

## IMPORTANT NOTICE

### What is the Application Form?

The Application Form is the template for EU grants applications; it must be submitted via the EU Funding & Tenders Portal before the call deadline.

The Form consists of 2 parts:

- Part A contains structured administrative information
- Part B is a narrative technical description of the project.

Part A is generated by the IT system. It is based on the information which you enter into the Portal Submission System screens.

Part B needs to be uploaded as PDF (+ annexes) in the Submission System. The templates to use are available there.


### How to prepare and submit it?


The Application Form must be prepared by the consortium and submitted by a representative. Once submitted, you will receive a confirmation.


#### Character and page limits:

- page limit normally **50** pages (unless otherwise provided in the Call document)
- annexes do not count towards the page limit
- minimum font size — Arial 9 points
- page size: A4
- margins (top, bottom, left and right): at least 15 mm (not including headers & footers).

Please abide by the formatting rules. They are NOT a target! Keep your text as concise as possible. Do not use hyperlinks to show information that is an essential part of your application.

 If you attempt to upload an application that exceeds the specified limit, you will receive an automatic warning asking you to shorten and re-upload your application. For applications that are not shortened, the excess pages will be made invisible and thus disregarded by the evaluators.

 **Please do NOT delete any instructions in the document. The overall page limit has been raised to ensure equal treatment of all applicants.**

 **Please do NOT add any CVs or Letters of support.**

 **This document is tagged. Be careful not to delete the tags; they are needed for the processing.**

**TECHNICAL DESCRIPTION (PART B)****COVER PAGE**

*Part B of the Application Form must be downloaded from the Portal Submission System, completed and then assembled and re-uploaded as PDF in the system. Page 1 with the grey IMPORTANT NOTICE box should be deleted before uploading.*

**Note:** Please read carefully the conditions set out in the Call document (for open calls: published on the Portal). Pay particular attention to the award criteria; they explain how the application will be evaluated.

PROJECT	
Project name:	[Raising inclusion through digital skills for employment: unlocking potential]
Project acronym:	[RISE UP]
Coordinator contact:	[Maria EUWEMA], [city of Ghent]
Topic:	[Digital skills for vulnerable migrants]

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## PROJECT SUMMARY

### Project summary

RISE UP addresses the urgent need to bridge the digital divide affecting vulnerable migrant populations across the EU—particularly those with a lower education, and within that group, specific attention to women, elderly, and persons with disabilities. These groups face compounded barriers to digital access, skills, and confidence, which severely limit their ability to engage with essential online services and integration pathways.

The project proposes a learner-centred, modular digital skills training program tailored to low-skilled adult learners, with a focus on their road to work, as well as a train-the-trainer. It emphasizes multilingual support, visual and hands-on learning and peer collaboration to ensure accessibility and engagement. Training modules are aligned with the EU's DigComp framework, enabling certification and portability across Europe.

A participatory design approach ensures that migrants are not only beneficiaries but co-creators of the project and training. Migrant-led organizations, peer facilitators, and continuous user feedback loops are embedded throughout the process to ensure the relevance and suitability for the target group and community ownership.

The project methodology and management, branded as UP LIFT, is co-creative, modular, multilingual, and participatory.

UPSCALE activities include stakeholder analysis, design sessions, the development of accessibility and microlearning guidelines and the preparation for certification. These ensure that training materials are relevant and adaptable across member states.

UPSKILL and UPGRADE work packages develop and facilitate digital skills training and workplace coaching for vulnerable migrants. Innovative practices include a combination of group learning, individual and online learning, AI-supported translation and accessibility tools. These tools enhance scalability and ensure no learner is left behind due to language, literacy, or disability.

Local stakeholder committees and a transnational RISE UP Community of Practice ensure broad engagement and sustainability. Continuous feedback and impact evaluation guide iterative improvements.

The project culminates in the UPTAKE work package by developing the RISE UP MODEL, a transferable framework for digital inclusion and a training program for digital skills trainers, accompanied by guidelines and a toolbox of best practices, to better enable other organisations around Europe to work on digital skills with this target group. The curriculum and support models are designed for EU-wide transferability and can be easily adapted to local contexts, accelerating the spread of best practices.

By targeting the most digitally excluded groups and aligning with AMIF priorities, RISE UP contributes to a more inclusive digital transformation across Europe. It empowers vulnerable migrants with the skills and confidence to participate fully in digital society, while offering scalable training models and guidelines for practice and policy across the EU. The project partners, as the vanguard of digital inclusion, will implement this in their local setting and show and promote the necessity of further implementation across primary care in Europe.

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## 1. RELEVANCE

### 1.1 Background and general objectives

#### Background and general objectives

*Describe the context of the action and analyse the European needs which will be addressed by the action. How does it align with the relevant EU strategic documents and/or action plans and/or legislative context?*

*Who are the target groups? Define the general objective (correlated to the expected impact) of the action. The general objective should correspond to the relevant priority(ies) defined in the call for proposals. The impact is defined as the long-term effect produced by the action.*

According to the **Digital Decade Report** and Eurostat data, 44 % of Europeans still lack basic digital competencies—such as using email, managing personal data, or navigating online services—despite the EU's target of reaching **80% by 2030**.

This gap is especially pronounced among people with low formal education (only 34% have basic digital skills), older adults (particularly those over 45), migrants, women and individuals in manual or low-income occupations.

The **Digital Decade Policy Program** (European Commission, 2022) identifies digital skills as one of four cardinal pillars for Europe's digital transformation, alongside infrastructure, business digitalization, and public services.

Since COVID, the European Union has funded many projects to enhance the digital skills of Europeans and bridging the digital divide. Still, many people have missed 'the digital skills-train', and it is increasingly hard to keep up: the quick digitalization of many essential services, as well as the rapid development of generative AI have fundamentally changed our societies. This is especially true for those who are most vulnerable in society in general; research shows that "digitalization enforces existing inequalities", especially when it comes to people with a lower education and lower income.

The RISE UP partners connected through their shared recognition of the issue and their combined expertise in addressing the digital divide.

RISE UP aims to help vulnerable migrants to integrate into the local job market. Digital skills are an unmissable link in both the integration process and the process of acquiring the necessary competencies for stable and durable employment. In other words, in building a future and being part of society. Throughout Europe, local governments and NGOs are committed to further integration into the local economy, with digital inclusion initiatives and labor market guidance. Migrants are, however, often **motivated and/or encouraged to start working as fast as possible**, which provides them with an income. This limits the opportunities for training. Migrants, especially those coming from outside the EU, face the challenge of **learning both a foreign language and sufficient digital skills**. Starting in -what are often- precarious and low skilled jobs, migrants with a short education background lack the opportunity to develop skills and further their integration process.

In line with the **EU Digital Education Action Plan 2021–2027** (European Commission, 2020), RISE UP, follows several objectives to enable various target groups, such as developing and delivering educational content and training programs that improve digital competencies among low-skilled migrants and educators, promoting sustainability and digital wellbeing (T5.3).

Digitalization can open up new possibilities in facilitating access to services, as stated in the **Action Plan on integration and inclusion 2021-2027** (European Commission, 2020). The action plan also emphasizes the importance of the local level that "plays a key role in welcoming and guiding newcomers when they first arrive in their new country". It can also help cross both the digital and language divide faced by many migrants, as shown by the projects in the **Joint Migration White Paper** (European Commission, 2020). Gen AI has opened up even more possibilities, especially when it comes to translation. RISE UP is therefore inspired by projects like **REBUILD** and **DigiCoach**, providing clear and relevant digital skills training and information in migrants' own language, but aims to take these initiatives a step further, by using innovative technologies.

### General objective

RISE UP aims to **use innovative** technologies to promote digital skills and language learning for migrants, to have more migrants learn basic digital skills needed for employment and functioning in today's society, and create a better understanding among stakeholders of how to facilitate digital skills learning for migrants in the process of integration in the labor market.

RISE UP will **develop innovative and relevant training material** that can be disseminated around Europe but easily adapted to the local context. We will provide training both in guidance to work for migrants and on work floors. By focusing on the methodology – with a strong emphasis on cocreation with the target group -, general curriculum and possibilities for innovation, we will create examples that are both easy to recreate and tailored to the local context at the same time.

RISE UP will **create a community of practice of local initiatives in the project**, working from different local contexts: bigger (Gothenburg, Rotterdam and Athens), medium sized cities (Ghent and Trieste) and rural contexts (North-East Romania), both city and NGO initiatives spread out around Europe, all partners working closely together with a migrant organization. From this community of practice, RISE UP will train migrants, create guidelines for working on digital skills with vulnerable migrants, share good practices and facilitate an online train-the-trainer for social- and community workers. Though we work in different structures and organizations, we share a knowledge of working on digital skills training for vulnerable groups and complement each other in expertise (see also Consortium description). This enables us to create output that is widely relevant and usable in different contexts throughout Europe. The RISE UP partners will use their positions in several European platforms to promote the project outcomes and a more digitally inclusive society.

### Impact

RISE UP aims to offer a transformative contribution to digital inclusion and migrant integration across the European Union. The RISE UP project addresses the digital divide faced by vulnerable migrants—such as women, older adults, low-educated individuals, and persons with disabilities—by equipping them with essential digital skills for employment (WP4) and civic participation (WP3). Its impact is both individual and systemic (WP 2 & 5):

**RISE UP empowers vulnerable migrants.** The project enables migrants to access online services, apply for jobs, communicate effectively, and participate in society (KPI 1). This fosters autonomy, confidence, and improved integration outcomes. With this project, we want to cocreate training that helps vulnerable migrants (KPI 19) move from problem

solving when it comes to working with digital tools, to building a learning path (D3.1 & D4.2). This helps them build stable employment and participation in their new countries (KPI 20 & 21).

RISE UP creates accessible learning pathways **through modular, multilingual, and visually supported training** that can be replicated across Member States. Alignment with the EU DigComp framework, as well as guidelines on how to ensure maximum accessibility and the development of a certification protocol (D2.2, D2.3), ensures recognition and portability of skills.

RISE UP builds trust and social cohesion, **by involving migrant-led organizations**, peer mentors, and local stakeholders, working not only on skills, but also on more structural thresholds in the current coaching- and training offer (qualitative indicator: stakeholder engagement). The participatory design ensures that solutions are relevant and address the right issues (KPI's 7,8,9,10,11). **The integration of AI-supported translation, microlearning (D2.4), and blended learning formats** demonstrates new ways to reach low-literate and linguistically diverse learners, setting a precedent for future digital education initiatives.

**RISE UP generates transferable models, toolkits, and policy insights** (D5.4, D5.5 & D5.6) that inform EU-level strategies on digital inclusion and migrant integration. It aligns with AMIF priorities and the Digital Decade targets, contributing to a more inclusive digital transformation.

## 1.2 Needs analysis and specific objectives

### Needs analysis and specific objectives

*Describe how the objectives of the project are based on a sound needs analysis in line with the objectives of the call. What issue/challenge/gap does the project aim to address?*

*The objectives should be clear, measureable, realistic and achievable within the duration of the project. For each objective, define appropriate indicators for measuring achievement (including a unit of measurement, baseline value and target value).*

Digital exclusion is a persistent and deeply structural barrier to the integration of vulnerable migrants across the European Union. As digitalisation accelerates in public services, employment, and civic life, those without basic digital skills are increasingly left behind. This exclusion is not evenly distributed: it disproportionately affects migrants who are low-educated, older, female, or living with disabilities. According to the Digital Decade Report (2024), only **55.6% of EU citizens aged 16–74** have basic digital skills, with countries like Romania reporting rates as low as **28%**, and Greece showing **11% of the population** has never used the internet.

The RISE UP partners facilitate very diverse contexts, going from rural Romania flooded with Ukrainian migrants, to the majority-minority city of Rotterdam, where 57% of residents have a migration background, Gothenburg, where immigration has risen for the past years, and the smaller cities of Trieste and Ghent, where many migrant workers try to find their path. These very diverse contexts share one central analysis: **migrants face a compounded risk of digital exclusion**. They often lack both quality access and basic digital skills, have limited host-country language proficiency, and are unfamiliar with digital systems. The Belgian Digital Inclusion Barometer (Brotcorne & Ponnet, 2024) found that **53% of non-EU nationals** in Belgium are digitally vulnerable, compared to **40%** of the general population. Vulnerability increases sharply among low-income households (**59%**), low-educated individuals (**68%**), and jobseekers (**54%**). These figures are echoed in other Member States, research from the Netherlands stating clearly that **"Digital exclusion enforces existing inequalities"** (Van Deursen, 2023). A report from Sweden (Järvaveckan, 2024) highlights that **30% of residents in marginalized areas** miss important community information because it is only published digitally. Migrants with a vulnerable profile often belong to more than one of these categories: they often have a lower income and limited education and are even more at risk if they are also older, women, living with (learning) disabilities. Voice of all Women and e-Nable bring specific expertise on the last two, other partners bring expertise on jobseekers (Gent and DMLAS), low literate people (Rotterdam) and NEETS (Bucovina), all partners working with migrants with a mix of vulnerable profiles.

Throughout Europe, there is a need for a more targeted approach: we know from both research and practice that vulnerable, shorter educated migrant groups require specific attention and a tailored methodology. **Key issues that we aim to address are therefore:**

1. The most precarious situations arise when digital exclusion is coupled with linguistic isolation and low literacy. Learning basic digital skills and tools is essential to access services and take care of your own affairs, such as searching for employment and finding housing. Here we specifically see the need to better facilitate the process of **acquiring basic digital skills and knowledge of online essential (government) services by bridging the language gap**. Often local organizations face difficulties in providing live training or help in a specific language or tailored to a specific group. This is where innovative technology can help (T3.4 & T4.4). For instance, initiatives to promote basic digital literacy do exist in Greece, but they frequently stop at the most basic level—using a device or browsing the internet—without going further to include useful, job-related digital skills. Romania faces a severe digital skills gap. In 2023, only 28% of adults had at least basic digital competences, leaving over 72% digitally excluded. Migrants, often arriving with limited Romanian language

knowledge and irregular access to devices or the internet, are at double risk of exclusion. The integration of digital training and language is therefore a crucial gap.

2. Creating a learning path for digital skills in **guidance to work**. In the many issues faced by migrants, learning digital skills is not always a priority. For these reasons, **digital skills learning often stops, by solving the immediate problems at hand**. Through Ghent's ongoing Next Gen EU-funded "Digibanken" project, the Labour and Employment Service learned that many of our clients possess very limited digital skills. Between 2022 and 2024, the services' digicoaches supported over 3,500 individuals with digital-related questions. Most of these questions relate to the use of email and online platforms, job searching and using digital tools for administrative purposes. However, these are mostly one-time contacts that focus on problem solving or learning a specific tool. The biggest **challenge is fostering genuine learning processes** that create more durable digital skills and attitudes - especially for our most vulnerable target group of low educated migrants who often lack a contact language (WP3: T3.1-3.7). The "Digitalt för fler" in Gothenburg report highlights that physical, hands-on training with an instructor is more effective than relying on manuals or self-study, participants often feeling too old, not confident or lacking the language skills. Similar results were found in the 2025 impact study done by the Universities of Ghent (Ugent) and Brussels (VUB) for the 'Digital inclusive neighbourhood' project. Participants in the neighbourhood-oriented, hands-on digital skills courses highlighted they felt empowered to learn more, felt less frustrated, more inclined to use services and more confident.

3. Once migrants start working, or are in a training/internship/etc., guidance often stops or becomes more difficult, as time becomes even more scarce. Most projects also focus on the first part of the integration process, while migrants often start with precarious employment. In the meantime, **integration on the work (or training) floor also requires basic digital skills and learning specific digital tools**, as well as continued language learning (WP4: T4.1-4.7). This is true even in the most basic jobs. For instant, in the Friuli Venezia Giulia (FVG) in Italy where DMLAS operates, recent arrivals through the Balkan route include vulnerable groups from Afghanistan, Turkey (particularly Kurds) and Bangladesh, often with low levels of education and very limited digital and language skills. For these groups, structured digital upskilling is crucial for effective labour market integration.

The RISE UP project pursues three interconnected specific objectives to improve digital inclusion and employability among vulnerable migrants across Europe.

1. The project aims to ensure that more migrants acquire **better basic digital skills** that they can use both on the path to employment and in the workplace. This will be achieved by developing tailored training programs that address two distinct phases: (a) preparing for work and (b) functioning effectively in a digitally enabled work environment. The training will be supported by an online campaign featuring microlearning videos. The project targets at least **600 migrants** for each training track (see 2.5, KPI 1A-1D) - one focused on the road to work and the other on workplace readiness.

2. The project seeks to ensure that **digital skills training is adapted to the specific needs of vulnerable migrant groups**. To achieve this, stakeholders will be actively involved throughout the project lifecycle—from design to implementation—ensuring that their perspectives shape the training content and delivery. (T2.1,T2.2,T2.3,T3.1,T3.2, T4.1,T4.2). Innovative methods will be employed to enhance accessibility, including digital translation tools and inclusive learning design (T3.4 & T4.4). Formal partners such as Compagnie Cordial and Voice of All Women will play a key role, alongside **six local stakeholder committees** and **six co-creation processes**, involving at least 4 more migrant organisations. These will lead to **six training programs** (D3.2 & D4.2) each tailored to local target groups. Accessibility will be assessed and guidelines developed (D2.2), while microlearning formats will be integrated into the training (D2.4).

3. The project aims to generate **transnational insights** into how digital skills training can be effectively delivered to vulnerable migrants. To support this, an online **train-the-trainer course** will be developed for professionals working with the target group (D5.4). The course will share the project's training principles and methodology and include a certification protocol aligned with the **EU DigComp framework** (D2.3). Insights from the co-creation and iterative learning processes will be analysed and compiled into practical guidelines, including one specifically focused on developing microlearning content for this audience. These resources will be disseminated through a dedicated website (D5.2), which will host the training layout, accessibility guidelines, certification protocol, co-creation methodology, microlearning development guide, and a collection of good practices. The project will also organise **six local train-the-trainer sessions** (D5.4), one **live try-out** and a **final event** (D5.6) to share results and foster uptake across Europe.

#@COM-PLE-CP@#

### 1.3 Complementarity with other actions — European added value

#### Complementarity with other actions

*Explain how the project builds on the results of past activities carried out in the field and describe its innovative aspects. Explain how the activities are complementary to other activities carried out by other organisations.*

*Illustrate the European dimension of the activities: trans-national dimension of the project; impact/interest for a number of EU countries; possibility to use the results in other countries, potential to develop mutual trust/cross-border cooperation among EU countries, etc.*

*Which countries will benefit from the project (directly and indirectly)? Where will the activities take place?*



The RISE UP project is inherently transnational, designed to address shared challenges across multiple EU Member States and contribute to a cohesive European approach to digital inclusion and migrant integration. The digital divide among vulnerable migrants is a pan-European issue, with similar barriers reported across Member States. **RISE UP brings together partners from Belgium, Sweden, the Netherlands, Romania, Italy and Greece, each contributing unique expertise and local insights. This diversity ensures that the project reflects a broad spectrum of migrant experiences and integration contexts, while fostering cross-border learning and innovation.**

The project complements EU initiatives such as the Digital Decade Policy Programme, the EU Digital Education Action Plan, and AMIF priorities. It contributes to the EU's goal of ensuring that 80% of citizens have basic digital skills by 2030, with a focus on those most at risk of exclusion. **It facilitates actual training in 6 countries, while at the same time developing materials and guidelines that make the project easily adaptable to other contexts, and creating a train-the-trainer for anyone working with the target group across Europe.**

This project builds on existing European frameworks and platforms aimed at digital inclusion and skills development. In line with the call's recommendations, the project is conceptually aligned with the Digital Competence Framework for Citizens (**DigComp**). The framework serves as the foundation for designing and evaluating the digital skills trajectory offered in this project, with a specific focus on migrants who face barriers in both digital participation and access to the labour market, as the call demands, from the perspective that training that is created with and accessible to the most vulnerable groups in society, is accessible to all. This way, the project aims to not focus on one very specific target group, but be as inclusive as possible, while incorporating explicit expertise on low literate migrants, women and people with disabilities. The project also draws on the knowledge base and good practices made available through the European Digital Education Hub and the Digital Skills and Jobs Platform. By identifying current gaps in digital support for job-seeking migrants, the project provides an innovative response that integrates digital upskilling, language support, and labour market orientation.

The project builds on digital inclusion projects in both Ghent and Gothenburg, training experience with migrants in Romania, Trieste and Rotterdam and innovative learning approaches developed by E-nable, as described in the Needs analysis and Consortium set-up. Through joint learning sessions, stakeholder committees (T2.1), and a transnational Community of Practice, RISE UP promotes dialogue and trust among EU partners. These mechanisms encourage the exchange of experiences, policy alignment, and long-term cooperation beyond the project's lifecycle (T5.6).

RISE UP's modular, multilingual, and inclusive training formats are designed for easy adaptation in different national contexts (T3.3, T3.4, T4.3, T4.4). The project will produce open-access resources and guidelines (T3.8 & T4.8) that can be used by NGOs, municipalities, and educational institutions throughout Europe, accelerating the spread of good practices.

Furthermore, the City of Ghent, supported by Rotterdam and Gothenburg, will capitalize on its presidency (Eurocities, 2025) of and **active participation in the Eurocities network**, particularly in working groups on Digital Citizenship (Digital Forum), Employment (Social Forum) and Migration & Integration. Through this network, project results will be disseminated, and peer learning will be promoted at European level, increasing the project's transferability and added value across cities in the EU.

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## 2. QUALITY

### 2.1 Concept and methodology

#### Concept and methodology

*Outline the approach and methodology behind the project. Explain why they are the most suitable for achieving the project's objectives.*

To overcome the above challenges, the digital skills training must be **inclusive, learner-centered, and tailored** to low-skilled adult learners. We highlight several key design principles:

**Modularity:** Use small, stand-alone modules focused on specific tasks (e.g. sending an email, using online banking). This allows learners to progress step-by-step at their own pace and to skip or repeat modules as needed. A modular structure accommodates different starting skill levels and builds competence gradually.

**Multilingual support:** Provide instruction and materials in multiple languages. Whenever possible, offer content in learners' mother tongues or in easy lingua francas. Use bilingual facilitators, interpreters, or translation tools (such as subtitled videos or multilingual chatbots) so participants can learn and ask questions in their preferred language. Ensuring language accessibility is key to building confidence for those not yet fluent in the host-country language.

**Visual aids & Hands-on learning:** Use pictures, icons, diagrams, videos, screen-recordings and demos instead of dense text. For learners with limited literacy, visual step-by-step guides and interactive video tutorials make concepts easier to grasp. For example, simple illustrated screenshots can show how to fill out an online form. Such audio-visual aids help overcome reading barriers and keep learners engaged. Emphasize learning-by-doing with real-life digital tasks in a safe environment. Each topic (e.g. navigating a public services website or using a smartphone app) should include a live demonstration followed by immediate practice by the learners. Trainers simulate common scenarios (such as searching for

a job online or booking a medical appointment) and guide migrants as they perform these actions themselves. Keeping exercises relevant to daily needs helps learners see the direct benefits of digital skills and reduces fear of technology.

**Collaborative peer learning:** Incorporate group work and peer support. Learning in pairs or small groups allows migrants to help each other and ask questions without embarrassment. More digitally confident participants or volunteer assistants can act as peer mentors, providing guidance or translation during activities. This community learning approach builds a supportive atmosphere and social connections among learners, boosting motivation and inclusion. Applying these inclusive principles – modular structure, multilingual materials, visual aids, practical exercises, and peer support – will make the training accessible and empowering for low-skilled migrant learners. Such learner-centred design directly addresses the identified barriers and helps participants gradually build digital confidence.

In line with EU priorities to find creative ways of reaching migrants with the lowest digital skills, the project introduces several **innovative tools and approaches** to enhance the training program:

**Digital coach system:** Each vulnerable migrant learner is paired with a dedicated volunteer mentor or “digital coach” (for example, a settled migrant or local community provider or staff member) who provides one-on-one support. The digital coach helps the learner practice online tasks between classes, answers questions in the learner’s own language, and builds their confidence to use technology independently. These pairing leverages community resources so that no one is left behind. Buddy programs have proven effective in integration contexts – early personal contact with local people is key to successful integration. Besides reinforcing skills through informal coaching, the approach also fosters social inclusion as real friendships develop.

**Curriculum aligned with DigComp** (European Commission, 2022): To motivate learners and validate progress, the project will develop a certificate for completing the training, mapped to the EU’s Digital Competence Framework for Citizens (DigComp). By aligning training outcomes with a common European framework, the project ensures that the skills gained are relevant and understood beyond the local context.

**AI-supported translation and accessibility:** The training will integrate advanced AI tools to break language and literacy barriers. AI-based translation services (e.g. neural machine translation) can instantly convert instructional content and chat queries into a learner’s native language, enabling real-time multilingual support. Additionally, generative AI can localize examples (adapting cultural references in exercises to ones more familiar to learners). These AI-driven supports ensure no learner is left behind due to language or disability, and they can easily scale to different languages and contexts.

Together, these innovations complement the core training and provide new ways to engage vulnerable learners beyond traditional classroom methods.

A cornerstone of this approach is **co-creating** (T2.2, T3.1, T4.1) the training with migrant communities and ensuring migrant voices shape the content. Instead of a top-down design, the project actively involves migrants and migrant-led organizations at every stage (WP1-WP5) so that the training truly meets users’ needs. This participatory design is achieved through several measures:

**Continuous user feedback:** The curriculum will be iteratively refined based on feedback from migrant learners themselves. Participants are encouraged to share which topics are most useful, which exercises are difficult, and what additional support they need. Simple feedback tools (post-session surveys, group discussions, suggestion boxes) will gather these insights. By acting on learner feedback (e.g. simplifying language or adding visuals), the project can adjust materials to improve understanding in each cycle. This ensures the training stays responsive and user-centred, and it makes migrants feel heard and invested in the process.

**Migrant-led partnerships:** The consortium will partner with migrant-run associations and diaspora organizations to co-design and deliver the training. These organizations offer invaluable cultural insight and trust within the community. They will help shape content to be culturally appropriate, assist in recruiting participants, and may host training sessions in familiar community venues. Involving migrant-led groups also builds credibility – vulnerable migrants are more likely to participate when they see organizations from their own community involved. By following this guidance, the project ensures broader buy-in and sustainability of results.

**Migrant peer facilitators:** Wherever possible, migrants themselves will be part of the training team as co-trainers, teaching assistants or workshop moderators. For example, a tech-savvy young refugee might be trained to help lead a class or support learners during exercises. Having peer facilitators from similar backgrounds provides relatable role models and enables communication in learners’ own languages, embodying the principle of “nothing about us without us.” Past initiatives have shown that involving migrant youth as digital skills trainers both empowers them and inspires their peers.

**Co-design workshops:** During the development phase, the project will hold workshops where migrants (including women, older migrants within the work force, and persons with disabilities), trainers, and content developers collaborate on the training materials. In these sessions, users might brainstorm relevant real-life scenarios for exercises or review draft illustrations and navigation steps for clarity. Testing content with the target audience before finalizing allows the project team to catch cultural misunderstandings or confusing elements early and fix them. This inclusive co-creation gives participants a sense of ownership – they see their ideas directly shape the program meant for them, which boosts engagement and trust.

By embedding co-creation and participation, the training becomes truly inclusive and userdriven. The target beneficiaries are not just end-users but partners in creating the solution. This approach aligns fully with Asylum, Migration and Integration Fund (AMIF) principles and EU integration policy, which emphasize involving migrants “in their diversity” in project design



and implementation. Through these participatory methods, the project will produce more culturally appropriate and accepted training content, while also empowering migrant communities as co-creators in their own integration process.

A key aim of this initiative is to develop practices that can be transferred and scaled EU-wide. The digital exclusion issues tackled by WP3 are common to many Member States, so the solutions are designed with pan-European relevance in mind. Notable transferable and scalable elements include:

**Modular, multilingual curriculum:** The curriculum's modular design and multilingual materials make it easy to adapt in different national and local contexts. Each module can be adapted to the local context with minimal effort – translated into the local language and supplemented with country-specific examples – while keeping the core content and teaching method consistent. For instance, a module on accessing public e-services can be quickly tailored to France or Italy by swapping in screenshots of the national e-government portal and using the appropriate language, without altering the overall lesson structure. The emphasis on plain language and visual aids benefits low-literate adults universally, whether in Sweden or Spain. This means organizations across the EU can readily reuse the project's training modules, accelerating the spread of good practices. A shared "toolkit" of modules, lesson plans, and guides will be made available for any NGO or local authority to implement, promoting a coherent approach to migrant digital inclusion Europe-wide.

**Community-based support models:** The digital promotor's system and peer-learning strategies piloted by the project are not country-specific – they can work anywhere. Any region can mobilize local volunteers (including successfully integrated migrants) to mentor newcomers in digital skills. The project will document clear guidelines for setting up such buddy programs (covering volunteer recruitment, training, matching with learners, etc.) so that other organizations can replicate the model. This approach builds on universal social support principles that apply across cultures. As Red Cross "buddy" initiatives have shown, early personal support greatly improves newcomers' integration regardless of location (Red Cross website, 2025). By providing a tested model and toolkit, the project enables others to bridge formal digital training with community engagement. Such volunteer-driven approaches can scale easily, tapping into civil society networks and adapting to communities of various sizes.

**Participatory design methodology:** The co-creation approach itself (T2.2) is a transferable practice (D2.1). Involving migrant users and migrant-led groups in service design can be done in any Member State – it relies on inclusive facilitation methods, not on specific local conditions. The project's experiences (for example, setting up feedback loops, co-design workshops, and roles for migrant peer facilitators) will be distilled into best-practice guidelines that others can follow. Any integration project in Europe can adopt these participatory methods to remain user-informed and culturally sensitive. EU evaluators recognize the value of such inclusive design in achieving sustainable outcomes, and AMIF guidance encourages projects to engage migrants and diaspora organizations in implementation. By demonstrating effective co-creation, the project contributes a European model that others can learn from to improve their own digital inclusion efforts.

**Focus on vulnerable groups as a pan-European priority:** Finally, the project's targeted focus on under-served groups – migrant women, older migrants, persons with disabilities, and low-education migrants – addresses vulnerability patterns seen across Member States. Many EU countries report similar gaps in digital inclusion. For example, migrant women often participate less in digital training due to family responsibilities, and elderly refugees in any country may struggle with new technologies. By developing solutions tailored to these groups (e.g. women-friendly class schedules with childcare support, or simplified tablet interfaces for those with low eyesight or literacy), the project creates templates that others can adopt when facing the same challenges. These lessons can benefit stakeholders even outside the consortium's countries, since virtually every EU nation needs to better include these groups in the digital realm. Focusing on the most disadvantaged migrants is fully in line with the AMIF 2025 call priorities, which explicitly call for reaching categories like women, the elderly, migrants with disabilities, and illiterate migrants with targeted digital upskilling initiatives[5][2]. By meeting these shared needs, the project's approaches are broadly relevant and useful across Europe's integration landscape.

Overall, this deep-dive analysis outlines a digital skills training plan that is tailored to vulnerable migrants' needs while ensuring EU-wide relevance and impact. By combining user-focused pedagogy, innovative tools, and collaborative design, the project will empower those most at risk of digital exclusion with the competencies needed to participate in today's digital society. Equally important, it will generate models and resources that can be scaled or transferred to other Member States, contributing to a more inclusive digital transformation across the EU. This transnational focus – addressing common needs, using European frameworks, and sharing best practices – aligns closely with the spirit of the AMIF program and the European Commission's goals for integration and digital inclusion. The result is a highly transferable and scalable approach that can inform integration policy and practice throughout the European Union.

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## 2.2 Consortium set-up

### Consortium cooperation and division of roles (if applicable)

*Describe the participants (Beneficiaries, Affiliated Entities and Associated Partners, if any) and explain how they will work together to implement the project. How will they bring together the necessary expertise? How will they complement each other?*

*In what way does each of the participants contribute to the project? Show that each has a valid role and adequate resources to fulfil that role.*

**Note:** When building your consortium you should think of organisations that can help you reach objectives and solve problems.

**The strength of this partnership** is in the practical expertise the partners have on this specific theme, the closeness to the target groups, and the ambition to develop training in each participating country. In this partnership, we work with a variety of partners, both from cities of different sizes and rural areas, local governments and NGOs, spread wide over Europe, but with a shared expertise in digital inclusion and integration. This way, a community of practice will be set up, and existing knowledge will be shared and deepened. We aim to be a front-line, front-running partnership that will share grassroots expertise throughout the rest of Europe, with examples of projects and tools that can easily be used in every country. We combine expertise on the target group with expertise on innovative learning methods, work floor- and language training. All lead partners have experience in European projects and access to different European networks.

Every lead partner for a country (Ghent, Gothenborg, Rotterdam, Bucovina, E-nable, DMLAS) will work together with at least one migrant self-organization, or an organization that works very closely and bottom-up with the target group. The formal setup for this will differ from country to country, in recognition of local differences in structures and services for the target group. Migrant organizations do not always have the administrative and personnel capacity to participate as a partner in a project like this. In this case they will be subcontractor. When possible, we make them partners. Ghent, Gothenborg, Bucovina and DMLAS also work directly with the target group themselves, giving them both access to the target group and insight into the problems they experience.

#### **Description of the consortium and experience of the partners**

As lead partner, **Ghent's** digital inclusion practice goes back to 2006. With almost 20 years of experience, Ghent is official city expert partner to national knowledge centre Mediawijs and has become a reference both national and in Europe, winning several prizes, among which an "All Digital Award" for the project *Digital Inclusive Neighbourhoods*. The *Digital Works* project and the NextGen-funded *Digibanken*-project, centering professional digital coaches, have served as good practice examples for both Eurocities and the European Social Network, gaining recognition throughout Europe.

The city of Ghent has extensive experience in international projects and EU-Funding, such as CONSOLIDATE or ESF-project JOBTEAM. Ghent is furthermore currently president of the Eurocities network, member of the Digital and Social Forum and the Digital Citizen and Employment workgroups, among others.

**Ghent's Labour and Employment Service** offers professional guidance for clients of the Centre for Public Welfare, helping over 1500 people each year, many of whom are migrants – and any Ghent citizen with a question about work. The service has extensive experience in working with migrants and providing training work floors to 350 people each year throughout companies and city services in Ghent.

On a local level, Ghent will partner up with **Compagnie Cordial**, a bottom-up NGO that provides volunteer opportunities to migrants, working from the start in a very participative way, migrants being part of all activities. Where our city services have a more formal contact, Compagnie Cordial is very much in touch with the questions and problems migrants experience when first trying to start a life in Ghent. By aligning our activities, we aim to promote learning in an earlier stage and more informal setting. Ghent will work with VDAB, the public employment service, to make sure our local stakeholder group has enough weight, and actions that promote employability may be structurally embedded. The city has a longstanding tradition of hosting the network "**Ghent, city at work**"(Gsiw), that incorporates all relevant stakeholders in the field of work and adult education. This network will be used as a basis for our local stakeholder group.

The city of Ghent will be the project's coordinator, will lead work packages 1 and 4 and participate in all work packages. Ghent will share their expertise on digital inclusion projects, jobcoaching and labour market guidance.

**Gothenborg** the team has for many years developed expertise and built teaching modules for digital inclusion of target groups that have low/or non- digital experience. The Gothenburg team will contribute their extensive hands-on experience from two established units: Samhällsorienterande Insatser (Civic Orientation Initiatives): Expertise in group-based civic orientation for newly arrived migrants, focusing on navigating Swedish society and public services. They also offer a language sensitive data course "Digital competence" with a continuation part focusing on the labor market. Furthermore Uppkopplad Nordost (Northeast Connected) has expertise in targeted digital inclusion outreach within neighborhoods with high populations of migrant background, many of whom have low digital literacy. Uppkopplad also works on educating other service providers such as civic guides and cultural interpreters so they can provide digital support for our citizens.

The team are currently running an integrated AI project for municipal services. That can contribute lessons learned from the ongoing pilot with AI-chatbots, specifically on their application for self-service and learning in digital public services, which is directly applicable to the tool development in this project. Gothenburg complements partners by providing a tested model of neighborhood-based digital outreach. Gothenburg brings experienced staff, proven educational modules, and access to city infrastructure (Welcome House, civic orientation centres, libraries), ensuring pilots can be delivered effectively without starting from scratch. Through strong collaborations with NGOs, migrant associations, and civic orientation services, Gothenburg ensures migrant voices are central to design, testing, and evaluation, keeping outputs grounded in real-life needs. Gothenburg will lead WP3, coordinating piloting of digital skills training, including developing, testing, and refining models with direct involvement of vulnerable migrants.

#### **Rotterdam**

Rotterdam is one of Europe's most multicultural cities, shaped by decades of migration and global exchange. As of 2022, nearly six in ten residents (57%) have a migration background. Of these, around 15% have a Western background (such as from Germany, Poland or the UK), while approximately 42% come from non-Western origins, including large communities with roots in Turkey, Morocco, Suriname, and the Dutch Caribbean. This superdiversity is reflected in neighborhoods across the city. In Feijenoord, for example, over 70% of residents have a non-Western migration background. Rotterdam's demographic complexity presents both challenges and opportunities. It underlines the need for inclusive policies in education, digital access, and public services that reflect the city's richly layered identity.

The last decades resulted in Rotterdam rapidly evolving into a digitally empowered city. Its digital economy accounts for over 35% of the municipality's value-added output. Yet significant challenges remain in ensuring all Rotterdam residents have basic digital skills. To bridge that gap, municipal policies focus on inclusion, practical training and tailored support, especially for seniors, non-Dutch speakers and people with low literacy. Public institutions, libraries, employers and tech partners collaborate to provide both on-demand support and structured training, aligning with the national goal of 80% basic digital skills coverage. Rotterdam will join the project with their expertise in integration policy, language and digital skills training and overall experience in European projects.

### **Voice of All Women**

Voice of All Women (VOAW) is a grassroots women's organisation in Rotterdam, founded by Jamilla Talla from personal experience of isolation. What began as a local initiative has developed into a nationally and internationally recognized movement, firmly rooted in migrant and refugee communities while shaping policy at local, national and European level. Each year VOAW reaches more than 2,000 participants, including women, young people and families from migrant and refugee backgrounds.

As a bridge-builder and knowledge partner, VOAW works with municipalities, schools and social organisations. This multi-level approach ensures that women with a migration background are not only protected from exclusion and violence, but also empowered to co-create, co-decide and benefit equally from society's opportunities. VOAW's main focus will be representing the voice of migrant women throughout the project and all work packages.

### **Bucovina Institute**

The Bucovina Institute, founded in 2011, is a non-profit organisation, based in Suceava, and accredited VET provider focused on sustainable community development in North-East Romania, South-West Ukraine, and the Republic of Moldova. Recognised by the National Agency for Employment as a provider of social services and labour market assistance, the Institute implements certified activities under the WISE (Work Integration Social Enterprises) framework and delivers accredited courses in ICT, elderly care, HORECA, and social entrepreneurship.

In the last five years, the Institute has coordinated and participated in several Erasmus+ projects addressing the socio-professional integration of migrants/refugees by strengthening skills and competences in different areas, see ANNEX 4. The Institute cooperates with a wide network of stakeholders, including: "Ștefan cel Mare" University of Suceava (in research activities and evaluation processes, with the involvement of migrant students in project implementation), Regional Centre for Migrants Rădăuți (in hosting refugees and undocumented migrants and supporting identification, piloting, and evaluation activities), Suceava County Employment Agency (AJOFM) (in providing labour market information, employer contacts, and job-matching support), EDNAE and the Active Ukrainians Association (NGOs supporting Ukrainian refugees and migrants) and GIRB (a student NGO engaging directly with international and migrant students).

Through this expertise and network, the Bucovina Institute combines vocational education, digital skills development, social services, and employment support to promote the integration and empowerment of migrants and refugees. For RISE UP, Bucovina will participate in all work packages and bring their expertise in European projects to the communication and dissemination work package.

### **E-nable Greece**

e-Nable Greece is a non-profit organization working closely mainly with people with disabilities and people on the edge of social exclusion. The mission of the organization focuses on the utilization of digital technologies for improving the everyday life of people in need and on the education/capacity building of other people in order to act as multipliers and promote the active citizen role. Having strong orientation to digital technologies and education, e-Nable Greece will contribute to the project in three sections. e-Nable Greece brings strong innovation capacity that can enrich the development of digital tools for the project for all the phases of the project (PM, implementation of WPs, monitoring and dissemination). Also, the experience in digital technologies will be valuable during the co-creation activities, for the definition of the learning content for the training of digital skills for migrants.

**Inclusive Design and Accessibility Experience:** e-Nable Greece serves individuals with disabilities, learning difficulties and people with low literacy, thus they offer unique insights into designing for accessibility, especially within digital and physical training materials. The organization has adopted the Universal Design for Learning approach/methodology in all its training activities. The organization has designed many websites, e-platforms, apps and learning material based on accessibility guidelines and specifications. As a full member of the EASPD (<https://easpd.eu/>) the organization is always in line with accessibility specifications and demands. For all these reasons, one of the major roles of e-Nable's Greece in the project will be the design of "Accessibility Guidelines" of the WP2 UPSCALE.

Educational outreach, training, and community engagement: E-Nable Greece has successfully designed and implemented educational programmes in National context (with the Institute of Educational Policy of Greece) and European context (See ANNEX 4) that introduce vulnerable people and their trainers to a wide range of digital literacy from simple digital skills to cutting-edge technologies. During these national and European activities they have implemented all types of trainings (physical, webinars, synchronous & asynchronous distance learning, blended learning), activating the organization's volunteers (around 40 active volunteers in Greece) and the organization's network consisting of youth organizations, public/private services for people with disabilities, refugees camps and formal/informal educational organizations. Thus, the e-Nable Greece will contribute to the development of the training materials and tools of the RISE UP project. Finally, e-Nable Greece is member of the [ACCMR](#) since 2020, providing the services of organization to migrants that supported by the municipality of Athens.

**Duemilauno Agenzia Sociale (DMLAS)** is one of the largest social cooperatives in Friuli Venezia Giulia, Italy, with over 800 staff engaged in education, social and health services, training and labour integration. With more than 35 years of experience, the cooperative combines direct service provision with innovative training and work inclusion pathways for vulnerable groups, including migrants, refugees, persons with disabilities and young people at risk.

In the migration sector, with nearly 10 years of experience, DMLAS—based in Trieste along the “Balkan Route”—manages communities for unaccompanied foreign minors and has built a broad system of hosting and inclusion services for both minors and adults, in cooperation with municipalities, health services and regional actors. Through these services, the cooperative supports around 100 people daily in their integration needs. In recent years, it has implemented local AMIF projects such as *Streetlink* (migrants with mental health and addiction issues) and *LGNet Emergency Assistance* (independent living for adults with migration background). DMLAS is also active in European networks, being a member of REVES via the VIVES Consortium and Social Firms Europe CEFEC, thus contributing to debates on integration and social economy. The cooperative has wide experience in European cooperation, having taken part in Erasmus+ projects such as *ENTREPVET*, *DIGILANCE4SE*, *MILMET*, *MEET ME*, and *E-LoCUM*, where it has co-developed training materials on digital inclusion, entrepreneurship, and social economy. Thanks to this expertise and strong local roots, DMLAS is well positioned to pilot accessible digital and language training in Trieste and the region, reaching migrant families, women, older adults and newly arrived groups through schools, community services, and employment pathways.

A further strength of DMLAS is its ability to connect training with employment: it manages semi-commercial activities such as carpentry, multimedia labs, ceramics, gardening, and social agriculture, offering real-life learning contexts where digital skills, vocational competences and social participation are combined. Its multimedia laboratory *HeadMadeLab* has also piloted digital creativity and media literacy as tools for empowerment. Finally, DMLAS operates within a broad network of schools, training providers, public authorities, associations, and social cooperatives (WISEs) dedicated to labour inclusion of vulnerable groups—a network that will underpin the stakeholder group and the piloting activities in this project.

## 2.3 Project teams, staff and experts

### Project teams and staff

*Describe the project teams and how they will work together to implement the project.*

*List the staff included in the project budget (budget category A) by function/profile (e.g. project manager, senior expert/advisor/, junior expert/advisor/, trainers/teachers, technical personnel, administrative personnel etc. and describe briefly their tasks.*

Name and function	Organisation	Role/tasks/professional profile and expertise
Maria Euwema, project manager	City of Ghent	Overall project management; coordinator of WP1 & 4; involvement in all WP's, originator of the project, digital skills project officer experienced with project management and digital inclusion projects.
Lien Van Esch, trainer	City of Ghent	Digital skills training. Involved in WP 2, 3 & 4. Experienced in digital skills training and coaching as well as language- and jobcoaching.
Sarah De Block, administrative personnel	City of Ghent	Overall financial management. Involved in WP1. Experienced in financial management of EU projects.
Farah Laporte, General coordinator	Compagnie Cordial	Ensuring meaningful participation of the target group. Involved in WP 1, 2, 3 & 4. Experienced in coordinating inclusive initiatives for migrants.
Mohanad Alhaj, Regional coordinator	Compagnie Cordial	Migrant engagement officer. Involved in WP 2. Experienced in coordinating local outreach and engagement activities with migrants. His lived experience as a newcomer with limited formal education closely mirrors that of the target group, making his perspective highly valuable for the project.
Petru Vasile Gafiuc, President and projectmanager	Bucovina Institute	Expert advisor. Coordinator of WP5, involvement in WP1, 2, 3 & 4. Experienced in coordinating EU-funded projects focused on the labour market inclusion of vulnerable groups, including migrants and refugees

Ionuț Ruști, Public Procurement Expert	Bucovina Institute	Training and website development. Involvement in WP1, 2, 3, 4 & 5. Experienced in implementation of project activities in line with EU regulations.
Iuliana Cernatu, communication expert	Bucovina Institute	Responsible for strategy, campaign development, and external communications. Involvement in WP1, 2, 3, 4 & 5. Experienced in community outreach and communication.
Mitizifiris Athanasios, co-founder – project manager	e-Nable Greece	Trainer and facilitator in inclusive education and accessibility. Coordinator of WP2, involvement in WP1, WP3 & WP4. Experienced in European development projects regarding accessibility and inclusion
Giorgios Antonakos, Digital technology and educational expert.	e-Nable Greece	Educational expert. Involvement in WP1, 2, 3, 4 & 5. Experienced in the development of inclusive tools and training modules using digital technologies. He belongs to Laboratory Teaching Staff of National Technical University of Athens and he is experienced in developing evaluation activities and certification protocols.
Panagiota Tsoni, Digital technology expert and advisor	e-Nable Greece	Digital expert and advisor. Involvement in WP2, micro credentials, digital trainings of WP3 and WP4.
Katerina Mela, Trainer	e-Nable Greece	Digital trainer. Involvement in WP2, 3 & 4. Experienced in developing and educational content and implementing training activities.
Elena Aggeli, Trainer	e-Nable Greece	Digital trainer. Involvement in WP2, 3 & 4. Experienced in developing and educational content and implementing training activities.
Tom Adriaanse, policy advisor	City of Rotterdam	Development of local strategy for migrant inclusion and digital access. Involvement in WP1, 2, 3, 4 & 5. Experienced in supporting the integration of project outcomes into local strategies on inclusion, digital access, and urban participation
Alisa Hot, policy advisor	City of Rotterdam	Alisa Hot is policy advisor in adult education and has been working for the municipality of Rotterdam since 2020. She advises on strategies to improve literacy in ways that strengthen work-related skills and expand job opportunities. Before joining the municipality, Alisa worked for several language schools as an NT2 teacher and examiner. Involvement in WP 2 and 4.
Tahmina Ashraf, founder & director	Voice of All Women	Ensuring meaningful participation of the target group. Involvement in WP2, 3 & 4. Experienced in community empowerment and outreach to marginalized migrant women.
Denise Sarfo, gender- & diversity advisor/ senior project manager	Voice of All Women	Migrant engagement officer and trainer. Involvement in WP2, 3 & 4. Experienced in development and implementation of projects focused on gender equality and social inclusion.
Louise Stiernström, developing manager social affairs	The City of Gothenburg	Projectmanager. Coordinator of WP3, involvement in all work packages, experienced in inclusive education and accessibility.
Frida Sundgren, Developing Manager	The City of Gothenburg	Migrant engagement officer. Involvement in WP1, WP2 & WP4. Experienced in inclusive educational practices and participatory learning environments.
Nura Mukarker, Development manager for a Digital Inclusion Unit for migrants	The City of Gothenburg	Digital Trainer. Involvement in WP1, 2, 3 & 4. Experienced in developing and coordinating initiatives for digital inclusion and training activities.
Felicitas Kresimon , Vice President	DUEMILAUNO AGENZIA SOCIALE	Senior advisor on social economy and inclusion. Involvement in WP1, 2, 3, 4, 5. Experienced in employment pathways and the role of social enterprises in migrant integration.
Giovanna Alzetta, education and social inclusion expert	DUEMILAUNO AGENZIA SOCIALE	Social worker and project manager with experience with migrants. Since 2022, Giovanna has been working as the Project Manager, Team Leader, and Social Worker in a program for asylum seekers. Involvement in WP 1, 2, 3, 4, 5.
Petra Macor, socio-pedagogical educator and social worker	DUEMILAUNO AGENZIA SOCIALE	Petra Macor has been involved in the Erasmus+ projects DIGILANCE4SOCIAL ENTERPRISE and E-LoCUM – Local Compacts of the United Mates of Europe, managing local educational implementation and youth participation. She currently manages a community for unaccompanied foreign minors, focusing on their social integration. Involvement in WP 2, 3 and 4.

**Outside resources (subcontracting, seconded staff, etc)**

*If you do not have all skills/resources in-house, describe how you intend to get them (contributions of members, partner organisations, subcontracting, etc).*

*If there is subcontracting, please also complete the table in section 4.*

**Impact analysis:** for the evaluation of the project, we will focus on evaluating with the target group what impact the training has had on their integration process and (road to) employment. This means we choose to focus not only the output of the training (skills acquired according to the DigComp framework) but also on the actual impact participants experience. We believe this brings important added value, since the importance of investing in digital skills for migrants is not just in the skills themselves, but in the effect it has on their participation in society and the labour market.

Both Ghent (with the universities of both Ghent and Brussels as possible subcontractors) and Gothenburg have experience with this kind of evaluation in other digital inclusion projects and we will build on this. We will subcontract a lay-out and methodology for this way of working, interviews with participants will be conducted by each local partner.

**Digital training platform:** with expertise at both e-Nable and Bucovina, we have inhouse expertise, but also see other possibilities. For instance, Ghent already has a contract with a start-up that hosts a digital training platform with automatic translation and workplace features. However, we want our actual choices to be based on the input from the cocreation phase. The digital world also progresses very quickly. For this reason, we reserve a budget for subcontracting innovative platforms or features.

## 2.4 Consortium management and decision-making

**Consortium management and decision-making (if applicable)**

*Explain the management structures and decision-making mechanisms within the consortium. Describe how decisions will be taken and how regular and effective communication will be ensured. Describe methods to ensure planning and control.*

**Note:** The concept (including organisational structure and decision-making mechanisms) must be adapted to the complexity and scale of the project.

**Project Governance and Coordination**

RISE UP will be coordinated by the **Lead Partner Group**, composed of six international lead partners. The City of Ghent will assume overall responsibility for project coordination and general management, acting as the central steering entity.

The Lead Partner Group will convene **monthly online coordination meetings** to monitor project progress, address challenges, and define next steps. Each **Work Package (WP)** will be led by a designated partner, ensuring shared ownership and balanced involvement across the consortium. WP leaders will be responsible for the operational delivery of their respective packages, including the organisation of thematic meetings in close collaboration with the project coordinator and WP participants.

**Inclusive Partnership Structure:** each national partner will collaborate with a **migrant-led or migrant-focused organisation**, strengthening outreach to the target group and ensuring meaningful involvement of migrant communities in all project phases. Two will be full partner, others will be supported for their efforts by subcontracting. These organisations will play a key role in the **co-creation process** and in making the training accessible for the target groups. They will be invited to participate in partner group meetings based on agenda relevance, with a minimum participation frequency of once every four months.

**Digital Collaboration and Communication:** a dedicated **Microsoft Teams environment** has been established to facilitate internal communication and knowledge sharing. This platform will host project documents, meeting minutes, discussion threads, and updates from local pilots. It will also include a shared planner to track timelines and deliverables. Separate channels may be created for local partners and stakeholders to streamline communication.

**Stakeholder Engagement:** each national partner will establish a **Local Stakeholder Committee** to gather input and feedback from relevant actors: migrant organizations, employers, social work, employment agencies, etc. These committees will contribute to the refinement of project methodologies, provide insights into the needs of the target group, and reflect on how their own services can better support vulnerable migrants in acquiring digital skills.

**Decision-Making Structure:** decisions related to **local training implementation** will be made jointly by the national partner, the migrant organisation, and the local stakeholder committee. Strategic decisions concerning **project objectives, budget allocations, and overall direction** will be taken by the Lead Partner Group.

**Dissemination and Outreach:** all partners will actively contribute to the dissemination of project results by leveraging their membership in at least one **European network**, ensuring broad visibility and uptake of project outcomes.



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## 2.5 Project management, quality assurance and monitoring and evaluation strategy

### Project management, quality assurance and monitoring and evaluation strategy

*Describe the measures planned to ensure that the project implementation is of high quality and completed in time.*

*Describe the methods to ensure good quality, monitoring, planning and control.*

*Describe the evaluation methods and indicators (quantitative and qualitative) to monitor and verify the outreach and coverage of the activities and results (including unit of measurement, baseline and target values). The indicators proposed to measure progress should be relevant, realistic and measurable.*

#### Project Management Strategy

The RISE UP project will be coordinated through **WP1: UPlift**, led by the City of Ghent. It ensures strategic alignment, operational coordination, and timely delivery across all work packages. Key management activities include:

- **Kick-off and annual live coordination meetings** to align partners, stimulate the community and review progress. Ghent, as lead partner, will organize a live kick-off meeting. We will then have a meeting in the second year in Trieste centred on the pilots and have a live train-the-trainer test- and preparation session in Athens in the third year of the project.
- **Monthly online partner meetings**: partners will meet online every month to discuss progress, important choices and issues.
- **Regular reporting cycles** (every 6 months) for financial, administrative, and substantive updates.
- **Monitoring and evaluation framework (M2)** finalized in month 3, guiding all oversight activities.

Most work packages are led by a different partner, ensuring shared responsibility for the project. The work package leader will ensure the work package runs timely and smoothly.

#### Quality Assurance Measures

To ensure high-quality implementation:

- **Co-creation strategies** (WP2.2 and WP2.3) will embed user feedback and stakeholder input throughout.
- **Accessibility assessment** (WP2.4) will ensure inclusive design for vulnerable migrants.
- **Certification protocol** (WP2.5) will ensure training quality and transferability
- **Visual identity and branding** (WP5.2) will ensure professional visibility and consistency.

#### Monitoring and Control Methods

Monitoring will be continuous and multi-layered:

- **Progress tracking** through predefined milestones and deliverables
- **Risk and issue management** integrated into WP1
- **Monthly internal updates** and shared dashboards for partner coordination.

#### Evaluation Strategy

Evaluation will combine **quantitative and qualitative indicators**, with clear units of measurement, baselines, and targets:

	Quantitative indicators	
Nr.	Output indicators	
1	Number of participants supported (in general) (PART C KPI)	1200
1A	Number of participants supported in acquiring basic digital skills on a path to work	480
1B	Number of participants supported in acquiring basic digital skills on a path to work per pilot	120
1C	Number of participants supported by digital skills coaching on the workflow	480
1D	Number of participants supported by digital skills coaching on the workflow per pilot	120
2	Stakeholder diversity index in cocreation phase, measured by the number of distinct stakeholder categories represented (e.g. NGOs, public sector, migrant-led organizations, employers, etc.) Total 5	5
3	Number of organizations involved in stakeholdermapping (5/participating country)	30
4	Stakeholder satisfaction rate with co-development of digital skills training, measured via post-workshop surveys using Likert scales (e.g. usefulness, relevance, inclusiveness)	80%
5	Number of stakeholder participants in microlearning workshops (10 / country)	3000%
6	Number of participants involved in development and feedback for train the trainer - sessions (10 /participating country)	60
7	Number of co-creation sessions using participatory methods, measured by documented use of tools like design thinking, focus groups, or collaborative workshops (basic skills training)	>=18

8	Number of co-creation sessions using participatory methods, measured by documented use of tools like design thinking, focus groups, or collaborative workshops (work floor training)	>=18
9	Number of adaptations made to microlearning modules based on stakeholder feedback, measured by documented changes in content, format, or delivery method following co-creation	5
10	Number of participants for the cocreation workshops (5/ participating country)	>=30
11	Number of concrete recommendations integrated into digital coaching practices, measured by comparing initial concept drafts with final versions and tracking stakeholder-sourced changes	10
12	Number of stakeholders involved in the evaluation of the project	30
13	Number of participants who received personalised professional guidance (PART C KPI)	1200
14	Number of stakeholder employees participating in train the trainer sessions	>=200
15	Number of subscriptions on newsletter	500
16	Number of migrants reached through social media campaign	1200
17	Number of unique visitors of the project website	1000
18	Number of people who take part in the final conference	>=100
<b>Result indicators</b>		
19	Number of participants who report that the activity was helpful for their integration (PART C KPI)	864
20	Number of participants who report that the support in acquiring basic digital skills on a path to work was helpful on their path to employment	384
21	Number of participants who report that the digital skills coaching on the workforce was helpful on their path to stable employment	384
22	Satisfaction rate of participants in the final conference	80%

**Qualitative Indicators**

- **Feedback from pilot sessions** (documented in the Needs assessment reports, D3.1 & D4.1)
- **User feedback from impact analysis** (feedback from training participants on quality and impact (T3.7 & T4.7))

For the evaluation of the project, we will focus on evaluating with the target group what impact the training has had on their integration process and (road to) employment. This means we choose to focus not only the output of the training (skills acquired according to the DigComp framework) but also on the actual impact participants experience. We believe this brings important added value, since the importance of investing in digital skills for migrants is not just in the skills themselves, but in the effect it has on their participation in society and the labour market.

- **Engagement in local stakeholder committees** (≥30 stakeholders involved)
- **Policy impact** (≥3 policy briefs/infographics published)
- **Visibility** (≥6 newsletters, ≥6 articles on EU platforms) (D5.3)

**Evaluation will be documented in:**

- Midterm and final evaluation reports, as outlined in the monitoring framework (D1.1)
- Final Evaluation Report (D5.6)
- Campaign Reports (D5.3)
- Long-Term Action Plan (D5.5)

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**2.6 Cost effectiveness and financial management****Cost effectiveness and financial management**

*Describe the measures adopted to ensure that the proposed results and objectives will be achieved in the most cost-effective way.*

*Indicate the arrangements adopted for the financial management of the project and, in particular, how the financial resources will be allocated and managed within the consortium.*

 **Do NOT compare and justify the costs of each work package, but summarize briefly why your budget is cost effective.**

To ensure that the proposed results and objectives are achieved in the most cost-effective way, the RISE UP project adopts the following measures:

**Modular and reusable design:** Training and coaching materials are developed in thematic modular formats, allowing reuse and adaptation across different contexts and member states without incurring redesign costs, while leaving room for

tailoring content to the local situation. All outputs (toolkits, curricula, guidelines) are made publicly available, enabling replication without additional investment and maximizing return on EU funding.

**Digital and scalable tools:** AI-supported translation and online platforms support human facilitation while recognizing that for vulnerable target groups, personal support will always be necessary. They do however allow for broader reach and more individual support with less personnel and facilitate group learning. RISE UP leaves room for local initiatives to use existing tools that fit their own practice. The project will only provide a central platform where it's likely to be used, namely for disseminating the train-the-trainer, guidelines and good practices towards other organizations around Europe motivated to work on this theme. This way, we cut back on unnecessary development costs.

**Embedded cocreation and stakeholder participation:** Piloting and evaluation are embedded within the implementation phases, reducing the need for separate testing cycles and ensuring real-time optimization. RISE UP will improve the digital skills of vulnerable migrants, work on accessibility of services with our local stakeholders and create a usable model and train-the-trainer, all at the same time. **Community-based delivery models:** The use of peer mentors and migrant-led facilitators leverages existing community resources, minimizing external staffing costs while enhancing impact.

**Strategic dissemination:** participation in existing European platforms and networks avoids the cost of building new dissemination channels, while maximizing visibility and uptake. **Financial Management and Resource Allocation:** the financial coordination of the RISE UP project will be led by the city of Ghent, which will oversee budget execution, ensure compliance with AMIF regulations, and facilitate transparent reporting. This will be managed under WP1: Uplift. A centralized collaboration platform (Microsoft Teams) will support continuous communication and coordination among partners. By combining digital efficiency, strategic resource use, and strong financial governance, the project ensures that its objectives are met within a realistic and cost-effective budget.

Key arrangements include:

**Consortium Agreement and Budget Allocation:** A formal partnership agreement (Milestone M1) will be signed at project start, clearly defining the roles, responsibilities, and budget allocations for each consortium member. This ensures a shared understanding of financial obligations and promotes transparent collaboration. Each partner receives a budget allocation per work package, based on their role and expected contributions. WP leads are responsible for managing their respective budgets and reporting expenditures, ensuring that financial inputs are directly aligned with planned outputs and deliverables.

- The allocation of person-months per work package has been determined collaboratively between work package leads and the project manager, based on the complexity and scope of each activity.
- Personnel costs are calculated according to national and organizational salary scales, taking into account staff seniority and role.
- Travel costs are aligned with European Commission guidelines.
- All direct costs will be recorded by each partner in accordance with international accounting standards and their internal financial procedures.

Financial reporting occurs biannually (Deliverable D1.4), with each partner submitting standardized reports. These are reviewed by the coordinating partner and consolidated for submission to the European Commission. National lead partners will provide administrative support to migrant-led organizations to ensure accurate and compliant reporting. A comprehensive framework (Deliverable D1.2) will be implemented to monitor financial performance. It includes key performance indicators (KPIs), cost-efficiency metrics, and risk management protocols to track spending against impact and ensure corrective measures can be taken when needed. To accommodate unforeseen needs and strategic opportunities, a portion of the budget is reserved for adaptive use—such as additional live sessions, platform participation, or enhanced dissemination efforts. This ensures the project remains responsive while maintaining financial discipline.

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## 2.7 Risk management

### Critical risks and risk management strategy

*Describe critical risks, uncertainties or difficulties related to the implementation of your project, and your measures/strategy for addressing them.*

*Indicate for each risk (in the description) the impact and the likelihood that the risk will materialise (high, medium, low), even after taking into account the mitigating measures.*

**Note:** *Uncertainties and unexpected events occur in all organisations, even if very well-run. The risk analysis will help you to predict issues that could delay or hinder project activities. A good risk management strategy is essential for good project management.*

Risk No	Description	Work package No	Proposed risk-mitigation measures
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1. Limited engagement of migrant participants	Activities may not reach or resonate with the intended target groups due to cultural, linguistic, or digital barriers.	WP 2,3,4	Co-design activities with migrant-led organizations (which have an official link with the project e.g. beneficiary, subcontractor); use multilingual and culturally adapted materials; offer flexible formats (online/offline); engage trusted community intermediaries.
2. Coordination challenges across partners	Misalignment or delays due to differing organizational cultures or priorities.	WP 1	Establish a clear governance structure; hold monthly coordination meetings; assign WP leads with responsibility for progress tracking; use a shared digital workspace (Microsoft Teams) for transparency.
3. Staff turnover or role changes	Key staff may leave or change roles, affecting continuity.	WP 1,2,3,4, 5	Each partner assigns at least two staff members to the project; maintain internal documentation; onboarding procedures for new staff coordinated by the lead partner.
4. Political or institutional shifts	Changes in local policy or leadership may affect commitment to project goals.	WP 1,5	Secure written commitment at project start; maintain regular dialogue with decision-makers to ensure continued alignment.
5. Budgetary pressure or unforeseen costs	Unexpected expenses and increases in calculated cost prices may arise.	WP 1	Allocate contingency funds; conduct biannual budget reviews; allow for internal reallocation of resources with approval from the coordinating partner.
6. Low participation in digital training due to lack of access	Participants may lack devices, connectivity.	WP 3,4	Partner with local organizations to provide devices and internet access. Training platform is adapted to mobile devices, since they are most widespread among migrants.
7. Lack of penetration of local ecosystems	It may be difficult to engage relevant local stakeholders	WP2	Local stakeholder committee, offering cocreation opportunities and use of the training in an early stage.
8. Target group may experience difficulties to participate	Working with a vulnerable target group means they have other problems besides digital exclusion	WP2, 3 & 4	Our methodology (see 1.2) and experience in working with the target group (see 2.2 and 2.3), partnership with migrant organizations, cocreation process (T3.1 and T4.1).
9. Conflicts or misunderstandings within the consortium	Differing expectations or interpretations of project scope may lead to tension.	WP 1	Define roles and expectations clearly in the Consortium Agreement; promote open dialogue and inclusive decision-making; live meetings each year to promote substantive discussions.
10. Technical limitations or inconsistency in the use of AI tools	AI-based tools for training or support may produce inaccurate results, lack full language support, or be difficult to use for participants with limited digital skills.	WP 3,4	Use qualitative software. Start this task early in the process to provide enough research time. Several partners have inhouse expertise.
11. GDPR constraints on data collection	Tracking participation by gender or background may conflict with privacy regulations.	WP 2,3,4	Limit collection of personal data where possible; promote diversity through inclusive outreach; ask permission during training, monitor participation through observation and anonymous feedback tools.
12. Risks inherent to working with AI-tools	AI-tools generate risks of bias, lack of transparency, compliance challenges, etc.	WP 3,4	Use qualitative software. Start this task early in the process to provide enough research time. Several partners have inhouse expertise.

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### 3. IMPACT

#### 3.1 Impact and ambition

##### Impact and ambition

*Define the short and long-term effects of the project.*

*How will the target groups benefit concretely from the project and what would change for them?*

*Does the project aim to trigger change/innovation? If so, describe them and the degree of ambition (progress beyond the status quo).*

Short educated migrants with limited digital skills— including women, seniors, people with low literacy or persons with disabilities—will gain the confidence and competencies needed to access essential online services, participate in society, and pursue employment or education (KPI 1). By addressing barriers such as language, literacy, and access to technology,

the project will significantly reduce digital exclusion among migrant communities, fostering greater equity in digital participation. Enhanced digital literacy and learning paths toward it will support smoother integration by enabling migrants to engage with e-government services, job platforms, healthcare systems, and educational resources. The modular, multilingual curriculum and community-based support systems will be documented (D3.2 & D4.2) and made available for replication across Member States, promoting EU-wide adoption of best practices (D5.1, D5.4, D5.5, D5.6). A certification guideline and monitoring of the training alignment with the EU DigComp framework (D2.3) will allow for a recognition of basic digital skills and support migrants in their careers and lifelong learning process. The focus on creating a co-creative learning process makes gained skills more durable. Through peer learning, buddy systems, and local stakeholder committees, the project will foster stronger stakeholder ties and community engagement, enhancing social cohesion. The participatory design approach - engaging migrants as co-creators - will inform more inclusive policies and practices. The use of AI-supported translation, accessibility tools, and blended learning formats will demonstrate new, effective methods for reaching low-literate and linguistically diverse learners. The project will produce a “train-the-trainer” program and a toolbox of guidelines and good practices (D5.4), strengthening the capacity of educators and civil society organizations across Europe.

By aligning with AMIF priorities and EU digital inclusion strategies, RISE UP will contribute directly to the European Commission's objectives for inclusive, sustainable integration. Specifically focusing on migrants without higher education, and lacking digital skills, this project would fast track their integration and make them more self-reliant, by improving their knowledge of necessary tools, make them learn digital skills faster and support their learning curve and chances of sustainable employment. By supporting social organizations and social workers, integrating digital innovation and sharing best practices, RISE UP will update the guidance process.

In the long term, this project will create new ways to promote learning for vulnerable migrant groups, who often fall out of scope in other projects. By integrating innovative technology, it will offer cost-effective possibilities to local governments and NGOs. By analyzing how stakeholders can complement each other and create learning opportunities on the road to employment, we will improve local services and provide good practices that can be implemented throughout Europe. The communication and dissemination strategy plays a critical role in ensuring the sustainability and scalability of the RISE UP project (see 3.2). Together, these measures ensure that RISE UP's impact endures beyond its funding period, supporting long-term integration and digital empowerment of vulnerable migrants.

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### 3.2 Communication, dissemination and visibility

#### Communication, dissemination and visibility of funding

*Describe the communication and dissemination activities which are planned in order to promote the activities/results and maximise the impact (to whom, which format, how many, etc.). Clarify how you will reach the target groups, relevant stakeholders, policymakers and the general public and explain the choice of the dissemination channels.*

*Describe how the visibility of EU funding will be ensured.*

To ensure broad visibility, stakeholder engagement, and long-term impact, the RISE UP project will implement a multi-tiered communication and dissemination strategy, developed at the outset of the project. This strategic document will define key target groups - including migrants, employers, trainers, NGOs, policymakers, and the general public - while identifying appropriate channels, formats, and performance indicators to monitor effectiveness (see also KPI's p. 16). European-level visibility will be a core priority, with dissemination actions aligned to reach both national and EU-wide platforms. Bucovina will lead WP5 'Uptake', but all partners will actively participate, providing input and good practices, coordinating local stakeholder communication, organizing a local train-the-trainer session and contribute to the final conference.

Communication and cocreation with the target groups is central to the RISE UP project, as they will be actively involved in creating the trainings and other output (T3.2, T3.3, T4.2 & T4.3). Our two partners, Compagnie Cordial and Voice of all Women, will play an active role in making sure communication is matched to the target groups. Besides that, all national partners will work with a local migrant partner organisation to promote participation in the project and digital inclusion in general. A targeted awareness campaign will be launched to engage migrant communities and promote digital skills. This initiative, known as Digital Keys (T5.3), will engage at least 1,200 migrants (KPI nr 16) and will be tailored to the specific needs and contexts of migrants, using social media, events, and community outreach to share project resources and opportunities.

The relevant local stakeholders will be mapped in the first phase of the project (T2.1) and contacted by the partners to join the local stakeholder committee. The local stakeholders will be kept informed of the project and involved in reaching the target groups, supported with the necessary materials. Regular communication will be maintained through newsletters, social media, and local media channels, with a strong focus on sharing impact stories and good practices from the community (T5.4&T5.5). The long-term action plan will be co-developed with stakeholders to embed results in local structures (T5.6), while train-the-trainer local sessions will ensure knowledge is retained and spread (T5.7).

EU visibility will be consistently highlighted: all materials, the website, newsletters, and events will display the EU emblem and funding acknowledgement, and partners will reference EU support in local press and public communications (T5.2).



The Community of practice will be hosted on the project website and supported by the MS Teams group, enabling both online and face-to-face interaction. It will feature thematic discussions and case studies drawn from pilot activities. By offering accessible resources and regular opportunities for dialogue, the CoP will foster peer learning and strengthen the capacity of local practitioners to apply project results. Three live meetings will be organized—one at the start of each project year—to facilitate knowledge exchange, stakeholder engagement, and visibility.

EU visibility will be guaranteed by prominently displaying the EU emblem and funding acknowledgement on all RISE UP-related platforms and materials. By acting as a bridge between local practice and European policy, the Community of Practice will maximise the project's impact and ensure long-term sustainability of its results. All partners will dedicate a page on their website to the project.

A dedicated website will serve as the main hub for project information, updates, and resources. It will host the RISE UP Model and the Train-the-Trainer toolkit (D5.4), making them accessible to professionals, stakeholders, and the public and reaching at least 200 professionals in the 6 participating countries. All training materials, guidelines, and toolkits will be made available as open-access resources to encourage replication and adaptation by other organizations across Europe. Budget will be reserved for participation in established European platforms and networks (e.g. integration forums, digital inclusion conferences) to disseminate project outcomes and share best practices with a wider audience. Participation in European thematic events will ensure that insights from the CoP feed into wider debates on digital inclusion and migrant integration. RISE UP will share the project output on European platform such as the European Skills and Jobs platform, and the European Digital Skills Hub. It will facilitate a final online conference (D5.6), that will zoom in on different methodologies and aspects of the project, reaching at least 100 professionals and policy makers throughout Europe that will have easy access to the project outputs. This strategy ensures that the project's learnings, tools, and models are widely shared, continuously improved, and embedded in broader integration efforts across the EU.

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### 3.3 Sustainability and continuation

#### Sustainability, long-term impact and continuation

*Describe the follow-up of the project after the EU funding ends. How will the project impact be ensured and sustained?*

*What will need to be done? Which parts of the project should be continued or maintained? How will this be achieved? Which resources will be necessary to continue the project? How will the results be used?*

*Are the results of the project replicable and usable and is there potential to amplify them within the EU countries targeted by the action and/or in other EU countries beyond those directly targeted by the action?*

*Are there any possible synergies/complementarities with other (EU funded) activities that can build on the project results?*

The sustainability of the RISE UP project is ensured through a combination of strategic design, community engagement, and alignment with EU frameworks. All partners will leverage their membership in different European platform to ensure maximal uptake. The long term action plan (T5.6) will specify actions to sustain the project, each partner providing input for their own country. Sustainability Strategy of the RISE UP Project:

**Modular and adaptable curriculum, integrated locally (T3.2 & T4.2):** the training modules will be flexible and adapted to the local context. This way, ownership lies with the local stakeholders and the content is easy to adapt to changing realities. By embedding digital skills training into broader integration and employment services, the project ensures that its methods become part of routine support structures. AI-supported translation and accessibility tools provide scalable support that can continue to serve learners beyond the classroom and after the project ends, making local uptake more likely.

**Alignment with EU Frameworks (DigComp) (T2.5):** By mapping training outcomes to the EU's Digital Competence Framework, the project ensures that skills are recognized across Member States, even though the focus is on basic digital skills. We aim to recognize the effort this costs vulnerable migrants and the value it has for participation in our societies. This standardization supports long-term mobility and employability for migrants.

**RISE UP Model and Train-the-Trainer program:** the UPTAKE phase develops a cadre of trained facilitators and educators who can continue delivering digital skills training suited for this target group. This builds institutional capacity and ensures continuity. The project includes local train-the-trainers to maximize uptake in each participating country (T5.7). The project will produce open-access resources - including lesson plans, co-creation methods, and guidelines on accessibility, certification and microlearning - that other organizations can use to replicate the model independently.

**Participatory design and peer learning strategies:** involving migrants and migrant-led organizations in the design and delivery of training fosters ownership and trust. This bottom-up approach increases the likelihood of sustained engagement and local adaptation. The "digital coach mentorship system and peer learning strategies are rooted in local communities. These models can be sustained by civil society organizations and volunteers, even after project funding ends.

**Policy alignment and institutional support:** the project aligns with AMIF priorities and EU integration strategies, increasing the likelihood of continued funding, policy endorsement, and institutional uptake. It is strongly based on practice experience with both digital inclusion and training for migrants and a thorough needs analysis. The project partners either are a local government or have a good working relationship with it, making local sustainability easier. It offers opportunities



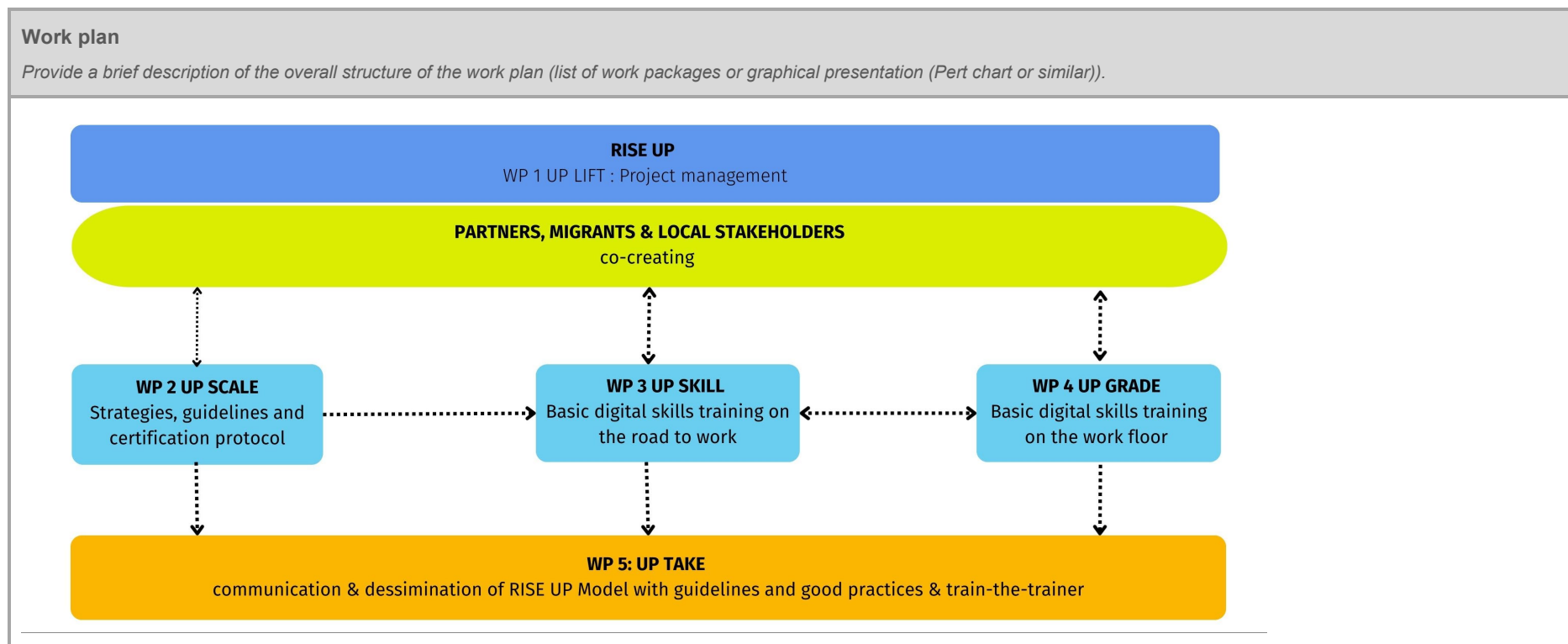
for working more effectively and efficiently with a vulnerable target group towards integration, which is a pressing issue for many national and local governments, while maintaining a participative methodology.

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## 4. WORKPLAN, WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING

### 4.1 Work plan



### 4.2 Work packages, activities, resources and timing

#### WORK PACKAGES

**Work packages**

*This section concerns a detailed description of the project activities.*

*Group your activities into work packages. A work package means a major sub-division of the project. For each work package, enter an objective (expected outcome) and list the activities, milestones and deliverables that belong to it. The grouping should be logical and guided by identifiable outputs.*

*Projects should normally have a minimum of 2 work packages. WP1 should cover the management and coordination activities (meetings, coordination, project monitoring and evaluation, financial management, progress reports, etc) and all the activities which are cross-cutting and therefore difficult to assign to another specific work package (do not try splitting these activities across different work packages). WP2 and further WPs should be used for the other project activities. You can create as many work packages as needed by copying WP1.*

*Work packages covering financial support to third parties (⚠ only allowed if authorised in the Call document) must describe the conditions for implementing the support (for grants: max amounts per third party; criteria for calculating the exact amounts, types of activity that qualify (closed list), persons/categories of persons to be supported and criteria and procedures for giving support; for prizes: eligibility and award criteria, amount of the prize and payment arrangements).*

*⚠ Enter each activity/milestone/output/outcome/deliverable only once (under one work package).*

**Objectives**

*List the specific objectives to which the work package is linked.*

**Activities and division of work (WP description)**

*Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.*

*Show who is participating in each task: Coordinator (COO), Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP), indicating in bold the task leader.*

*Add information on other participants' involvement in the project e.g. subcontractors, in-kind contributions.*

**Note:**

*In-kind contributions: In-kind contributions for free are cost-neutral, i.e. cannot be declared as cost. Please indicate the in-kind contributions that are provided in the context of the work package.*

*The Coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted.*

*If there is subcontracting, please also complete the table below.*

**Milestones and deliverables (outputs/outcomes)**

***Milestones** are control points in the project that help to chart progress (e.g. completion of a key deliverable allowing the next phase of the work to begin). Use them only for major outputs in complex projects, otherwise leave the section empty. Please limit the number of milestones by work package.*

*Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.*

***Deliverables** are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc. Limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.*

*For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.*

*For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).*

For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.

The labels used mean:

Public — fully open (⚠ automatically posted online on the Project Results platforms)

Sensitive — limited under the conditions of the Grant Agreement

EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision [2015/444](#). For items classified under other rules (e.g. national or international organisation), please select the equivalent EU classification level.

## Work Package 1

Work Package 1: Uplift – Project coordination					
<b>Duration:</b>	1 – 36	<b>Lead Beneficiary:</b>	1- GENT		
<b>Objectives</b>					
<p>This work package is designed to ensure the smooth and effective implementation of the RISE UP project through structured coordination, continuous oversight, and transparent reporting. The management strategy focuses on enabling collaboration, maintaining quality, and ensuring accountability across all partners.</p> <p>The specific objectives of this work package are:</p> <ul style="list-style-type: none"> <li>To establish a clear and practical framework for managing administrative, technical, financial, and operational aspects of the project, both at consortium level and within individual partner organizations.</li> <li>To monitor progress across all work packages, ensuring consistency, alignment with objectives, and timely delivery of outputs. This includes facilitating synergies between activities and maintaining coherence between workpackages throughout the implementation process.</li> <li>To foster an efficient and inclusive working environment by setting up reliable internal communication channels, promoting teamwork, and supporting knowledge exchange among partners.</li> </ul>					
<b>Activities and division of work (WP description)</b>					
Task No (continuous numbering linked to WP)	Task Name	Descriptiondigital	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	

T1.1	Management of partner network and knowledge sharing	The project coordinator will maintain a strong collaboration among project partners through structured communication, coordination, and exchange of expertise. It includes organizing regular meetings and facilitating knowledge transfer.	<b>GENT</b> , all partners	COO, BEN	No
T1.2	Monitoring (progress and substantive direction, risks and issues, ...)	Regular tracking of project progress, strategic alignment, and emerging risks to support timely decisions and adjustments.	<b>GENT</b>	COO	No
T1.3	Financial and administrative management	Coordination of financial reporting, budget control, and administrative procedures to ensure compliance with AMIF requirements and smooth project implementation.	<b>GENT</b> , all partners	COO, Ben	No
T1.4	Reporting	The project coordinator will oversee the reporting process to the AMIF management authority. All partners will contribute for their part.	<b>GENT</b> , all partners	COO, BEN	No
T1.5	Evaluating	Assess the project's overall effectiveness against its objectives.	<b>GENT</b>	COO	No

**Milestones and deliverables (outputs/outcomes)**

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
MS1	Partnership Agreement Signed	1	GENT	Formal confirmation of collaboration between project partners through the signing of a partnership agreement, outlining roles, responsibilities, and commitments.	2	Signed partnership agreement
MS2	Kick-off Meeting Organised	1	GENT	Organisation of the initial project meeting, bringing together all partners to align on objectives, roles, timelines, and collaboration procedures.	3	Meeting notes available for all partners

MS3	Monitoring and Evaluation Plan Finalised	1	GENT	Completion of a structured plan detailing how project progress, outcomes, and impact will be tracked and assessed throughout the implementation period		3	Final version of the Monitoring and Evaluation Plan document, shared with all partners
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D1.1	Project handbook & monitoring framework	1	GENT	[R — Document, report]	[PU — Public]	2	A handbook outlining project governance, roles, and procedures, combined with the monitoring and evaluation framework.

Estimated budget — Resources														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1 Travel			C.1 Accommodation	C.1 Subsistence	C.2 Equipment	C.3 Other goods, works and services	D. Other cost categories		E. Indirect costs	Total costs
Ghent	28.80 person months	210,597.11 EUR	52,336.62 EUR	1 travels	2 persons travelling	730 EUR	456 EUR	392 EUR	-	5,000 EUR	-	-	18,865.82 EUR	288,377.55 EUR
Compagnie Cordial	0.9 person months	5,692.47 EUR	-	1 travels	2 persons travelling	730 EUR	456 EUR	392 EUR	-	-	-	-	508.93 EUR	7,779.40 EUR



e-Nable	0.9 person months	2,700 EUR	-	2 travels	2 persons travelling	1,588 EUR	1,004 EUR	800 EUR	-	5,000 EUR	-	-	776.44 EUR	11,868.44 EUR
Rotterdam	0.9 person months	8,550 EUR	-	2 travels	2 persons travelling	1,002 EUR	1,004 EUR	800 EUR	-	-	-	-	794.92 EUR	12,150.92 EUR
Voice of All Women	0.9 person months	8,550 EUR	-	2 travels	2 persons travelling	1,002 EUR	1,004 EUR	800 EUR	-	-	-	-	794.92 EUR	12,150.92 EUR
Gothenburg	0.9 person months	5,325 EUR	-	2 travels	2 persons travelling	1,460 EUR	1,004 EUR	800 EUR	-	-	-	-	601.23 EUR	9,190.23 EUR
Bucovina	0.9 person months	3,888 EUR	-	2 travels	2 persons travelling	1,588 EUR	1,004 EUR	800 EUR	-	-	-	-	509.60 EUR	7,789.60 EUR
DMLAS	0.9 person months	3,600 EUR	-	1 travels	2 persons travelling	730 EUR	548 EUR	408 EUR	-	5,000 EUR	-	-	720.02 EUR	11,006.02 EUR
Total	35.1 person months	248,902.58 EUR	52,336.62 EUR	13 travels	16 persons travelling	8,830 EUR	6,480 EUR	5,192 EUR	-	15,000 EUR	-	-	23,571.88 EUR	360,313.08 EUR

*Work Package 2*

Work Package 2: UPscale - Development of stakeholder- & cocreation strategy					
Duration:	M1 - M36	Lead Beneficiary:	2- e-Nable Greece		
Objectives					
<p>This work package is designed to ensure inclusive and participatory implementation of the RISE UP project by engaging relevant stakeholders and co-designing project activities with end users. It focuses on building a structured approach to stakeholder involvement, accessibility, and capacity building across all partner countries. The specific objectives of this work package are:</p> <ul style="list-style-type: none"> <li>To identify and engage key stakeholders through a structured mapping process and the establishment of local stakeholder committees, ensuring representation and relevance at the local level.</li> <li>To develop a co-creation strategy that provides a clear framework, methods, and guidelines for participatory activities throughout the project.</li> <li>To build partner capacity through national train-the-trainer workshops on co-creation and microlearning, enabling consistent and high-quality implementation.</li> <li>To ensure accessibility and inclusiveness of project content and services, particularly for vulnerable migrant groups, through the development of guidelines based on Universal Design for Learning, Easy-to-Read EU Guidelines, and WCAG 2.1.</li> <li>To design a certification protocol based on the DIGCOMP framework, supporting digital skills development and recognition.</li> </ul> <p>This work package supports the project's commitment to co-creation, inclusion, and empowerment, ensuring that the voices of target groups are actively integrated into the design and delivery of project activities.</p>					
Activities and division of work (WP description)					
Task No (continuous numbering linked to WP)	Task Name	Descriptiondigital	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
T2.1	Stakeholdermapping	<ul style="list-style-type: none"> <li>- Identify stakeholders: a) gathering data &amp; b) setting tools, techniques and communication material- Local stakeholder committee: a) identify the profile of committee's members &amp; b) define the selection criteria and tools</li> <li>- Update the project charter, project management plan and communication &amp; dissemination strategy</li> </ul>	E-nable Greece, all partners	COO, BEN	No
T2.2	Development of cocreation strategy	<ul style="list-style-type: none"> <li>- Define the Cocreation framework (to be followed at each cocreation phase of the project): WHY, WHO, WHAT, HOW</li> <li>- Select a group of cocreation activities (e.g. focus group, world cafes, circle sessions, workshops etc.)</li> </ul>	E-nable Greece, all partners	COO, BEN	No

		- Design guidelines for implementing each cocreation activity - Define structured feedback/assesment tools for each cocreation activity				
T2.3	Cocreation train-the-trainer session for partners	- Organize - implement - evaluate the train the trainer workshop on how to run the cocreation activities	E-nable Greece, all partners	COO, BEN	No	
T2.4	Accessibility assessment	Accessibility and inclusive adaptation of the service/content for the vulnerable migrant target groups. Accessibility guidelines based on UDL, Easy to read EU Guidelines and WCAG 2.1 - Design an Accessibility Guideline based on Universal Design for Learning, Easy to read EU Guidelines and Differiented Instruction - Digital tools guidelines for implementing Accessibility Framework	E-nable Greece	COO	No	
T2.5	Developing certification protocol based on DIGCOMP	-Define certification levels (e.g. Digital starter & Digital for work), learning areas covered (based on DIGCOMP), certification criteria/format and tracking system for progress.	E-nable Greece	COO	No	
T2.6	Developing guideline and train-the-trainer module on microlearning	- Design a Microlearning methodology - Microlearning tools guidelines - Organize - implement - evaluate the train the trainer workshop on microlearning	E-nable Greece, all partners	COO, BEN	No	
Milestones and deliverables (outputs/outcomes)						
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
MS4	Preparation of cocreation phase completed	2	E-nable Greece	A) Stakeholdermapping Finalized B) Framework and Cocreation Guidelines Completed C) Train the trainers workshops on cocreation developed D)Accessibility framework & guidelines completed	A) 5, B) 10, C) 11, D) 10	Meeting minutes or internal reports confirming completion and partner validation of each component

MS5	Development of Train the trainers workshops on microlearning finished	2	E-nable Greece	Workshops delivered on how to work with microlearnings for the partners and stakeholders	10	Final microlearning methodology and tools guidelines shared with all partners	
MS6	Certification protocol based on DIGCOMP finalized, based on the pilot phases of WP 3 and WP 4	2	E-nable Greece	Trainings are aligned with the DigComp levels and areas, levels are defined, all learning areas covered and guideline with certification criteria and format and tracking system for progress is produced.	24	Certification protocol shared with all partners	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D2.1	Stakeholdermapping & Cocreation framework	2	E-nable Greece	[R — Document, report]	[PU — Public]	M3	Written down output for T2.1, T2.2, T2.3 Electronic format, English language
D2.2	Accessibility Framework	2	E-nable Greece	[R — Document, report]	[PU — Public]	M18	Written down output for T2.4, Electronic format, English language
D2.3	Certification protocol based on DIGCOMP	2	E-nable Greece	[R — Document, report]	[PU — Public]	M24	Written down output for T2.5, Electronic format, English language
D2.4	Microlearning methodology	2	E-nable Greece	[R — Document, report] DEM — Demonstrator, pilot, prototype]	[PU — Public]	M15	- 6 Microlearning tools guidelines - 2 in depth workshops for all partners Electronic format, English language, 2 online workshops

Estimated budget — Resources														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1 Travel			C.1 Accomodation	C.1 Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.Other cost categories		E. Indirect costs	Total costs
Ghent	4.8 person months	37,767.17 EUR	-	-	-	-	-	-	-	-	-	-	2,643.71 EUR	40,410.88 EUR
Compagnie Cordial	5.4 person months	34,156.73 EUR	-	-	-	-	-	-	-	-	-	-	2,390.97 EUR	36,547.70 EUR
e-Nable	22.8 person months	68,400 EUR	9,345.42 EUR	-	-	-	-	-	-	-	-	-	5,442.18 EUR	83,187.6 EUR
Rotterdam	4.8 person months	45,600 EUR	-	-	-	-	-	-	-	-	-	-	3,192 EUR	48,792 EUR
Voice of All Women	5.4 person months	45,900 EUR	-	-	-	-	-	-	-	-	-	-	3,213 EUR	49,113 EUR
Gothenburg	4.8 person months	28,400 EUR	9,345.42 EUR	-	-	-	-	-	-	-	-	-	2,642.18 EUR	40,387.6 EUR
Bucovina	4.8 person months	20,736 EUR	9,345.42 EUR	-	-	-	-	-	-	-	-	-	2,105.70 EUR	32,187.12 EUR
DMLAS	4.8 person months	19,200 EUR	9,345.42 EUR	-	-	-	-	-	-	-	-	-	1,998.18 EUR	30,543.6 EUR
Total	57.6 person months	300,159.90 EUR	37,381.68 EUR	-	-	-	-	-	-	-	-	-	23,627.92 EUR	361,169.5 EUR

### Work Package 3

Work Package 3: UPskill - Innovative digital skill training for acquiring basic digital skills to start and on a path to work					
Duration:	M1 - M36	Lead Beneficiary:	3- Gbg		
<b>Objectives</b>					
<p>This work package aims to design, test, and implement an inclusive digital skills training programme tailored to the needs of migrants, with a focus on supporting their path to employment. It combines co-creation, innovative learning tools, and iterative delivery to ensure relevance, accessibility, and impact.</p> <p><b>The specific objectives of this work package are:</b></p> <ul style="list-style-type: none"> <li>To engage target groups in co-creation processes that inform the design of the training content and methodology.</li> <li>To develop a modular digital skills curriculum aligned with labour market needs, integrating language support and microlearning elements.</li> <li>To pilot and refine the training through iterative cycles, based on participant feedback and learning outcomes.</li> <li>To assess the impact of the training on digital skills development and migrants' integration.</li> <li>To build partner capacity through a train-the-trainer module and compile a toolkit of good practices for wider use.</li> </ul>					
<b>Activities and division of work (WP description)</b>					
Task No (continuous numbering linked to WP)	Task Name	Descriptiondigital	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T3.1	Cocreation execution	<ul style="list-style-type: none"> <li>- Identify target groups</li> <li>- Identify cocreation participants</li> <li>- Organize cocreation sessions for gathering input</li> <li>- Analyze data</li> </ul>	Gothenburg, all partners	COO, BEN, OTHER	Yes: In Gothenborg, Athens, Romania and Italy will subcontracting towards migrant organisation happen to take part with the target group in the cocreation
T3.2	Development of digital skill training with a focus on labour market integration	<ul style="list-style-type: none"> <li>- Refine shared methodology</li> <li>- Create shared set of themes</li> <li>- Define format (nr of sessions, intensity, ..)</li> <li>- Create specific local content</li> </ul>	Gothenburg, all partners	COO, BEN	Yes: In Gothenborg, Athens, Romania and Italy will subcontracting towards migrant



		- Organize feedback session with cocreation group			organisation happen to take part with the target group in the cocreation
T3.3	Integration of innovative translation and learning tools	- create digital training materials - integrate language support	<b>Göthenburg, GENT</b> , all partners	COO, BEN	Yes: subcontracting for innovative translation and learning tools
T3.4	Development and integration of microlearnings for the training	- Identify key topics from T3.1 and 3.2 suitable for microlearning (short videos, infographics, interactive quizzes) - Develop and produce these microlearning assets based on the guideline in 2.7 - Integrate them into the main curriculum as supplementary tools.	<b>Göthenburg, e-Nable</b> , Bucovina, GENT, DMLAS	COO, BEN	No
T3.5	Pilot training	- Recruit pilot participants (approx. 20-30 migrants). - Conduct the first full training cycle using the developed materials. - Gather continuous feedback - Organize feedback session	<b>Göthenburg</b> , e-Nable, Bucovina, GENT, DMLAS,	COO, BEN	No
T3.6	Executing training in an iterative learning process	- Based on pilot feedback, refine the training package. - Organize and deliver training - Gather feedback	<b>Göthenburg</b> , e-Nable, Bucovina, GENT, DMLAS	COO, BEN	No
T3.7	Impact evaluation with participants	- Design pre- and post-training surveys to measure digital skill growth (using DigComp) - Design and conduct follow-up impact evaluation interviews after training - Analyze data and compile results	<b>Göthenburg</b> , Ghent, e-Nable, Bucovina, GENT, DMLAS	COO, BEN	Subcontracting for impact evaluation interviews model
T3.8	Developing train-the-trainer module & compiling toolkit	- Combining and processing lessons from workpackage - Creating content for train-the-trainer and guidelines	<b>Göthenburg</b> , all partners	COO, BEN	No

**Milestones and deliverables (outputs/outcomes)**

Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
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(continuous numbering not linked to WP)							
MS7	Curriculum Finalized and Approved	3	Gbg	The completion of T3.1, T3.2, T3.3. The training content is ready for piloting.		M12	Written out training curriculum
MS8	Completion of Pilot Phase	3	Gbg	The first real-world test (T3.5) is done, and the training package has been validated and is ready for scaling in iterative rounds (T3.6).		M18	Minimal 6 completed first rounds of training, validated training package
MS9	Completion of train-the-trainers module and good practice toolkit	3	Gbg	The module for the train-the-trainer is compiled with learned lessons from all tasks in the WP		M30	Written out training curriculum
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D3.1	Needs Assessment Report (from T3.1)	3	Gbg	[R — Document, report]	[PU — Public]	M9	PDF, English language, Content: Methodology, data analysis, key findings on digital skill gaps and labour market barriers.
D3.2	Co-Designed Training Curriculum (from T3.2 & T3.3)	3	Gbg	[R — Document, report]	[PU — Public]	M12	PDF, English language, Content: Full curriculum outline, learning objectives per module, description of teaching methods, and integrated language support.

**Estimated budget — Resources**

Participant	Costs									
	A. Personnel	B. Subcontracting	C.1 Travel	C.1 Accommodation	C.1 Subsistence	C.2 Equipment	C.3 Other goods, works	D. Other cost categories	E. Indirect costs	Total costs

										and services				
Ghent	13.08 person months	101,525.90 EUR	28,037.38 EUR	-	-	-	-	-	-	-	-	-	9,069.43 EUR	138,632.71 EUR
Compagnie Cordial	0.60 person months	3,795.19 EUR	-	-	-	-	-	-	-	-	-	-	265.66 EUR	4,060.85 EUR
e-Nable	24.60 person months	61,800 EUR	9,345.79 EUR	-	-	-	-	-	-	-	-	-	4,980.21 EUR	76,126 EUR
Rotterdam	4.20 person months	36,300 EUR	-	-	-	-	-	-	-	-	-	-	2,541 EUR	38,841 EUR
Voice of All Women	11.40 person months	97,500 EUR	-	-	-	-	-	-	-	-	-	-	6,825 EUR	104,325 EUR
Gothenburg	28.20 person months	132,850 EUR	9,345.79 EUR	-	-	-	-	-	-	-	-	-	9,953.71 EUR	152,149.50 EUR
Bucovina	24.60 person months	98,592 EUR	9,345.79 EUR	-	-	-	-	-	-	-	-	-	7,555.65 EUR	115,493.44 EUR
DMLAS	24.60 person months	86,400 EUR	9,345.79 EUR	-	-	-	-	-	-	-	-	-	6,702.21 EUR	102,448 EUR
Total	131.28 person months	618,763.09 EUR	65,420.54 EUR	-	-	-	-	-	-	-	-	-	47,892.87 EUR	732,076.50 EUR

**Work Package 4**

Work Package 4: UPgrade - Innovative digital skills coaching on the work floor			
Duration:	M1 - M36	Lead Beneficiary:	1- GENT

Objectives					
<p>This work package focuses on developing and delivering workplace-based digital skills coaching tailored to the needs of migrants in employment contexts. It builds on co-creation with employers and participants to ensure relevance and practical applicability.</p> <p><b>The specific objectives of this work package are:</b></p> <ul style="list-style-type: none"> <li>• To engage employers and sector representatives in co-creation processes that inform the design of workplace-relevant training.</li> <li>• To develop a digital skills curriculum adapted to real work environments, integrating language support and microlearning tools.</li> <li>• To pilot and refine the training through iterative delivery, based on feedback from participants and employers.</li> <li>• To evaluate the impact of the training on digital competencies and workplace integration.</li> <li>• To compile a train-the-trainer module and toolkit based on lessons learned, supporting future implementation and scaling.</li> </ul>					
Activities and division of work (WP description)					
Task No (continuous numbering linked to WP)	Task Name	Descriptiondigital	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T4.1	Cocreation execution	<ul style="list-style-type: none"> <li>- Identify employers / sectors</li> <li>- Identify cocreation participants</li> <li>- Organize cocreation sessions for gathering input</li> <li>- Analyze data</li> </ul>	<b>GENT</b> , all partners	COO, BEN	Yes: In Gothenborg, Athens, Romania and Italy: subcontracting migrant organisations to take part in cocreation
T4.2	Development of digital skills training for the workforce	<ul style="list-style-type: none"> <li>- Refine shared methodology</li> <li>- Create shared set of themes</li> <li>- Define format (nr of sessions, intensity, ..)</li> <li>- Create specific local content</li> <li>- Organize feedback session with cocreation group</li> </ul>	<b>GENT</b> , all partners	COO, BEN	Yes: In Gothenborg, Athens, Romania and Italy: subcontracting migrant organisations to take part in cocreation
T4.3	Integration of innovative translation and learning tools	<ul style="list-style-type: none"> <li>- create digital training materials</li> <li>- integrate language support</li> </ul>	<b>GENT</b> , all partners	COO, BEN	No

T4.4	Development and integration of microlearnings for the training	<ul style="list-style-type: none"><li>- Identify key topics from T3.1 and 3.2 suitable for microlearning (short videos, infographics, interactive quizzes)</li><li>- Develop and produce these microlearning assets based on the guideline in 2.7</li><li>- Integrate them into the main curriculum as supplementary tools. 10-14 months</li></ul>	<b>GENT, e-Nable</b> , all partners	COO, BEN	No	
T4.5	Pilot training	<ul style="list-style-type: none"><li>- Recruit pilot participants (approx. 20-30 migrants).</li><li>- Conduct the first full training cycle using the developed materials.</li><li>- Gather continuous feedback.</li><li>- Organize feedback session</li></ul>	<b>GENT</b> , all partners	COO, BEN	No	
T4.6	Executing the training	<ul style="list-style-type: none"><li>- Refine the training package, based on pilot feedback,</li><li>- Organize and deliver training</li><li>- Gather feedback</li></ul>	<b>GENT</b> , all partners	COO, BEN	No	
T4.7	Impact evaluation with participants	<ul style="list-style-type: none"><li>- Design pre- and post-training surveys to measure digital skill growth (using DigComp)</li><li>- Design and conduct follow-up impact evaluation interviews after training</li><li>- Analyze data and compile results</li></ul>	<b>GENT</b> , all partners	COO, BEN	Yes, subcontracting for impact evaluation interviews model	
T4.8	Developing train-the-trainer module & compiling toolkit	<ul style="list-style-type: none"><li>- Combining and processing lessons from workpackage</li><li>- Creating content for train-the-trainer and guidelines</li></ul>	<b>GENT</b> , all partners	COO, BEN	No	
Milestones and deliverables (outputs/outcomes)						
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
MS10	Curriculum Finalized and Approved Curriculum Finalized and Approved	4	GENT	The completion of T3.1, T3.2, T3.3. The training content is ready for piloting.	M12	Written out training curriculum

MS11	Successful Completion of Pilot Phase	4	GENT	The first real-world test (T4.5) is done, and the training package has been validated and is ready for scaling in iterative rounds (T4.6).		M18	Minimal 6 completed first rounds of training, validated training package
MS12	Completion of train-the-trainers module and good practice toolkit	4	GENT	The module for the train-the-trainer is compiled with learned lessons from all tasks in the WP		M30	Written out training curriculum
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D4.1	Needs Assessment Report (from T3.1)	4	GENT	[R — Document, report]	[PU — Public]	M9	Electronic format, English language, Content: Methodology, data analysis, key findings on digital skill gaps and labour market barriers.
D4.2	Co-Designed Training Curriculum (from T4.2 & T4.3)	4	GENT	[R — Document, report]	[PU — Public]	M12	Electronic format, English language, Content: Full curriculum outline, learning objectives per module, description of teaching methods, and integrated language support

Estimated budget — Resources													
Participant	Costs												
	A. Personnel		B. Subcontracting	C.1 Travel			C.1 Accommodation	C.1 Subsistence	C.2 Equipment	C.3 Other goods, works and services	D. Other cost categories		E. Indirect costs
Ghent	13.08 person months	97,220.13 EUR	-	-	-	-	-	-	-	-	-	-	6,805.40 EUR
													104,025.53 EUR

Compagnie Cordial	-	-	-	-	-	-	-	-	-	-	-	-	-
e-Nable	15.00 person months	37,800 EUR	9,345.79 EUR	-	-	-	-	-	-	-	-	3,300.21 EUR	50,446 EUR
Rotterdam	4.20 person months	36,300 EUR	-	-	-	-	-	-	-	-	-	2,541 EUR	38,841 EUR
Voice of All Women	10.80 person months	91,800 EUR	-	-	-	-	-	-	-	-	-	6,426 EUR	98,226 EUR
Gothenburg	15.00 person months	68,350 EUR	9,345.79 EUR	-	-	-	-	-	-	-	-	5,438.71 EUR	83,134.50 EUR
Bucovina	24.60 person months	98,592 EUR	9,345.79 EUR	-	-	-	-	-	-	-	-	7,555.65 EUR	115,493.44 EUR
DMLAS	15.00 person months	52,800 EUR	9,345.79 EUR	-	-	-	-	-	-	-	-	4,350.21 EUR	66,496 EUR
Total	97.68 person months	482,862.13 EUR	37,383.16 EUR	-	-	-	-	-	-	-	-	36,417.18 EUR	556,662.47 EUR

**Work Package 5**

Work Package 5: Uptake - Communication and dissemination			
Duration:	M1 - M36	Lead Beneficiary:	4- Bucovina Institute
Objectives			
This work package aims to ensure broad visibility, stakeholder engagement, and long-term uptake of the project's results at both national and European levels. It combines strategic communication, targeted campaigns, and dissemination activities to reach migrants, professionals, and policy audiences. <b>The specific objectives of this work package are:</b>			

<ul style="list-style-type: none"> <li>To develop and implement a comprehensive communication and dissemination strategy, including branding, online presence, and promotional materials.</li> <li>To raise awareness among migrants and stakeholders through thematic campaigns tailored to their needs and interests.</li> <li>To share project progress and results through newsletters, EU platforms, and participation in European events.</li> <li>To support sustainability and uptake through a long-term action plan and dissemination of training materials.</li> <li>To organise a final online conference showcasing project outcomes and lessons learned.</li> </ul>					
<b>Activities and division of work (WP description)</b>					
Task No (continuous numbering linked to WP)	Task Name	Descriptiondigital	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T5.1	Development of the communication strategy	Creation of a comprehensive Communication & Dissemination Plan (C&D Plan) defining audiences, channels, KPIs, and European-level visibility actions	<b>Bucovina Institute</b> , all partners	COO, BEN	No
T5.2	Project branding, website, and promotional materials	Development of visual identity, website, and promotional tools to ensure professional visibility across Europe.	<b>Bucovina Institute</b>	COO	No
T5.3	Thematic Campaign 1 – Digital Keys (Migrants)	Awareness campaign tailored to migrants, promoting digital skills and project resources.	<b>Bucovina Institute</b> , all partners	COO, BEN	No
T5.4	Thematic Campaign 2 – Bridges to Digital Inclusion (Stakeholders)	Stakeholder-focused campaign promoting results, best practices, and policy lessons, with input from the partners	<b>Bucovina Institute</b> , all partners	COO, BEN	No
T5.5	Creation of 6 newsletters	Biannual newsletters communicating progress and results, with input from partners.	<b>Bucovina Institute</b> , all partners	COO, BEN	No
T5.6	Development of a long-term action plan	Roadmap for sustainability and EU-level uptake of results.	<b>Bucovina Institute</b> , all partners	COO, BEN	No
T5.7	Disseminating Train-the-trainer course, guidelines and good practices	Dissemination of the train-the-trainer course from project website, minimum 2	<b>Bucovina Institute</b> , all partners	COO, BEN	No



		online English sessions, 6 national/local sessions					
T5.8	Final Online Conference	Organisation of a closing event to present project results, engage stakeholders, and promote EU-level dissemination	Bucovina Institute, all partners	COO, BEN	No		
<b>Milestones and deliverables (outputs/outcomes)</b>							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification	
MS13	Communication Strategy & website delivered	5	Bucovina Institute	Delivery of the project's communication strategy and launch of the official website to support visibility and outreach.	M3	- Communication & Dissemination Strategy document approved and shared with project partners via internal platform -Live project website	
MS14	Train-the-trainer launched	5	Bucovina Institute	Launch of the train-the-trainer programme	M30	Train-the-trainers available online, announcement of sessions on the project website	
MS15	Final online conference delivered	5	Bucovina Institute	A final online conference is held to present project results, share lessons learned, and engage stakeholders in investing in digital inclusion for migrants	M36	- Recording of the event - Participant list	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D5.1	Communication & Dissemination Strategy	5	Bucovina Institute	[R — Document, report]	[PU — Public]	M3	Strategic plan detailing how project results will be shared with target audiences via selected channels and formats Format: PDF document. Language: English

D5.2	Project website, branding package and promotional materials	5	Bucovina Institute	[DEC — Websites, patent filings, videos, etc]	[PU — Public]	M4	Website with project information and updates. Project branding and visuals. Multi-lingual for at least all countries participating.
D5.3	Digital campaign & newsletters reports	5	Bucovina Institute	[R — Document, report]	[PU — Public]	M24	Report detailing the content and result of the online campaigns (T5.3 and 5.4) and newsletters (T5.5). Format: PDF document. Language: English
D5.4	Train-the-trainer, guidelines and good practices	2,3,4,5	Bucovina Institute	[R — Document, report] [DEC — Websites, patent filings, videos, etc] [DEM — Demonstrator, pilot, prototype]	[PU — Public]	M30	Written out curriculum for the training. PDF in English. Website with online course. Multi-lingual for at least all countries participating in the project. Live trainings, at least one in each country, in national language.
D5.5	Long term action plan	5	Bucovina Institute	[R — Document, report]	[PU — Public]	M30	Report detailing the actions and recommendations for further and future uptake and dissemination. Format: PDF document. Language: English
D5.6	Final conference report	5	Bucovina Institute	[R — Document, report]	[PU — Public]	M36	Report detailing the content, participants and outcomes of the conference. Format: PDF document. Language: English

Estimated budget — Resources													
Participant	Costs												
	A. Personnel		B. Subcontracting	C.1 Travel			C.1 Accommodation	C.1 Subsistence	C.2 Equipment	C.3 Other goods, works and services	D. Other cost categories		E. Indirect costs
Ghent	1.92 person months	15,026.69 EUR	-	2 travels	2 persons	974 EUR	428 EUR	328 EUR	-	1,000 EUR	-	-	1,242.97 EUR
													18.999,66 EUR

					travelling									
Compagnie Cordial	1.92 person months	12,144.61 EUR	-	2 travels	2 persons travelling	974 EUR	428 EUR	328 EUR	-	1,000 EUR	-	-	1,041.23 EUR	15,915.84 EUR
e-Nable	1.92 person months	5,400 EUR	-	1 travel	2 persons travelling	858 EUR	548 EUR	408 EUR	-	1,000 EUR	-	-	574.98 EUR	8,788.98 EUR
Rotterdam	1.92 person months	17,520 EUR	-	2 travels	2 persons travelling	1,130 EUR	976 EUR	736 EUR	-	1,000 EUR	-	-	1,495.34 EUR	22,857.34 EUR
Voice of All Women	1.92 person months	17,520 EUR	-	2 travels	2 persons travelling	1,130 EUR	976 EUR	736 EUR	-	1,000 EUR	-	-	1,495.34 EUR	22,857.34 EUR
Gothenburg	1.92 person months	10,340 EUR	-	2 travels	2 persons travelling	1,588 EUR	976 EUR	736 EUR	-	1,000 EUR	-	-	1,024.80 EUR	15,664.80 EUR
Bucovina	19.2 person months	78,336 EUR	-	2 travels	2 persons travelling	1,588 EUR	976 EUR	736 EUR	-	6,000 EUR	-	-	6,134.52 EUR	93,770.52 EUR
DMLAS	1.92 person months	7,320 EUR	-	2 travels	2 persons travelling	1,460 EUR	976 EUR	736 EUR	-	1,000 EUR	-	-	804.44 EUR	12,296.44 EUR
Total	32.64 person months	163,607.30 EUR	-	15 travels	16 persons travelling	9,702 EUR	6,284 EUR	4,744 EUR	-	13,000 EUR	-	-	13,813.62 EUR	211,150.92 EUR

To insert work packages, copy WP1 as many times as necessary.

**Staff effort**

Staff effort per work package						
<i>Fill in the summary on work package information and effort per work package.</i>						
Work Package No	Work Package Title	Lead Participant No	Lead Participant Short Name	Start Month	End Month	Person-Months
1	UPlift	1	GENT	1	36	35.1
2	UPscale	2	e-Nable Greece	1	36	57.6
3	UPskill	3	Göteborg	1	36	131.28
4	UPgrade	1	GENT	1	36	97.68
5	UPtake	4	Bucovina Institute	1	36	32.64
					Total Person-Months	354,3

Participant	WP1	WP2	WP3	WP4	WP5	Total Person-Months
GENT	<b>28.80</b>	4.80	13.08	<b>13.08</b>	1.92	61.68
Compagnie Cordial	0.90	5.40	0.60	0.00	1.92	8.82
Bucovina Institute	0.90	4.80	24.60	24.60	<b>19.20</b>	74.1
e-Nable Greece	0.90	<b>22.80</b>	24.60	15.00	1.92	65.22
City of Rotterdam	0.90	4.80	4.20	4.20	1.92	16.02
Voice of All Women	0.90	5.40	11.40	10.80	1.92	30.42
Göteborg	0.90	4.80	<b>28.20</b>	15.00	1.92	50.82
Duemilauno Agenzia Sociale	0.90	4.80	24.60	15.00	1.92	47.22

**Subcontracting****Subcontracting**

*Give details on subcontracted project tasks (if any) and explain the reasons why (as opposed to direct implementation by the Beneficiaries/Affiliated Entities).*

*Subcontracting — Subcontracting means the implementation of ‘action tasks’, i.e. specific tasks which are part of the EU grant and are described in Annex 1 of the Grant Agreement.*

**Note:** *Subcontracting concerns the outsourcing of a part of the project to a party outside the consortium. It is not simply about purchasing goods or services. We normally expect that the participants have sufficient operational capacity to implement the project activities themselves. Subcontracting should therefore be exceptional.*

*Include only subcontracts that comply with the rules (i.e. best value for money and no conflict of interest; no subcontracting of coordinator tasks).*

Work Package No	Subcontract No (continuous numbering linked to WP)	Subcontract Name (subcontracted action tasks)	Description (including task number and BEN/AE to which it is linked)	Estimated Costs (EUR)	Justification (why is subcontracting necessary?)	Best-Value-for-Money (how do you intend to ensure it?)
WP 3 & 4	S3.1/4.1	Participation in cocreation of training	T3.1, T3.2, T4.1, T4.2: cocreating the training with the target group	112,148 EUR	We want to involve migrant organisation in every country, but some do not have capacity to be partner in a project like this	Local partners will consult with different possible migrant organisations and report
WP 3 & 4	S3.2/4.2	Translation and learning platform/tools	T3.3 & T4.3: providing a training platform with automatic translation	28,037.38 EUR	To maximize quality for the training, not everything may be possible open source. This leaves us some space for adjustments.	Market consultation or expanding on an existing contract Ghent has
WP 3 & 4	S3.3/4.3	Impact evaluation strategy	T3.7 & 4.7: providing a strategy for impact evaluation	52,336.62 EUR	To standardize the impact evaluation, we will subcontract a university to work out a strategy and interview standard	Market consultation
Other issues: <i>If subcontracting for the project goes beyond 30% of the total eligible costs, give specific reasons.</i>			Not applicable			

**Equipment**

Equipment						
For calls where full-capitalised costs are exceptionally eligible for listed equipment (see Call document), give details on the equipment charged to the project (if any).						
Work Package No	Equipment No (continuous numbering linked to WP)	Equipment Name	Description (including number of items and BEN/AE to which it is linked)	Estimated Costs (EUR)	Depreciation or Full-costs (if full cost option allowed in Call document: indicate the option selected)	Best-Value-for-Money (for full-cost option: how do you intend to ensure best-value-for-money?)
-	-	-	-	-	-	-

### Timetable

Timetable (projects of more than 2 years)																								
Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.																								
Note: Use actual calendar years and quarters. In the timeline you should indicate the timing of each activity per WP. You may add additional columns if your project is longer than 6 years.																								
ACTIVITY	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5				YEAR 6			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Task 1.1 - Manage partner network and knowledge sharing																								
Task 1.2 - Monitoring																								
Task 1.3 - Financial and administrative management																								
Task 1.4 - Reporting																								
Task 1.5 - Evaluating																								
Task 2.1 - Stakeholder mapping																								
Task 2.2 - Development of cocreation strategy																								

[illegible]

<b>Task 5.1 - Development of communication strategy</b>																								
<b>Task 5.2 - Project branding and website</b>																								
<b>Task 5.3 - Thematic Campaign 1</b>																								
<b>Task 5.4 - Thematic Campagin 2</b>																								
<b>Task 5.5 - Creation of newsletters</b>																								
<b>Task 5.6 - Long term action plan</b>																								
<b>Task 5.7 - Final online conference</b>																								

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#@ETH-ICS-EI@#

## 5. OTHER

### 5.1 Ethics

Ethics issues			
<p>Please go through the table and indicate which elements concern your proposal by answering 'Yes' or 'No'.</p> <p>If you answer 'Yes' to any of the questions:</p> <ul style="list-style-type: none"> <li>- indicate in the adjacent box at which page in your full proposal further information relating to that ethics issue can be found, and</li> <li>- provide additional information on these ethics issue in the Ethics self-assessment section below.</li> </ul> <p>For more information on each of the ethics issues and how to address them, including detailed legal references, see the guidelines <a href="#">How to Complete your Ethics Self-Assessment</a>.</p>			
1. Human embryonic stem cells and human embryos		n/a	
2. Humans		Yes/No	Page
Does this activity involve human participants?			
If YES:	- Are they volunteers?	Yes	5
	- Are they healthy volunteers for medical studies?	No	
	- Are they patients for medical studies?	No	
	- Are they potentially vulnerable individuals or groups?	Yes	8
	- Are they children/minors?	No	
	- Are they other persons unable to give informed consent?	No	
Does this activity involve interventions (physical also including imaging technology, behavioural treatments, tracking and tracing, etc) on the study participants?			
If YES:	- Does it involve invasive techniques?	No	
	- Does it involve collection of biological samples?	No	
3. Human cells / tissues		n/a	
4. Personal data		Yes/No	Page
Does this activity involve processing of personal data?			
If YES:	- Does it involve the processing of special categories of personal data (e.g. sexual lifestyle, ethnicity, genetic, biometric and health data, political opinion, religious or philosophical beliefs)?	No	
	If YES:	- Does it involve processing of genetic, biometric or health data?	No
		- Does it involve profiling, systematic monitoring of individuals, or processing of large-scale of special categories of data or intrusive	No

		methods of data processing (such as, surveillance, geolocation tracking etc.)?		
Does this activity involve further processing of previously collected personal data (including use of preexisting data sets or sources, merging existing data sets)?			No	
Is it planned to export personal data from the EU to non-EU countries?			No	
If YES:	Specify the type of personal data and countries involved:			
Is it planned to import personal data from non-EU countries into the EU or from a non-EU country to another non-EU country?			No	
If YES:	Specify the type of personal data and countries involved:			
Does this activity involve the processing of personal data related to criminal convictions or offences?			No	
5. Animals			n/a	
6. Non-EU countries			Yes/No	Page
Will some of the activities be carried out in non-EU countries?			No	
If YES:	Specify the countries:			
In case non-EU countries are involved, do the activities undertaken in these countries raise potential ethics issues?				
If YES:	Specify the countries:			
Could the situation in the country put the individuals taking part in the activity at risk?				
7. Environment, health and safety			Yes/No	Page
Does this activity involve the use of substances or processes that may cause harm to the environment, to animals or plants (during the implementation of the activity or further to the use of the results, as a possible impact)?			No	
Does this activity deal with endangered fauna and/or flora / protected areas?			No	
Does this activity involve the use of substances or processes that may cause harm to humans, including those performing the activity (during the implementation of the activity or further to the use of the results, as a possible impact)?			No	
8. Artificial intelligence			Yes/No	Page
Does this activity involve the development, deployment and/or use of Artificial Intelligence-based systems?			Yes	18
<i>If yes, detail in the self-assessment whether that could raise ethical concerns related to human rights and values and detail how this will be addressed.</i>				
9. Other ethics issues			Yes/No	Page

<b>Are there any other ethics issues that should be taken into consideration?</b>	No
<i>Please specify:</i>	
<b>Ethics self-assessment</b> <i>If you have answered 'Yes' for one or more of the questions indicated above, describe the measures you intend to take to solve/avoid them, in compliance with ethical principles and relevant EU, international and national legislation.</i>	
See risk assessment, 2.7	


#§ETH-ICS-EI\$# # @SEC-URI-SU@#

## 5.2 Security

<b>Security</b> <i>If the Call document contains a section on security, describe security issues that may arise during the project implementation and the measures you intend to take to solve/avoid them.</i> <i>Indicate if there is need for EU classification of information (Decision <a href="#">2015/444</a>) or any other specific security measures.</i>
Not applicable

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## 6. DECLARATIONS

Double funding	
<b>Information concerning other EU grants for this project</b>  <i>Please note that there is a strict prohibition of double funding from the EU budget (except under EU Synergies actions).</i>	YES/NO
We confirm that to our best knowledge neither the project as a whole nor any parts of it have benefitted from any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. EU Regional Funds, EU Agricultural Funds, etc). If NO, explain and provide details.	YES
We confirm that to our best knowledge neither the project as a whole nor any parts of it are (nor will be) submitted for any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. EU Regional Funds, EU Agricultural Funds, etc). If NO, explain and provide details.	YES

<b>Financial support to third parties (if applicable)</b> <i>If in your project the maximum amount per third party will be more than the threshold amount set in the Call document, justify and explain why the higher amount is necessary in order to fulfil your project's objectives.</i>
Not applicable

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## ANNEXES

### LIST OF ANNEXES

#### Standard

Detailed budget table (annex 1 to Part B) — *not applicable*

CVs (annex 2 to Part B) — *not applicable*

Annual activity reports (annex 3 to Part B) — *not applicable*

List of previous projects (annex 4 to Part B) — *mandatory, if required in the Call document* -> *See uploaded document under required attachments*

#### Special

ANNEX List of References -> *see end of this document.*

**LIST OF PREVIOUS PROJECTS****PLEASE SEE REQUESTED ATTACHEMENT**

List of previous projects						
Please provide a list of your EU-funded projects for the last 4 years.						
Participant	EU Programme Name	Project Reference No and Title	Period (start and end date)	Role (COO, BEN, AE, OTHER)	Amount (EUR)	Website (if any)
[name]						
[name]						

**LIST OF REFERENCES****Part 1: Background and general objectives****1.1 Background and general objectives**

European Commission (2024). *State of the Digital Decade 2024*. [2024 State of the Digital Decade package | Shaping Europe's digital future](#)

European Commission (2025). *State of the Digital Decade 2025*. [State of the Digital Decade 2025 report | Shaping Europe's digital future](#)

European Commission (2022). *Digital Decade Policy Programme 2030*. [Digital Decade - Policy programme | Shaping Europe's digital future](#)

European Commission (2020). *Digital Education Action Plan: Resetting education and training for the digital age*. [Digital Education Action Plan: policy background - European Education Area](#)

European Commission (2020). *Action Plan on integration and inclusion 2021-2027*, [Progress tracker: Action plan on integration and inclusion 2021-2027 - European Commission](#)

European Commission (2020). *Joint Migration Policy Whitepaper*. [Migration Whitepaper: a new approach to digital services for migrants | Shaping Europe's digital future](#)

Migration Policy Group (2023). *Promoting Digital Inclusion of Migrants and Refugees in the EU*  
<https://iss.fsv.cuni.cz/sites/default/files/uploads/files/AC%20MINTe%20Report%203.pdf>

**1.2 Needs analyses and specific objectives**

Brotcorne, P., & Ponnet, K. (2024). *Barometer Digitale Inclusie 2024*. Koning Boudewijnstichting, pp.21, [Barometer Digitale Inclusie 2024\\_Publicatie](#)

Järvaveckan (2024). *Digital inkludering och utanförskap i Sverige*, [Digital inkludering och utanförskap i Sverige - Järvaveckan 2025](#)

Goffhé, M., Lindmark, S. & Torell, C. (2023) *Perspektiv på digitalisering utgåva 2 - Digital kompetens, Myndigheten för digital förvaltning* [Digital kompetens - perspektiv på digitalisering](#)

Van Deursen, A.J.A.M. (2023). *Trendrapport Digitale Inclusie: Kerncijfers en beleidsaanbevelingen*. Centrum voor Digitale Inclusie, Universiteit Twente. [Trendrapport Digitale Inclusie: Kerncijfers en beleidsaanbevelingen](#)

Nationally, approximately 83% of Dutch adults (aged 16–75) had at least basic digital skills by 2023, exceeding the EU average of around 56% Digital Government. In the province of South Holland—where Rotterdam is located—about 15.5% of 12–75-year-olds still lack basic digital proficiency. It's likely that Rotterdam's share is similar or slightly higher, given higher urban diversity and income disparities.

The Hellenic Ministry of Migration and Asylum, Eurostat Report, December 2024, <https://tradingeconomics.com/greece/foreign-born-population-eurostat-data.html>,

With roughly 280,000–300,000 people, or 60% of all TCNs with residency permits in Greece, the Albanian community continues to be by far the largest (Ministry of Migration & Asylum, ELIAMEP 2024). Other communities are also well represented: China (6.1%), Pakistan (4.6%), Georgia (4.1%), Bangladesh (3.1%), Egypt (2.2%), and India (2.0%) (ELIAMEP - Migration Trends in Greece: Key Developments and Challenges in 2023 – 2024).

In 2024, there were 73,688 asylum applications filed in Greece, up from 64,084 in 2023. In addition to significant inflows from Egypt, Pakistan, Somalia, and other nations, the primary nationalities were Syria and Afghanistan (R.S.A.: <https://rsaegean.org/en/asylum-procedure-statistics-in-greece-2024>). Migrants from Syrians made up 28.7% of asylum seekers as of September 2024, followed by Afghans (20.3%), Egyptians (10.1%), Turks (6.5%), and Palestinians (3.7%) (ELIAMEP - Migration Trends in Greece: Key Developments and Challenges in 2023 – 2024).

Digital Strategy Europe, Digital Decade Report Greece, 2024

<https://digital-strategy.ec.europa.eu/en/factpages/greece-2024-digital-decade-country-report>)

[https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Digital\\_economy\\_and\\_society\\_statistics\\_-\\_households\\_and\\_individuals](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Digital_economy_and_society_statistics_-_households_and_individuals)).

**1.3 Complementarity**

Eurocities (2025), Mayor of Ghent elected new Eurocities president. <https://eurocities.eu/latest/mayor-of-ghent-elected-new-eurocities-president/>

**2.1 Concept and Methodology**

European Commission (2022), DigComp 2.2, [https://joint-research-centre.ec.europa.eu/projects-and-activities/education-and-training/digital-transformation-education/digital-competence-framework-citizens-digcomp\\_en](https://joint-research-centre.ec.europa.eu/projects-and-activities/education-and-training/digital-transformation-education/digital-competence-framework-citizens-digcomp_en)

Friends pave the way (2025). Activities. Red Cross EU Office <https://redcross.eu/projects/friends-show-the-way>

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	15.04.2021	Initial version (new MFF).
2.0	01.06.2022	Consolidation, formatting and layout changes. Tags added.