CDAP
COMMUNITY DEVELOPMENT
ACTION PLAN

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

Versions	Issue date	Stage	Contributor
V1	JUNE 24	FINAL	ALL
V2	NOVEMBER 24	ANNEXES	ALL

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1.Introduction

The Community Development Action Plan (CDAP) Guide is a crucial component of the DIGI-BREAKER+ (DB+) project, a collaborative initiative aimed at fostering digital and green transitions within adult education and career counseling sectors. Funded by the Erasmus+ Cooperation Partnerships Programme, the DB+ project aligns with the European Pillar of Social Rights and the European Climate Pact, emphasizing the importance of timely and customized assistance to improve employment prospects while promoting environmental sustainability.

The CDAP Guide serves as a comprehensive roadmap for implementing the DB+ methodology across diverse educational and community settings. Its primary objective is to support educators, counselors, and community leaders in integrating innovative digital tools and sustainable practices into their daily activities. By doing so, the guide aims to enhance the employability of adult learners, particularly those who are unemployed or low-skilled, and to foster active citizenship through community engagement.

The scope of the CDAP Guide extends beyond traditional educational frameworks, targeting local learning centers, libraries, civil society organizations, and broader community networks, including NGOs, local authorities, and cultural institutions. This expansive approach ensures that the DB+ methodology not only reaches a wide audience but also adapts to various local contexts, thereby maximizing its impact. Through detailed steps and practical strategies, the CDAP Guide outlines the processes

for establishing coordination teams, developing and standardizing learning materials, conducting pilot programs, and integrating community feedback. By providing a structured yet flexible framework, the guide empowers partners and stakeholders to effectively implement the DB+ methodology, fostering a sustainable and inclusive digital transformation in adult education and career guidance services.

The CDAP Guide will be an indispensable tool for achieving the overarching goals of the DIGI-BREAKER+ project: to accelerate the green and digital transitions, improve employment opportunities, and build resilient and inclusive communities across Europe. The content of the CDAP tool was developed in two distinct phases. The first phase focused on the creation of implementation guidelines for the MOOC and the development of the learning community. This phase involved defining the methodological framework, setting clear objectives, and outlining practical steps to ensure the effective adoption and integration of the DIGI-BREAKER+ approach within the target groups and communities.The second phase involved collecting data and results from the activities conducted during the piloting phase. This data collection was essential for evaluating the effectiveness of the implemented strategies and gathering feedback from participants. The insights gained during this phase were instrumental in refining the educational materials and further enhancing their relevance and applicability to the specific needs of educators, counselors, and learners. This iterative process ensured that the CDAP was not only grounded in theoretical principles but also validated through practical application, resulting in a robust and user-centered tool.

2.Coordination Team

COORDINATION TEAM
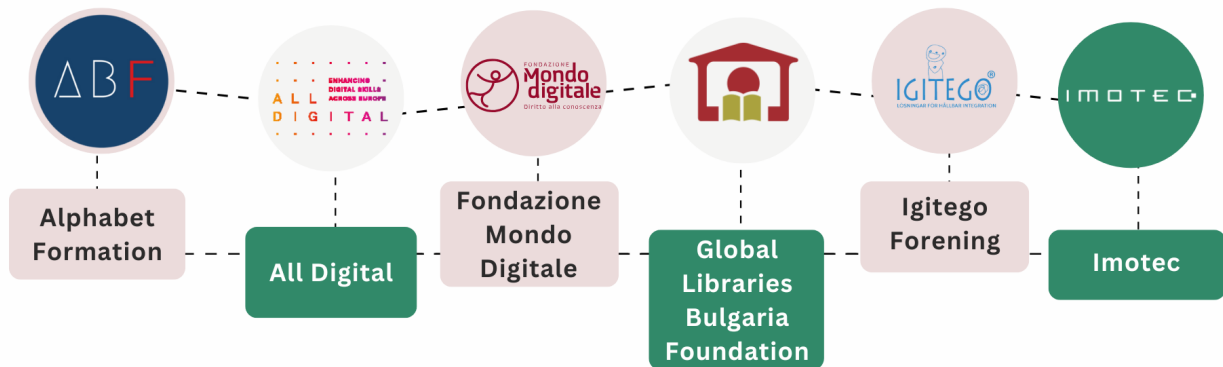
Objective: To ensure seamless execution and coordination of the DIGI-BREAKER+ methodology across different regions and contexts. A team consisting of representatives from each consortium partner has been established.

This includes members from:

- **Alphabet Formation (Belgium),**
- **All Digital (Belgium),**
- **Fondazione Mondo Digitale (Italy),**
- **Global Libraries Bulgaria Foundation (Bulgaria),**
- **Igitego Forening (Sweden),**
- **Imotec (Lithuania).**

Alphabet Formation is leading the coordination efforts. Regular meetings will be planned to ensure continuous communication and progress monitoring.

2. Defined Roles and Responsibilities:

- The project manager oversees the entire project, ensuring milestones are met and coordinating activities between partners.
- Each partner has appointed a coordinator responsible for local implementation and reporting.
- A technical support team will provide assistance with digital tools and materials.
- A quality assurance team is in place to maintain the relevance and quality of all produced materials.

Next Steps:

- Regular progress reviews and updating of the implementation plan as needed.
- Facilitate knowledge sharing and best practices among partners through an online collaboration platform.

DEVELOPMENT AND STANDARDIZATION
OF THE LEARNING MATERIALS
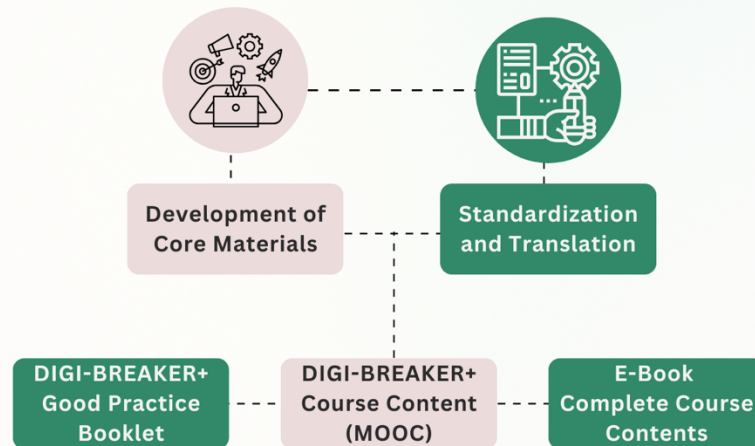
1. Development and Standardization of the Learning Materials

Objective: The creation, standardization, and translation of core learning materials have been successfully completed, providing a consistent set of resources that can be used across different regions while allowing for local adaptations.

All the learning materials will be freely accessible on the digital platforms, specifically the website www.digibreakerplus.com and MOOC platform https://mooc.digibreakerplus.com/. This ensures that adult learners and educators can easily access and utilize these resources to enhance their digital and green skills.

Progress Achieved:

1. Development of Core Materials:

- o The e-book, MOOC, technical document for educators and counselors, and the good practices handbook have been developed. The provided learning materials aim to enhance digital and green skills among adult learners.

2. Standardization and Translation:

- o All materials have been standardized to ensure consistency in content, language, and format.
- o Feedback from consortium partners has been incorporated to ensure relevance across different national contexts.
- o Materials have been translated into the local languages of the project countries to enhance accessibility.
- o Alignment with the European Green Deal and the European Skills Agenda for Sustainable Competitiveness, Social Fairness, and Resilience has been ensured.

The main components of the materials include:

1. DIGI-BREAKER Good Practice Booklet:

- A comprehensive collection of best practices within EU context.
- Focuses on integrating digital technologies into adult education and career guidance.
- Highlights the importance of sustainability and green skills as per the European Sustainability Competence Framework (GreenComp).
- Contains various examples and case studies showcasing successful digital inclusion and career guidance initiatives across Europe.

2. Digi-Breaker+ Course Content (MOOC):

- A structured course titled "Digibreaker+ Green Pathways: Empowering Your Sustainable Digital Job Search".
- Comprises three modules designed to enhance digital and green competencies among job seekers:
- Module 1: Basic skills to understand and reflect on personal digital and green skills.
- Module 2: Organizing and classifying skills for a sustainable job search.
- Module 3: Strategies for building a sustainable digital career, including identifying upskilling opportunities and international job searches.

3. E-Book - Complete Course Contents:

- Detailed content and activities for each module, emphasizing practical applications and community support.

- Activities include online assessments, portfolio creation, and digital identity management, all intertwined with sustainability themes.

2.1 Introduction to the Piloting Session

This document outlines how to implement a piloting programme, "Bridge the Gap" laboratories and education hubs. Yet for the purposes of implementation of Work Package 3 of the DIGI-BREAKER+ project, these three activities constitute one action under the pilot programme.

A piloting session will be planned and implemented in order to standardize and finalize the set of learning materials. This session will involve both adult learners and educators, ensuring the content is practical, engaging, and effective.

Objectives of the Piloting Session:

1. Feedback Collection:

- Gather detailed feedback from participants on the usability, clarity, and relevance of the materials.
- Identify any gaps or areas for improvement in the content.

2. Practical Application:

- Test the practical activities and assignments in a real-world setting.
- Ensure that learners can effectively apply the skills and knowledge gained from the course.

3. Community Building:

- Foster a supportive learning community where participants can share insights, experiences, and support each other.
- Encourage networking and collaboration among learners and educators.

4. Standardization:

- Refine and standardize the course structure based on feedback.
- Ensure consistency in the delivery and assessment methods across different modules and sessions.

Session Structure:

1. Introduction and Orientation for educators/counsellors and participants:

- Overview of the DIGI-BREAKER PLUS project and its objectives.
- Introduction to the course structure and key components.

2. Module Testing:

- Participants will engage in activities and assignments from each module.
- Real-time feedback sessions to discuss challenges and successes.

3. Group Discussions:

- Facilitated discussions on the integration of digital and green skills.
- Sharing of best practices and personal experiences

4. Evaluation and Feedback:

- Collection of structured feedback through surveys.
- Analysis of feedback to identify common themes and specific areas for improvement.

5. Final Adjustments:
- Based on the feedback, make necessary adjustments to the materials.
- Prepare a final version of the course for broader implementation.

The piloting session is crucial for ensuring that the learning materials are effective and aligned with the needs of adult learners and educators. Through this collaborative effort, we aim to create a standardized and impactful educational resource that empowers individuals to navigate the digital landscape sustainably.
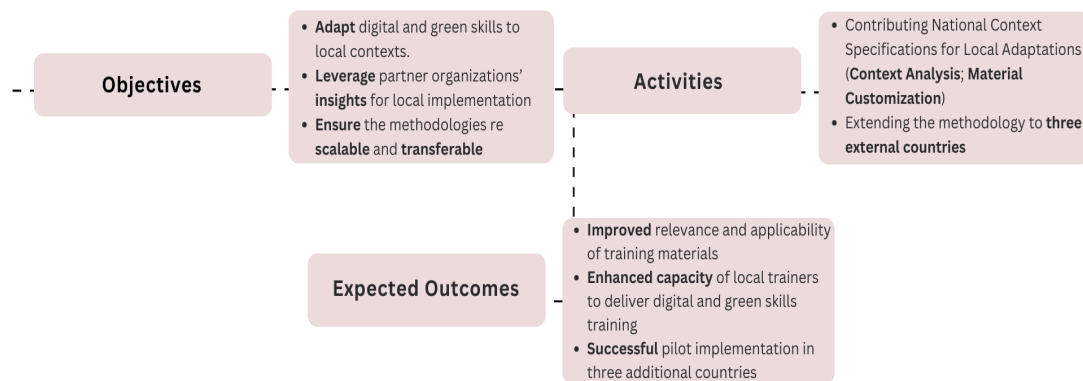
2.2 Detailed Pilot Guidelines

- Conduct testing and revisions through Work Package 3 Piloting activities to ensure the materials are effective and user-friendly.

Deliverable:
- Reports on the pilot implementation, including context analysis for the purpose of local implementation, and feedback and lessons learned for the purpose of developing and standardizing the DB+ materials.

LOCAL IMPLEMENTATION STRATEGY

Objectives
- **Adapt** digital and green skills to local contexts.
- **Leverage** partner organizations' **insights** for local implementation
- **Ensure** the methodologies re scalable and **transferable**

Activities
- Contributing National Context Specifications for Local Adaptations (**Context Analysis; Material Customization**)
- Extending the methodology to **three external countries**

Expected Outcomes
- **Improved** relevance and applicability of training materials
- **Enhanced capacity** of local trainers to deliver digital and green skills training
- **Successful** pilot implementation in three additional countries

2. Local Implementation Strategy

The Local Implementation Strategy focuses on the **adaptation of materials to fit local contexts**, supported by each partner organization. This approach ensures that the methodologies and resources developed are relevant and effective in diverse environments. The strategy includes activities where each partner contributes national context specifications for local adaptations and extends the methodology to three external countries. It is up to the partners to decide the timing of these adaptations in relation to the implementation of the pilot, which they will indicate in their reporting.

Objectives

o   To adapt digital and green skill training materials to local contexts.

o   To leverage partner organizations' insights for effective local implementation.

o   To ensure the methodologies are scalable and transferable to additional countries.

Activities

1. Contributing National Context Specifications for Local Adaptations

Each partner organization will provide detailed specifications about their national context. These specifications will inform the adaptation of materials, ensuring they are relevant and applicable locally.

The activities will include:

-   Context Analysis:
    Each partner will conduct an analysis of their local environment, identifying key factors such as cultural norms, existing digital and green skills levels, and specific local needs.
-   Material Customization:
    Based on the context analysis and workshop feedback, the WP coordinator (ABF) will customize the training materials, ensuring they align with local requirements.

Deliverable:

- Part of the reports on the pilot implementation, including feedback and lessons learned.

2. Extending the Methodology to Three External Countries

To ensure the scalability and transferability of the developed methodologies, All Digital will extend the approach to three external countries.

- Identification of External Countries: selecting three countries where the methodology can be piloted. Criteria for selection will include the potential for impact, readiness for digital and green skill development, and existing partnerships.
- Partnership Development: establishing collaborations with local organizations in the selected countries to support the implementation.
- Pilot Implementation: rolling out the customized training materials and methodologies in the new countries, monitoring progress, and gathering feedback.

Deliverable:
- Part of the reports on the pilot implementation, including context analysis, feedback and lessons learned.

Support and Resources

- o Technical Support:
  Continuous technical support will be provided to partner organizations to assist with the customization and implementation of materials.

- o Training for Trainers:

  Training sessions will be available for local trainers in each partner organization to ensure they are equipped to deliver the customized materials effectively during the pilot. These sessions can be integrated into the piloting activities or conducted separately, depending on the needs and preferences of the partner organizations.

- o Monitoring and Evaluation:

  a monitoring and evaluation framework will be established to assess the effectiveness of the local implementations and gather data for continuous improvement.
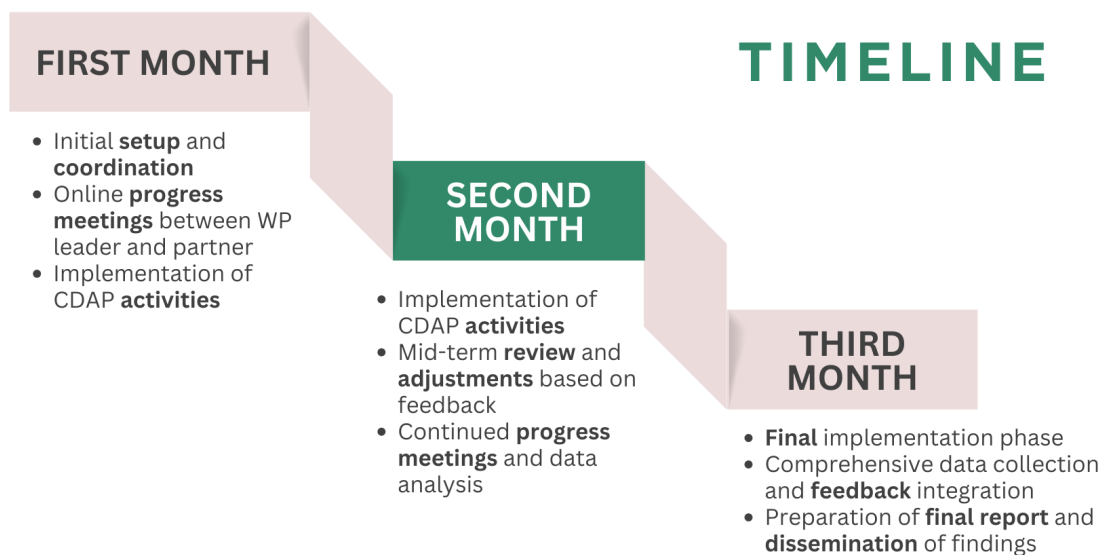
Expected Outcomes

- Improved relevance and applicability of training materials in local contexts.
- Enhanced capacity of local trainers to deliver digital and green skills training.
- Successful pilot implementations in three additional countries, demonstrating the scalability of the methodology.

Conclusion

The Local Implementation Strategy is a critical component of the Community Development Action Plan, ensuring that digital and green skills training materials are effectively adapted and implemented across diverse local contexts. By leveraging the insights and contributions of each partner organization, and extending the methodology

to additional countries, the strategy aims to create a scalable framework for empowering communities with essential skills for the future.

TIMELINE

FIRST MONTH

- Initial **setup** and **coordination**
- Online **progress meetings** between WP leader and partner
- Implementation of CDAP **activities**

SECOND MONTH

- Implementation of CDAP **activities**
- Mid-term **review** and **adjustments** based on feedback
- Continued **progress meetings** and data analysis

THIRD MONTH

- **Final** implementation phase
- Comprehensive data collection and **feedback** integration
- Preparation of **final report** and **dissemination** of findings

3. Local Education Hubs and Community Building

Introduction:

Local Education Hubs aim to bridge the digital divide and enhance community development by providing access to digital literacy and professional growth opportunities. These hubs will be pivotal to implementing the DIGI-BREAKER+ methodology, which focuses on equipping individuals with essential digital skills and promoting sustainability practices. While the involvement of local NGOs, authorities, and stakeholders is not mandatory, it is strongly recommended. This collaboration is essential to ensure broad community engagement and support, which are crucial for the successful development of a community of practices.

Objective:

To establish hubs in local learning centers, libraries, project partners headquarters, and community centers.

Activities:

1. Set up "Bridge the Gap Laboratories":

 "Bridge the Gap Laboratory" will be established at the venues of partner organizations, such as local learning centers, libraries, and community centers. These laboratories will serve as the foundational sites for learning and adapting the DIGI-BREAKER+ methodology and learning materials.

The focus will be on:

- Providing digital literacy training and resources.
- Offering workshops and hands-on activities to improve digital skills.
- Facilitating the adaptation of the DIGI-BREAKER+ methodology to meet local needs and contexts.
- Ensuring that the DIGI-BREAKER+ content is accessible and tailored to different community members, including those with disabilities.

2. Engage Local NGOs, authorities, and stakeholders:

To support and promote these hubs, it is essential to engage local NGOs, authorities, and other stakeholders. This engagement will ensure that the hubs are well-integrated into the community and that there is broad-based support for their activities.

Specific steps include:

- Conducting outreach to identify and collaborate with local NGOs and community groups and discuss the implementation and benefits of the hubs.
- Creating promotional online campaigns to raise awareness about the hubs and their offerings.

Implementation Strategy:

1. Location and Setup:

While "Bridge the Gap Laboratories" will be primarily established at the venues of partner organizations, partners will still have the flexibility to choose where and how to organize the hubs, considering their own needs and those of the activity participants. This flexibility is crucial for addressing the diverse requirements of different communities.

Key considerations for setting up the hubs include:

- Selecting accessible and convenient locations.
- Ensuring that facilities are equipped with necessary digital infrastructure, such as computers, internet access, and digital learning tools.
- Providing a welcoming and inclusive environment for all community members, especially those with disabilities. This may involve making physical modifications to the space and ensuring that digital content is accessible.

Activities and Services:

The hubs will offer a range of activities and services designed to enhance digital literacy and professional skills. These will include focused sessions which will be used to assess and refine the DB+ methodology and materials:

Digital Skill Workshops:

Introductory workshops covering a spectrum of digital skills, tailored to meet the community's needs. These workshops will incorporate feedback mechanisms to ensure relevance and effectiveness.

DB+ Materials Check and Refinement Steps:

1. E-book Review: ensure the e-book content is didactically comprehensible.
2. Collect feedback from participants on the clarity and comprehensiveness of the learning material.
3. MOOC Evaluation: check the MOOC modules to ensure consistency. Implement feedback surveys post-completion for continuous improvement.
4. Best Practices Booklet: present best practices from the booklet to provide additional educational insights.
5. Technical Documents: provide educators and counselors with up-to-date technical documents. Gather feedback to refine the document.

2.   Career Development Sessions:

Guidance session on job searching, resume writing, and interview preparation, integrated with digital tools and resources to enhance employability.

DB+ Materials Check and Refinement Steps:

1. E-book Integration: use the e-book to provide examples for resumes and cover letters. Solicit participant feedback on the usefulness of these resources.

2. MOOC Synchronization: ensure the MOOC covers aspects of career development, offering interactive modules on job search strategies and interview techniques. Collect and integrate participant feedback.

3. Best Practices Booklet: highlight successful case studies and strategies from the booklet to inspire participants.

4. Technical Documents: equip counselors with detailed technical guides on using digital tools for career development. Collect feedback from counsellors and participants for continually refining the document.

3.   Sustainability and Green Skills Training:

Short training session focused on promoting sustainable practices and green job skills, aligned with the DIGI-BREAKER+ methodology.

Materials Check and Refinement Steps:

1. E-book Content: ensure the e-book covers comprehensive information on sustainability and green skills. Collect feedback to identify gaps and areas for improvement.

2. MOOC Modules: Check MOOC modules dedicated to green skills and sustainability practices. Use participant feedback to enhance the learning experience.

3. Best Practices Booklet: present the sustainable practices from the booklet into the training session. Update the booklet regularly based on participant feedback.

4. Technical Documents: provide educators with technical documents detailing green practices and sustainability tools. Refine these documents with input from both educators and participants.

4. Community Events:

Organize sessions to engage the broader community, including digital and sustainability workshops, fostering collaboration and innovation. It is essential to adopt measures that facilitate the participation of people with disabilities.

1. Providing assistive technologies and support services, such as screen readers, alternative input devices, and personalized assistance, where possible.

2. Ensuring that staff and volunteers are skilled on best practices for inclusive education and digital accessibility.

3. Ensuring that all materials and resources are available in accessible formats, large print, and easy-to-read versions.

5. Monitoring and Evaluation:

To ensure the effectiveness and sustainability of the piloting session, a monitoring and evaluation framework will be implemented.

This will involve:

1. Setting clear goals and objectives for each hub.
2. Collecting data on participation, engagement, and outcomes
3. Regularly reviewing and analyzing feedback from participants and stakeholders.
4. Making adjustments and improvements based on the evaluation results.

Deliverable:

- Reports on the pilot implementation session, including context analysis, feedback and lessons learned.

Local Education Hubs are vital for **community building**, providing essential digital literacy and professional growth opportunities. Located in places like learning centers and libraries, these hubs implement the DB+ methodology to bridge the digital divide and promote sustainable practices.

"Bridge the Gap Laboratories" are central to Local Education Hubs, offering digital literacy training and workshops. The DB+ content is tailored to local needs, ensuring accessibility for all, including those with disabilities, fostering inclusivity and

participation. Engaging local NGOs, authorities, and stakeholders integrates the hubs into the community and secures support. Outreach and promotional campaigns raise awareness and enhance engagement.

The implementation strategy includes selecting accessible locations, equipping facilities with digital infrastructure, and providing a welcoming environment. Flexibility in organizing the hubs allows for addressing diverse community needs. Local Education Hubs offer activities to enhance digital literacy and professional skills. Workshops introduce digital skills tailored to community needs. Career development sessions guide job searching and resume writing, using digital tools. Sustainability training promotes green practices and skills.

For inclusivity, Local Education Hubs provide assistive technologies, train staff in inclusive education, and offer accessible materials, creating a supportive environment for all. Monitoring and evaluation involve setting goals, collecting data, and reviewing feedback to improve the hubs' effectiveness and sustainability.

In conclusion, Local Education Hubs are crucial for promoting digital skills and community development. They empower individuals, improve employability, and support sustainable growth. Engaging local stakeholders ensures these hubs are well-supported and integrated, fostering lifelong learning and active citizenship.

5. Feedback Integration and Learning Material Refinement

Objective:

Analyze piloting feedback and revise materials to address any gaps or challenges identified.

Premise:

The official templates provided by the WP leaders must be used for all feedback collection, analysis, and material revision purposes to ensure consistency and standardization across all activities.

Activities:

1. **Feedback Collection:**

   o Surveys, focus groups, and interviews were used to gather input from participants and facilitators. Across all countries, feedback highlighted the effectiveness of interactive modules, quizzes, and collaborative activities.

   o Accessibility measures were implemented to include participants with disabilities, ensuring inclusive participation in all countries.

   o Anonymous feedback options encouraged open and honest responses, with participants emphasizing user-friendly content and the importance of real-world applications in their evaluations.

2. **Data Analysis:**

   o Feedback analysis identified common themes, such as the need for additional real-world examples (Sweden and Italy), and extra support for advanced modules (Belgium and Bulgaria).

   o Both qualitative and quantitative methods, as outlined in the standard template, were employed to provide comprehensive insights.

   o Summarized findings revealed that participants appreciated the modular course design, flexibility, and relevance to job market needs.

3. **Material Revision:**

   o Learning materials were revised to address feedback, focusing on integrating real-world case studies and enhancing support for advanced digital tools.

   o Adaptations ensured inclusivity and diversity, addressing the needs of varied participant demographics, including gender balance (Italy and Belgium) and age diversity (Sweden and Bulgaria).

4. **National Report:**

   o Each country compiled a national report summarizing piloting activities, feedback analysis, revisions, and outcomes.

   o Key outcomes included:

     ▪ In Sweden, the focus on practical learning significantly increased participant satisfaction.

     ▪ In Belgium, high enrollment rates were achieved, but additional support mechanisms were prioritized to address gaps in advanced modules.

     ▪ Bulgaria demonstrated strong engagement and identified a need for more hands-on examples.

     ▪ In Italy, interactive sessions were highly rated, and participants requested clearer timelines and industry-specific green skills content.

    o These reports were submitted to the WP leader for review and further refinement.

Deliverable:

- Comprehensive reports on pilot implementation sessions, including context analysis, feedback, and lessons learned.

Conclusion:

These key activities have effectively integrated feedback and refined learning materials to address the challenges identified during the piloting phase. The revised materials are now more inclusive, practical, and aligned with participant needs, contributing to the program's overall success and ensuring accountability through detailed documentation.

These key activities can effectively integrate feedback and refine its learning materials to address any gaps or challenges identified during the piloting phase. A comprehensive national report ensures thorough documentation and accountability of the piloting process.

Deliverable:

- Reports on the pilot implementation session, including context analysis, feedback and lessons learned.

6. Monitoring plan

This comprehensive monitoring plan helps to ensure the effective implementation, progress tracking, and continuous improvement of the Community Development Action Plan aimed at developing a community of practices for adult learners and educators over the 3-month period.

Monitoring Framework:

1. Monitoring Objectives:

- Ensure alignment of activities with CDAP goals, namely standardizing learning materials and Community Building
- Track progress and performance of implemented strategies.
- Identify areas for improvement and facilitate timely interventions.
- Collect data and reporting.

2. Key Performance Indicators (KPIs):

Coordination Team Activities:

- Timeliness of role assignments and task completions.

Development and Standardization of Learning Materials:

- Number and quality of adjustments made to learning materials based on feedback.
- Feedback from consortium partners on material relevance and usability

Local Implementation Strategy:

- Number of local adaptations made based on national context specifications.
- Success rate of pilot programs in new countries.

Local Education Hubs and Community Building:

- Number of hubs established and operational.
- Participant engagement and satisfaction rates.

Pilot Programs:

- Feedback collection rate and quality.
- Number of adjustments made to learning materials based on feedback

3. Monitoring Activities:

Progress Reviews:

- Meetings to review progress and address any issues.
- Mid-term and final reports summarizing achievements, challenges, and next steps.

Data Collection and Analysis:

- Surveys and feedback from participants, educators, and partners' staff.
- Quantitative and qualitative analysis of collected data.

Documentation and Reporting:

- Use of standardized templates for documenting progress, challenges, and feedback.
- Final comprehensive report at the end of the 4-month period to assess overall project impact and outcomes.

4. Roles and Responsibilities:

Partners' consortium:

- Oversee the entire monitoring process and ensure milestones are met.
- Coordinate activities between partners and facilitate communication.

Local Coordinator (partner):

- Implement monitoring activities at local levels and report progress.

- Collect and analyze local data and feedback.

Technical Support Team (a representative from the staff of each partner):

- Provide assistance with data collection tools and analysis software.
- Ensure the digital platforms for data collection are functional and user-friendly.

Quality Assurance Team (a representative from the staff of each partner):

- Maintain the relevance and quality of monitoring activities.
- Validate data and ensure accuracy of reports.

5. Feedback Mechanisms:

Participant Feedback:
- Surveys to gather insights from adult learners and educators.
- Anonymous feedback options to encourage honest responses.
- Consortium Partner Feedback:
- Reviews and discussions to gather input from all partners.
- Integration of feedback for improvement.

6. Evaluation and Adjustment:

Continuous Improvement:

- Analysis of monitoring data to identify trends and areas for improvement.
- Adjustment of strategies and activities based on evaluation results.

Reporting:

- Mid-term and final reports to summarize findings and recommend adjustments.
- Evaluation report at the end of the evaluation period to summarize findings, adjustments, and outcomes.

Timeline

1. First Month:

- Initial setup and coordination.
- Online progress meetings between WP leader and partner
- Implementation of CDAP activities.

2. Second Month:

- Implementation of CDAP activities.
- Mid-term review and adjustments based on feedback.
- Continued progress meetings and data analysis

3. Third Month:

- Final implementation phase.
- Comprehensive data collection and feedback integration.
- Preparation of final report and dissemination of findings.

Deliverables:

- Mid-term progress internal report

- Final comprehensive evaluation report at the end of implementation period

- Summary reports post-pilot programs.

- Revised learning materials based on feedback integration.

- Documentation of best practices and lessons learned.

Annex 1 - Quality Monitoring Cdap - Results (Extract from the DB+ Quality Plan)

Analysis of the Survey Report on Unemployed Adults

Overview of Survey Methodology

The survey evaluated the effectiveness and outcomes of the Community Development Action Plan (CDAP), targeting unemployed adults across diverse demographics. Structured questionnaires assessed program clarity, practical application, and participant satisfaction

Key Findings

1. Demographics:

- Age: Participants were evenly distributed across age groups, with the largest representation from 45-54 years (24.3%)

- Education: most participants had primary education or no formal education (28.8%) while others held vocational training (12.6%) or secondary education (16.2%)

2. Program Clarity and Practicality:

- 50% of respondents found the CDAP guidelines very clear, while the other half reported minor confusion

- The program provided significant insights for 47.7% of participants, with the remaining 48.6 % finding moderate utility in enhancing digital competencies

3. Engagement and Impact:

- 91% of participants completed the pilot program, demonstrating high engagement levels

- Post-program, 78% of participants applied for jobs indicating improved employability

4. Satisfaction and Recommendations:

- 49.5 % reported being very satisfied, while 42.3% were somewhat satisfied

- 94.6 % recommended the CDAP, validating its practicality for job readiness

Strengths

- High Completion Rate: 91% participants completed the program, showing strong retention

- Employment Impact: 40.5% participants received first positive job feedback post-program

- Recommendation: 94.6% of participants endorsed the CDAP, underscoring its effectiveness

Areas for Improvement

- Educational Diversity: tailoring content for varying educational levels, particularly for those with minimal formal education, could enhance accessibility

Monitoring Progress, Quality, and Achievement

Progress and quality were tracked using survey feedback/results:

- Quantitative Indicators: participation targets of 111 adults were met
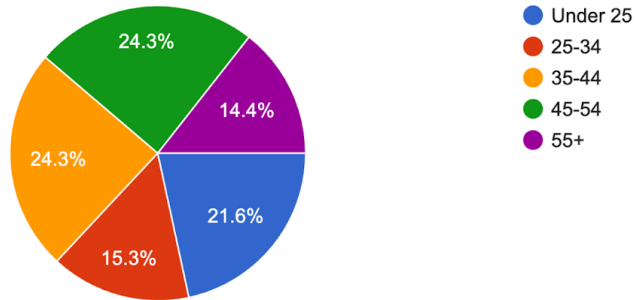- Feedback: structured questionnaires assessed clarity, practicality, and satisfaction levels

Recommendations for Enhancement

- Develop differentiated learning materials for diverse educational levels
- Enhance educator training to address the specific needs of participants

Insights for Enhancing Deliverables

The survey results confirm CDAP's significant potential in empowering unemployed adults. Future iterations could incorporate improved clarity and adaptability to ensure a broader reach and greater impact on local communities.
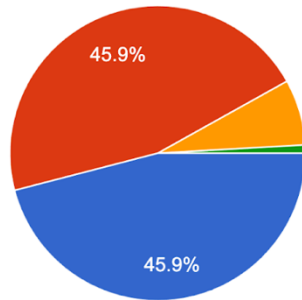
Age Group
111 responses

- Under 25
- 25-34
- 35-44
- 45-54
- 55+

24.3% — 45-54
14.4% — 55+
24.3% — 35-44
21.6% — Under 25
15.3% — 25-34

Duration of Unemployment
111 responses

- Less than 6 months
- 6 months to 1 year
- More than 1 year

34.2% — More than 1 year
36% — 6 months to 1 year
29.7% — Less than 6 months
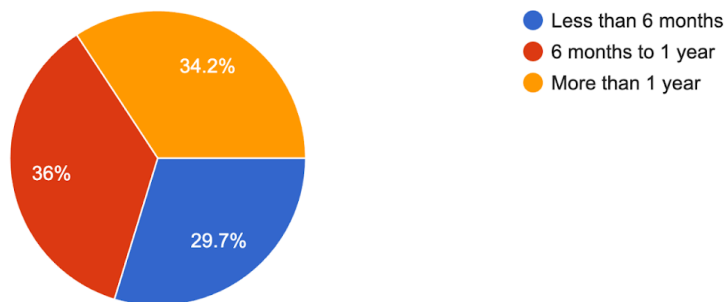
How clearly were the CDAP guidelines explained during the program?

111 responses

- Very clearly (I understood all key concepts)
- Somewhat clearly (Most concepts were clear, but some confusion remained)
- Neutral (No strong opinion)
- Somewhat unclearly (Some concepts were difficult to understand)
- Not clearly at all (I struggled to understand the material)

45.9%

45.9%

How effectively did the CDAP provide practical steps for improving digital competencies in a community with unemployed adults?

111 responses
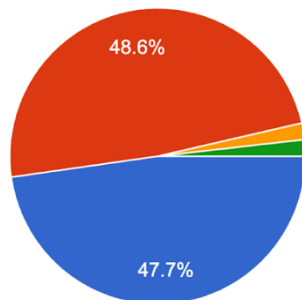
- Significantly (It provided clear and useful insights)
- Moderately (It provided some helpful insights)
- Slightly (It provided minimal insights)
- Not at all (It did not help me understand the methodology)

48.6%

47.7%

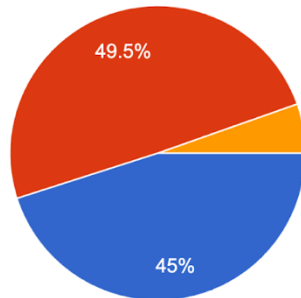## Did you complete the full pilot program?
111 responses
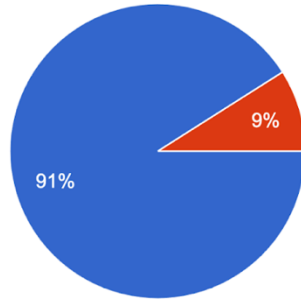
- ● Yes (I completed all required activities)
- ● No (I did not complete the program)

91%

9%

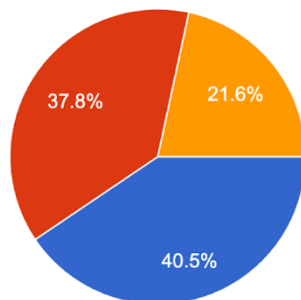## Did the CDAP help educators feel more prepared to assist job-seekers?
111 responses

- ● Yes, significantly
- ● Yes, somewhat
- ● No, not much
- ● Not at all

49.5%

45%

## Have you applied for jobs since completing the pilot program?
111 responses

- ● Yes, with positive feedback (I received positive feedback or interviews)
- ● Yes, but no responses yet (I am waiting for feedback)
- ● No, but I plan to (I intend to apply soon)
- ● No, I do not plan to (I have no intention to apply)

37.8%

21.6%

40.5%

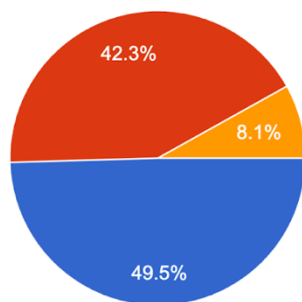Would you recommend the CDAP to other job seekers as a practical tool for job readiness?

111 responses
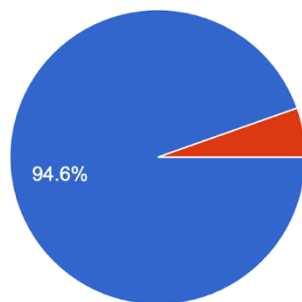
- Yes (I found it helpful and practical)
- No (I did not find it useful)

94.6%

How would you rate your overall satisfaction with the CDAP and pilot program?

111 responses

42.3%

8.1%

49.5%

- Very satisfied (Exceeded my expectations)
- Somewhat satisfied (Met my expectations)
- Neutral (Neither satisfied nor dissatisfied)
- Somewhat dissatisfied (Did not fully meet my expectations)
- Very dissatisfied (Did not meet my expectations at all)

Analysis of the Survey Report on Educators

Overview of Survey Methodology

The survey assessed the impact and effectiveness of the WP3 tools - Community Development Action Plan (CDAP) on educators and counsellors. Participants included educators and career coaches. A structured questionnaire measured clarity, relevance, and the practical application of CDAP resources

Key Findings

1. Demographics:
- Age: participants spanned various age groups. The majority of participants from 25 to 45
- Professional roles: the group consisted of 12 educators, 9 employment counsellors, and 4 career coaches

Program Clarity and Practicality:

- Clarity: 11 participants found the guidelines very clear, while 17 indicated "somewhat clearly"
- Practical utility: The CDAP was reported to provide clear and useful strategies by 13 respondents, while 13 found it moderately helpful in guiding job seekers

- Effectiveness: 7 participants rated the resources as highly relevant, while 20 found them moderately relevant to their professional tasks
- Skill Preparation: The CDAP moderately improved digital skills guidance for 14 participants, while 16 felt significantly more prepared
- Tool Adoption: 10 participants implemented CDAP tools with positive outcomes, while another 10 were awaiting results.
- Overall Satisfaction: 15 participants were very satisfied, and 13 were somewhat satisfied
- Recommendations: All respondents recommended the CDAP to peers, underscoring its practical value

Strengths

- A significant portion of participants implemented CDAP tools successfully, demonstrating their practical applicability
- All respondents endorsed the CDAP, validating its perceived effectiveness
- The program was rated relevant to professional tasks by most participants

Areas for Improvement

- 17 participants noted "somewhat clearly", 11 " very clearly, 2 neutral.
- Resource accessibility: tailoring resources for participants with lower educational backgrounds could enhance their usability

Progress and quality were monitored through structured feedback mechanisms and tool implementation results:

- Quantitative indicators: the survey involved 30 educators, exceeding the target

- Qualitative indicators: feedback on clarity, satisfaction, and practical application of resources highlighted the CDAP's strengths and areas for refinement

*Recommendations for Enhancement*

- Simplify and streamline guidelines to improve comprehension
- Design differentiated resources to address varying educational and professional backgrounds
- Increase hands-on training opportunities to enhance educators' comfort with the tools

Insights Deliverables

The survey underscores the CDAP's success in equipping educators with strategies to guide job seekers. Further refinement of guidelines and resources can amplify its impact and extend its applicability across diverse educational and professional contexts
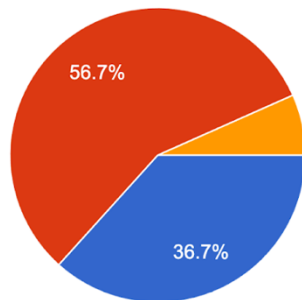
Professional Role

30 responses
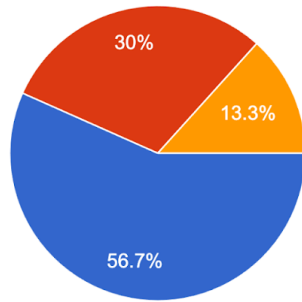
- ● Educator
- ● Employment Counsellor
- ● Career Coach

30%

13.3%

56.7%

How clearly were the CDAP guidelines presented to you?

30 responses

- ● Very clearly (I understood all key concepts)
- ● Somewhat clearly (Most concepts were clear, but some confusion remained)
- ● Neutral (No strong opinion)
- ● Somewhat unclearly (Some concepts were difficult to understand)
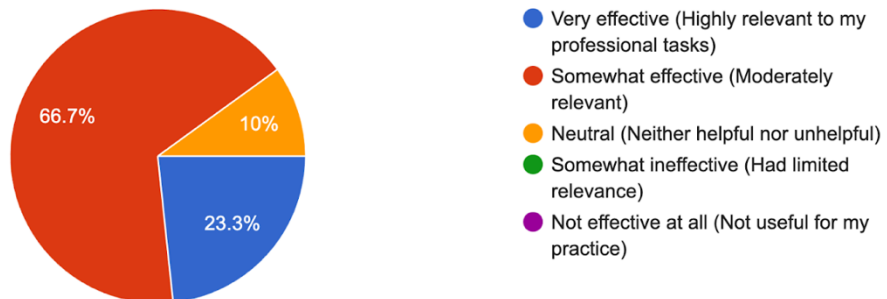- ● Not clearly at all (I struggled to understand the material)

56.7%

36.7%

To what extent did the CDAP help you understand how to guide job seekers?

30 responses

56.7%

43.3%

- Significantly (It provided clear and useful strategies)
- Moderately (It provided some helpful strategies)
- Slightly (It provided minimal strategies)
- Not at all (It did not help me understand guidance strategies)

How effective were the CDAP resources in supporting your professional practice?

30 responses

66.7%

10%

23.3%

- Very effective (Highly relevant to my professional tasks)
- Somewhat effective (Moderately relevant)
- Neutral (Neither helpful nor unhelpful)
- Somewhat ineffective (Had limited relevance)
- Not effective at all (Not useful for my practice)

Did the CDAP help you feel more equipped to assist job seekers with digital skills?
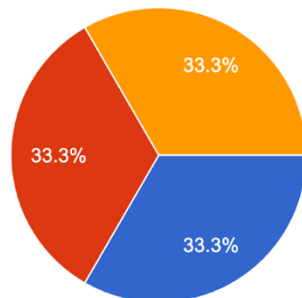
30 responses
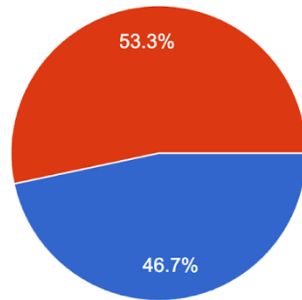
- Yes, significantly (I feel much more prepared)
- Yes, somewhat (I feel moderately prepared)
- No, not much (I feel slightly more prepared)
- Not at all (It did not impact my readiness)

53.3%

46.7%

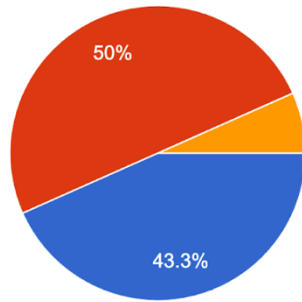## Have you implemented any CDAP tools in your professional practice since completing the pilot?

30 responses

- Yes, with positive outcomes
- Yes, but results are still pending
- No, but I plan to
- No, I do not plan to

33.3%

33.3%

33.3%

How would you rate your overall satisfaction with the CDAP and pilot program?
30 responses

- Very satisfied (Exceeded my expectations)
- Somewhat satisfied (Met my expectations)
- Neutral (Neither satisfied nor dissatisfied)
- Somewhat dissatisfied (Did not fully meet my expectations)
- Very dissatisfied (Did not meet my expectations at all)

50%

43.3%

Annex 2 – Learning Material Refinement

Learning from experience

This section is built on the extensive piloting reports that each partner produced as a part of WP3, and provides a short description of the methods, challenges and results observed during implementation. For further information, comprehensive reports are available for each implementing country, providing a broader perspective on the piloting process and its results.

Results of Piloting Activities

The Digibreakers + Piloting programme was conducted in four European Countries – Bulgaria, Belgium, Italy and Sweden – with the aim of testing learning tools developed by the project consortium to increase employability among unemployed adults. The purpose of these tools focused on digital and green skills, with the purpose of helping participants adapt to the modern labour market and embed these skills into their different needs. This section is a summary of how the pilot activities were conducted in the four implementing

countries. Each pilot adapted the DB+ learning tools to their specific national context and participants' needs, ensuring relevance and accessibility for diverse groups such as long-term unemployed individuals, migrants and adults with limited digital skills. Reaching migrants became a significant added value to DB+ as this group was not initially foreseen in the project application and, equipping them with digital skills served as an enabler to promote social inclusion, in addition to enhancing their employability.

The core goals of the pilot programme in every country were to improve digital literacy, introduce green skills applicable to the workforce, actively engage participants and refine the learning materials based on feedback. These objectives were pursued through designed activities differentiated for each country. For example, Bulgaria's pilot focused on providing practical digital skills for older adults covering essentials like CV creation and job portal navigation and these activities were held in regions with high unemployment. Belgium and Italy emphasised boosting employability for different participants, including career counsellors and adult education providers, while Sweden prioritised supporting migrant job-seekers to overcome digital literacy barriers and navigate the local labour market.

Insights from Four Countries

The pilot programs conducted in **Sweden**, **Belgium**, **Bulgaria**, and **Italy** provide a comprehensive overview of the effectiveness, challenges, and outcomes of initiatives designed to enhance digital literacy, employability skills, and sustainability awareness. These programs targeted unemployed adults, tailoring content to local needs and participant profiles while incorporating feedback mechanisms to ensure refinement and improvement.

In **Sweden**, the training demonstrated significant success in improving digital literacy and employability skills among participants, particularly migrants with limited digital competencies. Interactive materials, including MOOCs and e-books, were highlighted for their practicality and ease of use. Engagement strategies such as workshops, one-on-one coaching, and group discussions maintained motivation by using culturally relevant examples and personalized feedback. However, participants faced challenges with language barriers and adapting to the local job market. Materials were validated through pre- and post-assessments, which showed clear skill development, while feedback mechanisms underscored the clarity and accessibility of the educational tools. Educator training emphasized cultural sensitivity, technical proficiency, and interactive teaching strategies, enabling them to address diverse learning needs. Sustainability measures, such as a focus on digital resources, aligned with Sweden's green economy goals. Despite the success, some complex topics required simplification, and additional digital tool support was recommended. Overall, the pilot validated the DB+ program's potential for broader implementation, demonstrating strong alignment with sustainability values and real-world employability needs.

In **Belgium**, the program achieved high completion rates and participant satisfaction, with notable improvements in digital literacy, employability skills, and awareness of sustainability. Targeting unemployed adults from disadvantaged areas, the program ensured diversity in gender, age, and educational backgrounds. The use of e-books, MOOCs, and structured materials supported practical job-seeking skills. Engagement strategies included interactive laboratory sessions, group discussions, and personalized feedback. Real-time feedback during sessions, as well as post-session surveys and focus groups, helped refine materials to improve clarity and relevance. Educators were trained

in cultural sensitivity, instructional strategies, and technical skills, creating inclusive learning environments. The digital materials reduced environmental impact and integrated green transition themes, equipping participants to pursue sustainable job roles. Recommendations included enhancing recruitment through targeted campaigns, diversifying learning formats with gamified elements, and providing ongoing support systems like help desks and forums.

In **Bulgaria**, the training addressed the needs of unemployed adults, particularly those from underserved regions such as Vratsa and Asenovgrad, including Roma communities. Participants, many with secondary or lower education levels, demonstrated clear improvements in digital literacy, employability, and awareness of green competencies. The program was praised for its focus on practical tools such as LinkedIn, CV-building, and interview preparation. Engagement strategies varied by age, with older participants preferring group sessions and younger ones favoring independent online learning. Tools like Viber and Messenger groups facilitated interactive group activities. Bulgarian translations and locally relevant resources enhanced accessibility, while trainers from libraries and employment bureaus ensured the materials were adaptable to participant needs. Sustainability themes were introduced, addressing the low baseline awareness in Bulgarian society. Challenges included contextualizing green skills and resolving technical difficulties, such as creating email addresses and navigating the MOOC, particularly for older participants. Recommendations included focusing more heavily on relatable green skills training, addressing technical challenges with hands-on support, and introducing a feedback channel within the MOOC for direct communication between participants and trainers. Overall, participants rated the program highly, with many reporting improved confidence, time management, and self-organization.

In **Italy**, the program attracted strong interest, with over 85% of individuals targeted by outreach enrolling in the course. The content was relevant to career goals, with participants finding it beneficial for developing green and digital skills. Flexible online learning formats allowed participants to progress at their own pace, while interactive activities, quizzes, and practical examples enhanced understanding and engagement. Group sessions fostered collaboration and peer learning, while individual sessions supported autonomous exploration. The program targeted unemployed adults seeking upskilling or reskilling opportunities, ensuring diversity in age, gender, and educational backgrounds. Feedback mechanisms, including surveys, quizzes, and interviews, captured insights to refine the instructional content. Educators, experienced in adult education and digital tools, required minimal technical training. Sustainability measures, such as the prioritization of digital materials, significantly reduced paper consumption. Despite these successes, some participants required additional support with advanced modules, particularly those related to digital tools, and expressed a need for more real-world case studies. Recommendations included expanding content to include specialized green and digital skills for specific industries, improving marketing strategies to reach broader audiences, and incorporating real-world projects for hands-on learning.

Conclusions

Across all four countries, the feedback integration process played a vital role in refining the learning materials. Surveys, interviews, and focus groups ensured that materials remained relevant, accessible, and user-friendly. Sustainability measures, including reduced environmental impact and green economy themes, were consistently prioritized. The pilots demonstrated strong alignment with participant needs, achieving

high satisfaction levels and equipping individuals with the skills required for digital and sustainable employment opportunities. These findings underline the potential for broader implementation and scalability of the training programs.

Annex 3 – Piloting Guidelines

CDAP GUIDE
DIGI-BREAKER PLUS

THANK YOU