



DIGITAL WELCOME

BEST PRACTICES REPORT

(DELIVERABLE 1.1)



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1. INTRODUCTION

The aim of the Digital WELCOME programme is to generate an exchange of best practices between organisations specialised in digital inclusion of disadvantaged target groups, in order to develop and pilot (in a two-tier process) an innovative approach to foster social inclusion of third country nationals in educational and social activities, cultural life, volunteering and digital creation activities.

The Digital WELCOME consortium pooled practices and methodologies from local projects, as well as from previous European collaborations with countries outside the partnership. ALL DIGITAL, as a network of organisations working on digital inclusion, also participated in the collection of best practices and contributed with relevant contents sourced from its 60 members across Europe. The good practices collection served as a basis to develop the Methodology and Programme Contents of the Digital WELCOME training programme, which is at the heart of the project.

The best practices collection was a first step in the process and was organised as a transnational collection and compilation of practices with participating organisations in Belgium, Germany, Greece, Italy and Spain. The main aim of this report is to make an overview of the collected practices and take stock of “what is already out there” in terms of creative ICT workshops for vulnerable groups. In this way, we make sure that we do not reinvent the wheel in designing our training programme but take stock of existing initiatives and methods.

Each of these countries is represented in the project by local partner(s):

- ALL DIGITAL, Belgium – Coordinator
- Media Actie Kuregem Stad (Maks vzw), Belgium
- IASIS, Greece
- Stiftung Digitale Chancen (SDC), Germany
- Fondazione Mondo Digitale (FMD), Italy
- Colectic (former Associacio per a Joves Teb), Spain

- Centro Studi Citta di Foligno Associazione (CSF), Italy

To collect the best practices, Maks vzw created an online form. Through this form all partners could submit their methodologies/projects/training programmes/workshops that could be useful for the project. Partners also called upon other relevant organisations in their countries (and beyond) to submit related projects.

From the submitted practices there were 53 that corresponded to the objectives of our project and were taken into account in the design of our training. Practices that were not selected did not meet one or more objectives mentioned below, were not implementable in the time frame of this project, or were not applicable to our target group, because, for instance, they needed specific locations or were similar to, but less complete than, other submissions.

Our aim was to design a training programme of 60 hours for young 3rd country nationals to build their digital skills and prepare them as mentors of IT workshops. It would not be realistic to implement all the 53 practices we collected in a 60-hour-long training, so we decided to further reduce the selected practices to those that cover the five objectives defined in our project. This resulted in the definition of **4 modules based on 12 of the submitted practices**.

The 5 objectives/areas that our training programme was supposed to cover are:

1) Organisation of **creative IT workshops** for young third country nationals boosting their **language, IT skills, and soft skills**.

(Referred to as '**Creative**')

2) Fostering inclusion of young third country nationals through **volunteering**.

(Referred to as '**Volunteering**')

3) Coaching and mentoring participating young third country nationals in their learning process AND in their role as **mentors/animators** of creative IT workshops for mixed groups bringing communities together.

(Referred to as '**Pedagogical**')

4) Using **digital storytelling** to help youngsters reflect on their learning and integration process.

(Referred to as '**Digital Story-based**')

5) Empowering young participants to use their success stories to **motivate peers** and **raise awareness**.

(Referred to as '**Motivational for peers**')

All submitted methodologies can be found here:

<https://drive.google.com/drive/folders/OB7SVE-nfpu2sSkJKYzgxdtJsMjA?usp=sharing>

(If this document is read with Microsoft Office Word you may have to copy-paste links like this one, that refer to a Google Drive folder, in your browser in case these links do not work directly)

On the next pages you can find a table with each submitted practice, in which module it was integrated and which objectives it addresses. Modules are numbered 1-4 and submitted practices with e.g. 1.1, 1.2 and so on. At the end of this document, after the list of the modules and corresponding selected practices and the conclusions, you will find an **Annex I** containing:

NOT SELECTED IN CURRENT MODULES: those practices are related to the topics of the modules, but not directly included in them.

NOT SELECTED MODULES: partners have discussed the possibility to establish a separate module based on those practices, but in the end agreed not to, due to the limitations of the programme (mainly the fact that it is impossible for the programme to encompass everything that we would like to).

NOT SELECTED SUBMISSIONS: these are submitted practices that for one of the reasons above were not selected as relevant/usable to our programme.

	Name	Country of origin	Creative	Volunteering	Pedagogical	Digital Story-based	Motivational for peers	Module
	SELECTED MODULES							
1.	Scratch - Basics of programming							
1.1	Basic Programming with Scratch	Belgium	x					Scratch - Basics of programming
1.2	Codeclub	Spain/Catalonia	x					Scratch - Basics of programming
1.3	My Beatband with Scratch & Makey Makey	Germany	x					Scratch - Basics of programming
2.	Digital Storytelling							
2.1	Digital Storytelling: YEP4EUROPE + BRIGHTS	Belgium	x			x		Digital Storytelling
2.2	Digital-dabei!-Medienprojektwochen (Be-digital-project weeks)	Germany	x			x		Digital Storytelling
2.3	'The Transpoemations Project': digital storytelling, contemporary poetry, and	Greece	x	x		x		Digital Storytelling

	refugee boys							
3.	Digital Journalism							
3.1	WeReport: Making Interviews	Germany		x				Digital Journalism
3.2	Young Journalist	Spain/Catalonia	x					Digital Journalism
4.	Soft skills and Employability awareness for migrants							
4.1	SOSMIE	Greece					x	Soft Skills
4.2	GET There project	Greece					x	Soft Skills
4.3	LIGHTHOUSE	Greece		x			x	Soft Skills
4.4	Basic Animator Training	Belgium		x	x		x	Soft Skills
	NOT SELECTED IN CURRENT MODULES							
1.4	Code Your Life - Coding for the future, A handbook for coding with children	Germany	x					Scratch - Basics of programming

2.4	Transnational Identity and Migrant Language Learners: The Promise of Digital Storytelling	Greece	x	x		x		Digital Storytelling
2.5	Voices Beyond Walls	Greece	x	x		x		Digital Storytelling
3.3	Syrmania - The life of people from Syria in Germany	Germany	x	x		x		Digital Journalism
3.4	JuMP Summer Holiday Camp 2017	Germany	x					Digital Journalism
3.5	Infomigranti	Italy	x	x				Digital Journalism
3.6	Cintra's radio	Spain/Catalonia	x	x		x		Digital Journalism
3.7	Young reporters: awakening concerns	Spain/Catalonia	x	x				Digital Journalism
NOT SELECTED MODULES								
5.	Digital Photography & Video							
5.1	Ready, set, go with the Camera!	Germany	x					Digital Photography & Video

5.2	Basics of shooting Digital Photography	Belgium	x					Digital Photography & Video
5.3	Basics of editing Digital Photography	Belgium	x					Digital Photography & Video
5.4	Basics of editing Digital Video	Belgium	x					Digital Photography & Video
6.	Creating Apps - Advanced programming							
6.1	Technovation Challenge Catalonia	Spain/Catalonia	x	x				Creating Apps - Advanced programming
6.2	digital World, Internet and Multimedia tools	Spain/Catalonia	x	x			x	Creating Apps - Advanced programming
	NOT SELECTED SUBMISSIONS							
7.	FiBB macht MedienFit /FiBB makes you fit with media	Germany	x					

8.	Klicksafe handbook - Know how for young users	Germany	x					
9.	The digital scavenger hunt - actionbound	Germany	x	x				
10.	My freedom is also your freedom - Documentation (Meine Freiheit ist auch deine Freiheit - Dokumentation)	Germany		x				
11.	Future Workshop	Germany	x		x		x	
12.	Internet, Computer und Mobile Apps für Information und Bildung nutzen	Germany					x	
13.	Gaming and social tools	Italy	x		x			
14.	Digital Artisans (Artigiani Digitali)	Italy	x					
15.	CO-HOST methodology	Italy	x	x			x	
16.	Citizenship paths/workshops aimed at the socio-cultural integration of the minors who are arriving alone in Palermo, through non-formal education.	Italy	x		x			

17.	Mobile Technologies	Italy					x	
18.	Second-language literacy with the tablet	Italy	x	x				
19.	ACCORD methodology	Italy		x			x	
20.	Centro Enea (Aeneas Center)	Italy					x	
21.	Discovering Chances	Greece		x			x	
22.	Onstage material and methodology	Greece	x				x	
23.	SILO	Greece	x		x			
24.	M.Yth.WORK	Greece	x		x		x	
25.	MILE – My Informal Learning Experience	Greece					x	
26.	EVA Project (Video CV)	Greece	x				x	
27.	Basic Windows 10 and internet	Belgium					x	
28.	Basic Excel	Belgium					x	
29.	How to record your dragon	Spain/Catalonia	x					

30.	Cardboard Sphere Space	Spain/Catalonia	x					
31.	TASTAm	Spain/Catalonia		x			x	
32.	RavalFab	Spain/Catalonia	x					
33.	RefugeesIN Course	Portugal	x					

For lay-out reasons the numbering of these methods will not match the numbering of the document table of contents.

2. FINAL SELECTION OF METHODOLOGIES

As mentioned above, we defined our four modules based on 12 of the submitted practices. They are the main focus of this section of the report. All other methodologies are also very interesting. We will cover them in less detail in the next chapter, but further information is available under the google drive link above.

2.1. Selected Modules

2.1.1. SCRATCH - BASICS OF PROGRAMMING

A number of practices of different partners use Scratch as a tool to introduce programming in a fun and creative way. Some of these go into Python and website building as well.

Objectives: CREATIVE

Basic Programming with Scratch (Belgium)

Fun little step-by-step tasks that teach how to make games.

<https://drive.google.com/drive/folders/OB7SVE-nfpu2sWm9MekhXRIQxb2M?usp=sharing>

Codeclub (Spain/Catalonia)

The Code Club (programming clubs) are a network of free activities totally managed by volunteers with the aim of giving children the opportunity to learn to program. These activities are carried out during extra-school hours, either at the same school, in a library, a civic centre or any place that has computers. Currently, there are more than 1350 Code Clubs around the world.

Code clubs' methods and exercises add more advanced exercises to the Coding module.

<https://drive.google.com/drive/folders/1p0msxwttlZXDSx3h4u6qG3QEGIEtJFsE?usp=sharing>

My Beatband with Scratch & Makey Makey (Germany)

In the workshop "My Beatband" the participants familiarize themselves with the basics of the visual and free code language Scratch and programme with that language an own band that beatboxes. The band members can be drawn/downloaded from the Internet or made from pictures of the participants themselves. The beats can also be made from different possibilities: either integrated tones from the programme, downloaded from internet platforms free of charge, or recoded with an audio recorder by the participants. The music is controlled by the tool Makey Makey.

The previous two workshops are only focused on the coding part of Scratch but with the addition of My Beatband, we add more interactivity and creativity.

https://drive.google.com/drive/folders/1evV9xlzq4MAGwUSJwb29jhZKcxA8_no?usp=sharing

2.1.2. DIGITAL STORYTELLING

Digital storytelling is a big part of the Digital Welcome project. It will be used as a method to acquire the skills mentioned in the objectives above, and it will also serve as evaluation tool for the young volunteer mentors to reflect on their experience and integration. We will base the Digital Storytelling module on the following methodologies/practices. Digital Storytelling is a very extensive yet easy to use method to empower people to tell their own story by making a short video. This story is based on a personal experience or anecdote. More information about this technique can be found in the Module, as well as in each of the below practices included in it.

Objectives: CREATIVE, PEDAGOGICAL, VOLUNTEERING, DIGITAL STORY BASED

Digital Storytelling: YEP4EUROPE + BRIGHTS (Belgium)

Comprehensive guide to make Digital Stories with youngsters with many methodologies, games and tools to help you along every stage of the workshops.

This will be the main methodology of the Digital Storytelling part. We take the games and warm ups from the Yep4Europe methodology and the technical video editing methods from the BRIGHTS MOOC. The next two workshops are added on to this very thorough guide.

<https://drive.google.com/drive/folders/0B7SVE-nfpu2sMW44SU41bUJhT3M?usp=sharing>

Digital-dabei!-Medienprojektwochen (Be-digital-project weeks) (Germany)

Once per year the media week invites up to ten young refugees with low digital skills to become familiar with digital media in order to benefit from them. Due to the fact that the participants are inexperienced in the handling of digital devices the media week starts with methods which introduce them slowly to the devices. They conduct a creative and low-level photo project "I tell you my story": the young people make "Eye"-pictures by e.g. sticking paper eyes on garbage cans, bicycles, car mirrors. Then they make masks and selfies and while they have to transfer, store and organize the pictures on the computer they gain computer skills. In order to tell their stories, the young people use Word and Powerpoint and learn more about these programmes that are necessary for school.

The "I Tell you my story" part is added to the Digital Storytelling module in the warm up phase.

https://drive.google.com/open?id=1gStamMnHx9-XwgW_-Z_JKEE-ByFP1KBX

'The Transpoemations Project': digital storytelling, contemporary poetry, and refugee boys (Greece)

The students attended local public schools but struggled to experience academic success in the traditional classroom. The summer program addressed this issue by offering the students a curriculum in which they worked, alongside American teachers, in small learning groups, completing activities premised on specific twenty-first century literacies, such as critical thinking and the creative manipulation of texts and technologies. The students interacted with high-interest literature written in English and with selected productivity tools, including the filmmaking software MovieMaker. The program culminated with each student producing a digital story – a 'transpoemation' – adapted from an autobiographical response to George Ella Lyon's poem, 'Where I'm From.' The students translated their own poems through a series of scaffolded steps in order to create short films for preview and critique. Working with the computer, with texts they had generated, and with images and music, the students showcased their facility with storytelling, with the English vocabulary they were acquiring, and with visual media, demonstrating a growing sense of academic confidence.

The poetic side of this project is a nice addition to the way our participants will think about structuring and telling their own story.

<https://drive.google.com/drive/folders/19Ylh8uKVz4WT-pGXfEekwtXjXAHWAYOJ?usp=sharing>

2.1.3. DIGITAL JOURNALISM

A number of partners submitted workshops that relate to creating and sharing content based on research and gathering opinions. These include some contemporary digital methods as well.

Objectives: CREATIVE, VOLUNTEERING, DIGITAL STORY BASED

WeReport: Making Interviews (Germany)

As part of the WeReport project a workshop has been conducted that used the method of making interviews to empower young refugees to use digital media, reflect about themselves and their situation, and familiarize with other participants. Firstly, the young people learned basics in audio and video recording and made test shots. According to the motto "typical German" they made several interviews in which the participants asked each other about their experiences and estimations. The participants got to know each other and found topics for the upcoming project work.

In this workshop the mentors will learn how to make interviews. It's focused on interviewing each other and getting to know each other and use their smartphone to do so.

https://drive.google.com/drive/folders/1zavl9iFO8FBhM5WrBkHM_BJvn6Ke-LF5?usp=sharing

Young Journalist (Spain/Catalonia)

This workshop is focusing on collecting different kinds of interviews and making the world's largest map with them. It's aimed at youngsters and when they make interviews with the WeReport method mentioned above this is a nice addition to collect them all and find an original way to present them to the outside world.

https://drive.google.com/drive/folders/1WjLizH26KeOgrF5G0shelCflc_RM2rjh?usp=sharing

2.1.4. SOFT SKILLS AND EMPLOYABILITY AWARENESS FOR MIGRANTS

As we want to teach many skills that could increase the employability of our participants, we added a fourth module on soft skills. It is aimed at the young mentors themselves and not all the information and skills gained in this workshop will need to be taught to the mixed groups. It will give them the necessary baggage to give workshops and extra tools to communicate with the outside world in different contexts.

Objectives: MOTIVATIONAL FOR PEERS, VOLUNTEERING, PEDAGOGICAL

SOSMIE (Greece)

The project SOSMIE deals with soft competencies which are skills necessary to integrate into the labour market, for example, the ability to communicate and to give the expected response to any situation in a company (accept and understand rules, work in a team...). SOSMIE also aims at identifying and promoting tools for detecting these key skills for employers. It proposes some tools on selected practices (best practices) which can be used by employers or trainers to work with migrants.

This is a very extensive toolkit with many exercises. It does include a few multimedia tools but is mostly focused on trainings and games that test work-related competences that can be used as a trainer or when looking for a job.

<https://drive.google.com/drive/folders/1UKMxp-KGwuuxUPYAyh3RnznP0Pra3F6W?usp=sharing>

GET There project (Greece)

The Get There – Journey to Employment project, funded by Erasmus+, addresses the issue of youth unemployment and developing better employability skills. Using an innovative curriculum model as well as a proven learning methodology, the project offers an effective programme for moving into employment.

The main aim for this submission in our programme is to add soft skills awareness and gain skills in personal planning.

<https://drive.google.com/drive/folders/19KDcT-RCdRviuUVcXamsOncfRipTJTua?usp=sharing>

LIGHTHOUSE (Greece)

LIGHTHOUSE is an innovative model and tools for supporting lifelong learning and career paths for migrants by tailored counselling and recognition of prior learning to improve skills, employability and mobility. It combines two successful frameworks: the Austrian model LOT-House (learning, orienting, trying-doing); BEST, and the well-established French system for the recognition of non-formal and informal learning.

This submission consists of a whole methodology on how to approach and work with migrants on career and job-related issues, focuses on personal mind-mapping techniques. We will use the Guidebook and the connected Toolbox for those who want to go deeper.

https://drive.google.com/drive/folders/1RZSI-z_k7sakkOGsMwCAa2F1SrZ8IWKD?usp=sharing

Basic Animator Training (Belgium)

This is a fun and simple method called AFTERALL to enhance the animator skills of our mentors. It will help them understand the main principles of a workshop preparation but also gives them insight in how to work with groups and other youngsters.

https://drive.google.com/drive/folders/13kF12s-D5BHJ0bO1Lbl_u5jemld03gWg?usp=sharing

3. NOT SELECTED SUBMISSIONS

In Annex I “Not Selected Methodologies” you can find the details of the submitted methodologies that were not directly (re-)used the Digital Welcome project.

Please note that this annex is not available in all languages, and that the additional information on the google drive is in the language of the organizing country.

4. CONCLUSION

Given the large variety of submitted methods, we had to find a way to structure them and make a selection that made sense. Our programme had to be realistic to implement but without sacrificing any of our main goals and taking into account the philosophy we have described in the project methodology.

With the focus on the four modules listed above, we achieved this. Our next step is to make our programme contents and guidelines and test them out in the next phase of the Digital Welcome project. First, all partners will be trained in the four modules (2 staff trainers per partner). This will be done on a peer to peer level: partners teaching each other keeping in mind each other’s strengths and weaknesses. In the next stage, these skills and knowledge will be passed on to the young mentors (3rd country nationals) who are the direct beneficiaries of the Welcome project. They, in turn, will give workshops to mixed groups of locals and 3rd country nationals.

Although a selection was made, we are sure that the non-selected practices will be useful in the future. It’s a luxury to have such a wealth of methods that can be implemented in a later stage or used as a back-up if something does not seem to work as expected.

We hope that this best practice report will inspire you as much as it was inspiring to us.



ANNEX I

This annex includes a detailed overview of the submitted methodologies that did not make it into the Digital Welcome project.

Please note that this annex is not available in all project languages, and that the further information on the google drive may be in the language of the organizing country.



5. NOT SELECTED IN CURRENT MODULES

These submissions are relevant to the current selected modules but did not get selected for the reasons noted above (overlap, do not fit within the limits of the programme, etc.). They could be used as an alternative to some of the selected contents, or as further inspiration.

5.1. Scratch - Basics of programming

Code Your Life - Coding for the future, A handbook for coding with children (Germany)

The handbook is designed for teachers and gives detailed instructions about how to teach coding to students. With screenshots, timetables and step-by-step instructions the teachers are empowered to organize their lessons around programming tools. The handbook contains four curricula with different content.

https://drive.google.com/drive/folders/1Qo2eLO_HhbHMeo4RRWODK71iXvGMele2?usp=sharing

5.2. Digital Storytelling

Transnational Identity and Migrant Language Learners: The Promise of Digital Storytelling (Greece)

As technology enables migrant learners to maintain multi-stranded connections with their countries of origin and settlement, they engage with the world with transnational identities based on a complex network of values, ideologies, and cultures. By building on their transnational literacies, the language learning classroom can be a Third Space which acknowledges their fluid, multidimensional identities. Digital storytelling, by allowing them to share their stories of migration and assimilation, holds great potential for enabling migrant learners to be fully invested in their transnational identities and to claim their right to speak.

<https://drive.google.com/drive/folders/1T1A2tVLYeteL8xPgrQECBXP4XjnSiVx?usp=sharing>

Voices Beyond Walls (Greece)

In this methodology, the role of digital storytelling for creative empowerment of marginalized youth is considered. Workshops were conducted in the context of Palestinian refugee camps in the West Bank and East Jerusalem. We highlight the current situation regarding arts education and cultural production, and the challenging environment experienced by the youth there.

<https://drive.google.com/drive/folders/1eoxr9TdOdVaFGkJex83-ApUrBoFSSmIZ?usp=sharing>

5.3. Digital Journalism

Syrmania - The life of people from Syria in Germany (Germany)

Syrmania is a podcast that makes the life of newly arriving Syrian people in Germany the subject of discussion - alternating in German and Arabic. Two radio stations produce the podcast: Deutschlandfunk Berlin and Onlineradio Souriali.

https://drive.google.com/drive/folders/1aFOplgvqxIkWQjdGEyt2IcHzElqJK_Dh?usp=sharing

JuMP Summer Holiday Camp 2017 (Germany)

In the JuMP Summer Holiday Camp 2017 young people between 12 and 15 took over the role of reporters. Within four days the young people learned the techniques of being a reporter while visiting an open-air museum, a real newspaper and a TV channel. On the last day the new reporters created short clips and a magazine about their experiences during the camp.

<https://drive.google.com/drive/folders/11F47TiktwFa-uqoP3P5b-rHcKQt5t627?usp=sharing>

Infomigranti (Italy)

In the years 2015 and 2016, the “Piuculture” editorial team developed the project “Infomigranti” (funded by the Valdese Church), which for two consecutive years trained young immigrants in social journalism and intercultural communication. The workshop gave to the participants useful skills to embark on a career in journalism, allowing them to go ahead with the training with the newspaper editorial staff. In 2017 “Infomigranti” was launched and carried out with 22 Italian and foreign students of the

third, fourth and fifth classes of “Maria Montessori” high school in Rome. The students were led by 5 tutors of the “Piuculture” newspaper (including the responsible director) and attended a training program of 40 hours (in presence) learning: how to create and manage a blog; tools for effective field work; how to write real newspaper articles. The title of the blog was chosen by the participants to represent the multiculturalism of Rome. Photos, graphics and the general setting were the result of a joint implementation process with the participants during the lessons; the Facebook page was opened with the participants and is managed by them even now. The training path led to a progressive empowerment of the participants, who worked as a real editorial staff. The time of the year in which the lessons were held did not allow a focus on community celebrations and Ramadan at the Great Mosque, but the local chronicle gave to “Infomigranti” meeting opportunities and interesting issues to deal with, such as the centre for unaccompanied minors “CivicoZero”, the National demonstration of the “Italians without citizenship”, the schools of Italian as a second language, the activities of Baobab Experience.

<https://drive.google.com/drive/folders/11F47TiktwFa-uqoP3P5b-rHcKQt5t627?usp=sharing>

Cintra's radio (Spain/Catalonia)

Radio workshop with students at risk of social exclusion and "school failure". They learn the operation of a radio studio, write the script and record, and then share the contents. They improve the skills of oral and written expression, and acquire digital competences (sound editing, search for information, publication in blog and social networks, share audio files, etc.).

<https://drive.google.com/drive/folders/1I9EAQ8aMt7R4SUhSE8rJGw25OTw4yFBj?usp=sharing>

Young reporters: awakening concerns (Spain/Catalonia)

"Young reporters" has as its main objective to motivate young people through the implementation of digital journalism initiatives to discover new concerns and stimulate interest in other professions. The methodology is based on small content units accompanied by a lot of practice. This practice is linked to the development of the different roles of communication professionals involved in the particular journalistic genre that is being worked on. Participants change roles on a rotating basis, which

allows them to identify those roles in which each person feels more comfortable and allows them to develop their skills or discover hidden potentials or new interests.

https://drive.google.com/drive/folders/1hUWWGIZdf1nFKT2xloy4hAkCCgwk7_Ib?usp=sharing

6. NOT SELECTED MODULES

While processing and analysing the good practices and discussing the future training programme, we also considered establishing two other modules that were eventually not included:

6.1. Digital Photography & Video

A number of the submitted practices are around digital photography and video. They did not make a separate module, but photo and video editing was integrated in the Digital Journalism module.

Objectives: CREATIVE

Ready, set, go with the Camera! (Germany)

In the workshop, a short movie is made by and possibly also with the participants. The participants make suggestions about which content interests them. The contents are collected with bullet points and translated into pictures and symbols. The trainers work with self-made objects, painted pictures and sketches, short performative elements (dance, choreography, theatre). The final movie shows the ideas of the participants in a visual way and is watched in the group at the end of the workshop.

<https://drive.google.com/drive/folders/1Dd8vCMtoVhD2Sk7jPsyglrS0nwygsTNW?usp=sharing>

Basics of shooting Digital Photography (Belgium)

Creative and light hearted workshop in which the fundamental basics of photography are learned by practice. With a few examples and easy exercises everybody can learn how to create a decent photo.

<https://drive.google.com/drive/folders/0B7SVE-nfpu2sSHJvZFU5Vjl4dTQ?usp=sharing>

Basics of editing Digital Photography (Belgium)

Exercises and simple review of how to edit (self-made) photos and make them look more professional.

<https://drive.google.com/drive/folders/1LU3sAy7ykC05CmM7AbkRoHOKZrSd576W?usp=sharing>

Basics of editing Digital Video (Belgium)

Learning how to edit self-made videos on smartphones.

<https://drive.google.com/drive/folders/1pCT5CrfjzGUUpNoE6p0QxQOdAMSx8lmM?usp=sharing>

6.2. Creating Apps - Advanced programming

The partner from Barcelona proposed a few advanced programming methods that are focused on creating apps for smartphones.

Objectives: CREATIVE, VOLUNTEERING, MOTIVATIONAL FOR PEERS

Technovation Challenge Catalonia (Spain/Catalonia)

Technovation curriculum is offered in 12 weeks. Teams can follow the 12-week plan or pace themselves through the units. Some units take more than one week.

https://drive.google.com/drive/folders/18Xy_-9_8Nrvv3AfxOXXZgbFY4vduDhVg?usp=sharing

Digital World, Internet and Multimedia tools (Spain/Catalonia)

Mobilitza't Mobile is a program promoted by Barcelona Activa whose objective is the job placement or the return to the educational system of young people in the mobile field through their professional qualification.

<https://drive.google.com/drive/folders/1vyQ2tQ7iRoYPme6gtRpyIEQE6QvPw46u?usp=sharing>

7. NOT SELECTED SUBMISSIONS

The previous methods were different submissions that are merged into one larger module as they shared a certain synergy and have the same goals and outcomes. The submissions below stand on their own as they each have distinctive objectives that cannot be merged and are also not selected. Nevertheless, they are interesting and deserve a place in this report.

FiBB macht MedienFit /FiBB makes you fit with media (Germany)

The concept is based on a holistic media pedagogical approach that includes parents and children. The multi-lingual workshops take place in the social space close to the families, e.g. Kindergarten, school, library. The workshops target the parents to impart knowledge and skills about privacy, cyber mobbing and propaganda. The parents then discuss the topics with their children at home. The workshops for the children (with and without experience of flight) include photo reports and making own books about their environment, life situation, wishes and ideas for the future.

<https://drive.google.com/drive/folders/1TfhWEGCfB8dLYjBg6TAI5prVXR0wp88T?usp=sharing>

Klicksafe handbook - Know how for young users (Germany)

The handbook is a practical introduction into the broad field of online communication. It offers Good Practices in terms of support and practical tips for school lessons. The units are easy to understand and thus the handbook can stand for itself. The handbook is organized in nine thematic units that contain different chapters with background information on the topic, detailed plan for the lesson and learning sheets.

<https://drive.google.com/drive/folders/1TfhWEGCfB8dLYjBg6TAI5prVXR0wp88T?usp=sharing>

The digital scavenger hunt - actionbound (Germany)

The scavenger hunt is still a classic at birthday parties for children (hiding treasures in the neighbourhood with clues for the next stop). This timeless game can also be played

with the help of digital devices. It has the advantage of getting to know the digital device and its features during a game. This game can be very useful for intergenerational groups and for people who are new to the city. The stops during the scavenger hunt can be planned with the help of the app "action bound" or individually.

<https://drive.google.com/drive/folders/1PUpHFBPFaVdyk7MT2BhBe3f1bHkHRbrx?usp=sharing>

My freedom is also your freedom - Documentation (Germany)

Enhancing the democratic conviction of young people (with and without migrant background) by reflecting their attitudes towards Islam as well as the attitudes of others. In the workshops the young people will deal with questions about their own identity, origin, belief and wishes: where do I belong? What is important for me? According to which values do I want to direct my life?

<https://drive.google.com/drive/folders/1XK6lbMr03WzMA-d-tjxtOZu6qO5iunhZP?usp=sharing>

Future Workshop (Germany)

In a future workshop the participants are motivated to find unusual and new solutions for questions in an atmosphere that promotes creativity. This method is suitable if the participants have to find solutions for a question or a task that is new to them or if they are asked to find new and creative solutions for existing "problems" (such as conducting IT workshops). The method has three phases: first, the critical phase where the current situation is to be analysed and problems are to be found. Second, the phantasy phase where ideas and solutions are developed that can be unrealistic and utopian and where the context can be left out. Third, the realisation phase where the ideas are structures and analysed regarding their quality in terms of implementation, and agreements are made for the further steps. Important is that the atmosphere is informal and promotes creativity. The used materials should reflect that.

https://drive.google.com/drive/folders/1Cpi9JNevoJiAVcPy3tx3d9t_wJuoOcrK?usp=sharing

Internet, Computer und Mobile Apps für Information und Bildung nutzen (Germany)

This workshop is offered in a media centre for women (FCZB in Berlin). The centre provides not only a workshop but thinks about the situation and environment of the

women. The content of the training is oriented on the practical needs of the target group, e.g. to learn how to be independent. Furthermore, the training is free of charge and offered in several languages if needed. The centre offers child care during the training and the duration and schedule of the training is individual. The women can participate in the training at two days per week for half a day and they are supported by trainers with refugee experiences.

https://drive.google.com/drive/folders/1Lf-hCn6mWoF0h1s5V_bEblhDppmEJ7Z2?usp=sharing

Gaming and social tools (Italy)

“Gaming” refers to playing electronic games via consoles, computers or mobile phones. Social Tools are tools that use social media to enable people to meet, connect or collaborate through computer-mediated communication and to form online communities. The objective of the methodology is to “gamify” learning contexts, i.e. add gaming elements to non-game learning situations: how to integrate different web apps in ordinary class work with adult immigrant learners. Different digital tools can be used together to help adult immigrants in studying and learning different topics in a foreign language and increase involvement, motivation and creativity through “gamification” processes and social networking.

<https://drive.google.com/drive/folders/1CIXIV2kTgbWW2cvnWzR9zZertu1sqvwC?usp=sharing>

Digital Artisans (Artigiani Digitali) (Italy)

The workshop was designed to be implemented during an open day at a Provincial Centre or Adult Education in Rome. The majority of participants were students from 2 different classes (and ages and cultural roots): one group with young immigrant people, most of them well educated, studying to achieve the low secondary school Italian certificate and a group of aged Italian people learning digital skills. During 2h30 three activities were developed by the school teacher and the responsible of the FabLab (who was invited at school):

1. A warm-up activity: participants were divided in two groups (mixing different kind of people) and challenged in a quiz about the basics of FabLab. Each group chose a name and improved team building in playing the game. This activity was led by the teacher who already knew most of participants and facilitated the process of team building.

2. A short tutorial about how to use Tinkercad and some exercises to practice it. This activity was led by the responsible of the FabLab, supported by the teacher.
3. After some design experimentation, a demonstration of 3D printing and a tutorial on how to use it. This activity was led by the responsible of the FabLab, supported by the teacher.

https://drive.google.com/drive/folders/1gorV7uK3i1Y9uYZe_cMiR4bzPkXrw5lB?usp=sharing

CO-HOST methodology (Italy)

The project CO-HOST aimed to promote skills development – Italian as a second language, civics/culture, basic computer literacy – and social integration of asylum seekers/refugees/vulnerable immigrants hosted in reception centers (SPRAR and others) in order to strengthen their integration processes and autonomy in the host country. The project overall objective was to build and test an innovative integration model, based on the active cooperation between reception centers/facilities and high schools, which became integration HUBS for asylum seekers and refugees, thanks to the natural “power of facilitation” of the students. Thus, students of high schools were trained and prepared to become tutors and facilitators of immigrants and refugees, while practicing their soft skills thanks to the Education for Life model. CO-HOST implemented the “Third Welcome Formula”, which was developed and tested by Fondazione Mondo Digitale in many other initiatives devoted to immigrants and refugees: a learning style based on social learning fosters collaboration and, at the same time delivering learning activities that respect individual and cultural characteristics; an additional strong point of the model is the extensive use of ICT as a social accelerator.

<https://drive.google.com/drive/folders/1Rm7v3PqGiYUKrkMPbCjooS8YJKbOjROQ?usp=sharing>

Citizenship paths/workshops aimed at the socio-cultural integration of the minors arriving alone in Palermo, through non-formal education (Italy)

The citizenship paths/workshops are characterized by three types of activities: dance and intercultural workshops, workshop on human rights and coexistence, expressive and video workshop. Each workshop involves the active participation of young people through non-formal methodologies aimed at strengthening their skills. Specifically, the

experts use methodologies such as Dance/Movement/Therapy and non-formal education, active participation, discussion groups, games using sociodramatic techniques, experimental laboratories, verbal and nonverbal exercises, movies and readings, group games, media education games, practical shoot, group review, critical comparison.

https://drive.google.com/drive/folders/1_1C4iPvdViszzTz2gokAj4ac8h1wRJ6N?usp=sharing

Mobile Technologies (Italy)

Any small, portable device that provides computing, information storage and retrieval can be a handheld technology. Handheld technologies include handheld computers, media players, game consoles, notebooks, mobile phones and tablets. The objective of the proposed methodology is to use “mobile technologies” to deliver literacy activities for adult immigrants with low basic skills, in order to make the learning process more interactive and customizable. Different digital tools can be used together: the most important thing is to select them appropriately to meet learners’ specific needs.

<https://drive.google.com/drive/folders/1oxZsD6xxQitPrIfjoorFXtP5DQaztNE-?usp=sharing>

Second-language literacy with the tablet (Italy)

The learning path starts with an activity based on interaction supported by the use of personal tablet and/or smartphone. Students can use their mother tongue to search for images (there should be a cultural mediator in the classroom that supports and allows the use of mother tongue, essential for learning to read and write in a second language).

<https://drive.google.com/drive/folders/1oxZsD6xxQitPrIfjoorFXtP5DQaztNE-?usp=sharing>

ACCORD methodology (Italy)

The project aim is to educate teachers on handling conflict resolution and intercultural communication awareness to help teachers constructively manage conflict, create positive learning environments, and develop students’ conflict competence and social skills.

<https://drive.google.com/drive/folders/1KXuyoalLKkEI8DTNyyPKKSEHm0dKXK2m?usp=sharing>

Centro Enea (Aeneas Center) (Italy)

The experimental Aeneas Center was developed with the Municipality of Rome in synergy with the Ministry of the Interior. First opened in Rome in October 2007, Aeneas Center is a “secondary” reception centre structure for asylum seekers and refugees, offering the continuation and development of the integration process begun in Italy thanks to the network of emergency or first immigrant reception centres already established. In the years of the project (until 2013) the Center hosted up to 400 guests, and was staffed by social workers, linguistic mediators, Italian language teachers, psychologists and lawyers.

At Aeneas Center, FMD managed and organized the Internet Café (e-Café), according to an intervention model based on four levels of interaction, each of which brought different benefits to the refugee’s integration and cultural identity.

https://drive.google.com/drive/folders/1UyB8_1ptrUUuo5biCcfIcTqJof8GKqw?usp=sharing

Discovering Chances (Greece)

The project envisages to provide participants with knowledge and skills in the use of new methods and tools for professional diagnosis and the translation and adaptation of new tools. The target group of the project group of experts are experts in the humanitarian field (trainers counsellors and psychologists) who worked with several beneficiaries/target groups. The main intervention umbrella was about Soft Skills awareness.

<https://drive.google.com/drive/folders/1k-7f1FNJfLGazH1h0E1oF7sX3WklEzwd?usp=sharing>

Onstage material and methodology (Greece)

Drama and awareness techniques for young migrants.

The On Stage project aims to empower young migrants to improve their employability skills through biographic work and elements of drama. This transfer of two earlier successful projects aims to introduce new forms of empowerment into the VET

programs and into counselling by combining biographic learning models with the techniques of drama activity, all of which is to be applied to the working relationship with the young migrants.

<https://drive.google.com/drive/folders/1ZSksooIVH9mh5vJSACCcmI8XnGyyvuxy?usp=sharing>

SILO (Greece)

SILO addresses (a) the need to engage socially excluded adults in learning as well as (b) the need to utilize non formal learning and fulfils those needs by providing new pedagogy for practitioners to engage socially excluded adults in participatory arts projects utilizing non formal learning, to develop and validate competencies.

<https://drive.google.com/drive/folders/1yxCBGzkAoGcl65ZZsBlpQ2bI86YzjaV9?usp=sharing>

M.Yth.WORK (Greece)

- 1) Equip youth counsellors with innovative techniques in order to reach out effectively young people from different cultural backgrounds, such as migrants, refugees or asylum seekers.
- 2) Provide personalized techniques that will help to reach out the above-mentioned population closer, depending on the characteristics of young people.
- 3) Promote effective youth work.
- 4) Promote the concept of working with young immigrants.
- 5) Promote international co-operation between youth organizations.

<https://drive.google.com/drive/folders/1DLaBP3IPGxRv3adbl3Mfcl-79uGQM6hX?usp=sharing>

MILE – My Informal Learning Experience (Greece)

MILE program deals with individuals moving to Europe (refugees, migrants, asylum seekers) who lack formal qualifications but have valuable experience gained during working life, family activities or other activities. These experiences can become an asset in joining successfully the host country. The main objective of the project is to

support the beneficiaries in identifying/capturing their experience in order to increase their employability chances.

<https://drive.google.com/drive/folders/191633WJjZ2yKuc22iAiOFY9x3YodiXeu?usp=sharing>

EVA Project (Video CV) (Greece)

20 hours of counselling sessions together with filming to assist youngsters at risk in their job-finding process / to visualize their skills and competences, especially for migrants that don't have the documentation needed.

<https://drive.google.com/drive/folders/15sLeX2UlzMKevtiV61RTyZ9BF0NmV3G9?usp=sharing>

Basic Windows 10 and internet (Belgium)

Formal education system on basic Windows 10 functions for total novices.

<https://drive.google.com/drive/folders/0B7SVE-nfpu2sSlpEZ21NdWVnTTQ?usp=sharing>

Basic Excel (Belgium)

Formal education system on the basics of Microsoft Excel.

<https://drive.google.com/drive/folders/0B7SVE-nfpu2sbTUtMnp1eEFwdmc?usp=sharing>

How to record your dragon (Spain/Catalonia)

With the workshop 'How to record your dragon' we introduce the participants of the Mobile Explorers Club to the world of audio-visual creation. In teams, they create an audio-visual project with cultural content (1-2 minutes maximum), going through the various stages of video production. Preparation: role playing, storyboard creation: scenario, characters & soundtrack. Stop-motion & editing final production and sharing.

https://drive.google.com/drive/folders/1e171W_gZkk83fOjrI59xpcWViPdayFtr?usp=sharing

Cardboard Sphere Space (Spain/Catalonia)

Express our view of the world through 3D images and add your contributions to a large map world.

1. Customize Cardboard
2. Install the mobile phone applications
3. Explore the WMC
4. Produce a 3D image
5. Publish it on a map

https://drive.google.com/drive/folders/1K_721am3QaFTCLtH2PDkHjbM_EzovSLI?usp=sharing

TASTAm (Spain/Catalonia)

Sociolinguistic welcome, emotional skills, social skills and teamwork and Craft Tastet and orientation to the individual professional project. We organise "tastets" depending on the needs of young people; during this 2016-2017 course the following tastets have been made: Tastet of computer repair, Hairdressing tastet, Tastet of paint of walls, Cooking Auxiliary Tastet, Tastet of waiters, Bike repair tastet.

We also carry out specific activities to complement teaching and work on group cohesion, such as excursions, percussion and sexuality workshops, among others.

https://drive.google.com/drive/folders/16SRxs7N-prt1LQ8XlfQcTieNt8_U3PIM?usp=sharing

RavalFab (Spain/Catalonia)

RavalFab offers a series of workshops focusing on programming (visual and code); robotics and electronics and open source 3D printing. This allows us to work the digital divide for social and economic reasons; the digital divide by gender issues; communication skills of its participants; teamwork, collaboration and cooperation and computational and abstract thinking.

https://drive.google.com/drive/folders/1CO2HTyX3NkpxDIQj9QcP5FMNo_QhRVD6?usp=sharing

RefugeesIN Course (Portugal)

Based on a participatory, holistic, learner's centred and cinema-based learning paradigm, adult educators (of refugees) work within a multicultural environment (adult educators & former and newcomer refugees) framed by a creative process,

enabling them to learn by doing. They use a new methodology mediated by cinema and create own didactical resources (documentaries). Cinema is used as a tool for breaching stereotypes and portraying inspiring stories of well-included former refugees, which are expected to be a role model for the newcomers. Adult educators in the RefugeesIN Course, with the guidance of experienced documentary filmmakers, research, write, produce and direct their own short documentary film in close collaboration with their major “clients” - adult learners’ migrants/refugees.

<https://drive.google.com/drive/folders/1OAehxOxl-gtydSQn4u5wlp8qosrKGWh3?usp=sharing>

