# STORYLIGHT

Report title:

WP2.3 Guide for inclusive digital storytelling in adult education provision: cross-country comprehensive report with Comparative Analysis of Migration and Integration: Austria, Belgium, Cyprus, Denmark and Germany.

Prepared by:

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# Contents

# A)    Introduction

Migration has profoundly shaped the demographic and social landscapes of many European countries in recent decades. This report provides a comparative overview, synthesizing current research findings from Austria, Belgium, Cyprus, Denmark, and Germany, with particular attention to the experiences of women with migration backgrounds. It highlights key aspects such as the profiles of migrant populations, as well as the specific challenges related to integration, education, employment, and policy.

In accordance with the research framework, this study is structured in three main parts: a desktop analysis, qualitative focus group interviews with adult educators and migrant women, and individual interviews with two migrant women and two adult educators. These approaches collectively offer a nuanced understanding of the complex realities faced by migrants across different contexts.

# B)    Desktop research

## Introduction

This report draws on comprehensive desktop research to analyze the situation of migrant women, with a particular focus on demographic trends and the broader migration landscape across selected European countries. Special attention is given to key areas such as employment, digital education, the legal framework, and inclusion. By highlighting these crucial fields, the report aims to provide a nuanced understanding of the multifaceted realities and challenges that migrant women face today.

**Migrant Background or Foreign Origin in Partner Countries**
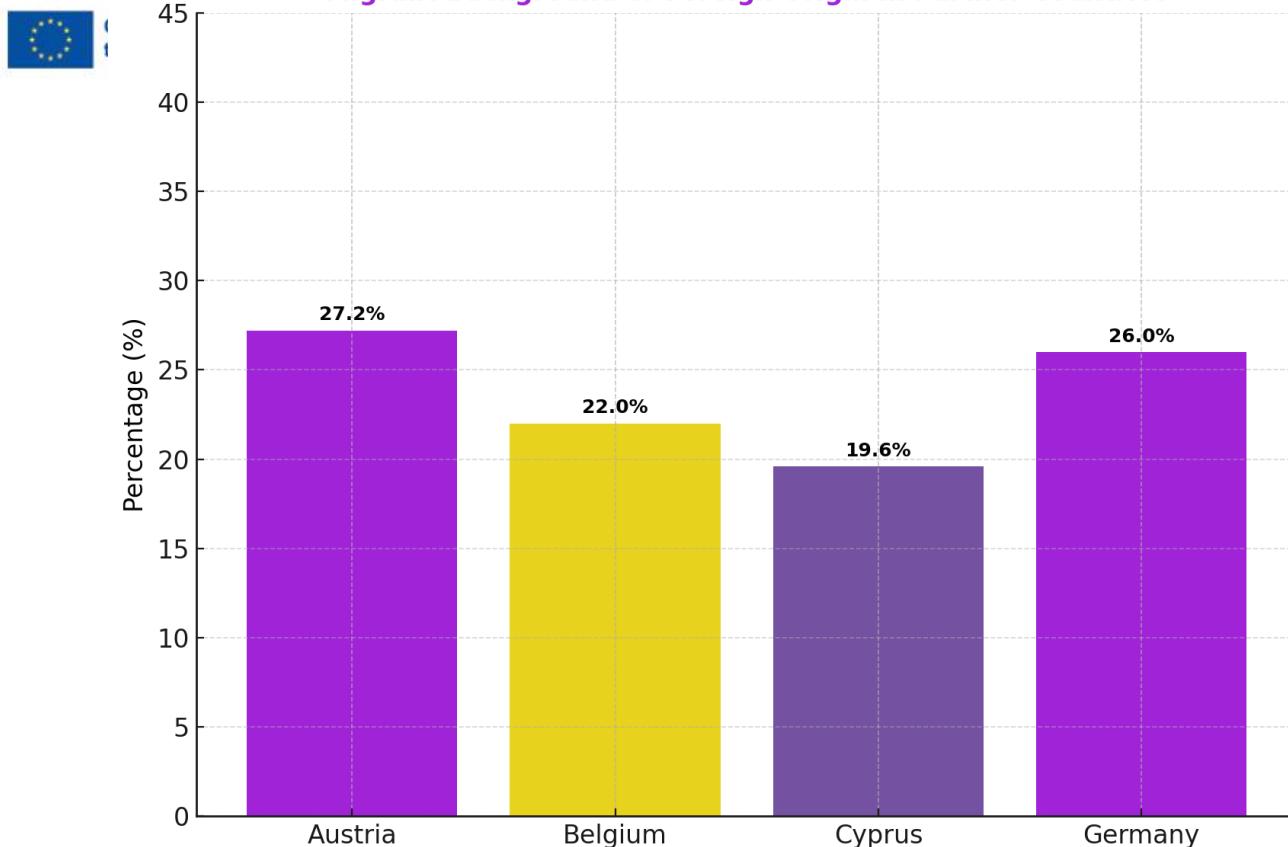
**Figure 1.** Migrant background or foreign origin in STORYLIGHT partner countries (Austria, Belgium, Cyprus, Germany). Percentages reflect the share of women or population with a migration background between 2021–2024.

## 1. Demographics – overall situation

### Austria

Austria reports that 2024 about 27.2% of its population had a migration background. Women with migration biographies make up around 21.8% of the total female population.

In Styria and Graz, these proportions are slightly lower but still significant. The report underscores the critical role of migrants in addressing demographic and labor market needs, while acknowledging that public debates are disproportionately centered on refugee migration, which constitutes only a small portion of overall migration.

Spatial segregation is pronounced in Austrian cities, with newcomers often concentrated in less advantaged districts that offer fewer resources and public services. This uneven distribution of

opportunity can reinforce social and economic inequalities, particularly for women and families with migration backgrounds.

# Austria: Women with Migration Background
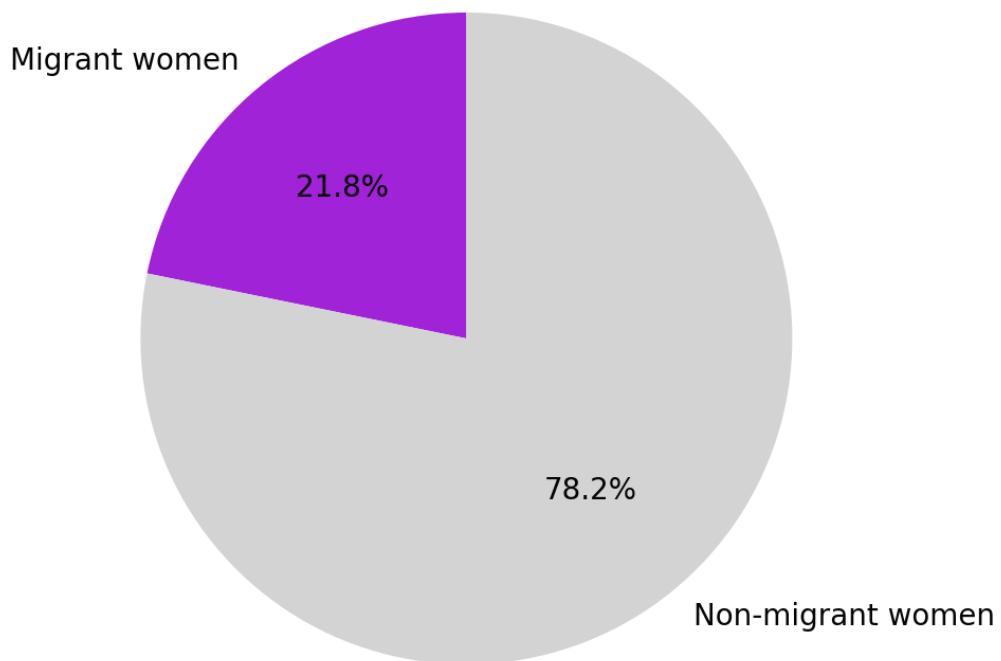


**Figure 2.** Austria: Women with a migration background. Over one fifth (21.8%) of all women in Austria are of migrant origin.

## Belgium

Belgium, and especially Brussels, is characterized by a highly international population. In 2023, 37.2% of Brussels' residents were non-Belgian. Nationally, about 22% of the population has non-EU or foreign origins. Migration to Belgium is driven by a combination of family reunification (especially among women), educational pursuits, and professional opportunities. Women are central to these flows, with 72% joining family, 50% arriving for study, and 34% for work.

Migration patterns are notably diverse, and Belgium's cosmopolitan character is both a strength and a challenge regarding social cohesion and equitable opportunity.

# Belgium: Women with Migration Background
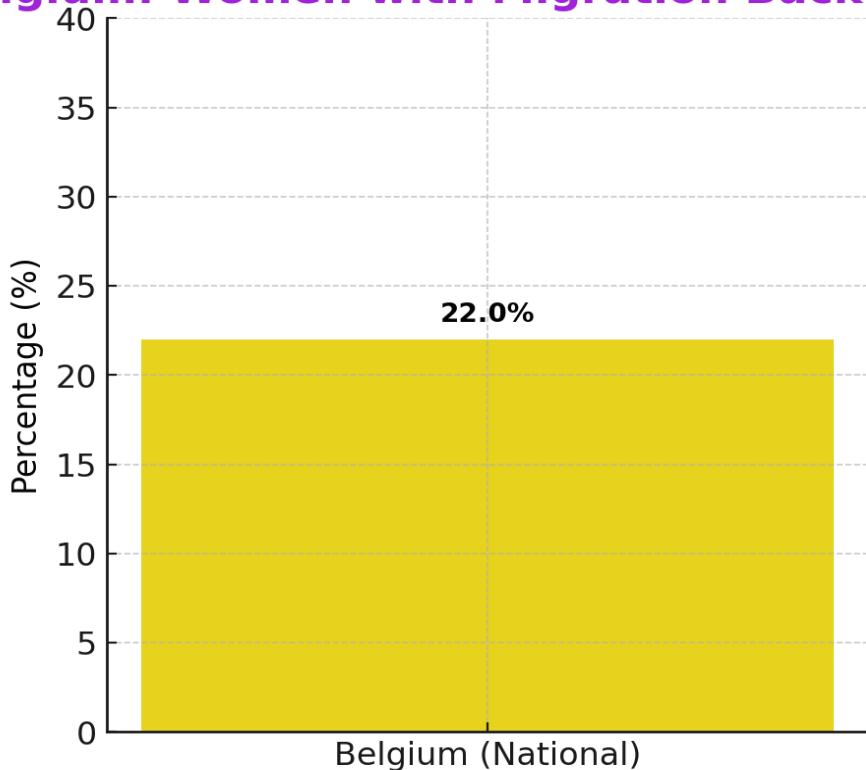


**Figure 3.** Belgium: Women with a migration background. At the national level, 22% of women are of migrant origin, with higher concentrations in urban areas such as Brussels.

## Cyprus

Cyprus has transitioned from a country of emigration to one that now receives migrants. As of 2023, roughly 9.8% of the population are third-country nationals (TCNs), with a similar share being EU citizens through intra-EU mobility. Migration to Cyprus includes both low-skilled labor migration (domestic work, care, agriculture) and increasing flows of asylum seekers and skilled professionals. The second-generation migrant population is still small but growing, especially in schools.

# Cyprus: Population Composition by Migration Status
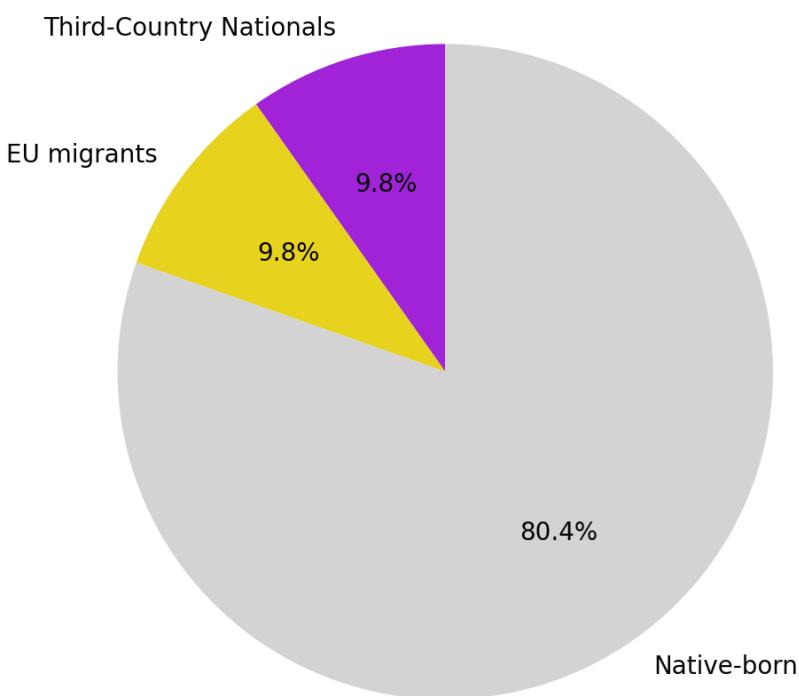


**Figure 4.** Cyprus: Population composition by migration status. Third-country nationals (9.8%) and EU migrants (9.8%) together represent nearly one fifth of the total population.

## Denmark

Denmark and the Nordic countries are well-known for promoting gender equality and encouraging women's economic independence. Immigration has diversified Danish society, but significant disparities persist. Immigrant workers, especially those with limited education or skills, face lower employment rates, reduced earnings, and higher welfare dependency—the gaps are among the widest in developed countries.

Adult education in Denmark navigates complex pressures from policy, market demands, and the varying needs of students. Female immigrant entrepreneurs often face "double discrimination" due to gender, cultural, ethnic, or religious backgrounds. Ensuring equitable access to education and employment for these groups remains a pressing policy and social challenge.

## Germany

In Germany, as of 2021, nearly 11 million women had a migration background, with 3.2 million holding third-country nationality. As a federal republic, Germany's political landscape is marked by

frequent regional elections and shifting attitudes toward migration, with rising support for populist parties influencing public debates and policy positions.

Migrant women are subject to intersectional discrimination, facing challenges based on gender, origin, and motherhood. German organizations are increasingly investing in diversity and intersectionality training to build resilience among migrant women and support their full participation in society.

## Germany: Women with Migration Background
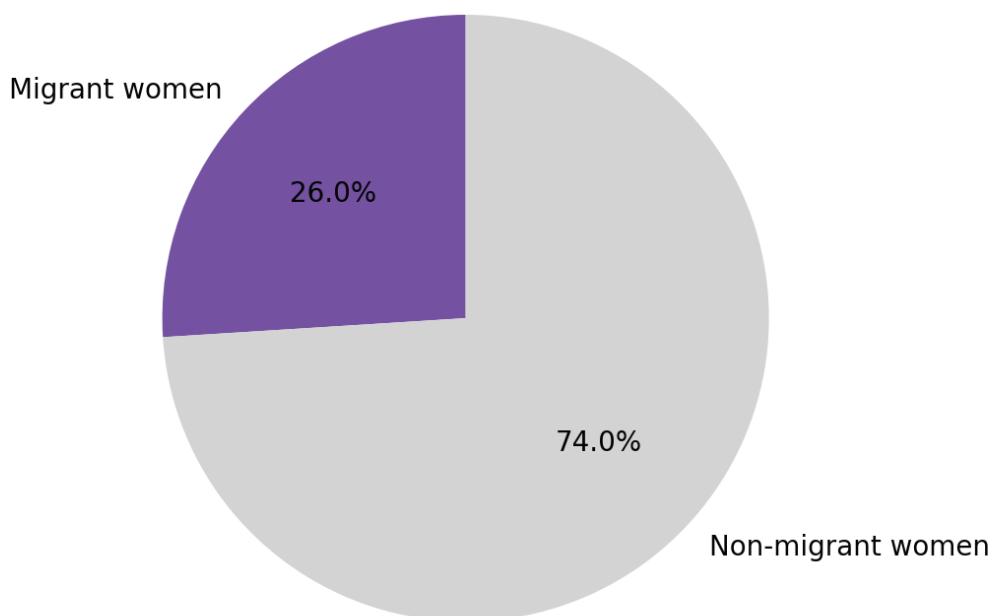


**Figure 5.** Germany: Women with a migration background. About one in four women (26%) in Germany has a migrant origin.

Across these countries, common themes emerge: migration is multifaceted, with women playing pivotal roles in family, education, and labor mobility. While each nation's context is unique—shaped by history, policy, and demographics—all face challenges regarding the integration of migrants, especially women. Factors such as spatial segregation, labor market barriers, education, and intersectional discrimination are central to ongoing debates and reforms. Effective policies, social inclusion, and targeted support remain vital for harnessing the potential of diverse societies across Europe.



**STORYLIGHT Partner Countries – Demographic Overview of Migration (2021–2024)**
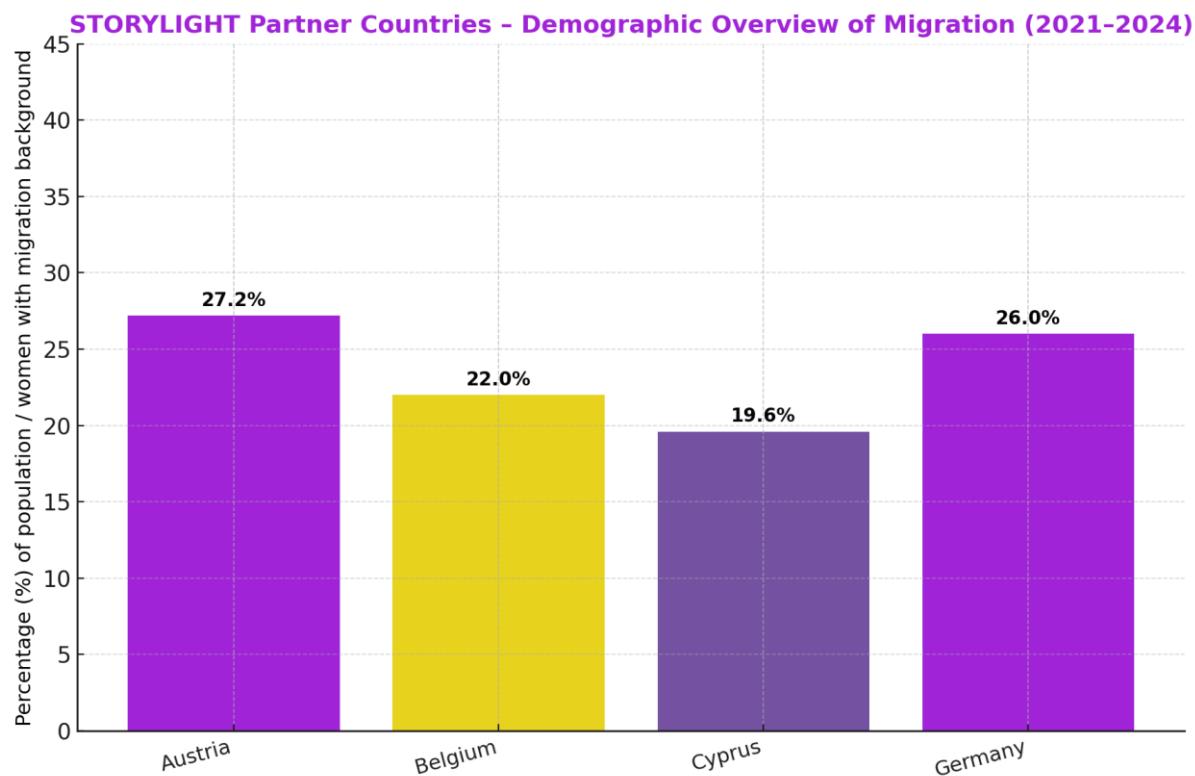
**Figure 6.** STORYLIGHT partner countries – summary infographic. Comparative overview of migrant women and population with migration background across Austria, Belgium, Cyprus, and Germany (Denmark is not included as there were no statistics provided by the Relevant partner).

## 2. Migrant Women in the Labour Market

- **Austria**: Migrant women face significant disadvantages in employment, especially those with lower skills and weak language abilities. They are highly represented in low-wage sectors like hospitality and cleaning, with many working poor despite employment. Access to suitable jobs is limited by language barriers, lack of networks, and inadequate support with childcare or training.

- **Belgium**: Migrant women have lower employment rates compared to native-born women, mainly due to language barriers and non-recognition of foreign qualifications. Overqualification is common, and the migrant pay gap has widened (13% less income compared to natives). Affordable childcare and targeted support are needed for better integration.

- **Cyprus**: Non-EU migrant women are often employed in domestic and care work, regardless of their qualifications. Overqualification and informal, low-wage employment are widespread. While some migrants are employed due to work permit requirements, obstacles include language, lack of qualification recognition, and childcare access. New policies and training initiatives aim to improve employability and integration.

- **Denmark:** Migrant women are underrepresented in paid work, facing challenges such as institutional racism, language barriers, and undervalued work experience. Support programs exist, but integration remains difficult, with many stuck in unstable, low-wage jobs. Economic integration is prioritized, often at the expense of broader social inclusion.

- **Germany**: Despite policies pushing for greater labor market access for migrants, significant discrimination persists, especially for women with visible religious or ethnic markers (e.g., headscarves, non-German names). Highly qualified migrant women must apply far more often than native women to get interviews, with discrimination prevalent in hiring for higher-skilled positions.

## Common key findings

In summary, migrant women across Europe face persistent barriers in the labor market, including language difficulties, lack of recognition for foreign qualifications, discrimination, and limited access to support networks. While some policy efforts and initiatives offer promise, true
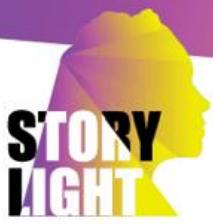
progress will require ongoing, focused action to ensure equitable opportunities and meaningful social inclusion for migrant women in every country.

### 3. Education encompasses Digital Education

### Austria

Migrant women in Austria display a wide variety of educational backgrounds. While educational attainment is steadily improving across generations, significant barriers remain, especially regarding the recognition of foreign qualifications and access to the labor market. Language proficiency is critical for integration, with many children requiring additional support in German to succeed in school. Digital education is mainly focused on employability Structural challenges, such as limited resources and institutional hurdles, contribute to lower educational outcomes for migrant women and their children.

### Belgium

Migrant women in Belgium face persistent educational challenges, notably language barriers and restricted access to resources. Early school leaving is prevalent, and digital literacy is increasingly seen as essential for social and economic integration. Organisations actively support the development of digital skills among migrant women, yet a substantial digital divide persists. Tailored solutions, such as free childcare and mentoring, have proven effective but require broader implementation.

### Cyprus

Cyprus guarantees free public education to all children, regardless of origin, and prioritizes Greek language acquisition for newcomers. Migrant women are well represented in tertiary education but less so in vocational training. Adult education focuses mainly on language and basic skills, with digital literacy initiatives growing in importance. However, work and family obligations, alongside lack of information, often hinder participation in educational programs.
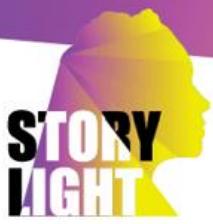
## Denmark

In Denmark, access to both general and digital education is vital for migrant women's societal inclusion. Despite Denmark's high connectivity, digital inequalities persist, especially among refugees and marginalized groups. Integration is closely linked to language skills, but not all educational opportunities are perceived positively by migrant women, particularly older individuals who may face challenges with mandatory language courses.

## Germany

Migrant women in Germany also experience a broad range of educational backgrounds and face substantial obstacles in having their qualifications recognized. These challenges lead to lower employment rates and limited access to qualified jobs. Digital education is mainly focused on employability, such as job applications, but critical digital skills (like media literacy) are only recently addressed, and migrant women are not always recognized as a specific target group.

## Common key findings

Across all five countries, migrant women encounter common challenges in accessing education and digital literacy, including language barriers, recognition of qualifications, and balancing work and family duties. While national policies and initiatives vary, there is a growing emphasis on language acquisition, tailored support, and digital competency as essential tools for integration and empowerment. Systematic efforts to address these issues are crucial for improving the educational and social outcomes of migrant women throughout Europe.

## 4. Legal Framework

### Austria

Austria's migration system differentiates sharply between EU/EEA/Swiss citizens and third-country nationals. While EU citizens enjoy relatively uncomplicated access to residence and employment, third-country nationals must navigate complex permit regulations tied to specific employers or purposes, such as work, study, or family reasons. Citizenship is difficult to obtain, requiring at least ten years of legal residence, proficiency in German, and renunciation of previous citizenship. Both naturalization and the extension of permits are criticized for being socially selective and expensive. Asylum procedures are slow, often leaving applicants in stressful, inactive states, while recognized refugees gain full labor market access for a limited period.

### Belgium

Belgium's migration framework provides five main legal entry channels: EU free movement, family reunification, student visas, foreign worker permits, and asylum. The post-war era saw flexible labor migration, later restricted due to economic hardship. Today, family reunification is the most common route, but administrative delays and high-income requirements can hinder the process. Asylum seekers gain basic assistance immediately and work rights after four months. Belgian nationality is attainable after five years of residence and proof of language and social integration, reflecting a relatively accessible pathway compared to Austria and Cyprus.

### Cyprus

Cyprus's migration system focuses on temporary labor migration, family reunification, student visas, and international protection (asylum). Work permits are sector-specific and often short-term, limiting long-term integration prospects. Family reunification for beneficiaries of international protection is especially difficult, impacting many migrant women. Asylum seekers face extended waiting periods and restricted employment opportunities. Long-term residence is available after five
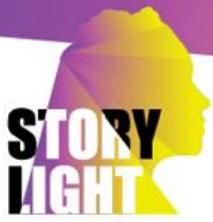
years, but naturalization demands seven years of residence and knowledge of Greek language and Cypriot history. Birthright citizenship is not granted, complicating matters for second-generation migrants.

## Denmark

Denmark adopts a dual approach to migrant integration: "empowerment from above" through government-led programs (often focused on economic productivity and entrepreneurship), and "empowerment from below" via grassroots initiatives targeting social and political inclusion. Migrant women face barriers to political empowerment and education, with integration policies often prioritizing rapid employment over holistic inclusion. Digital education and language proficiency are vital for successful integration, but older women and those with less formal education may perceive language courses as burdensome.

## Germany

Germany's migration and integration system is characterized by diverse residence titles, often based on family reasons or humanitarian grounds. Family reunification is strictly regulated, with limits and delays affecting separated families. The "right of opportunity residence" allows long-term tolerated migrants to secure legal status and access the labor market, which is beneficial for both society and migrants given labor shortages. Naturalization processes require several years of residence and integration, and recent legislative updates aim to improve access to residence and employment for migrants with uncertain status.

## Key Similarities and Differences

- **Residence & Work**: All countries differentiate between migrants based on origin (EU vs. non-EU), with third-country nationals facing stricter conditions. Labor market access is often tied to specific permits and employer declarations, except for recognized refugees who generally gain broad access after approval.
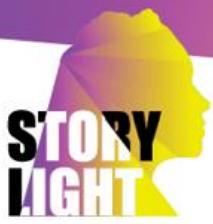
- **Family Reunification**: While policies allow family reunification, high thresholds and long administrative procedures frequently impede timely reunification, especially for refugees and low-income migrants.

- **Education & Integration**: Language proficiency and digital skills are universally critical for successful integration, but educational opportunities and requirements vary, sometimes posing additional barriers to participation, especially for older or less educated women.

- **Citizenship**: Obtaining citizenship is a lengthy and complex process in all countries, with Austria and Cyprus imposing stricter requirements and Belgium offering a relatively more attainable path after five years.

- **Asylum & Protection**: Procedures for asylum and international protection are often slow and restrictive, leaving migrants in states of uncertainty and limited access to employment or social care.

## 5. Social Inclusion

### Austria

Austria's integration landscape is characterized by both opportunities and significant obstacles. While many migrants gradually develop a sense of belonging, long-term residents often report negative integration experiences and discrimination, particularly in the workplace, education, and interactions with authorities. Political participation for third-country nationals remains limited due to restrictive naturalization and voting rights. Despite this, local associations and community groups play a vital role in fostering inclusion and supporting cultural exchange. Language acquisition is central, but opportunities to practice German depend heavily on employment and social contacts. Media usage patterns further reinforce linguistic divides, with social media and native-language TV channels prevalent among migrants.
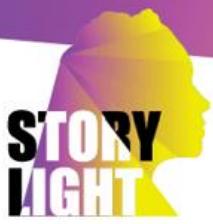
## Belgium

Belgium's federal structure results in regionally distinct integration policies. Flanders adopts a multicultural and mandatory approach, emphasizing language and civic education, while Wallonia focuses on social cohesion and anti-exclusion inspired by the French model. The gender gap in employment among migrants, particularly women, is pronounced, with childcare responsibilities and structural barriers limiting labor market participation. Policy amendments seek to address these challenges, but results remain uneven, influenced by intersecting factors like origin, family situation, and residence status.

## Cyprus

Historically, Cyprus lacked a formal integration policy, focusing more on managing migration flows than on promoting social inclusion. Language and cultural barriers persist, often isolating migrants from public services and local society. Recent years, however, have witnessed the introduction of comprehensive national and regional action plans, emphasizing employment, education, health, housing, and civic participation. Despite these steps forward, implementation gaps and public ambivalence remain, with integration often hindered by legal constraints, discrimination, and a lack of awareness about rights and available support.

## Denmark

Denmark's integration policies combine formal frameworks with a strong emphasis on education and labor market participation. Nevertheless, systemic racism and social exclusion, especially for migrants from the Middle East and North Africa, pose ongoing challenges. Inclusion is understood as a multidimensional process, extending beyond work and language to encompass social and emotional bonds. Migrant women face both institutional and societal hurdles, with empowerment efforts often overshadowed by economic priorities. Successful integration thus relies on valuing the perspectives and practices identified by migrants themselves.

## Germany

In Germany, rural placement and limited public transport can exacerbate isolation, particularly for migrant women with family duties. Discrimination and racism remain significant barriers, restricting social mobility and participation. Balancing family obligations with integration measures such as language courses is a persistent challenge, underscoring the need for expanded childcare services. Political participation remains limited, and many migrant women live in crowded conditions. In response to discrimination, some migrants reinforce their identity by seeking solidarity within their own communities, which can both support self-esteem and present additional integration hurdles.

## Key Similarities and Differences

- **Language Acquisition and Employment**: Across all countries, language proficiency and access to work are critical for integration, but opportunities vary widely based on policy emphasis and structural barriers.
- **Gender-Specific Barriers**: Migrant women face unique challenges related to childcare, employment, and discrimination; only some countries address these with targeted policies.
- **Political Participation**: Rights to vote and participate civically are generally limited for third-country nationals, though some countries have begun to expand local participation opportunities.
- **Social Inclusion Beyond Policy**: While formal structures exist, meaningful integration often happens through grassroots organizations, community associations, and individual social networks.
- **Discrimination and Racism:** Experiences of discrimination are prevalent and have a profound effect on integration outcomes, with strategies to address these issues varying in scope and effectiveness.

In conclusion, successful integration requires more than access to language courses or jobs—it demands holistic strategies that recognize migrant women's diverse realities, foster social bonds,
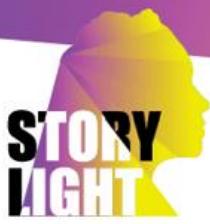
and actively combat exclusionary attitudes and institutional barriers. Each country's experience offers valuable lessons for building more responsive and inclusive societies.

## Voices of Migrant Women – Insights from STORYLIGHT Focus Groups

### Isolation & Adaptation
Many women experience social isolation and challenges in adapting to new cultures. Support networks and mentors are essential.

### Skills & Recognition
Non-recognition of qualifications and undervalued skills are recurring obstacles, leaving many overqualified for the jobs they can access.

### Employment Barriers
Language barriers, childcare responsibilities, and limited opportunities push women into low-paid, informal, or care-sector jobs.

### Digital Divide
Unequal access to digital tools and training limits participation in education, employment, and civic life, especially among older migrant women.

### Discrimination
Women face institutional racism, stereotyping, and discrimination in housing, education, and workplaces. Visible markers increase exclusion risks.

### Aspirations & Resilience
Despite barriers, women express strong aspirations for economic independence, education, and contributing to society through work or volunteering.

### Empowerment through Storytelling
Digital storytelling is a powerful tool for self-expression, confidence-building, and inclusion, though unevenly accessible.

**Figure 7.** Summary of insights from the focus groups

# C)    Qualitative Interviews

## 1) Introduction

Part B of this comprehensive report presents a detailed summary of the qualitative interviews conducted by the consortium partners. The research included sessions with five focus groups of migrant women and five focus groups of adult educators. In addition, ten individual interviews were held with migrant women and ten with adult educators. This approach provided a broad perspective on the challenges, needs, and experiences of both groups within the context of integration and education.

## 2) Results of the focus groups of migrant women

| Item | Starting Question/Topics/Notes |
|---|---|
| Demographics | **Austria (8 participating migrant women)** <br> The group of participating women was diverse in terms of age, origin, and length of residence in Austria. Ages ranged from 15 to 65 years. The women came from various countries, including India, Indonesia, Kosovo, Nigeria, Ukraine, and England. Their length of stay in Austria also varied widely, with both recent arrivals and women with longer migration experiences represented. <br><br> **Belgium (8 participating migrant women)** <br> The age of the women ranged from 33 and 55+. Interviewees originate from Cameroon, Morocco, Belgium, and Ukraine and reside in Brussels or Belgium. Employment status varies: Some are retired, some work or have worked as cleaners, and several are currently unemployed or volunteering. Access to further education and training differs: Some have participated in language courses, vocational or nurse training, while others have not sought or accessed such programs <br><br> **Cyprus (8 participating migrant women)** <br> The focus group included 8 migrant women residing in Cyprus, originally from Cameroon, Togo, Sierra Leone, and Somalia. Participants ranged from mid-20s to early 40s. Most are single mothers, asylum seekers, or refugees, |

| | with varying professional backgrounds including teaching, business, banking, and fashion. All women have faced significant integration challenges related to asylum processes, child-rearing, and employment access. |
|---|---|
| | **Germany (8 participating migrant women)** |
| | Half of the women are from Ukraine, the others from Syria, Afghanistan and Iraq. The age is between late 20s to early 50s. Most of them already have attended language courses and have German as a 2$^{nd}$ language certificates up to B2 level. There are different professional backgrounds like teacher, financial accountant, hairdresser, executives, saleswoman and healthcare |
| **Inclusion & social participation - being heard** | ● Many women arriving in the countries mentioned above face social isolation, language barriers, and discrimination, which hinder integration and limit social participation. Cultural differences in communication and lack of supportive networks further increase feelings of exclusion.<br><br>● Personal stories highlight that some women found help through international schools, host families, or local supporters. These connections were crucial for overcoming bureaucratic hurdles, finding housing, and accessing basic services.<br><br>● Recognizing professional qualifications remains a major challenge, especially for teachers and other professionals whose previous experience is not acknowledged. This leads to frustration and limits employment opportunities.<br><br>● Racism and administrative obstacles were frequently mentioned, including difficulties with registration, document recognition, and inconsistent social support across different municipalities.<br><br>● Despite these barriers, some women have founded NGOs, engaged in volunteering, and built supportive communities to help others. Regular group meetings and shared storytelling were seen as effective ways to strengthen confidence and promote inclusion. |

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|---|---|
| | ● Women with children often feel more integrated, as contacts through schools and kindergartens foster a sense of belonging. However, overall, most participants feel only partly included and believe their voices are not fully heard in society. |
| **Digital competence & media use** | Most women consider digital skills essential for education, work, and social participation. They widely use smartphones and apps for communication, orientation, and administrative tasks, but comfort with technology varies. Some are proficient with computers and diverse software, while others avoid digital devices due to concerns about privacy, rapid changes, or generational gaps. Access to technical equipment and ongoing training is vital, as is support from mentors and safe environments for sharing stories. Experiences with digital administration differ: sometimes assistance depends on staff attitude and language skills, requiring persistence and flexibility. The level of digital competence is strongly influenced by professional and educational backgrounds—Ukrainian teachers, for example, are highly skilled in virtual classrooms and online tools. While most have smartphones and at least some access to computers, technical barriers remain. There is a strong interest in using digital storytelling, but resources and support vary widely among individuals |
| **Aspirations - intentions** | ● The women are looking for practical educational programs and language skills that connect to daily life and employment, as well as easy recognition of their qualifications. They value opportunities for<br><br>● exchange and networking, seeing these as vital for language learning, reducing prejudice, and social empowerment.<br>● Several participants are motivated to improve their situation through education, entrepreneurship, and professional development, viewing storytelling as a means for empowerment and representation. |

| Item | Starting Question/Topics/Notes |
|---|---|
| | ● Many women plan to stay in the host country for their children's education and safety, and see opportunities if language barriers are overcome, though some face uncertainty due to residence permits.<br><br>● One participant is not interested in further education or digital skills, preferring to maintain her current lifestyle and minimal technology use. |

## 3) Results of the focus groups of adult educators

| Item | Starting Question/Topics/Notes |
|---|---|
| Demographics | **Austria (8 participants)**<br><br>The adult educators formed a heterogeneous group, all of whom had extensive experience as basic education instructors, with several years of practice. They were all female, aged between 33 and 44, and worked with a similar target group.<br><br>**Cyprus**<br><br>8 adult educators (e.g., language instructors, NGO facilitators, social workers) participated in the focus group, all working closely with migrant women in Cyprus. The group was predominantly female, with ages ranging approximately from late 20s to mid-50s, representing both early-career and veteran<br><br><br><br>practitioners. Participants had extensive experience (often several years or more) in adult education and migrant integration initiatives. Their professional backgrounds were diverse: some were local Cypriots, while others had migrant or multicultural backgrounds themselves, which enriched the perspectives shared in the discussion.<br><br>**Germany**<br><br>The group consisted of 8 educators, 7 female, 1 male. They all have experience in working with migrant women in different areas such as language courses, |

| | counselling, integration activities on local level, social inclusion. Some are new in the field, some have been working with migrants and refugees for more than 20 years. The age is between late 20 and 60 years. Some are working for municipalities, some for NGOs. Part of them has a personal history in migration, others not. |
|---|---|
| **Inclusion & social participation** | Educators identified several factors affecting the inclusion and social participation of migrant women. Language barriers, limited access to language training, and a lack of childcare and public transportation, especially in rural areas, restrict their opportunities. Traditional family roles and the prioritization of men's integration into the labor market further hinder women's participation. Discrimination—both structural and personal, such as wearing a headscarf—limits access to housing, education, and employment. These obstacles can lead to feelings of isolation and exclusion.<br><br>Supportive networks and inclusive activities, often organized by NGOs, are crucial for helping migrant women build relationships and self-esteem. Educators highlighted the importance of programs like storytelling workshops and cultural exchanges to encourage active participation and give migrant women a voice.<br><br>Educational programs provide essential access points for social interaction and skill-building, while activities outside the classroom—such as museum visits or walks—offer new cultural experiences and boost confidence. However, costs and lack of personal networks remain significant barriers. Low-threshold initiatives are needed to promote lasting independence and greater social inclusion |
| **Digital storytelling** | Digital storytelling formats are valuable tools for reflecting on personal experiences, bridging cultural divides, and fostering group unity. Adult educators have observed that many women favor oral storytelling and audiovisual mediums like podcasts and YouTube. When designing digital resources, user-friendliness, mobile access, multilingual support, and data privacy are essential. Engaging migrant women in co-creating content builds trust and meets their needs.<br><br>Educators are eager to use digital storytelling with migrant women, having |

| | |
|---|---|
| | had positive results with analogue storytelling methods. Challenges include varying levels of technical skills and limited access to equipment, as most women only have smartphones. Educators note a need for training in digital storytelling for both themselves and the women. Despite these hurdles, there is strong motivation among participants to develop digital literacy and to share their stories online. Digital storytelling is seen as a promising method for overcoming language and cultural barriers and amplifying the voices of migrant women within broader society. |
| **Aspirations - intentions** | The focus groups revealed that combining inclusion, digital skills, and storytelling empowers migrant women, enabling them to become active participants in society. Educators emphasized the importance of creating participatory, innovative digital programs tailored to the needs of migrant women, including those in rural areas, and highlighted the need for clear technical training for educators. Plans were made to incorporate digital storytelling into language and community workshops, collaborate with NGOs, and offer supportive services like childcare. Ultimately, the group saw themselves as advocates, aiming to amplify migrant women's voices and influence local decision-making. |

## 4) Results of the individual interviews with migrant women

**Austria**

**Case Study 1: Sara (Afghanistan)**

- **Demographics**: Young woman in her early 30s who arrived in Austria as an asylum seeker with her family.
- **Migration & Integration**: Escaped conflict in Afghanistan. Initially faced trauma, language barriers, and cultural isolation. She now participates in German classes and local NGO workshops in Graz.

  **Digital Competence**: Had never used a computer before arriving. Now uses smartphones, Google Translate and attends digital storytelling sessions. She sees digital access as a tool of empowerment.
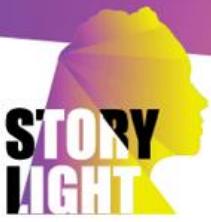
**Aspirations**: Sara wants to become a kindergarten assistant or work in education. She is particularly motivated to help Afghan children in Austria feel welcome and included.

**Case Study 2: Jamila (Syria)**

- **Demographics**: Jamila is in her mid-40s, a mother of four. She was resettled in Austria through a humanitarian program.

- **Migration & Integration**: Initially very isolated due to her husband's control and limited mobility. NGOs supported her to participate in women-only language and integration courses.

- **Digital Competence**: Recently started using digital tools (video calls, online banking, job search portals). She's cautious but curious, especially after joining a storytelling group where she shared her journey.

- **Aspirations**: Jamila aims to achieve economic independence. She wants to study care work and support elderly people—a way to give back to society.

**Belgium**

**Case Study 1: Vivianne (Cameroon)**

- **Demographics**: 55+, moved to Brussels as a child and has Belgian citizenship. Works as a cleaner and runs a small NGO.

- **Migration & Integration**: Her integration was smooth early on due to education at an international school and speaking French. However, she's now witnessing increased racism in daily life.

- **Digital Competence**: Basic use of a smartphone and computer. Doesn't use social media for her NGO due to fear of privacy invasion. Shows little confidence in AI and digital trends.

- **Aspirations**: Hopes to grow her NGO and support African schoolchildren. She is open to digital learning if privacy and data safety are assured.

**Case Study 2: Lamine (Morocco)**

- **Demographics**: 45–55, came to Brussels 30 years ago and previously worked as a cleaner.

- **Migration & Integration**: Studied architecture in Morocco but couldn't transfer her degree. Adapted well due to her French fluency and Brussels' multiculturalism. At the time of the interview unemployed and receiving state support.

- **Digital Competence**: Minimal. Uses her phone for communication but avoids further digital involvement due to cost and complexity.

- **Aspirations**: Recently completed a competitive training program and is open to re-engagement if practical support is offered. Curious about digital skills but intimidated by fast-changing tech.

**Cyprus**

**Case Study 1: Maryam (Iran)**

- **Demographics**: Maryam is in her mid-30s, originally from Iran. She fled to Cyprus with her two children to escape gender-based persecution.
  **Migration & Integration**: Arrived as an asylum seeker. Faced bureaucratic hurdles in receiving international protection. Struggled with limited access to healthcare and psychosocial support. Her precarious legal status impacted her ability to work or access services.
  **Digital Competence**: She had limited digital experience but has learned to use WhatsApp and Facebook to stay connected with family and friends. She fears technology due to surveillance in her home country but recognizes its value in accessing services.
  **Aspirations**: She wants to regularize her status, learn Greek and English, improve her digital skills, and eventually work in women's advocacy. Her dream is to support other women who suffered as she did.

**Case Study 2: Aisha (Cameroon)**

- **Demographics**: Aisha is in her 40s and has lived in Cyprus for over a decade. She came through a work visa as a domestic worker.
  **Migration & Integration**: Despite her long stay, she still faces housing insecurity and job instability. Her qualifications from Cameroon are not recognized, and she is often underpaid or exploited.

**Digital Competence**: Uses her phone to connect with community members, apply for jobs, and access online learning videos in French. She's eager to take formal digital training but hasn't found a program that fits her working schedule.

**Aspirations**: Aisha dreams of launching a catering business and joining a cooperative. She also wants to support other African women through mentorship and advocacy.

## Denmark

### Case Study 1: Layla (Somalia)

- **Demographics**: In her 30s, arrived in Denmark as a refugee mother of three.
- **Migration & Integration**: Her first years were marked by extreme isolation due to lack of Danish skills and being a single parent. Found support through an NGO offering literacy classes and childcare.
- **Digital Competence**: Gained digital skills through adult education programs. Now confident in using email, Google Docs, online health portals, and basic Zoom functions.
- Aspirations: Layla wants to start a home-based catering business and train other migrant women. She sees digital storytelling as a tool for empowerment and education.

### Case Study 2: Farida (Iraq)

- **Demographics**: Over 50, came through family reunification.

- **Migration & Integration**: Lacked formal education and was initially dependent on her adult children. Integration improved through community support and women's cultural gatherings.
- **Digital Competence**: Struggles with using smartphones and online forms. Her grandchildren help her, but she feels ashamed of her low skills.
- **Aspirations**: She wants to become digitally literate to help her grandkids with homework, participate in community life, and shop online independently. She has enrolled in a local "Digital Café for Seniors."

**Germany**

**Case Study 1: R. (Palestine)**

- **Demographics**: R. is a 26-year-old woman from Syria and lives together with her three children in Germany for two years.
- **Migration & Integration:** She wants to work and knows it will take effort and time to find a way to the labour market. She is focusing on improving her language skills and will continue her education after that.
- **Digital Competence**: Up to now R. has used digital tools in private life. She has no experience in using them professionally. She will need further digitals skills for her education.
- **Aspirations**: She has higher school education and could go to university in Germany. Considering her living situation she is planning to become a medical assistant.

**Case Study 2: M. (Lebanon)**

- **Demographics**: M. is a 72-year-old woman from Lebanon, who has been living in Germany for almost 30 years and raised 9 children. She has been housewife all her life and focused on her children.
- **Migration & Integration:** M.'s life is centered around her family. As she is unable to read or write, her limited literacy significantly restricts her ability to learn and use the German language, further hindering her integration and communication in daily life.
- **Digital Competence**: The digital competences of M. are basic and connected to everyday use. They are focused around staying in contact with her family through electronic devices like mobile phones
- **Aspirations**: M.'s aspirations are focused on her family and located in Germany. She will never return to Lebanon, because she couldn´t stand fright anymore.

## 5) Results of the individual interviews with adult educators

**Austria**

**Case Study 1: Julia**

- **Demographics**: Julia is a woman in her mid-30s with extensive experience in adult education. She has worked for several years with migrant women and men in Austria, focusing on social inclusion and empowerment through accessible, learner-centered educational programs.

- **Migration & Integration:** Many women with migration experience face barriers to education, employment, and social participation due to language, lack of information, gender role limits or family duties. However, she sees great potential in low-threshold educational formats and community-based offers such as sports, creative exchanges, and networking opportunities.

- **Digital Competence**: Julia has successfully used digital storytelling in her courses, for example, by creating photo books on self-chosen topics. She sees storytelling as a valuable method for making women's experiences and competencies visible, particularly when verbal language is a barrier.

- **Aspirations**: Julia believes that educational work with migrant women must go beyond formal goals and aim at empowerment, visibility, and self-expression. Her aspiration is to continue developing inclusive programs that are relevant to women's everyday realities—offering not just language or digital skills, but also opportunities for self-determination, social connection, and active contribution to society.

**Case Study 2: Karin**

- **Demographics**: Karin is a woman in her mid-40s with many years of professional experience in adult education in Austria. She has worked extensively with educationally disadvantaged women, particularly those with migration backgrounds and limited access to formal education.

- **Migration & Integration:** Many women live in social isolation and lack structured learning experience. Most lack basic literacy even in their native language. Karin emphasizes the importance of creating spaces where women can interact with German-speaking peers, share experiences, and build new connections.

- **Digital Competence**: Digital storytelling combines emotional learning with digital skills. Karin uses music, film genres, and body language to help participants express and interpret emotions. This low-threshold method builds trust and supports individual expression.

- **Aspirations**: Creating supportive learning environments—with childcare, trauma-sensitive teaching, and well-equipped classrooms—is essential. Another goal is to enable women to share their stories, connect with others, and showcase their work, encouraging pride, visibility, and ongoing learning.

**Belgium**

**Case Study 1: Elie**

- **Demographics**: Elie works as an intercultural mediator and community facilitator, with experience in projects focused on social integration, digital literacy, and storytelling. She has participated in programs aimed at empowering migrant women through language, digital skills, and cultural transmission. Many of the projects are grassroots and peer-led rather than top-down initiatives.

- **Migration & Integration:** Many migrant women face barriers such as language, fear of judgment, and gendered power imbalances in mixed spaces. Emotional labour and self-censorship often hinder participation. Safe, women-only groups and informal peer networks encourage trust and practical learning.

- **Digital Competence:** Common digital skills or migrant women are: using smartphones, especially WhatsApp, social media, translation apps, photos, and maps. Skills often missing are email and online forms, navigating official websites, creating content (documents, videos, posts), cybersecurity and privacy awareness.

- **Aspirations:** Digital storytelling empowers women by giving them control over their own narratives, helping preserve cultural heritage and challenge stereotypes. For success, women need access to digital devices, the internet, and safe, culturally sensitive training spaces. Peer-led workshops, ongoing mentorship, technical support, and platforms that respect privacy are essential for sharing their stories with dignity and autonomy.

**Case Study 2: N.N.**

- **Demographics:** N.N. has been involved in many projects focused on the integration of women with migration backgrounds. These have ranged across employment, skills enhancement, and the cultural sector.

- **Migration & Integration:** Many migrant women bring valuable knowledge and skills—that often go unrecognized due to Belgian reliance on formal certification. When these women access education and employment that match their interests, and their previous knowledge combines with new skills, both they and their community's benefit.

- **Digital Competence** While many are proficient in using smartphones for communication and social networking, they often lack awareness of digital safety and the ability to engage critically with online content. Common gaps include navigating official government platforms for healthcare, benefits, and taxes, which is increasingly important as paper-based systems are phased out.

- **Aspirations** Sharing personal stories about learning the local language and navigating caregiving responsibilities helps host societies understand the complexities of integration and counter negative stereotypes. Additional resources that would support the integration of digital storytelling into educational projects include government funding, public recognition of women's multifaceted contributions, and opportunities for migrant women to find their own voice and connect with others through digital tools.

**Cyprus**

**Case Study 1: NGO facilitator**

- **Demographics:** A mid-career female educator working at a local NGO supporting migrant integration. She has a background in community engagement and adult learning, with over 8 years of experience working with migrant populations in Cyprus.

- **Migration & Integration:** She noted that migrant women face systematic exclusion because of language barriers, discrimination in housing and public services, and a shortage of childcare facilities. She stressed the importance of safe spaces and communal activities as a way of building trust and advancing social inclusion.

- **Digital Competence:** She advocates for digital storytelling as a powerful tool to empower migrant women. According to her, DST is well-positioned to offer a critical window for exposure and healing, especially for those with traumatic histories. However, she

acknowledges that the inaccessibility of technology and poor digital competences are great impediments to its application.

- **Aspirations:** She wants to integrate DST into her NGO program and is working towards training for its effective implementation. She hopes to empower the voices of migrant women and enable them to acquire digital and storytelling skills through interactive and inclusive workshops.

**Case Study 2: Language Instructor**

- **Demographics:** A veteran language instructor in her 50s who teaches Greek to migrant women. She has worked in public and NGO settings and is highly familiar with the educational barriers faced by asylum seekers.
- **Migration & Integration:** She stressed that integration requires the learning of a new language, but most courses are still off-limits to people who have yet to receive asylum. She regularly sees her students struggling with isolation and exclusion, and she passionately believes in more open and flexible learning spaces.
- **Digital Competence:** She considers DST to be a valuable addition to language study, offering learners an opportunity to develop their confidence as well as their oral and written proficiency in critical domains. Storytelling, to her, is not only a cultural bridge but also an effective pedagogical tool.
- **Aspirations:** She hopes to integrate narrative practices into her language research, working with NGOs to extend the scope of these practices. She aims to develop a learner-centered education that honors and celebrates migrant women's different voices and identities.

**Denmark**

**Case Study 1: Caroline**

- **Demographics:** Caroline works as a nurse and assistant manager at FAKTI, a Danish organization supporting refugee and migrant women. Their target group includes women who are often: Illiterate or with very limited education from their home countries; socially and economically marginalized; suffering from serious health problems, such as PTSD, chronic pain, diabetes, hypertension, and depression.
- **Migration & Integration:** Many women at FAKTI struggle to access essential services due to Denmark's highly digitalized systems and reliance on tools like MitID. MitID setup often requires answering security questions they do not understand or know and frequent issues with forgotten usernames and passwords force staff to restart the process each time. This

efficient system excludes individuals with low literacy, mental health issues, or traumatic backgrounds from healthcare, banking, and social support.

- **Digital Competence:** Caroline expressed concerns about using digital storytelling with the women supported by FAKTI. Most participants lack basic literacy skills, do not speak Danish or English, and face challenges related to trauma and cognition. Many would not understand the interview's purpose or be able to answer questions due to difficulty with reflection and comprehension. Additionally, limited access to technology and reliance on old smartphones make it challenging to participate in digital activities.

- **Aspirations:** Caroline is committed to providing sustained, holistic support to marginalized women facing language, literacy, trauma, health, and social isolation challenges. She emphasizes the importance of meeting all their needs in a single, trusted environment, rather than sending them through disconnected services. Ultimately, she aims to help create a more compassionate system where these women are fully seen and supported.

**Case Study 2: Anna Kiertzner - Kirkens Korshær**

- **Demographics:** The population served by Kirkens Korshær consists mainly of unregistered, homeless migrants in Denmark, about 80% men and 20% women, most recently arrived from other EU countries—half from Romania. Many are "poverty migrants" seeking unskilled jobs but facing severe difficulties due to lack of education, language skills, and legal status. A significant portion is illiterate or lacks digital skills. Most are aged between 25 and 50, and language barriers hinder their integration into Danish society and the labor market.

- **Migration & Integration:** Unregistered migrants in Denmark face significant barriers to inclusion, lacking access to basic social rights such as healthcare, stable housing, and municipal support. Even when starting employment, navigating the highly digitalized public system is challenging, especially without a yellow health card, which also limits access to banking and housing. Support services like the International House are often inaccessible due to their digital setup.

- **Digital Competence:** Anna explained that digital storytelling is not suitable for the people Kirkens Korshær works with, as they lack both digital skills and, in many cases, basic literacy. She emphasized that what this population truly needs is personal support rather than another digital tool. Anna also noted that teaching digital skills to people who are illiterate would require a level of resources they currently do not have.

- **Aspirations:** The main goal for the individuals is achieving stability through work and housing, though many still face uncertainty, especially those with mental health or language barriers who may depend on the organization long-term. Organizationally, the focus is on expanding services and offering holistic support like language and digital training.

**Germany**

**Case Study 1: E., Adult Educator and Social Advisor**

- **Demographics:** E. is a woman in her thirties who is working in a municipality in the department for integration and participation. She has several years of experience working for a local NGO supporting migrants and refugees in different fields of integration (social, labour market, school, health etc.)

- **Migration & Integration:** Language is a major challenge for migrant women, especially in rural areas where training opportunities are limited. Multiple barriers—including legal status, family responsibilities, and lack of public transportation—hinder access to language courses. While digital tools like translation apps can help, and some women are digitally skilled and socially active, many face systematic exclusion due to language barriers, discrimination in housing and services, and insufficient childcare. Safe spaces and communal activities are vital for building trust and social inclusion.

- **Digital Competence:** Up to now she has used digital tools mainly to advertise events and courses and reach potential participants. She likes the approach to use the digital aspects as the content in the work with migrant women. She has experience in analogue storytelling and sees storytelling as a good way to address and empower migrant women.

- **Aspirations:** She wants to implement low threshold measures with easy access for migrant women. The contents should be close to everyday life and consider different digital competences and language levels. For implementing workshops, she might need support from a supervisor or trainer.

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**Case Study 2: A., Adult Educator and Empowerment Trainer**

- **Demographics:** A. is a freelance educator in her middle age. She has been working in the field of migration on a local, federal and international level. She focusses on empowerment of migrant women and has been working in projects for many years.

- **Migration & Integration:** She has experience in educational programs, which deal on a structural level with social participation. The aim is not to include migrants' viewpoints, but to take them as a starting point for opening space for action and narrative. The ambivalence between the individual experience of education and the structural limitation is used to develop strategies for empowerment and visibility.

- **Digital Competence:** For A., digital competences are a precondition for visibility and participation in society. For migrant women they are not only a tool to access information but a possibility for building their own spaces and narratives. Therefore, it is important to use digital competences for a strategy to be seen. DST is one possibility to promote migrant women in this field.

- **Aspirations:** A. sees a variety of applications for DST. DST has the potential to demonstrate the crucial ambivalence between empowering women to be seen and being aware of the power structures which define who´s story is told and heard. The potential lies in the possibility to go from individual self-promoting to collective narratives which questions interpretive pattern of society. Thus, it is not about being present but participating in society**.**

# C) Final Summary

Parts A and B of this report highlight the diverse challenges and aspirations faced by migrant women during their integration journeys. Persistent barriers include discrimination in employment, lacking recognition of foreign qualifications, limited childcare, and obstacles to language and digital education. Personal circumstances—such as length of stay, legal status, educational background, and urban versus rural settings—shape each woman's experience.

Digital storytelling emerges as a valuable educational tool, increasing visibility and promoting active participation. Its success relies on accessible training, supportive educators, and consideration of varying digital and language competencies. Case studies reveal that although many women are highly educated, they are often unable to transfer their qualifications to the labor market. Language remains a major obstacle, impeding access to jobs, internships, and vital services. The effectiveness of integration support varies greatly depending on individual staff commitment, reflecting systemic inconsistencies.

Digital literacy is increasingly important but remains limited, especially among older women. Many rely on family members for navigating online services, and participation in digital upskilling programs is low. Despite these challenges, a strong motivation for stability, safety, and opportunities—particularly for their children—drives efforts to adapt and participate.

Structural barriers, such as the recognition of qualifications, have a significant impact on access to employment and the beginning of a new life. Vocational training is not only a pathway to integration, but also crucial to identity. Safety and stability are fundamental, yet long periods of uncertainty due to unresolved residency status and bureaucratic hurdles often hinder social inclusion.

Building social networks facilitates both language learning and entry into the workforce. Migrants strive to find a balance between adopting new ways of life and preserving cultural roots—an essential part of social and emotional integration. The findings underscore the need for targeted, consistent, and intersectional policies, as well as practical, life-oriented support measures, to enable migrant women to fully participate and realize their potential.

# D)    Guide for inclusive digital storytelling in adult education provision

## 1. Rationale and Scope of the Guide

The Guide for Inclusive Digital Storytelling in Adult Education is based on the cross-country research undertaken by STORYLIGHT WP2 in Austria, Belgium, Cyprus, Denmark, and Germany. The Guide develops practical, learner-focused responses for adult educators based on the evidence uncovered through desktop research, focus group investigations, and one-on-one interviews undertaken with migrant women and adult educators.

Digital storytelling is viewed not only as an aptitude but as an educational, social, and empowerment-oriented practice as well. The Guide explicitly tackles the structural, digital, linguistic, and psychosocial barriers listed in WP2 and aims to assist adult educators in planning appropriate storytelling activities for migrant women. The intention is therefore to shift the focus to agency, expression, and digital inclusion through storytelling. It is also foreseen that the Guide explicitly aligns with DigComp 3.0 and LifeComp, with the rationale and particular references to relevant competences, which could inform the work for WP3 in the STORYLIGHT project, regarding the development of the toolkit for adult educators, and the design of digital resources, such as the online course and interactive game.

## 2. The Core Principles of Inclusive Digital Storytelling

Starting from the comparison findings presented by STORYLIGHT WP2, inclusive digital storytelling for adult education should be guided by the following:

**2.1 Inclusion and Safety**

Women migrant citizens from different countries emphasized the significance of safe spaces where they can personally tell others about experiences that involve displacement, discrimination, and trauma through storytelling processes that are voluntary and not forced.

Important implications for practice:

- There is no obligation to share personal or traumatic experiences

- Consent and control over what is shared, stored, or published

- Use of fictional, symbolic, or collective narratives

## 2.2 Accessibility and Flexibility

Digital literacy is disparate depending on age, level of education, migratory experiences, and work background. While some respondents (e.g. teachers from Ukraine) had high levels of digital literacy, others used smartphones alone or did not use digital tools because they were intimidated or lacked confidence.

Important implications for practice:

- The mobile-first strategy, regarding the smartphone as an effective storytelling tool

- Guidance with repetition and the help of others

- Flexible Pacing and Learning Paths

## 2.3 Language Sensitivity and Multimodality

Language barriers are a continually recurring problem with respect to participation in education and online activities. Digital storytelling provides a way of going beyond the text.

Key implications for practice:

- Images, voice/spoken words, videos, music, emojis, and symbols

- Acceptance of multilingualism and non-standard language forms

- Focus on meaning-making over linguistic accuracy

# 3. Organisational Conditions for Inclusive Digital Storytelling

## 3.1 Role of Adult Education Providers

Adult education organisations are mediators between digital technology, personal stories, and inclusion. From the findings of WP2, adult education organisations that already have experience with the support of migrants, community work, and informal education are better placed to introduce inclusive storytelling.
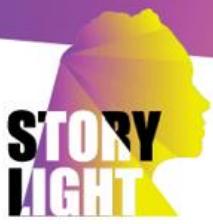
Providers should:

- Use storytelling as part of other language, technology, or empowerment programs

- Working in partnership with local organizations, cultural mediators, and migrant groups

- Allow adequate time for trust development and group cohesion

## 3.2 Educator Competences and Support Needs

Teachers noted a need for methodological orientation, especially with regard to:

- Emotional content management

- Balancing Empowerment with Safeguarding

- Enabling digital tool use without causing technological overload

Consequently, this Guide sees teachers more as facilitators and companions than content regulators and judges.

# 4. Inclusive Digital Storytelling Process: Key Stages

According to the results from WP2, an inclusive digital storytelling process for adults encompasses the following steps:

## 4.1 Trust and Group Building

Prior to the storytelling, the following time slots should be allotted:

- Ice breakers and non-personal creative exercises
- Group agreement on respect, confidentiality, and consent

## 4.2 Story Exploration and Choice

Participants should be aided to make decisions:

- What story to tell (personal, collective, fictional, symbolic)
- How to tell it (audio, images, short video, photo story, narration)

## 4.3 Digital Creation with Support

Hands-on creation should prioritise:

- Easy, Low-Threshold Tools

- Experiential learning & mutual mentoring

- Error-friendly environments
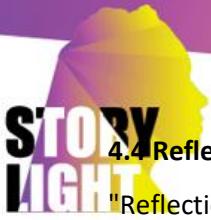
## 4.4 Reflection & Optional Sharing

"Reflection" became a key aspect of empowerment because of its importance in

- Group reflection on the process, and not the product quality

- Optional sharing inside or outside of the group.

- Reinforcement of ownership and authorship

# 5. Barriers & Enablers Identified Across Countries

**Common Barriers:**

- Fear of mistakes with technology

- Lack of access to devices or internet

- Caregiving duties

– time constraints

 - Trauma-related reluctance to self-disclose

**Key enablers**

- Peer Support and Collective Storytelling

- Cultural Mediation and Trust-Based Facilitation

- Existing digital practices (such as through WhatsApp or voice messages)

- Distinction between story for empowerment versus story for visibility/advocacy purposes

These findings underline that inclusive digital storytelling is not primarily a technical challenge, but a relational and pedagogical one.

# 6. Explicit alignment with DigComp 3.0 and LifeComp

**6.1 Why Align STORYLIGHT with DigComp 3.0**

STORYLIGHT WP2 cross-country findings indicate that digital storytelling is more than just a digital competency, as migrant women from Austria, Belgium, Cyprus, Denmark, and Germany have emphasized the need with regards to confidence, agency, safety, trust, and participation, and particularly in a data-driven and AI-infused online context.

DigComp 3.0 captures this reality by shifting its focus:

- From tool proficiency to **context-sensitive, ethical, and adaptive digital skills**

- From Individual to **Participatory, Relational, and Societal Practices for the Digital**

- From static literacy to **learning in constantly evolving digital systems**

Aligning STORYLIGHT's Guide with DigComp 3.0 ensures inclusive digital storytelling covering:

**- Real-world digital complexity addressed**

**- Facilitates agency, authorship, and informed participation**

**- Protects rights, dignity, and data sovereignty**

This approach enhances what is happening in WP2 by focusing on the personal, social, and learning aspects the WP2 identifies as crucial to the empowerment process for women migrants.

**6.2 DigComp 3.0 Alignment: Digital Storytelling as Situated Digital Agency**

**6.2.1 Information and Data Literacy**

(DigComp 3.0 - extended focus on awareness of data)

WP2 has demonstrated that migrant women are actively using digital information systems (administration, migration issues, education, health), although they tend to be unaware about data flows and ownership.

Digital storytelling assists with:

- Learning how personal data transforms into digital content

- Informed decisions about visibility, storage, and reuse

- Conceptualizing online platforms as socio-technical systems, and not as value-neutral tools

**Adult education implications:**

- Include explicit discussion of what happens to stories after digitization

- Awareness of Data Permanence, Platforms, and Algorithms

- Strengthening informed consent and authorship

**→ DigComp 3.0 shift: from "finding information" → to understanding datafication**

**6.2.2 Communication and Participation in Digital Environments**

(DigComp 3.0 – participation rather than interaction)

Among the partner countries, WP2 participants emphasized that visibility online did not necessarily translate to being heard. Online storytelling worked when it supported participation rather than just visibility.
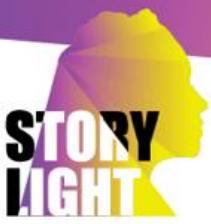
Digital storytelling supports:

- Beyond text and language dominance, participatory communication

- Collective meaning-making and peer recognition

- Exercise of right not to share publicly


**Adult Education implications:**

- Focus on participation with choice, not mandatory visibility

- The Recognition of Storytelling as Civic and Cultural Participation

- Agreements on respectful digital engagement by groups

**→ DigComp 3.0 Shift: from "communication skills" to participatory digital citizenship**


### 6.2.3 Digital Content Creation and Authorship

(DigComp 3.0: authorship, remix, and AI awareness)

WP2 revealed a great interest in content creation and a fear of "doing it wrong" or "not being digital

enough." Digital storytelling assists with:

- Confidence as a creator and not merely a consumer

- Authorship, Remixing, and Ownership

- Awareness of AI assisted tools without dependency


**Adult Education Implications:**

- Low threshold creation tools (mobile-first, intuitive)

- Human storytelling versus the use of AI-enabled tools

- Respect of Personal Voice Over Technological Polish

**→ DigComp 3.0 change: from "content production" to mindful digital authorship**


### 6. 2.4. Safety, Well-being, and Rights

(DigComp 3.0 – Rights-Based and Psychosocial safety)

Safety features were an important aspect of the WP2, particularly for women who lack legal status,

had experience of trauma, and were caregivers.

Digital storytelling assists in:

- Personal narratives and exposure control

- Emotional safety and technical security
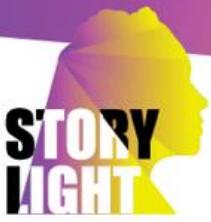
- Digital rights and boundaries awareness

**Adult education implications:**

- Effective ethical protocols and trauma-informed facilitation

- Focusing on Digital Dignity Rather Than Cyber Security

- The recognition of the right to withdraw or anonymize the story

→ **DigComp 3.0 shift: from "online safety" to digital well-being and rights**

### 6.2.5 Problem Solving & Adaptive Learning

(DigComp 3.0 – adaptability in evolving digital contexts)

Women reported learning through "trying, failing, and trying again," sometimes through help from other women rather than any formal learning process.

Digital storytelling assists with:

- Learning through adaptation and experimentation

- Peer-supported problem solving

- Handling new tools with confidence

**Adult Education Implications:**

-Normalisation of uncertainty and mistakes

- Encouragement of collective problem-solving

- Emphasize learning about learning in the digital age

→ **DigComp 3.0 shift: from "fixing technical problems" to adaptive digital learning**

## 7. LifeComp Alignment: Personal and Social Dimensions of Storytelling

DigComp 3.0 emphasizes the fact that digital competence is inextricably linked to personal and social competences. This is strongly supported by work for WP2 in the STORYLIGHT project.

### 7.1 Personal Dimension

(Self-regulation, resilience, wellbeing)

WP2 insight: Many migrant women experience invisibility, self-doubt, or fear of judgement.
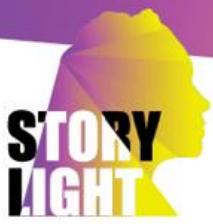
Storytelling strengthens:

- Self-awareness and Self-Expression

- Emotional regulation via narrative choice

- Confidence and Agency

**7.2 Social Dimension**

(Empathy, collaboration, belonging)

WP2: Group storying assists in creating group trust and solidarity.

Storytelling strengthens:

- Empathy & Mutual Recognition

- Collaborative meaning-making

- Safe social participation

**7.3 Learning-to learn dimensions**

(Growth Mindset - Lifelong Learning)

WP2: Positive digital storytelling experiences rekindle motivation for learning.

Storytelling strengthens:

- reflective learning

- growth mindset

- Motivation to continue education

## 8. Integrated Competence Matrix: DigComp 3.0 × LifeComp

| Digital Storytelling Practice | DigComp 3.0 Focus | LifeComp Dimension |
|---|---|---|
| **Choosing what to share** | Data awareness & rights | Self-awareness |
| **Creating a story** | Digital authorship | Confidence & growth |
| **Group storytelling** | Participatory communication | Empathy & belonging |
| **Managing visibility** | Digital well-being & safety | Self-regulation |
| **Reflecting on process** | Adaptive learning | Learning to learn |

## 9. Implications for Adult Education Providers

In alignment with DigComp 3.0 and LifeComp, digital storytelling in inclusive adult education must consider the following:

- Approach online competence as context-dependent and relationally-informed

- Emphasize Agency, Ethics, and Participation

- Prioritize the process over performance

- Migrant women should be considered digital citizens and cultural contributors.

Adult education providers are encouraged to incorporate storytelling in these ways:

- Digital literacy skills

- Language and Integration Courses

- Empowerment & community learning programs



**Figure 8.** Inclusive Digital Storytelling aligned with DigComp 3.0 and LifeComp
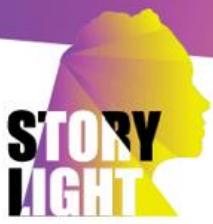
## 10. Concluding Remarks

Under the primary and secondary research work of WP2, it has been proven that digital storytelling is an effective tool of inclusion in adult education when done thoughtfully and wisely. This Guide offers adult education institutions an effective and flexible tool by which adult educators and practitioners can help adult learners increase their confidence and social participation levels using storytelling techniques.  Aligning STORYLIGHT's Guide with DigComp 3.0 and LifeComp places digital storytelling at the intersection of the future, rights, and empowerment in education. It directly addresses the realities outlined in WP2 and offers a solid foundation upon which further STORYLIGHT resources and pilot actions can be built. This Guide connects the world of research with the world of practice, setting the course of designing training materials, teaching guidelines, and pilots for the subsequent work packages to follow.

# E)    Appendices

## Appendix 1: Guiding Questions for the Focus Group and Adult Educator Interviews

For the adult educators one can use the same guiding questions for the focus group and the interviews

**General information**

Age:

Gender:

Do you have experience of inclusive education projects aimed at women with migration experience? If so, which ones?

**Inclusion & social participation**

- Tell us about your experiences with the inclusion of women with migration experience in educational programmes. What challenges do you face? What opportunities, possibilities and perspectives do you see?
- In your opinion, which measures have proven to be particularly effective in promoting social participation?

**Digital literacy and digital storytelling**

- How important is digital literacy for migrant women in your opinion?
- What digital skills do migrant women most commonly possess?
- What digital skills do migrant women most commonly lack?

The facilitator should explain the idea of digital storytelling to ensure that all the participants of the research are on the same level of information. After that the facilitator can ask the following questions.

- What potential do you see in the use of digital storytelling in working with women with migration experience?
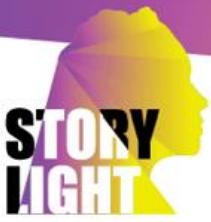
- Which topics and stories are particularly suitable for addressing women with migration experience through digital storytelling?
- What additional resources or support measures would help you to successfully integrate digital storytelling into your educational projects?

## Appendix 2 Guiding Questions for the Focus Group of migrant women

**General information**

Age:

Country of origin:

Length of stay:

Are you currently in gainful employment, and if so, what kind of employment is it?

Do you have access to further education and training programmes, and if so, which ones?

**Inclusion & social participation - being heard**

- Please tell us about your experiences leaving your home country, your arrival in the host country until today.
- What challenges did you face?
- What opportunities and prospects have arisen for you?
- How do you experience the host countries' society?
- Do you feel part of society? Why (not)?

**Digital competence & media use**

- What role do digital technologies play in your everyday life?
- How do you use digital devices (computer, smartphone, tablet), digital media (audio, video, interactive content, social media, text-based media) and the internet?
- What challenges do you face when using digital technologies?
- What support would help you to expand your digital skills?

## Appendix 3: guiding questions for the interviews with the migrant women

In the interviews with the migrant women we really want to encourage them to tell their personal story so we will focus on the part of being heard. So this part will be the main part of the interviews
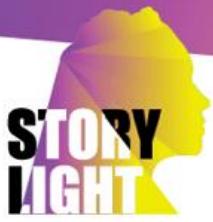
really giving the women space to tell their stories (see the recommendations for narrative interviews above). The two other parts remain the sames as they are in the focus group discussion.

**General information**

Age:

Country of origin:

Length of stay:

Are you currently in gainful employment, and if so, what kind of employment is it?

Do you have access to further education and training programmes, and if so, which ones?


**Inclusion & social participation - being heard**

What person were you before you left, and what person have you become since arriving and living in the host country? What were the key experiences and milestones of your individual migration process? You are free to choose which experiences you would like to share.

**Digital competence & media use**

- What role do digital technologies play in your everyday life?
- How do you use digital devices (computer, smartphone, tablet), digital media (audio, video, interactive content, social media, text-based media) and the internet?
- What challenges do you face when using digital technologies?
- What support would help you to expand your digital skills?