for socialization and creativity during a time of isolation. The initiative has also shown how technology can be used for social good, bringing people together across distances and supporting charitable causes. Overall, Sticka serves as an inspiring example of how small-scale initiatives can have a big impact on local communities.

Main elements of innovation in the use of digital services for career guidance/adult education:

Element of innovation in the use of digital services for career guidance and adult education in the Sticka initiative is the use of e-commerce and online platforms to sell the products made by the women's groups. This not only provides an opportunity for the women to showcase and sell their products, but it also provides a way for them to gain experience in entrepreneurship and develop business skills. Furthermore, the use of online platforms for selling the products allows for a wider reach and greater exposure for the women's groups. It enables them to connect with potential customers and markets beyond their local community, and even internationally, to expand their customer base and increase revenue. Overall, the use of e-commerce and online platforms for selling the products made by the women's groups in the Sticka practice provides an innovative and effective way to support their professional inclusion and development.

GreenComp priority:

Embracing Complexity in Sustainability: Systems thinking.
Envisioning sustainable futures: Adaptability; Exploratory thinking.

Use of technologies:

The practice of Sticka aligns with the GreenComp priority of embracing complexity in sustainability by adopting a system thinking approach. The practice recognizes that addressing social isolation and mental health requires a holistic understanding of the interrelated factors at play. The online web conferencing platform enables women to connect and engage with each other while engaging in creative activities. This promotes well-being and social inclusion and provides an opportunity to explore and discuss various social issues that impact them. Additionally, by selling the products made through the activity on a platform and donating the proceeds to charity, Sticka is contributing to sustainable futures. The practice is adaptable as it was able to successfully pivot from its initial aim of addressing social isolation during the pandemic to a sustainable model that generates revenue and contributes to charitable causes.

Elements of the practice that could be exploited in other projects:

The casual and friendly atmosphere promoted in the Sticka practice can be a valuable addition to the Digibreaker+ platform. By providing a relaxed and supportive environment, individuals seeking professional inclusion can feel more comfortable and empowered to engage in the learning process. This can help promote a sense of community and purpose on the platform, which can be crucial in fostering successful outcomes for career guidance and adult education. Incorporating this aspect of the Sticka practice into the Digibreaker+ platform could also help to address some of the potential barriers to participation that individuals may face, such as social anxiety or a lack of confidence in their abilities. By creating an inclusive and welcoming environment, the platform can help to overcome these barriers and provide a space where individuals can feel supported and encouraged to develop their skills and pursue their goals. Overall, by importing elements of the Sticka practice into the Digibreaker+ platform, we can create a more holistic and effective approach to professional inclusion that prioritizes the well-being and success of all individuals seeking to improve their careers and livelihoods.

Potential impact on community development/active citizenship:

The Sticka practice has the potential to positively impact community development by providing an opportunity for individuals to connect and socialize in a safe and inclusive

online environment. By bringing together women from various backgrounds, the practice creates a sense of community and encourages social interaction, which can lead to increased feelings of belonging and support. This social connection can also promote the exchange of knowledge and skills, which can help to develop individual capacities and enhance the overall well-being of participants. Furthermore, the practice's focus on creating products and selling them for charity can have a positive impact on community development by supporting local organizations and promoting social responsibility. The practice can inspire others to engage in similar activities, thereby strengthening community connections and promoting a sense of shared purpose. Overall, the Sticka practice can contribute to community development by providing opportunities for social connection, skill development, and promoting social responsibility. These elements can foster a sense of community and purpose that can lead to improved well-being, greater engagement, and stronger connections within the community.

29. Poišči delo- Kam in kako

Implementing organisation: Public Employment Service Zavod Republike Slovenije za zaposlovanje

Responsible: Zavod Republike Slovenije za zaposlovanje

Link: kontaktni.center@ess.gov.si

Period of implementation: since 2010

Good practice description:

In Slovenia, a practice has been implemented involving three interconnected digital portals for career development and job searching. These portals, operated by the Public Employment Service, aim to enhance accessibility to employment services and support individuals in their journey towards finding suitable work opportunities. The first portal, "Poišči delo" (Find a Job), serves as a centralized platform enabling jobseekers to receive notifications about available vacancies, communicate with employers, create professional profiles, and apply for financial compensation. It streamlines the job search process by providing a comprehensive database of job listings and facilitating direct interaction with potential employers. The second portal, "eSvetovanje" (eCounseling), focuses on effective career planning and self-assessment. It offers registered users the opportunity to complete questionnaires and access personalized results related to their interests, competences, and career preferences. Through this portal, individuals can gain valuable insights into their strengths and areas for improvement, helping them make informed decisions about their career paths. The third portal, "Kam in kako" (Where and How), provides valuable information on various professions, including their characteristics, required skills, and ways to acquire those skills. Users can explore different career options, compare professions, and create customized career plans based on their preferences and aspirations. The portal also allows users to connect with career guidance consultants for additional support and advice. The portals are an in between service for the employment service and unemployed or those seeking a different employment. The annual report for 2019 shows that almost 50% of newly unemployed found a job in 6 month, also by using these tools 78% of unemployed used digital services that were mentioned.

Main elements of innovation in the use of digital services for career guidance/adult education:

The "Poišči delo" portal offers detailed job listings with specific specifications and required skills for each vacancy. This innovative feature enhances transparency and enables jobseekers to find relevant job opportunities that align with their qualifications and interests. Also, the practice emphasizes the connection between users and career guidance consultants, offering assistance and guidance throughout the process. This feature ensures that individuals receive real-time support and have the opportunity to ask questions, seek clarification, and receive personalized advice. Finally, by providing online access to the portals, the practice ensures that career guidance and job searching services are easily accessible to individuals with low digital skills or limited mobility. This increases inclusivity and enables a wider range of individuals to benefit from the services.

GreenComp priority:

Embracing Complexity in Sustainability: Systems thinking;
Envisioning sustainable futures: Adaptability, Exploratory thinking.

Use of digital technologies:

The use of digital services allows for a more comprehensive and holistic approach to sustainability in career guidance and adult education. By integrating various aspects such as skills assessment, job searching, and career planning into digital platforms, it enables a more efficient and streamlined process for individuals seeking sustainable employment opportunities. Additionally, the practice promotes accessibility and inclusivity by providing online services that can reach a broader audience, including those with low digital skills or who may be geographically isolated. This demonstrates a commitment to embracing the complexity of sustainability in terms of social, economic, and environmental factors. Envisioning sustainable futures: the digital portals and tools implemented in the practice demonstrate adaptability to the changing needs and demands of job seekers and the labour market. They provide flexibility in terms of job searching, skills assessment, and career planning, allowing individuals to adapt their strategies and actions to align with sustainable career paths. The practice encourages individuals to explore different career options and professions through the digital platforms. It provides information about the characteristics of various professions, the skills required, and ways to acquire those skills. This promotes exploratory thinking by enabling individuals to consider sustainable career paths that align with their interests, values, and the changing needs of the job market. The digital

tools enhance individuals' awareness and understanding of future trends and employment opportunities.

Elements of the practice that could be exploited in other projects:

The practice of using digital services for career guidance and adult education offers several innovative elements that can be imported into the Digibreaker project. One key element is the utilization of interactive and user-friendly digital platforms, providing individuals with a centralized hub for various career-related activities. These platforms can facilitate job searching, skills assessment, and career planning, empowering users to explore opportunities and make informed decisions. Another innovative aspect is the inclusion of detailed job listings that specify exact requirements and necessary skills for each vacancy. By providing comprehensive information, individuals can easily identify suitable job opportunities aligned with their capabilities and interests. This promotes efficiency in the job search process and increases the chances of finding relevant employment.

Personalization is another crucial element that can be integrated into Digibreaker. Tools like questionnaires and action plans enable individuals to delve deeper into their own interests, personality traits, and competences. Through tailored recommendations and actionable steps, users can gain valuable insights into their career preferences and identify suitable paths for development and growth. Furthermore, the practice emphasizes the importance of human interaction and support. By connecting users with real career guidance consultants through digital platforms, Digibreaker can provide a supportive environment where individuals can seek advice, ask questions, and receive personalized guidance. This human touch enhances the user experience, installs confidence, and fosters a sense of belonging within the professional inclusion journey. By importing these innovative elements, Digibreaker can create a comprehensive and user-centric platform that empowers individuals in their career exploration and development. The utilization of interactive platforms, detailed job listings, personalized tools, and human interaction contributes to a more engaging and effective digital experience, ultimately enhancing professional inclusion outcomes.

Potential impact on community development/active citizenship:

The practice of using digital services for career guidance and adult education has the potential to significantly impact community development and promote active citizenship. By providing accessible and user-friendly platforms, it enables individuals within the community to actively engage in their career development, fostering a sense of empowerment and agency. Through these digital platforms, community members

can access valuable resources, job listings, and guidance that support their professional growth. This accessibility breaks down barriers and ensures that individuals, including those with limited digital skills, have equal opportunities to enhance their employability and explore new career paths. By equipping community members with the necessary tools and information, the practice promotes self-sufficiency and self-advocacy, contributing to a more resilient and capable workforce.

Moreover, the practice encourages active citizenship by fostering a culture of continuous learning and skills development within the community. By providing personalized career guidance, individuals are empowered to make informed decisions and actively pursue their professional goals. This engagement in lifelong learning and career advancement not only benefits the individuals but also contributes to the overall development and prosperity of the community. Overall, the impact of this practice on community development and active citizenship lies in its ability to empower individuals, enhance employability, foster continuous learning, and facilitate community engagement. By equipping community members with the necessary tools, resources, and support, it contributes to the growth and prosperity of the community as a whole.

30. INTRODUCING A ONE-STOP SHOP FOR CAREER PLANNING AND SKILLS DEVELOPMENT

Implementing organisation: Ministry of Education, Science and Sport of the Republic Lithuania

Responsible: Ministry of Education, Science and Sport of the Republic Lithuania

Link:

<https://eseimas.lrs.lt/portal/legalAct/lt/TAD/e36e5422ddf411ecb1b39d276e924a5d?positionInSearchResults=5&searchModelUUID=2c002097-06e8-487b-b755-33cb2995a1ef>

Period of implementation: 2021 - 2030

Good practice description:

Target groups: people in Lithuania seeking to retrain or improve general and/or professional competences to perform their jobs more effectively or to adapt to new market needs, seniors, people on lower incomes, people experiencing social exclusion, etc. The good practice case is compounded of:

The Law on Adult Education of the Republic of Lithuania, setting out the model and principles for the operation of a common and coordinated LLL (Life Long Learning) system;

Established "the one-stop-shop" (the common electronic system) LLL information system - 1 unit.

21 600 persons aged 18-65 years who completed quality assurance system training (at least 40% of which is on digital skills) through the common LLL system.

Quality Assurance System training is understood as training on programmes that meet quality standards;

Persons who have benefited from a learning offer made through the common electronic system - 12 980 persons.

Main elements of innovation in the use of digital services for career guidance/adult education:

The LLL framework referred to in the case covers a wide range of interventions in the adult education system, the main one being the establishment of a one-stop shop based on the Individual Learning Accounts (ILA) model. The ILA system will enable individuals who meet the investment priorities set by the State to access publicly funded learning offers. The system will also be used as a one-stop shop for a wide range of communication on adult education opportunities. Learning offers from different providers, based on accredited/quality accredited learning programmes, will also be available to individuals who wish to pay for their own learning. When funding learning opportunities through the Individual Learning Accounts (ILA) model, it is foreseen that the exact investment priorities will be agreed by the National Human Resources Commission (preliminary). It is foreseen that investments will be targeted at a specific group of people who meet the following criteria: trapped in low value-added jobs - their salary is below the national average and has not increased for 3 (or 5) years, or is increasing at the same or a slower rate than the national price inflation.

GreenComp priority:

Envisioning sustainable futures: Adaptability; Exploratory thinking.

Use of digital technologies:

The element of a common platform and content database for acquiring sustainability and green competences while learning on-line could be imported. Elements of the practice that could be exploited in other projects as in the presented case, the common platform could be used as well as information channel and awareness rising hub for the green, sustainable employment.

Potential impact on community development/active citizenship:

The aim of the project (investment) is to raise the level of lifelong learning for adults by creating a common framework for lifelong learning and by ensuring the provision of career guidance services for adults, as well as to establish a sustainable and systematic system of career guidance services for apprentices.

31. CONNECTED LITHUANIA

Implementing organisation: Langas į ateitį (Window to the Future)

Responsible: Langas į ateitį (Window to the Future)

Link: <https://www.prisijungusi.lt/>

Period of implementation: 2018 - 2021

Good practice description:

The primary objective: effective, secure and responsible digital society in Lithuania' is to promote the advantages of information and communication technologies (ICTs) and motivate them to develop their digital skills using Internet effectively, safely and responsibly. The project aimed at a large section of the Lithuanian population (around 500,000 people) who are either not yet using the Internet or lack basic digital skills to do so. A 'Community Digital Leaders' network enhances the impact and awareness-raising prospects of the project. The network brings together close to 2,000 people, including librarians, who have a direct non-formal influence on their local community. A separate network, comprised of young volunteers and e-scouts, brings together another 1,500 people. 1,200 public Internet access points (library branches) provide a place for e-scouts-organised activities, such as offering guidance to local community members on e-services and smart phone use. Connected Lithuania's website features a database of more than 60 online courses for self-study, related to digital activities.

Main elements of innovation in the use of digital services for career guidance/adult education:

Public libraries, engaged within the framework of the project, host digital skills training classes directed at adults from the local community, with more than 12 topics being offered for 100,000 citizens. The project's scope is especially large: it involves over 750 local communities and has been implemented in all of Lithuania's municipalities. The Connected Lithuania project targets also staff from public and education libraries, teachers, educators and administration staff by offering good practices, implemented successfully by the project, with lessons learnt and suitable approaches that have the potential to be replicated in other contexts and settings. The material consists of methodological frameworks and themes, motivational programming sessions, digital competitions, educational video lectures and materials on hackathon organisation. The resources and good practices, provided by Connected Lithuania can be of use to other

projects that share the same goal: improving the overall digital competency and skills for all citizens.

GreenComp priority:

2.1 Systems thinking: To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.

Use of digital technologies:

The case fully fits to the digital skills for adult context and it is ready to be used to other projects that share the same goal.

Elements of the practice that could be exploited in other projects:

The element of an already well promoted platform at municipality level and content database for acquiring sustainability and green competences while learning on-line could be very suitable for our project. The Connected Lithuania project achieved successful results, involving 15% of the total Lithuanian population. In addition, the project ensured a good reach through the involvement of voluntary community leaders. The digital literacy training, established by Connected Lithuania was attended by almost 79,000 citizens, with more than 50,000 classes already held. The project can be adapted and replicated in other countries due to its reliance on public libraries, which are already established throughout the EU. In addition, Connected Lithuania contributes to making knowledge available and accessible through a well-designed website, which provides a good overview of online and offline trainings and results.

Potential impact on community development/active citizenship:

The project would go in synchronous synergy with already existing initiatives in Lithuania.

32. Vilnius Coding School

Implementing organisation: "Vilnius Coding School"

Responsible: "Vilnius Coding School"

Link: <https://www.vilniuscoding.lt/karjeros-centras/>

Period of implementation: since 2015

Good practice description:

"Vilnius Coding School" is an international technology career school for adults. The school was founded in 2015 in order to help people learn and improve their IT skills. The school network consists of branches in Lithuania, Latvia, Ireland and the Czech Republic, a total of 6 programming schools are managed. Vilnius Coding School carries out the digital transformation of education (EdTech), solves the employment challenges of the future labor market, developing training programs for retraining in the IT field and employment projects in its established Career Center. Vilnius Coding School offers high-quality training programs for the IT sector, including beginners and experienced programmers, graphic designers, analysts, project managers, testers, etc. The programs consist of various programming languages, such as Java , Python, JavaScript, PHP, C# , etc. Training is organised not only in groups but also individually and is tailored to the real market needs. The school is known not only for its academic programs but also for its various events. TECH FAIR is the only fair of its kind for the strongest employers in Lithuania and Latvia, for adults changing careers to IT. Vilnius Coding School also manages the Baltic Computer Academy (BKA) and Data School . BKA is an IT professional training and certification academy that trains IT management and technology professionals, provides internationally recognized qualifications, and implements IT education projects.

Main elements of innovation in the use of digital services for career guidance/adult education:

The career center is a unique place where school alumni are helped to enter the IT market and establish themselves in it after training. During career consultations, qualified specialists help you assess your abilities, prepare a CV and LinkedIn profile, and simulate a job interview. Vilnius Coding School cooperates with more than 200 companies with TECH or IT departments, so in the Career Center, alumni receive help in finding an internship or their first job.

GreenComp priority:

2.1 Systems thinking: To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.

Use of digital technologies:

The case connect IT skills, re- training of adults and employment.

Elements of the practice that could be exploited in other projects:

The interesting aspect is retraining in the IT field and employment projects – this projects target specific IT skills and jobs and assist in employment as soon as the adults trainees' are finishing the reskilling. It also organise the Job FAIRS in order to assist to enter in the job market.

Potential impact on community development/active citizenship:

The overall idea to connect stakeholders (potential employers) to online learning platform for digital skills in connection to sustainability let focus on specific study modules in demand by the potential employers.

33. SENIOR+: EDUCATIONAL COMMUNITIES TO BOOST BUSINESS OPPORTUNITIES FOR UNEMPLOYED PEOPLE OVER 55 YEARS OLD THROUGH ENTREPRENEURSHIP

Implementing organisation: Socialiniu inovaciju fondas, NGO

Link: <https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-FR01-KA220-ADU-000028272>

Responsible: Socialiniu inovaciju fondas, NG

Period of implementation: 01-01-2022 - 30-06-2024

Implementing organisation: Karlstad Kommun /TCM/Bilda

Good practice description:

The need is to create the conditions to foster and to facilitate senior entrepreneurship, offering them positive conditions, supportive networks and access to training to develop entrepreneurial skills and competences. With SENIOR+ project gathered 6 organisations from France, Spain, Italy, Lithuania, Greece and Cyprus willing to cooperate to define strategies and tools for senior entrepreneurship, especially for the ones at risk of exclusion. In particular the objectives are:

- to support the entrepreneurship of persons over 55 years old;
- to involved professionals from business and social areas in educational communities;
- to identify business opportunities for persons over 55 years old;
- to design a training course on digital competences for entrepreneurship;
- to develop a digital environment for business incubation and mentoring.

GreenComp priority:

Not clearly defined.

Main elements of innovation in the use of digital services for career guidance/adult education:

The project will design a questionnaire for professionals (flexible so it can be adapted to the different territories and sectors) that will set a methodological basis and define key aspects for the ecosystems' mapping. The results will be compiled in a document

that will identify the needed methodologies to develop this mapping process, and will include the identified factors that help to promote the participation of professionals. Based on these results we will design the criteria to assess the profiles of the professionals, as well as to evaluate the different incubation areas in which they can participate (training, mentoring, coaching). Project will develop a proposal for a training curriculum to define the fundamental parameters of the business ideas that may be developed by taking into account its profiles: people with lack of financial resources, low-qualified, low-skilled, vulnerable personal, legal or health situation. Profiting from the network of business sectors we will prepare and present the concept of “bank of ideas” and we will ask for contributions to companies and entrepreneurs to, also, identify potential niches in their markets. In parallel, we will create the digital platform where the different ideas of the will be saved. Based on the identified business ideas we will develop specific mentoring plans that will be validated by local working groups (stakeholders, businessmen/women, entrepreneurs, educators, etc.) to, finally, based on the results of the validation process (for each idea), update the platform and the bank, identifying its strengths and weaknesses as well as possible guidelines for making the platform user-friendly.

Use of digital technologies:

The aim of the project is to raise digital skills for adults contributing to the employment of adults over 55+.

Elements of the practice that could be exploited in other projects:

The element of a digital skills and employment model for adults could be imported.

Potential impact on community development/active citizenship:

As it the presented case, the common platform could be use as well as targeted platform and awareness rising hub for the green, sustainable employment.

34. DIGITAL EVOLUTION -THE JOURNEY

Implementing organisation: NGO DARNOJE, LT

Responsible: NGO DARNOJE, LT

Website: <http://www.lokiostovykla.lt>

Link: <https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-FR01-KA220-ADU-000025927>

Period of implementation: 2021 – 2023

Good practice description:

The project DIVO aims to develop and support the basic digital capacity and capability of low- skilled adults in the digital sense of our project. It plans to present learning environments with an innovative approach to those adult individuals who have low-skills. Via these learning environments, low-skilled adult learners, who are our target group, will have the chance to be educated digitally then to educate themselves. The game will initiate on the table in the form of tactile content and will carry on in digital environment. Game-based learning will take the attention of the final target audience and will decrease their tendency to surrender. With this game, the dialogue between youth and adults will be boosted, and then social inclusion will come out. With “DIVO” project, Digital Migrants will be transformed into Digital Hybrids by providing the basic digital competencies of adults.

GreenComp priority:

Not clearly defined.

Main elements of innovation in the use of digital services for career guidance/adult education:

- To develop basic skills and competencies of digitally low skilled individuals.
- Contributing to the information in the process of finding a job.
- Providing options for individuals who are out of compulsory education for an innovative educational environment.
- To supply digital skills training with innovative approaches and techniques.
- Creating a game to evolve digital skills of adults in the game-based learning designator.

Project will have an educational game that will support adult people to have self-confidence to use cyber word without any hesitation and thus they will become

familiar with cyber world's features. The game, which started concrete at the table and continues in the digital environment, aims to soften the transition process of adults who experience technological disabilities. Thus, although there is not much age difference between them, it will serve as a bridge between adults and young people, and it will save adults from being sentenced to young people.

Use of digital technologies:

The aim of the project is to raise digital skills for adults contributing to the employment of adults, and develop platform format game.

Elements of the practice that could be exploited in other projects:

The element of a digital skills and employment model for adults could be imported. The game format (at some level).

Potential impact on community development/active citizenship:

As it the presented case, the common platform could be use as well as targeted platform and awareness rising hub for the green, sustainable employment.

DIGI-BREAKER PLUS - Breaking Barriers and Building Community for an Effective, Sustainable and Inclusive Digitalization of Adult Guidance Services project has been co-funded by the Erasmus+ Programme of the European Union.

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