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Job Skills Recipes

General Guidebook regarding the Pilot Activities



ITHACA

Mobile Laundry for the Homeless



DZĪVĪBAS
ĒDIENS
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0. Introduction

Forming a partnership for this project, and planning a number of activities together, was considered interesting by the three partners for different reasons:

From the Ithaca's perspective, this project introduced brought forth two original facets:

- Gaining first hand exposure to Erasmus+ programs. Engaging in this project signifies our initial experience and active participation within the Erasmus + programs. Throughout that experience, Ithaca was able to explore and witness diverse methodologies and techniques.
- Foremost, a cornerstone of Ithaca organization lies in the social and work reintegration which Ithaca provide it through work empowerment services and mainly through our job placement program which focuses on vulnerable groups. It is undeniable that, for a person's successful reintegration, education and vocational training serve as crucial supporters in the journey. Ithaca's goal is to elevate an individual's journey by empowering them with a special emphasis on education and digital literacy. Presented below are the project's pathways and the achieved outcomes.

From the point of view of "Food For Life"/ "Žēlsirdības Misija Dzīvības Ēdiens", this project was presenting two important aspects:

- Gaining direct exposure in Italy and Greece was a novel experience for our organization, as we had not previously collaborated with ISF on any projects. Unlike our country, which primarily hosts refugees from Ukraine, Italy and Greece see an influx of refugees from Africa and Asia. Despite these regional variations, refugees constitute a significant beneficiary group in all three countries and for all partnering organizations.
- Primarily, FFL organizes its activities with a focus on addressing immediate needs, collaborating with other organizations to assist beneficiaries. Typically, support such as shelter, clean clothing, and healthcare is offered by organizations like our project organization in Greece. In contrast, ISF engages with beneficiaries to bridge the digital divide, aiming to enhance employability or well-being through acquiring new skills. For instance, this involves teaching individuals how to use videoconferencing on smartphones or PCs to connect with distant family members. Observing the daily operations of organizations that address the fundamental needs of beneficiaries and impart new skills provides an interesting comparison to the current volunteer experience within FFL.

From the point of view of ISF, this project was presenting two novel aspects:

- Getting first-hand experience in one of the Baltic countries. Organizations from the three Baltic countries (Lithuania, Latvia, Estonia) have never collaborated with ISF in past projects; partners from Greece instead have joined ISF in other projects. Baltic countries mostly host refugees from Ukraine, while refugees in Italy and in Greece come from Africa and Asia. Refugees are indeed a significant group of beneficiaries in all three countries and for all three partners.
- Most important, ISF is mostly arranging its activities as second-level organization in favor of beneficiaries. Assistance at first level is usually provided by other organizations, who give to persons in need shelter, food, healthcare etc. ISF then meets such beneficiaries in order to help them in overcoming a digital divide situation, in such a way as to improve employability (if they can work) or just well-being with new skills (for example, learning to keep contact with distant members of the family by videoconferencing on a smartphone or PC). Experiencing daily activities of organizations who care for primary needs of beneficiaries makes then an interesting comparison to what is currently the volunteers' experience within ISF.

1. A local Issue and its Context

1.1 ΙΘΑΚΗ (M.K.O)

It is undeniable that Europe is in the midst of transformation, driven by a variety of changes in political, social, and economic dimensions. In this framework, another critical factor impacting global society is the technological advances and the ongoing digital transformation of current economies and societies.

Taking into account the prior facts, Ithaca conducted a search/review regarding the situation in Greece. According to the Digital Economy and Society Index (Digital Economy and Society Index (DESI) of the European Commission in 2019, Greece's standing is consistently weak, ranking 26th out of 28 countries.

Moreover, individuals experiencing homelessness encounter challenges in accessing the internet and technological devices. Homeless and vulnerable people, in the productive age of 18 - 55, often don't have the ability to own a smartphone, don't know how to create an email account, how to make their resume and a cover letter, as well as how to search and find specialized job platforms and how to apply for a job position. Consequently, the above-mentioned have limited access to the labor market.

1.1.1 Current practice and methodology

Up to now, Ithaca have provided support to over 200 beneficiaries through the job counseling service, that includes individual job counseling sessions and group Educational Seminars with experiential exercises and activities. Regarding the aging group, 39% belong to persons over 45+. Regarding the category of requests, 16% of them are associated with vocational training, workshops and education. In closing, through Ithaca services 50 beneficiaries have achieved to find a job and move on to a new journey.

1.1.2 Methodology

The specialized Job Counselor of Ithaca formulates an individualized work action-plan in partnership with each beneficiary. Each beneficiary can choose, according to their needs, in which topics they have expressed interest.

Main Session topics:

- Take work record
- Compose or redesign a resume in Greek or English
- Learn job-search techniques
- Internet basics (email, web browsing, LinkedIn, etc.)
- Interview preparation and self-presentation techniques
- Integration and Program Evaluation

Additional session topics:

- Create or redesign a cover letter
- Work Rights info
- Skill development through trainings
- Liaison with partner companies after evaluation (after evaluation, the resume will be sent to cooperating companies)
- Support in the recruitment process and follow-up

1.2 Zelsirdibas Misija Dzivibas Ediens (FFL)

In this pilot study, we explored the challenge of effectively incorporating a new volunteer into FFL activities, especially **when the volunteer is part of the beneficiary group**. While some volunteers join FFL due to awareness of specific activities and seamlessly become part of those endeavors, this is not consistently the situation. Often, individuals learn about FFL through various media channels, and they may not have any existing connections with the organization. Our aim was to enhance the accessibility of our organization for individuals interested in volunteering or supporting FFL in any capacity they deem suitable.

1.3 Informatici Senza Frontiere APS

The issue that we have considered in this pilot is: **how to include profitably a new volunteer within ISF activities, when such a volunteer comes from a group of beneficiaries?**

Many volunteers in fact contact ISF because of specific activities they knew about, and are immediately integrated within such activities. However this is not always the case, since people hear about ISF via various media, and sometimes they have no acquaintances already there. Over time, informal initiatives have been put into practice, that help in finding the “right activity” for each new volunteer. ISF has more than 300 active volunteers, spread all over the 20 Italian regions, and the background (and interests) of ISF members is quite diversified.

1.3.1 The current practice with new volunteers

New volunteers apply to ISF by filling a web form with their personal data, and paying the yearly fee (20,00 Euros). In the form, a free space is provided to explain how the volunteer plans to help. This form is received by the Secretary, and depending on the address specified by the volunteer, the Regional Coordinator is informed about the new application. If the volunteer specifies own experiences in one of the four main areas (IT reuse, training, helping persons with disabilities, helping developing countries) the coordinator of this area is also informed.

In this way the new volunteer gets in contact with other volunteers with the aim to help in current on-going initiatives. What happens next, is:

- the regional or the area coordinator (or both!) have an email exchange, with the new volunteer;
- they set an appointment for a video-call, and proceed to choose with the new volunteer some projects where the wishes and skills of the new volunteer may be used with satisfaction from everyone.
- Depending on such skills, the new volunteer may be paired with a current volunteer for a while (example: acting as “lab assistant” in a course to train elderly people on PC usage, in view of becoming “teacher” in a next course).
- The new volunteer is given increasing responsibilities, if agreed, in existing projects.

However sometimes things go differently.

- Some new volunteers have logistic difficulties to meet other volunteers and join existing activities (distance, reduced mobility, lack of specific skills and difficulties to acquire them).
- Others prefer to act in their immediate environment and develop an initiative of their own, using the expertise of more experienced volunteers but having them only as “consultants” (example: set a course for the elderly, to improve digital skills, in their own parish, and use advice and materials from other experienced volunteers who arranged similar labs in other parishes).
- Some people prefer to work online, and join virtual activities taking place on the Web (example: training to unemployed women-ITAC@ project).
- Some people prefer to work in the back office and do not meet beneficiaries (example: develop modules for Open Hospital, train the ML engine for ONS2¹,...).

¹ ONS2, Odiare Non è uno Sport 2, project against hate speech, see page 11.

- Some people are assisting the secretary and the administration in specific tasks (example: the person dispatching applications from new volunteers, as described above, is quite often a volunteer; otherwise the secretary does it).

1.3.2 When a beneficiary becomes a volunteer...

It does not happen every day that a former beneficiary gets so much involved as to become a volunteer. In part this is due to the technological skills that volunteers already have and use for volunteering; and beneficiaries, as a general rule, are lacking. The gap between skills needed to act in some volunteering activities, and skills possessed by a beneficiary, is usually too big to overcome after a short time, as the duration of a project.

One notable exception was the project “**Salva il mondo, salva la terra**” (literally, “Save the world, save the Earth”, actually it’s adapted from the refrain of a popular children’s song).

Beneficiaries of this project were 15 teen-agers with mild neurodiversity, selected by schools and included in a learning path to experience the importance of recycling electronic components from obsolete PCs. The learning path was agreed with the schools and was a compulsory practical training activity, part of the school curriculum for the teenagers; it was proposed to boys with neurodiversity since many studies suggest that a practical activity such as fixing PCs and avoiding electronic waste would be stimulating the sense of equity that neurodivergent people often have.

From the very beginning, the idea of helping to recycle electronics was proposed to the teenagers as something that can be continued afterwards, as volunteering activity, once the compulsory training part of the school curriculum was over. In practice, out of the 15 participants, just two of them decided to get involved afterwards as volunteers². Neurodivergent people have difficulties in adjusting to a new environment, and while the experience was not unpleasant for them, continuing it was not interesting for most teenagers.

The experience of (possibly) inserting a beneficiary as volunteer was planned from the very beginning of the above project, and we consider favorably the fact that two beneficiaries got involved as volunteers for a while, after project end. However, there has been so far no effort to systematically include as a new volunteer someone who initially belonged to one of the disadvantaged categories that traditionally represent our beneficiaries.

It has happened more frequently that a beneficiary from some courses on developing digital skills has become a volunteer, not within ISF, but in other organizations, typically the partner organizations with whom the course was arranged. The person clearly used the digital skills to complete own literacy, this way making good use of skills developed with the help of ISF volunteers. But, based on personal preference, the ex-beneficiary decided to become a volunteer within organizations that have more contacts with persons in need (ISF is mostly providing a second-level assistance, other NGOs take care of primary needs, and those beneficiaries who become volunteers would mostly like to act at the primary level of care).

2. Hints for improvement collected during a field visit

2.1 IOAKH (M.K.O)

During the field visits, Ithaca has the chance to meet other beneficiaries, to learn about their experience and to comprehend the varied welfare state systems implemented in other nations. It is worth mentioning that the majority of the social services in Latvia belong to the public system in contrast to Greece. Regarding the visit in Italy and specifically in Treviso, it appears that there existed a well-organized network of homeless shelters and services.

Another element which gave the Ithaca organization motivation regarding the pilot activity was the outcome that Ithaca heard from the beneficiaries that have participated in digital training by ISF partners. The empowerment in their digital skills gave them a real push to take the next step towards

² ISF does not accept minors as volunteers, with the exception of activities for which there is explicit consent by parents. The project was part of school activities; after that, parents signed for the boys to continue as volunteers.

their reintegration, to socialize, network, find work and participate equally in all sectors of society, thus drastically changing their lives for the better.

Last but not least, the participation of the Ithaca team to vocational training that was organized by the ISF partner gave the opportunity to the team step into the participant's needs and attentively address their needs.

Following the conclusion of all field visits and the experience and knowledge which gained, Ithaca organization decided to implement the following pilot activity. Impacted by ISF partner who are expertized to educate and provide digital training, Ithaca concluded to move in that direction. Moreover, contemplating the fact that digitalization is on the horizon more than ever, Ithaca's decision was easily made.

2.2 Zelsirdibas Misija Dzivibas Ediens (FFL)

During the field visits to ITHACA and ISF, FFL participants observed that beneficiaries can sometimes transition into volunteer roles. In our organization, individuals at risk of homelessness receive temporary housing assistance from local Social Services, contingent on them serving as volunteers for a specified number of hours per week. These individuals, colloquially referred to as "social workers," have their activities monitored by social services, and FFL reports any instances of non-compliance or lack of engagement. Notably, some women who initially served as "social workers" have evolved into dedicated volunteers, continuing their involvement with FFL activities even after their social service benefits conclude.

Crucially, ISF primarily organizes its activities as a second-level organization to benefit beneficiaries. ISF engages with beneficiaries to address the digital divide, aiming to enhance employability or overall well-being by imparting new skills, such as learning to connect with distant family members through videoconferencing on smartphones or PCs. Comparing the daily operations of organizations addressing primary needs of beneficiaries offers an insightful perspective on the volunteer experience within ISF.

At ITHACA, FFL project participants had the opportunity to interview and collaborate with two former beneficiaries who are now employed by the organization and receive salaries for their contributions to ITHACA activities. These individuals have successfully overcome poverty and unemployment, becoming self-sufficient. ITHACA's practice of hiring former beneficiaries aligns with its long-standing mission, as evidenced by the Work Reintegration Guidebook detailing the steps taken before and during the first year of employment to ensure the sustained improvement of the beneficiary's self-sufficiency.

Some aspects of this employment model appear applicable in Latvia, particularly in infrequent cases that may arise among FFL beneficiaries. Although Greece shares similarities with Italy in terms of structure, legislation, and society, differences emerge in the internal organization of project activities within the two NGOs. While most projects at ITHACA are carried out by salaried staff, ISF and FFL rely on a combination of unpaid volunteers and a mix of temporary paid staff for managing various activities, including actual projects.

2.3 Informatici Senza Frontiere APS

During both field visits, participants from ISF became aware that beneficiaries can sometimes become volunteers as well, both at ITHACA and at ZMDE.

In the latter organization, some people who are at risk of becoming homeless, get help in finding accommodation from local Social Services for some months; but in exchange, they must act as volunteers for a given number of hours per week (in local jargon, they are called "social workers", meaning that their work activities compensate a social benefit they get from social services). Checks are made by social services that these people do come and act as volunteers; at the same time, ZMDE eventually reports no-show and lack of activity from these "social workers". Over time, a few women who started as "social workers" have become true volunteers, that is, they continue to help in ZMDE activities even when their benefits and dues to social services are over.

At ITHACA, ISF participants had the opportunity to interview and collaborate with two former beneficiaries, who now are part of the organization and get salaries for their help in ITHACA activities. Both have overcome situations of poverty and lack of work, and are now self-supporting individuals, who earn a salary in exchange for their work. ITHACA staff explained that the possibility of hiring a former beneficiary is part of their mission since a long time; they even developed the Work Reintegration Guidebook, which describes what steps are taken before proposing to work to an ex-beneficiary, and what steps are taken during the first year of work, to ensure that the beneficiary's improvement in self-sustaining capacity is becoming permanent. This latter model seemed replicable in Italy, in some not so frequent cases, that may eventually happen also to ISF beneficiaries. The Latvian model of "social work" is too much different from current Italian legislation and practice to be replicated. Greek structure, legislation and society seems closer to the Italian one. The similarity however stops at the internal organization of project activities in the two NGOs. Most projects within ITHACA are carried on by staff, who receives a salary, while many activities at ISF, including true projects, are managed by unpaid volunteers, or by a mix of temporary paid staff, and unpaid volunteers.

2.3.1 A case study: ex-convicts as volunteers in the Italian legislation.

Prior to COVID pandemics, convicts and ex-convicts were beneficiaries of training activities where ISF was delivering courses to overcome digital divide and increase ex-convicts' employability. However these activities were completely stopped during the pandemics, by several regulations aimed at limiting contacts (and disease diffusion) between the inside and the outside of each prison; as of 2023, no such activity involving ISF has restarted so far.

In the Italian Constitution, all punishment must aim at the re-education of the convicted person. In other words, if the convicted person remains in prison until the last day of the sentence, there has been no re-education.

The Prison Law provides for alternative measures to imprisonment, that generally can be granted if the sentence (total or residual) is less than 4 years. They are granted only to finally convicted offenders and only after an assessment of the prisoner's personality, enabling his or her social reintegration (a very delicate judgment!). Those who grant them on a provisional basis is a supervisory magistrate, on a definitive basis a supervisory court after a hearing.

These alternative measures are:

- probation to community services,
- conditional release,
- home detention (particularly for severely ill persons, mothers, humanitarian reasons),
- day-only release.

Generally, it is the detainee who requests it, then the UEPE (Office of External Sentences Execution) intervenes, having at first an investigative planning role, while when the measure is granted, the same office has the role of support and control.

For those sentenced to a medium-long sentence, the steps are as follows:

- prison treatment program,
- work on the prison premises,
- premium permits,
- day-only release,
- probation to community service.

For those sentenced to short sentences, not particularly serious crimes, and still at large or under house arrest, there can be a 30-day suspension of the detention order and then

- the UEPE and the police gather information about the person,
- the supervisory court decides to grant probation (in this case the offender does not even enter prison).

There are particular crimes called hostile offenses for which obtaining probation is hindered. In other words:

- it takes longer to get it,

- it takes more than just good behavior in prison,
- it is not immediately applicable even for convictions under 4 years (the convict must enter prison anyway).

Hostile offenses are:

- organized crime (probation possible only for collaborators of justice),
- serious crimes (must have served half of the sentence and have no connections to organized crime),
- sexual offenses (must have passed a period of observation and followed specific programs).

In summary, a convict may ask the supervisory court for probation under UEPE responsibility; if granted, as part of the sentence, some activities in favor of society must be performed by the convict. Among these activities “in favor of society” there is volunteering within NGOs. Large volunteering organization, such as for example Caritas Italia, typically offer a volunteering path to convicts who are under probation, and employ such volunteers-in-probation within their activities for a given amount of time. UEPE is monitoring how these activities contribute to the reinsertion within society of the convict, at the end of the sentence.

3. A Solution for the Issue, as in the mini-pilot activity

3.1 IΘAKH (M.K.O)

The subject under scrutiny in this pilot activity is: **What measures can be taken to bolster individuals competences and hard skills, fostering a smoother journey towards reintegration**

3.1.1 Implementation of the pilot activity

Regarding the pilot activity, in order to construct and set up a workshop Ithaca had the support and the mentoring from the team belonging to ISF partner. Ithaca was used in organizing workshops for people that belong to vulnerable groups and most of the time they are experiencing homelessness, which focused on work empowerment by the Job Counselor of the team but Ithaca hasn't attempted, until now, to incorporate workshops that enhance the digital skills of its beneficiaries.

The methodology that Ithaca has followed was, at first, to analyze the data regarding the profile of the beneficiaries that Ithaca are serving. Secondly, Ithaca contacted them in order to do a needs assessment regarding their actual needs associated with digital skills and competences. Ithaca chose to focus on the beneficiaries that belong to the age group of 43 + (Gen X), because it is the group where the most significant shortfall was identified.

Afterwards, with the assistance of ISF, a learning material was created by Ithaca on how you can learn to use your smartphone effectively. The actual reason behind that was the fact that the majority of the beneficiaries that Ithaca serves do not have access to a device such as a laptop or a tablet, thus doesn't even know how to use it on a general basis for its daily communications and its work reintegration.

Few words about the topics and the activities of that workshop:

Taking into account the group of participants, Ithaca enhanced the workshop with plenty of interactive activities and games, in order to make the course more interactive, more fun, to help the participants to more easily learn the theory in practice and to get to know each other and socialize.

The presentation of each topic (see Annex 1) was conveyed in a clear and simple manner and contained an ample array of hands-on examples. Ithaca presented the backbone of the smartphone and how you can use your cellphone in different aspects in your life. Last but not least, Ithaca drafted a detailed lesson plan (see Annex 2), in order to be accurate about the aim, the essential material and the timeline of the workshop.

3.1.2 The outcomes of the pilot activity

The pilot activity occurred in the middle of November. During the first week of November Ithaca had a conclusive meeting with ISF, in order to be sure that everything is prepared and in place.

In the pilot activity 8 beneficiaries, 5 women and 3 men, participated and benefited from the tools and methodologies taught. The sample of participants belonged in the age group of Generation X and baby boomers generation. Each participant had a smartphone for a minimum of five years. Half of the participants were refugees, so it was necessary for Ithaca to include teaching methods embracing cultural diversity.

The duration of the workshop was approximately two hours, including a short break in between. Several questions were raised and the level of engagement and participation was vibrant and vivid.

In the last part of it the participants filled in a short assessment questionnaire in order to evaluate the results of each part of the workshop. It's noteworthy to mention that all participants expressed the need to participate, also, in a workshop focused on the use of smart applications, organized by Ithaca.

At the end of November Ithaca held a reflection meeting with ISF, in order to deliberate the results of the workshop and check what could be improved.

3.2 Zelsirdibas Misija Dzivibas Ediens (FFL)

The mini-pilot activity's specific context became apparent a few days after the visits concluded, towards the end of October 2023. Given the limited influx of new volunteers in our organization, and recognizing the need for additional assistance in our day-to-day operations and special events, we collaborated with ISF to devise a survey. This survey serves as a platform for individuals interested in volunteering or supporting FFL in any capacity to apply. It also provides valuable insights into FFL's work, and there is even an opportunity for applicants to explore remote work options if they align well with our organization and wish to contribute in that manner.

3.3 Informatici Senza Frontiere APS

The actual context for the mini-pilot activity emerged a few days after the conclusion of the visits, end of October 2023. A new volunteer, we shall call him E., applied as ISF member, and the procedure described at page 5 was activated. As per Steps 1 and 2, E. was interviewed by the Regional Coordinator, and he explained briefly his requirements in terms of probation. The Regional Coordinator then immediately involved the Board in order to establish a procedure to be applied for volunteers-in-probation. This was the first instance of ex-convicts, who invest time in volunteering activity as final part of their sentence, within ISF.

3.3.1 Procedure for volunteers-in-probation

When his request for probation was approved, E. decided to apply for volunteering within ISF. Since he had enrolled as student of BSc. in Computer Engineering, he believed he could apply his existing computer skills for the good of society, within ISF.

The following steps were undertaken:

1. the regional coordinator had an email exchange, with the new volunteer;
2. they set an appointment for a video-call, and E. explained briefly his requirements in terms of probation.
3. The Board of ISF was informed of the new situation and proposed a choice of activities where the volunteer-in-probation could be involved.
4. The president of ISF called the UEPE staff monitoring E's situation; this probation supervisor informed ISF that E. must volunteer for at least 4 hours per week, and that such volunteering time-sheets should be officially deposited.
5. Some activities were considered, where E's skills could be exploited:
 - back-office activities, within Open Hospital or ONS2;

- lab assistant, for some courses to be held in the area where E. lives (he cannot travel outside such area, unless a specific permission is given by the Judge, which takes some time)
- helping persons with disabilities, especially welcome by E.

With mutual agreement, E. was then assigned to perform a back-end task, within ONS2, that should start around mid-December. Before it started, E. was available to perform some tutoring activities for another volunteer of ISF, who suffers from disabilities. This other volunteer shall be called R.

3.3.2 Probation activity: the mini-pilot involving E. and R.

R., a volunteer of ISF, had sent a request for tutoring, since for his job, he needed to improve his skills in the language Python, with specific reference to Machine Learning applications. R. is a person with disability, who works in the IT field, and has needed in the past other tutors, generally for short periods (1-2 months) in order to grasp some new application areas. Tutors generally meet R. in video-call, without meeting physically, and share notes, homework, portions of code via email between video-calls. Typically, R. needs one 2-hour session per week, outside of working hours, where some material is covered together with the tutor. Then the tutor leaves R. with some exercise to be completed until the next video-call.

Requests for tutoring are sent to the responsible person for the Disability area, and the ISF mailing list, containing all members, is used to forward such requests. Two volunteers with experience in Python applications to ML gave their availability, one of them being E. R. then selected E. as tutor because of matching schedules and availability for tutoring hours.

R's tutoring by E. started on Nov. 20 and has continued until Dec. 10 (three weeks, overall 6 hours of tutoring). The mini-pilot was then completed with mutual satisfaction from both R. and E. as resulted from emails exchanged with the responsible person for the Disability area within ISF.

3.3.3 Probation activity: what comes next, the ONS2 project.

In the meantime, training of volunteers to be working within ONS2 has started and E. has attended the first training day. After Dec 15, he shall proceed within ONS2 as volunteer working in back end activities. Such activities, and the way they contribute to project goals, are explained in the following.

ONS2 is the acronym for “**Odiare Non è uno Sport** (Hate is not a Sport), 2nd edition”. This is a large, multi-annual project involving two universities, ISF, and several schools and sport clubs where young people are practicing sport.

Past activities within ONS2 were: (a) Analysis of hate speech in social media related to sport news (Facebook, TikTok, Youtube, Twitch). (b) Categorization of hate speech by researchers, and (c) Proposal of comments that would help in mitigating hate speech.

Presently, there is a large dataset that contains comments, potentially containing hate speech, selected based on “dictionaries” of hate terminology. Such comments need to be classified (by humans) into the possible hate speech categories, highlighting targets (ex. supporters of teams, players, referees,...), severity (insults, menaces, death menaces,...), type (racial, gender, ableism...) etc. so that the corresponding “de-escalating comment” can be chosen by a bot, that is trained with the classified dataset to insert helpful comments among such hate speech.

E. is one in a group of 15 ISF volunteers who agreed to be “trainers” of the bot, according with the specified classification of hate speech comments. Each volunteer shall invest as much time as s/he wishes, classifying as many comments as possible, in own available time.

4. Conclusions

Beneficiaries usually ask for ISF help because they lack digital skills, and volunteers of ISF usually come from a professional background in IT or at least, with large personal experience in IT use. It seems then impossible that a beneficiary can become a volunteer, yet in a few cases this is what we were able to observe, and to report in our mini-pilot.

Both visits to partners encouraged ISF to look for ways to better include beneficiaries as volunteers. Mostly, the visits showed that inclusion of beneficiaries within the organization (as paid staff, as in Greece, or as volunteers, as in Latvia) is not that frequent, but under some conditions it may happen. This has to be carefully planned, and monitored, so that benefits can be achieved by all involved people and by the organization itself:

- the beneficiary gets a personal motivational boost, by becoming able to help those beneficiaries, among whom s/he was until some time ago;
- the staff and volunteers are proud of the work of the “old” beneficiary, the best witness of how helpful their activities were, and how much beneficiaries’ life can be improved;
- the organization can count on people to pursue own goals, who are more motivated than before.

A more complete analysis on the reasons for including beneficiaries as volunteers has been performed by the Latvian partners.

Beneficiaries typically reach out to FFL for assistance due to food needs or as a requirement from the Latvian government to fulfill a certain number of working hours. FFL volunteers often come from a religious background or learn about our organization through Social Work Services. While it's feasible for a beneficiary to transition into a volunteer role, we encountered a challenge in having limited external information for individuals interested in becoming volunteers to support our organization. Our mini-pilot highlighted this issue in a few instances.

The visits to our partners prompted FFL to explore ways to enhance the involvement of beneficiaries as volunteers. The visits revealed that the incorporation of beneficiaries into the organization, whether as paid staff, as observed in Greece, or as volunteers, as seen in Italy, is not very common. However, it can occur under specific conditions. Such transitions need careful planning and monitoring to ensure mutual benefits for all individuals involved and for the organization itself.

In a nonprofit organization, involving beneficiaries as volunteers can offer several benefits:

1. Firsthand Understanding:

Insight into Needs: Beneficiaries have firsthand knowledge of the challenges and needs the organization aims to address. Their involvement can provide valuable insights for program development and improvement.

2. Empowerment and Dignity:

Empowerment: Involving beneficiaries as volunteers empowers them by giving them a sense of purpose and responsibility, fostering self-esteem and dignity.

3. Enhanced Services:

Tailored Support: Beneficiaries-turned-volunteers can contribute to the design and delivery of services, ensuring that programs are better tailored to meet the actual needs of the community.

4. Community Engagement:

Building Trust: The participation of beneficiaries builds trust within the community. It demonstrates that the organization values the input and involvement of those it seeks to help.

5. Role Models and Peer Support:

Inspiration: Beneficiary volunteers can serve as role models, inspiring others in similar situations by demonstrating positive change and progress.

Peer Support: They can provide unique peer support, understanding the challenges and offering empathy that may be difficult for outsiders to replicate.

6. Cost-Effective Solutions:

Resource Efficiency: Beneficiaries often have a vested interest in the success of the organization. Involving them as volunteers can be a cost-effective way to utilize local resources and talents.

7. Increased Program Impact:

Community Connection: Beneficiary volunteers can enhance the organization's reach within the community, ensuring that services are more widely accepted and utilized.

8. Diversity of Perspectives:

Diverse Insights: Volunteers from the beneficiary group bring diverse perspectives, ensuring a more comprehensive understanding of community needs and concerns.

9. Advocacy and Awareness:

Community Advocacy: Beneficiary volunteers can become effective advocates for the organization, helping to raise awareness and garner support from within the community.

10. Long-Term Sustainability:

Capacity Building: Involving beneficiaries as volunteers can contribute to the long-term sustainability of programs by building local capacity and leadership within the community.

11. Feedback Mechanism:

Real-Time Feedback: Beneficiary volunteers can provide real-time feedback on the effectiveness of programs, allowing for quicker adjustments and improvements.

While there are clear advantages, it's essential to approach the involvement of beneficiaries as volunteers with sensitivity, ensuring that it is done in a way that respects their dignity, autonomy, and preferences. Careful planning, support, and monitoring are crucial to maximize the positive impact of their involvement.

The point of view of Ithaca is focussed on improving chances for employment of beneficiaries by including training on digital skills. Traditionally, since its establishment, Ithaca is guided by the need that finds, through thorough research, in the homeless and vulnerable population, in order to formulate its strategy and organize activities that will be really useful in the effort of its beneficiaries for work and social reintegration.

Given this, the need that has been identified for training of vulnerable people in digital skills and the success Ithaca saw in the pilot activity, Ithaca Team considers it absolutely necessary to continue this pilot activity, with the aim of empowering even more beneficiaries, in more digital topics, and to help them take the next step towards their final integration.

Disclaimer

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Job Skill Recipes
Different approaches to developing skills
to access the labor market

SMARTPHONES & HOW TO USE THEM

Pilot Activity

Funded by
the European Union



WHAT IS A SMARTPHONE?

- It is a small but very powerful computer with many devices, features, computing and processing capabilities.
- It has different types of memory
- Voice & Data Connection
- Can run different programs or apps
- It contains several devices that can play music, take photos, and shoot videos



WHEN THE FIRST SMARTPHONE WAS CREA

The first smartphone ever made was released in 1996

The company IBM was the creator of the first smartphone called Simon Personal Communicator, which was priced at 815 euros!



THE SCREEN

A screen is used to see images, but the "touch" screen is also used to "tell" the Smartphone what we want to do. You tap the screen to select a service/application.

There are various touch modes:
"Mild and fast" pressure → RUN
«Long press" → WHAT CAN I DO FOR YOU?

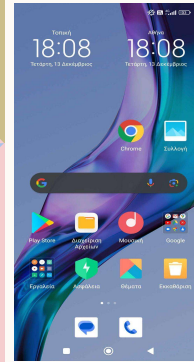
SCREEN AND KEYBOARD

When you need to write "words", the applications (Apps) show the keyboard on the screen.
The keyboard is also an application, which you can change depending on the language via the Settings

The most popular screen sizes range from 5 to 6.4 inches.

The quality of the images depends on the resolution of the display: the most popular are: HD (1280×720), QHD (2560×1440)

HOME SCREEN



← Notification bar

↑↑ WiFi connexion

↑↑ Cellular Network Connection


Battery level

OPERATING SYSTEM (OS)

• The main program (the engine of everything we're talking about) of a Smartphone is called Operating System.

• Not to be confused with the make or model of the phone (Samsung, Huawei, iPhone, Xiaomi)

• The 3 main operating systems are:

- Android 
- iOS
- Windows mobile

MEMORY & SMARTPHONE

RAM is the space used by the Smartphone to run other components of the Smartphone (memory): the larger the RAM, the more applications can be opened in parallel (usually: 2 or 4 GB).

The internal memory, on the other hand, is the "storage" available to the Smartphone for installing applications, downloading photos, music and files (usually 16, 32 or 64 GB).

HOW TO FIND INFORMATION ABOUT THE ANDROID SMARTPHONE

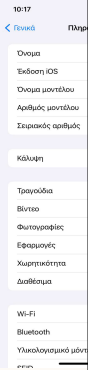
Πατήστε την επιλογή

1. Settings
2. About the phone
3. All features

It is useful to know the grade level of the operating system because many applications only work at a certain grade level.



HOW TO FIND INFORMATION ABOUT THE SMARTPHONE (IOS)



Tap the option:

1. Settings
2. General
3. Information

It is useful to know the version of the operating system, because many applications only work on a specific version.

WHAT YOU NEED TO KNOW BEFORE BUYING A SMARTPHONE

The price of a Smartphone depends on the power (measured in Ghz and number of cores), RAM, memory, and installed devices.

When you subscribe to a phone provider (Vodafone, cosmote, Nova), you need to decide on the type of usage based on the usage you intend to make:

- Prepaid
- Prepaid contract

SMARTPHONE AND SIM CARD

PIN

It is used to activate the SIM - 4 digits - after 3 errors the PUK code is needed

PUK

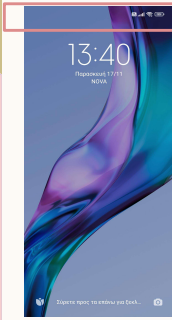
Security code - 8 digits - after 10 errors the SIM must be replaced

Unlock Code

It is used to protect your phone from unauthorized access

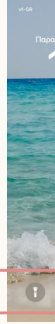
It is a numeric code, or biometric data (fingerprint/facial image)

ACTIONS WITHOUT UNLOCKING



Android
drag from
top to
bottom

IOS
press the
bottom
option



BREAK

WEB BROWSER

- It is the App to access information on the Internet.
- Allows you to view data such as images, texts, audio, and video.
- The most common browser are
 - Chrome on Android
 - Safari on iOS

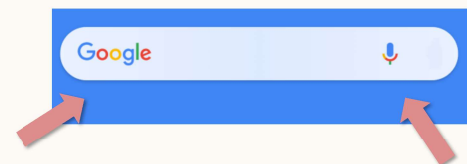


Tapping on the symbol launches the browser



SEARCH ENGINE

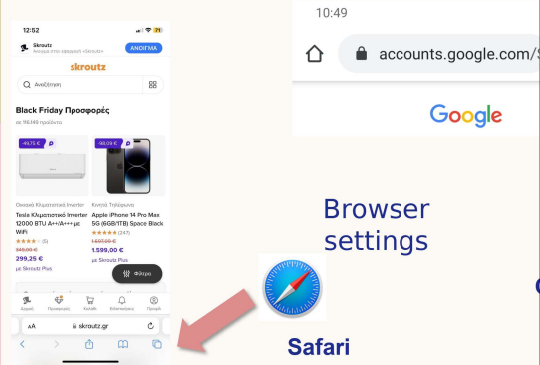
It is the application that "searches" for information on the Internet.



Write what
you want to
search for

Tap t

BROWSER SETTINGS

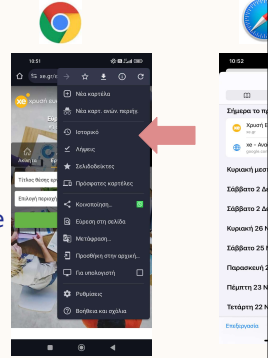


Browser settings

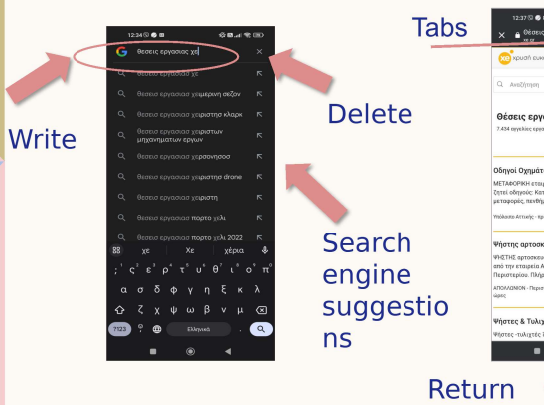
Safari

HISTORY - CLEAR BROWSING DATA

When we browse the device, a lot of data arrives
The browser keeps track of all the data we search for
This data can be deleted
CLEAR BROWSING DATA



GO TO A WEBSITE



Write

Delete

Search engine suggestions

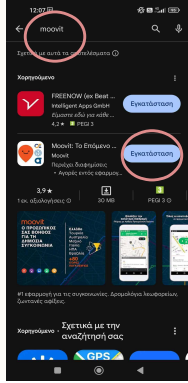
Return

HOW TO DOWNLOAD AN APPLICATION



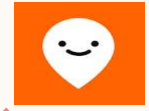
MENU GOOGLE PLAY (ANDROID)- SEARCH

Type the name of the application

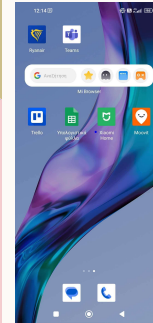


Type in

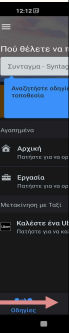
MOOVIT APPLICATION



Type the location you want



Here you can find all the stations



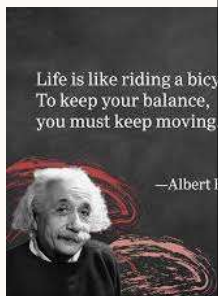
Here you can find all the lines
M1, T1, Π1

LET'S PLAY

Through google play or the apple store you need to download the moovit app on your phone. Then some routes will be randomly distributed where everyone will have to search it through the app and find the easiest way to their destination.



Thank you!



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Pilot Activity

SMARTPHONES & HOW TO USE THEM

Workshop: Smartphones and how to use them

Lesson Plan



OBJECTIVES

1. Getting the hang of Smartphone functionality
2. Becoming familiar with internet navigation
3. Becoming familiar with the use of apps



MATERIAL

1. Laptop & Projector
2. Materials Paper, markers
3. Camera & mobile phones
4. Coffee and snacks



DURATION 90''



SKILLS

1. Digital skills
2. Orientation skills

Modules - Syllabus

Ice Breaking activity

🕒 10'

Activity 1



Getting to know each other through a game : Participants are asked to indicate how long they have been using a smartphone and what they find most difficult to use.

Before the beginning of the workshop the facilitator will provide Information about the office wifi and support to get all participants connected from their mobile phones.



30 ‘

Part - one

1. Definition
2. Historical background
3. Screen
4. Keyboard
5. Operating system
6. Memory
7. Phone features
8. Purchase -tips
9. Codes and sim
10. Mobile unlocking



10’

Break



30’

Part- two

1. Web browser
2. Search engine
3. History - clear browsing data
4. Navigate to a website
5. Download an application
6. Search apps
7. Moovit app
8. Activity

Activity: Participants will need to browse the google play app to search and download the moovit app. Then there will be some routes where each participant will choose some randomly and they will need to find the shortest route through the app.



10’

Closing of the workshop and evaluation questionnaire filled by participants



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