



DIGITAL WELCOME

DIGITAL WELCOME METHODOLOGY



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Abstract

This methodology contains the underlying principles of the methods and modules of the Digital Welcome programme, as well as some insight, tips and tricks on the practical implementation the programme with groups of young refugees and newcomers. Although the programme is composed of four different modules, this methodology is about what connects these modules and how they enhance or enable different hard and soft skills connected to this programme.

After a short **introduction** and explanation of what this methodology covers, we find all the specific and logistic information of this programme in a **second chapter** called “Deployment of the Digital Welcome programme”. For instance, how and which participants you should recruit, the chronology of the programme, how to evaluate the training with your participants and how the structure of the programme is arranged in the different modules.

The **third chapter** “Educational Goals” goes deeper into the four global learning objectives. How it stimulates problem solving and solution-oriented thinking; improves participants’ ability to communicate, express ideas and thoughts and interact with other people, especially from other (local) cultures; fosters digital thinking and promotes integration in society

We move on to an in-depth view of how informal and non-formal learning and focusing on 21th century skills is the backbone of this programme in the **fourth chapter** “Knowledge and Skills development”.

The largest part of this methodology is the **fifth chapter** about the pedagogical approach in this programme for young third country nationals. It provides an insight on the advantages of peer-to-peer and project-based learning. But also, how to work with volunteers, refugees and migrants and why this is enriching for them, as well as for your organisation.

Finally, you can find links to our references and a glossary.

Please, move on to our introduction for more insight on this programme and why we strongly believe in it on the next page.

1. INTRODUCTION

DIGITAL WELCOME's focus on creative methodology for digital inclusion and digital empowerment is a strategy to equip young refugees and migrants with the necessary skills to fully participate in the host society, including digital skills, but also pedagogical and soft skills to make connections with local people, volunteer, run workshops, be able to find a job, etc.

In this methodology document we delve into the underlying principles of our methods and our expectations about the impact from applying the methods presented.

It is an answer to “why do we do these digital workshops with young refugees and migrants?” and “how do we work with them to motivate them to become volunteers in our communities and organise digital workshops for community building and active citizenship?”.

We show you why to teach migrants and refugees creative digital skills but also why it's beneficial for all parties involved that they learn to pass those digital skills on to others.

This document should give you the insight on how to prepare trainers and get newcomers to volunteer in a beneficial way for themselves and for the local population.

We hope you enjoy this methodology and it becomes part of your lifelong learning as it is part of ours.

- The WELCOME programme Team

2. DEPLOYMENT OF THE DIGITAL WELCOME PROGRAMME

Before we delve into the reasons and pedagogical background of the programme, we start with a brief summary of how we recommend deploying the entire Digital Welcome project with your young mentors.

2.1. Structure and Timing of the programme

The main structure of the programme is based on five chronological blocks:

1. Selection of young mentors
2. Training of young mentors, selected from our target group of young refugees and migrants
3. Self-study by young mentors
4. IT workshops for mixed groups where the young mentors act as e-facilitators
5. Evaluation of the entire experience

Let's go a bit more in-depth in these blocks:

2.1.1. SELECTION OF YOUNG MENTORS

Here, we outline recommendations concerning the selection of young mentors:

This programme is currently written with 10 participants in mind, but it is scalable to groups between 6 and 16 participants. An even number makes things easier when it comes to splitting your group in smaller groups. But as always: the larger the group, the more equipment (computers or tablets) you need.

Diversity is a strength in this programme. Participants can come from all over the world and their different cultures and views are an inherent part of the programme. For instance, in the digital journalism module questions to local policymakers are made out of participants' own experiences and needs. When they interview each other as an exercise in asking good questions, we also observe the positive aspects of diversity. The programme is aimed at all genders and ages between 16 and 30, as each module is completely different, and each participant can find multiple aspects that correspond to their interests.

However, we would recommend recruiting youngsters of similar age, as this makes things easier. Having a mix of younger (16-year-olds) and older (29-year-olds) participants could make things more complicated, as they have different needs and require a different approach.

A basic knowledge of the language spoken in your country is mandatory. The programme definitely aims to foster language acquisition, but basics are needed for organisational purposes and agreements. As a reference to the CEFR, we would recommend that your participants have a minimum language level of A2 (elementary level) or are rapidly advancing on A1-level (beginner), depending on the individual.

2.1.2. TRAINING OF YOUNG MENTORS

Concept:

This is the core of our training programme. In this block we train our young migrants and refugees on four modules (see below) with the aim to enable them to become mentors on those topics (a role similar to e-facilitators). This training consists of a combination of these four modules, which were selected and designed based on more than 50 digital learning projects¹ that we screened in the beginning. The four modules can be found in detail in the Programme Contents and Guidelines but will also be shortly explained in this document in chapter 3.2 Modules in the Programme Contents and Guidelines.

Timing and number of participants:

In total we foresee 60 hours of training for 10 participants. We recommend a minimum of 10 hours per module and 20 hours that can be allocated to one or spread over different modules that need more attention. In the Programme Contents you can find the recommended number of hours for each module. The structure of how these modules are given (one after the other, or mixed) is up to the possibilities, interests and expertise of your organisation.

¹ These projects can be found in our Best Practices Report.

2.1.3. SELF STUDY

Concept:

The self-study block is more of a recommendation than an obliged part of the project. Depending on the situation of your organisation and how the young mentors evolve in each module, you can give extra exercises or tasks that the young mentors can finish outside the training hours.

Timing:

We recommend 40 hours of self-study.

2.1.4. IT WORKSHOPS FOR MIXED GROUPS

Concept:

Probably the most interesting hook to this project is the peer-to-peer mentoring concept of the Digital Welcome training. We go deeper on the advantages of peer-to-peer learning in Chapter 6 Pedagogical approach for participating young third country nationals, but the main idea is that our young mentors pass the knowledge they gained during the 60-hour training onto mixed groups of locals and/or other migrants/refugees that ideally are of similar age (peers). These mixed groups could also be composed of local/migrant people of different ages. We have tested the two cases in different countries, and in both cases the peer-to-peer approach worked very well.

Timing and number of participants:

We recommend that your group of 10 young mentors give in total 20 hours of IT workshops with 20-40 unique participants as students in these workshops. The young mentors can deliver the workshops in groups, or alone, according to the possibilities of your organisation to organise these workshops.

2.1.5. EVALUATION OF THE ENTIRE EXPERIENCE

Concept:

By the end of the Digital Welcome training your young mentors will have gained many digital skills and valuable teaching experience. It's always interesting to gather

information on which new techniques they have learned and which skills they have acquired.

For this purpose, in order to “graduate” from the course, the young mentors should make a final course product based on one of the modules in the programme. This product can be an animation video made in Scratch based on the first module Coding, a Digital Story based on the second module Digital Storytelling or a documentary/interview based on the third module Digital Journalism.

Linked to local digital jobs or opportunities, or the module that resonated the best with your group, you can choose or let the group choose which module you’ll base your evaluation method on.

How each module can be used as an evaluation tool can be found in the programme contents of each separate module:

Module 1: Coding with Scratch and other technologies: 3. Using Scratch as an evaluation tool for the entire programme

Module 2: Digital Storytelling: 3. Using Digital Storytelling as an evaluation tool for the entire programme

Module 3: Digital Journalism: 3. Using Journalism as an evaluation tool for the entire programme.

Timing:

The minimum of time you need for creating a product where your young mentors go deep enough in the experiences they had, competences they gathered and how they will use these in the future is 10 hours of evaluation, but we recommend 20.

2.1.6. SUMMARY

A quick summary of the timing of each block:

- 60 hours of training with 10 young mentors: 10 per each of the 4 modules and 20 hours that can be allocated to one or spread over other modules.
- 40 hours of self-study
- 20 hours of IT workshops for mixed groups with 20-40 unique participants
- Minimum 10 hours of evaluation.

2.2. Modules in the Programme Contents and Guidelines

As each module has its own extensive document in the Programme Contents and Guidelines with all the information you could possibly need to deploy these modules, we will not go into detail here. This is just an overview of each module and what they include so it is clear when we refer to them further on in this methodology.

2.2.1. MODULE 1: CODING WITH SCRATCH

Introduction to Coding with Scratch (or simply Coding with Scratch) is dedicated to learning coding with the online tool Scratch. Through it, participants will acquire basic coding techniques in a non-formal way of learning through exploration and experimentation with Scratch which will lead to the creation of participants' own game or interactive video game which can easily be shared online through the Scratch platform.

2.2.2. MODULE 2: DIGITAL STORYTELLING

This module is dedicated to Digital Storytelling. Through it, participants will acquire storytelling techniques, with special emphasis on finding, telling and sharing personal experiences through the digital medium video. They will also learn how to facilitate a digital storytelling-session yourself as well as make a digital story yourself.

2.2.3. MODULE 3: DIGITAL JOURNALISM

This module is dedicated to digital journalism. Through it, participants will acquire mobile digital journalism techniques, with special emphasis on two basic aspects:

- The use of mobile technologies to produce small multimedia elements (video and audio productions) and to publish and promote them on the Internet. As an alternative, applications linked to computers (cloud or desktop applications) can be used with digital cameras and digital recorders.
- The use of journalistic techniques that will allow participants to relate to their immediate surroundings, ask questions and obtain answers that will help them to better know their environment.

2.2.4. MODULE 4: SOFT SKILLS

The non-digital module out of all four modules. Soft skills, communication skills and employability awareness are the focus of this module. Theoretical background and descriptions of such skills is included as well as several non-formal activities for young

asylum seekers/refugees. The main goals of soft skills are not digital but are more focused on communication, pedagogy and mentoring. This includes team building activities, energizers, tools on how to empower young refugees as mentors.

2.2.5. NOT MODULE SPECIFIC ACTIVITIES IN THE TRAINING

Not referenced in the modules, but some advice that could enhance the training overall is the inclusion of extracurricular activities such as visits to museums, seeing a film, excursions or any other outing that could be suitable and relevant to get to know the city, local customs and traditions, meet local people. In the Digital Journalism module there is a strong emphasis on interviewing professionals in the local work field. Visiting the organisation of these people with your mentors will help them understand how different aspects of the life in their host country work (e.g. visiting the city hall, a doctor's practice, social workers' organisation, school, etc.).

Other excursions related to the modules could be for instance:

- A movie or documentary about migration in a cinema
- A theatre play about migration, journalism, ...
- A maker faire in your country that shows the latest of accessible technologies
- A local fablab
- A local editorial office of a newspaper or TV station
- A school or organisation working around STEM
- Small IT-related excursions or activities like working with 3d-printers, Virtual Reality, Augmented reality, Motion Capturing, etc., if these are possible in your area. They could extend the vision of the e-facilitator's job or profile.

3. EDUCATIONAL GOALS

As this programme covers a number of learning opportunities, we can boil them down to four main learning objectives:

- Stimulate problem solving & solution focused thinking
- Improve ability to communicate, express ideas & thoughts and interact within persons, especially from other (local) cultures.
- Foster digital thinking
- Promote integration in society

3.1. Stimulate Problem Solving and Solution Focused Thinking

Pushing our participants into looking for an answer or solution themselves enhances creativity, makes the final result more satisfying and gives it more impact, it will stick more than when the solution is just given away. Guidance on how to find a solution will also build up gradually as we see ourselves as coaches. It is not the intention to let them drown but feed them clues and give them support when needed. Frustration is never an option when leaving enough room for challenge.

3.2. Communicate, Express Ideas & Thoughts and Interact

As the training is given in the national languages, this creates a low-threshold opportunity to test and exercise language skills. This is further addressed in the Peer Learning part (5.1 Essence of peer-to-peer learning).

However, we aim at more than just language acquisition to improve communication. In the Digital Storytelling module, we lean heavily towards learning and giving constructive feedback, same for when testing out each other's game in the Coding with Scratch module. In the Digital Journalism and Digital Storytelling modules we can see that expression of ideas and thoughts and using these for discussion or reflection are key; These skills are key in any workplace but also in a personal aspect.

3.3. Foster Digital Thinking

We want to encourage our participants to become creators with digital tools instead of consumers. By getting them accustomed to easy, free or low cost soft- and hardware, they can create, edit and add creative content and solutions.

To turn from consumers into creators, we need to approach digital tools with a vivid vision on active citizenship. The workshops we propose are aimed at learning to find correct information, critical thinking and fostering digital and soft skills. But also adjusting language and other forms of communication towards the entire local society. Efficient and goal-oriented use of multimedia stimulates an open and low-barrier relationship between citizens, organisations and policies.

We use multimedia to empower our participants and help them participate to public life. This way we would like to reduce the digital divide.

3.4. Promote Integration in Society

Learning to learn and focusing on digital skills increases opportunities on the job market. When our creative and social workshops with a focus on local language and culture are combined with other educational courses and trainings aimed at professional career, we dynamically reduce the digital divide and facilitate integration in many ways. We also learn to talk to the local community, and through volunteering, contribute in a meaningful way.

4. KNOWLEDGE AND SKILLS DEVELOPMENT

4.1. Lifelong learning, non-formal and informal learning

Non-formal learning (or education) consists in a collection of educational practices which are not included in the formal education system. It is a deliberate choice of the person, outside of the systems of formal learning, and takes place in any organization pursuing educational and training purposes. Fordham (1993) suggests that in the 1970s, four characteristics can be associated with non-formal education: 1. relevance to the needs of disadvantaged groups, 2. concern with specific categories of persons, 3. focus on clearly defined purposes and 4. flexibility in organization and methods.

Non-formal education can be a scout group, an association defending women rights, a union, a youth centre, a swimming school, a football club, a digital competence centre and many, many other.

Non-formal education is participative, and the learners are coming voluntary to the organization (for children, they can be encouraged, or even obliged, by the parents or the school). At the time when the theory on non-formal learning was adopted, UNESCO developed the concept of lifelong learning. UNESCO makes a difference between formal, non-formal and informal learning, which are all part of lifelong learning. Informal learning is the process whereby every individual acquires attitudes, values, skills and knowledge from daily experience, while non-formal learning is organized educational activity outside the established formal system. In non-formal education the learner-centred approach is very important, tailoring the learning to the needs of the group of people, or of the individual learner.

What is also very important is that the learners take responsibility for their own learning. They need to set off their learning goals. And they need to see how they can reach these goals with the help of trainers. This is why we suggest that at the beginning of the training, you ask your young mentors about their 3 main learning goals, and then check if those have been achieved at the end of the training during the evaluation. If they see throughout the programme that something doesn't fit or that

something is not really meeting their needs, learners are encouraged to give feedback to the trainers, so that they can do something about it.

In non-formal settings you want a learner to be engaged and to interact, you want to provide space for contributions & exchange, for really harvesting the knowledge that is already there. And you need to use methods that facilitate this process. In this way of learning you rarely have something like a lecture, because a lecture itself is just feeding the knowledge to participants, it is not really allowing for interaction (unless it is an interactive lecture).

In non-formal education, it's also preferred that the learners find the answers themselves. This implies that you choose the most engaging and interactive methods. We use tools such as open space technology, or world café, brainstorming sessions, small discussions in little groups (instead of a big group, because then you cannot have the equal participation of everyone).

In our training programme, it's possible that trainers and participants have very different levels of digital skills, but in this way of teaching, it doesn't matter because everyone helps the other. Some participants might already be very skilled in one part of the training but not in any of the other modules. For instance: a participant with experience in programming with professional coding languages like Java can help with the trainers in the Coding module. This way the participant can also practice his/her mentor role during the coding module but can still learn many new things during the other modules.

Our project contributes to the sustainable development goals by providing inclusive and equitable quality education and lifelong learning opportunities for all participants. To support this, we provide a YOUTHPASS-like certificate called the Digital Welcome Pass for each participant. This summarizes each skill learned during the training and will help them in their application for asylum or even finding a job. This pass will be a recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education and practical experience and training.

Bear in mind that non-formal and informal learning has been generally acknowledged in education systems in our western society. For many young newcomers, however, this way of working and learning is completely new, and we did get reactions during

the piloting phases: participants were at first not convinced of the advantages and did not feel like they were learning a lot. Only after listing the acquired skills and competences after the entire programme and seeing them acknowledged on the Digital Welcome Pass, were they quite impressed by themselves. It is important to not take for granted that everyone is aware of the concept of non-formal learning and that they will adopt it immediately.

Through investigating the education sector, interviewing industry leaders and studying the global workforce at large, education expert Tony Wagner has identified seven survival skills of the future. These are skills and mindsets young people absolutely need in order to meet their full potential:

- critical thinking and problem solving,
- collaboration across networks and leading by influence,
- agility and adaptability,
- initiative and entrepreneurship,
- effective oral and written communication,
- assessing and analysing Information,
- curiosity and imagination.

In our four modules: Coding with Scratch, Digital Storytelling, Digital Journalism and Soft Skills, we cover all those skills. The way they are enhancing 21st century skills is explained in the connected programme contents respectively. We will explain what these 21st century skills are and how they are acquired in the next part of this chapter in 5.2 Acquiring 21st century skills.

4.2. Acquiring 21st century skills

The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed — by educators, school reformers, college professors, employers, and others — to be critically important to success in today’s world, particularly in collegiate programs and contemporary careers and workplaces.

New advances in technology and artificial intelligence hold potential to provide engaging learning environments. In the digital age, everyone will need to adapt to the rapid advances in technology and major changes to the world of work to solve complex challenges. In the age of Google, many education systems are still based on the assumption of scarce information, which in the long run will spectacularly fail the learners.

The university of behavioural sciences in Helsinki, Finland conducted research on how, for instance, Digital Storytelling can create virtual learning environments when it is used for learning 21st-century skills and competencies needed in students' future working life. In this study the researchers "analysed the experiences using a theoretical conceptualization of the global sharing pedagogy that sets categories of processes or tools as mediators: 1) learner-driven knowledge and skills creation, 2) collaboration, 3) networking, and 4) digital literacy. "

These are in brief the conclusions of this study: The findings give evidence that students enjoy creating videos. They work actively, seeking new knowledge and constructing their videos using different information sources. A general picture that emerges is that they also self-evaluate their work. It can also be observed that commenting on others' work is difficult for students. Giving and receiving feedback is not self-evident. Although students find it interesting to watch others' videos, making active comments is still fairly rare among them. The process in a group work is important but not necessarily without tensions. It can be noted that collaboration demands practice and learning about decision-making processes, and different viewpoints and perspectives should be taken into consideration.

Our four modules: Coding with Scratch, Digital Storytelling, Digital Journalism and Soft Skills, provide a strong foundation in many different types of literacy, such as information literacy, visual literacy, technology literacy, and media literacy.

Summarizing the work of several researchers in this field, Brown, Bryan and Brown (2005) have labeled these multiple skills that are aligned with technology as "Twenty-first Century Literacy," which they describe as the combination of:

- Digital Literacy – the ability to communicate with an ever-expanding community to discuss issues, gather information, and seek help;
- Global Literacy – the capacity to read, interpret, respond, and contextualize messages

from a global perspective;

- Technology Literacy – the ability to use computers and other technology to improve learning, productivity, and performance;
- Visual Literacy – the ability to understand, produce and communicate through visual images;
- Information Literacy – the ability to find, evaluate and synthesize information.
- Research Skills: Documenting a story, finding and analyzing pertinent information;
- Writing Skills: Formulating a point of view and developing a script or opinion;
- Organization Skills: Managing the scope of the project, the materials used and the time it takes to complete the task;
- Presentation Skills: Deciding how to best present a story or a presentation to an audience;
- Interview Skills: Finding sources to interview and determining questions to ask;
- Interpersonal Skills: Working within a group and determining individual roles for group members;
- Problem-Solving Skills: Learning to make decisions and overcome obstacles at all stages of the project, from inception to completion; and
- Assessment Skills: Gaining expertise critiquing their own and others' work.

5. PEDAGOGICAL APPROACH FOR PARTICIPATING YOUNG THIRD COUNTRY NATIONALS

5.1. Essence of peer-to-peer learning

Peer-learning is a better way of learning for people from disadvantaged groups. It has many advantages for people integrating in a new community, too, and is implemented on many levels in this project: in the training programme for the young 3rd country nationals, as well as in the creative IT workshops that they organise as a practical experience.

This way of learning and teaching is conducive to self-esteem and self-confidence because of using role models. We train our participants to give workshops to mixed groups composed of other refugees and migrants, as well as members of the local community. With regards to other refugees and migrants, this will put them in the spotlight, make them a role model as it is 'one of them' teaching the workshop instead of a local stranger. This also reduces the distance between teacher – student and makes it easier to accept for both parties. The student and teacher have been through similar experiences, can relate to each other and know each other's needs better from the get-go. It goes deeper than just a teacher – student relationship, though, as the participant are encouraged to learn also from each other on many levels:

- It's dual language immersion education: participants can practice the local language connected to different topics that will include vocabulary in IT but also language skills that are work related and needed in society in general.
- It creates a better social cohesion between the group as they learn together and from each other.
- It will increase the chance for better employment leading to lower youth unemployment and a better socio-economic situation.

For the young mentors, giving the workshops to other migrants and refugees is also an important experience: they have an interesting and responsible task in the centre and this results into respect and self-esteem. It's hard work, but it's fulfilling for them to be teaching and getting the chance to take such a responsible role in the integration process of other refugees and migrants.

For the members of the local community, this will be a meeting space, an opportunity to see who migrants and refugees are, see them in a different light (as IT trainers!) and understand that they also have valuable skills to pass on to the local community.

There are some factors to take into account (possible limitations):

The international composition of the group acts as a facilitator of motivation but it can also become an obstacle. The difficulties of communication stemming from the use of different native languages and different cultural environments can cause some problems.

The best way to approach this is following the principles of cultural respect for participants. Respecting cultural diversity means to embrace and appreciate the differences and celebrate and leverage the similarities. We need to overcome our anxiety and fears. This requires that we understand that there are many societies that emerged around the globe which differ not only in expression and traditions, but also in the way they organize themselves. Each of us was born in a society with a specific culture, which forms the foundations of our beliefs, values, knowledge and rituals. Some of today's cultures date back thousands of years. Respect means to open up to other cultures. We need to slip into the shoes of other cultures, and this starts from better understanding our own. The more we understand our foundations and the better we are rooted in our culture, the easier it is to open up to other societies. If the staff trainer approaches his task as a coach, he will become aware that most of the young refugees are exchanging daily all the learning experiences about the host country and the ways to survive to their peers. Young refugees develop all kind of survival skills based on peer-learning and social exchange. The facilitators have to be aware of this and organise learning opportunities that that are co-creative and where the learners help each other.

The characteristics of groups of 3rd country national are quite diverse, especially culturally, but are also very rich. While there are young people eager to take the lead,

others prefer to perform tasks more discreetly. In reality it's advisable to structure the training so that different roles are presented and let the nature of each youngster occupy the desired role. In this way we have "interdisciplinary" teams (as you would find in any company) where every young person finds his/her place and widely develops his/her capabilities. They can find a way to stand out.

The essence of this training is based on making young refugees and migrants responsible for the success of the training, and their follow-up activities as volunteers. Empower them, give them instruments, accompany them and guide them towards shared goals. They will get experiences that will come in handy in further education, work environments and every opportunity that involves 21st Century Skills.

5.2. Project-based learning

Projects act as an engine for learning. Project-based learning techniques are intimately related to work environments and also to entrepreneurship. The participants and trainers work in an environment very close to the real world, or even in the real world.

In the process of getting the final product, the students themselves define the needs they have. Project-based learning allows placing the participants at the centre of the process; the emphasis is on getting the best possible final product, taking into account the resources. One of the most remarkable aspects of this approach is that the final solutions, ideas or products have value beyond the classroom. They can be used by others, so the result of the effort of the participants is amplified. The motivation grows as the participants perceive the positive effect that their product or solution produces in their environment or social context. Eventually, their self-esteem also improves, as they feel useful. The work process can be variable: you can carry out short projects or work for longer periods.

First of all, we define the result we want to achieve (the product, the solution, the idea we want to produce). The next thing is to ask: to get to this product, what do I need?

Once the needs have been defined, participants develop or seek solutions to respond, using the means at their disposal that are facilitated by the trainer. In this way, every step of the way, participants solve small problems or challenges, producing an empowering effect that motivates them to continue working. However, do not confuse this approach with the very similar "Problem-based learning" that starts from a

problem to carry out the learning. In the "Project-based learning" the starting point is an opportunity, and the result is always a product. In addition, participants and trainers must collaborate and cooperate with each other to achieve a good result.

The project generated by the learning process can be very different, the solutions are open. The fact that the students present, publicly, the result of their work, the developed project, is very empowering. This approach offers diverse possibilities for group reflection, evaluation and self-evaluation of both the process and the result. Working on projects encourages the initiative of the participants, their proactivity, independence and also the inclusion of elements of innovation.

In general, the phases of this work approach are:

1. Detection of the opportunity to work.
2. Organization of the working groups.
3. Definition of the product you want to achieve.
4. Preparation of the plan. What tasks must be carried out? What knowledge, skills or competencies do we need to carry them out? With what calendar will we work?
5. Learning phase.
6. Analysis and synthesis: work is shared, ideas are exchanged, possible solutions are discussed
7. Production of the product.
8. Presentation of the product. The suitability of the solution is verified by contrasting with people outside the project and the necessary adjustments are made.
9. The improvements are implemented.
10. Evaluation and self-evaluation.

5.3. Working with volunteers

5.3.1. CONTEXT

Some hints on how to approach and work with refugees and asylum seekers as a target group with specific characteristics will be covered in the next part of this chapter, but

first we share some information on how to work with volunteers as this is one of the objectives of our programme – once trained to be mentors, the young refugees and migrants will volunteer to run IT workshops with mixed groups of fellow refugees and migrants and people from the local community. Their volunteering is supported and facilitated by the training organisation. They can volunteer to run a half-day or one-day workshop, the minimum is that all 10 mentors volunteer for at least 5 hours. They may work in groups of two or more, or alone. The workshops they carry out can be related to any of the modules or can combine them (e.g. a half-day coding workshop, or a workshop combining coding and digital storytelling). The important thing is to give them the opportunity to be in the role of mentors and empower them to feel valued.

Volunteering is defined as “An activity that involves spending time, unpaid, doing something that aims to benefit the environment or individuals or groups other than (or in addition to) close relatives.”

There are four principles that are fundamental to volunteering:

- Choice: Volunteering must be a choice freely made by each individual.
- Diversity: Volunteering should be open to all, no matter what their background, race, nationality, religion, ethnic or national origins, age, gender, marital status, sexual orientation or disability are.
- Mutual Benefit: Volunteers offer their contribution unwaged but should benefit in other ways in return for their contribution. Giving voluntary time and skills must be recognised as establishing a reciprocal relationship in which the volunteer also benefits and feels that their contribution is personally fulfilling.
- Recognition: Explicit recognition of the value of the contribution of volunteers is fundamental to a fair relationship between volunteers and the organisation they volunteer in. Volunteering is often seen as part of a spectrum of labour and gets lumped together with internships and work placements, but in this programme we are talking only about pure volunteering as defined above.

Volunteers can:

- Enable your organisation to offer more support or services to the people you help.
- Allow you to involve a more diverse group of people and open new channels for local input.

- Give your organisation a new perspective, often this perspective reflects the views of the community.
- Bring energy and enthusiasm to your organisation. Volunteers join your group because they want to be there, not just because it is their job, so they bring a unique energy.
- Bring new skills and experience that may otherwise be unavailable to your organisation. This is especially useful for smaller groups.
- Increase your organisation's credibility. Volunteers' giving their time free of charge suggests that your work must be of value.

5.3.2. GUIDELINES ON WORKING WITH VOLUNTEERS

Most guidelines of working with volunteers are also valid for this programme.

Although our participants are not paid for their work, they are not a free gift or a substitute for paid staff. Before you move forward investing in volunteer involvement, you should be sure you understand why you want to involve them and are setting yourself up for success. Before moving forward, you should:

- Determine the roles and responsibilities that your organisation will create for volunteers. You don't need a full role description, just an idea of what they might do.
- Think through how volunteer involvement contributes to your overall aims and objectives.
- Consider how you'll evaluate whether or not your investment in volunteers is paying off.

5.3.3. ATTRACTING VOLUNTEERS

When planning to involve volunteers, you need to make your group appeal to volunteers by identifying the benefits you can provide. To identify how you can make volunteers more likely to choose your organisation over another similar organisation or activity, ask yourself:

What do you do and how is it inspiring?

Many volunteers feel strongly about a cause and will get involved because of your aims. This can be a much stronger motivation than the actual 'job satisfaction' from the task you're asking volunteers to do. In answer to this depends on the individual,

also in our programme. One of the key elements in the answer however is the peer-to-peer aspect: It's inspiring because they become inspiring for other peers.

Other questions you should ask are:

- What makes your organisation unique? (Possible answer: There are other IT courses for refugees available. Our unique factor is the peer-to-peer aspect, the experience and well-tested creative workshops and the opportunity to learn and teach at the same time)
- What development opportunities can you offer? (Possible answer: The selected workshops are focussing on both hard and soft skills that could lead to employment or further personal development)
- While some volunteers will take part because they are passionate about your cause, others will be more interested in getting practical experience. Ask yourself, what is interesting, exciting or challenging about the volunteer roles that you offer? How could your volunteering opportunity help someone develop professionally? This type of benefit is particularly attractive for people exploring a new career or seeking work experience.
- How could being part of your organisation benefit a volunteer?

In the case of the Digital Welcome programme, the answers are clear, but it is important to realise and communicate this to the participants when recruiting them.

5.4. Working with refugees and migrants

5.4.1. CONTEXT

Immigrant youth are more diverse than ever before, arriving from multiple points of origin. In 2015, over 1 million people applied for asylum in the European Union. And still today, thousands risk their lives to reach Europe. Whether they are escaping conflict, poverty or unfavourable political situation, we are confronted with many newcomers in our countries. Some are the children of educated professional parents, while others have illiterate parents.

The increasing influx of asylum seekers to European countries has stressed the importance, now more than ever, to take action to enhance their integration within the society. Some receive excellent schooling in their countries of origin while others leave educational systems that are in shambles. Some are refugees escaping political,

religious, and social strife or environmental catastrophes. Others are motivated by the promise of better jobs while still others frame their migrations as an opportunity to provide better education for their children.

5.4.2. NEEDS OF ASYLUM SEEKERS

All people who apply for asylum in Europe have a different story. Some are ‘economic migrants’ trying their luck, others flee from horrendous situations and will be granted ‘refugee status’. It is difficult to compare. But more often than not, they have the following urgent needs in common, when they arrive in a new country:

- Legal status: paperwork, procedures, temporary papers, possible rejection;
- Financial security: find a job, pay back debts, send money home, survive;
- Language skills: the door to the new country, the system, the people, a job;
- Psychological support: digest trauma, being lost in the system, start from zero;
- Intercultural learning: finding out how the host culture works, do’s and don’ts;
- Social connections: build up social network, make new friends, leisure time.

Although this programme cannot meet all these needs, we do aim to at least support the later four: as mentioned in the learning objectives of this methodology we put a big emphasis on communication and learning the local language. Through the training, but also the volunteering experience afterwards, the participants will build intercultural social connections and create safe environments in which traumas can be shared and self-esteem and trust can be nurtured to be able to move on and integrate.

5.4.3. AREAS OF SUPPORT

Migration is a transformative process with profound implications for the family as well as potential for lasting impact on socio-emotional development. Immigration is one of the most stressful events a family can undergo removing family members from predictable contexts—community ties, jobs, and customs—and stripping them of significant social ties—extended family members, best friends, and neighbours. New arrivals that experienced trauma (either prior to migrating or as events secondary to the “crossing”) may remain preoccupied with the violence and may also feel guilty about having escaped while loved ones remained behind. Those who are undocumented face even more uncertainty that can lead to traumatic and sudden separations.

We have identified six specific areas in which innovative work is needed to support immigrants' orientation to new societies: pre-migration information; adult mentoring; educational pathway knowledge; citizenship information; employment information; and health services information. To understand the impact of this programme we go into how it can support some of these areas: Adult mentoring, Citizenship information and Employment information.

- **Adult Mentoring:** Moving to a new land can be deeply disorienting. Migrants face multiple challenges as they attempt to build lives in new societies. Cultural, social, legal, and bureaucratic expectations and procedures can change dramatically from one country to the next. It may take many months and even years for new arrivals to learn about the explicit and implicit rules of engagement in the new land. Apparently simple tasks such as obtaining a social security number, paying a bill, enrolling a child in school, or applying for a job can be very complicated, particularly when language differences are factored into the equation. As we are focusing on 21st century skills in these trainings, we try to give extra support for integrating and surviving in the community. The programme does not include adult mentoring as such, but by acquainting participants with different software and productivity apps or language practices, it contributes to this aspect.
- **Citizenship Information:** What it means to be a citizen may vary greatly across different national contexts. The idea of citizenship can refer to questions of legal status or to more symbolic understandings of membership in a society or community, regardless of legal status. Providing immigrants with explicit information about the steps required to access legal citizenship is a critical part of the integration process. Nevertheless, broader conceptualizations of citizenship including other types of information is also very helpful in facilitating immigrants' transitions to new ways of social life.
- **Employment Information:** Searching for suitable employment can be one of the most stressful and difficult tasks that immigrants encounter when arriving in a new country. This is true for low-skilled immigrants with limited formal education as well as for highly educated immigrants whose credentials might not easily translate in alternate professional settings. Providing assistance to immigrants who are eager to enter the marketplace is a mutually beneficial endeavour because it simultaneously supports immigrant integration and

increases their economic contributions to society. Activities like our workshops that help immigrants develop productivity skills with digital tools can provide the critical competences necessary to finding a suitable job.

5.4.4. EFFECTIVE SKILLS CONNECTED WITH INTERCULTURALISM AND MIGRATION

The transition to a new country and different culture becomes even more traumatic in the current political atmosphere. Many young immigrants face social exclusion, marginalization, and other forms of discrimination. Some confront real physical danger or the threat of family separation, harassment, or deportation. What does it take to work effectively with immigrant youth?

The first and most basic requirement applies to all youth work – the trainer/staff member must be open minded, empathetic, resourceful, have good networking skills and a positive view of all youth.

However, there are additional qualities and skills that are needed to be effective with immigrant children and youth, some of these are: understanding the challenges, developing a strengths-based understanding, understanding the culture, listening, respecting the parents, recognizing immigrants' flexibility and checking your biases. Let's go into them a bit more deeply:

Understand the challenges

Programs should encourage trainers who are working with immigrant children to understand the challenges facing their beneficiaries. These may include:

- **Poverty:** Many children of immigrants have parents with lower educational backgrounds and arrive with high levels of poverty.
- **Separations:** The majority of immigrant children experience a parental separation, ranging from two to ten years, with less privileged children enduring longer separations. Such separations are very disruptive, as are parental reunifications since many children have re-attached to substitute parents. In this sense many immigrant children have suffered two losses.
- **Language acquisition:** Learning a new language takes much longer than the average EU citizen appreciates.
- **Anxiety:** The EU immigration policy has contributed to a growing number of undocumented parents and the end may lead to more deportations. With

children's dawning recognition that their parents could be deported at any moment come feelings of anxiety, instability, and fear.

Develop a strengths-based understanding

Despite the challenges noted above, it is important to consider the resilience and sheer grit it often takes for a family to migrate to a new country. In fact, only about 3% of the world's population migrates from one country to another. After all, it takes a lot of courage to leave your home and all of your connections. People want to stay in their homes and communities. The people who make the journey to a new country are incredibly tough. In fact, researchers have noted how second, and third generation students often don't do as well as the first, which is often unusually tenacious.

Understand the culture

Trainers may have preconceived notions of cultures but should take time to understand what matters to the youngster and their parents. This includes understanding the family's worldview, the role of religion, what pushed them out of their country, and what was happening when they left. In this sense, it is helpful to read history, but also memoirs and novels set in the culture.

Be a great listener

You should assume you don't know everything. Your beneficiaries will appreciate it. Patience is also very important when working with young migrants/asylum seekers.

Be respectful of the beneficiaries' parents

As outsiders, trainers should recognize that you always risk walking a fine line, and that their relationship with their beneficiaries' parents may be fraught.

Recognize that immigrants are very flexible as persons

Most immigrant families value education and have the cognitive flexibility that comes with bilingualism.

Check your biases

No matter how you feel about immigration, the fact remains that we all have some sort of experience of migration in our families.

5.4.5. YOUTH WORK ACTION PLAN

When youth organizations undertake the process of redefining themselves to serve immigrant populations, staff continuity is critical for maintaining the momentum. Staff members who reach out and network in immigrant communities often nurture meaningful and trusting partnerships. If those individuals leave, trust can be weakened, and relationships can be neglected. When those staff members remain over time, they often amass important information about the organization's history and its commitment to immigrant or cultural outreach. They play a valuable role in linking current work with past experiences and lessons learned. Long-term staff members typically take on increased responsibilities and grow into leadership positions. This kind of staff continuity deepens the links between specific work with immigrant youth and the organization as a whole. Some tips for trainers:

Knowledge of community and migrants' experience:

- Be aware of changing population demographics in the local community.
- Know the specific circumstances and conditions in the home countries of immigrant participants.
- Understand the cultural customs, norms, and family structures of local immigrant communities.
- Understand the legal and political context of immigration in the EU at both the national and local level.

Cultural Competence

- Relate to individuals who come from a wide variety of cultural backgrounds.
- Understand and respect the fact that immigrants' basic values, traditions, and beliefs.
- Avoid prejudging participants on the basis of cultural backgrounds or treating individuals unjustly.
- Engage immigrant youth and families to get their ownership and input when designing programs and services for them.

Language proficiency

- Provide services in the participants' language taking the advantage of mediators' role.



- Ensure that written materials are translated or adapted so they are accessible to diverse immigrant groups.
- Recognize that nonverbal communication cues and styles (eye-contact, gestures, etc.) can have different meanings in different cultures.

Connections with Families

- Accept immigrant youth and families as participants who have a right to be here and receive services.
- Make initial connections and build trust with participants' parents or caregivers.
- Network effectively with members of the immigrant community.

5.4.6. A YOUNG MIGRANT REACTS

In projects like Digital Welcome, it sometimes happens that we use methods we believe should work well with our target group out of experience. We believe, however, that it is important to always check if our target group agrees with our vision and if they have any remarks. As an addition to the above methods, we decided to let someone from our target group address these ideas by adding his points of view.

Maxim is a young migrant living in Brussels. He fled from Syria in 2016 and has been working for partner Maks vzw as a trainer. He was a local Digital Welcome trainer.

“Reading these guidelines and looking back to my actual experience being a fairly new immigrant who is still working on finding a better future and best conditions that fit my vision, I would like to bring your attention to the following fact:

The first 6 month of the life of new immigrant/refugee are very important, this is why I think government institutions and NGOs working on refugee programs should focus a lot on that period. I can explain it simply: A new refugee in the first six month will be like a new-born baby. They are usually eager to learn more about the new countries they got to and even more about the job market and integration.

I think intensive orientation courses are and will be the best way, but using social media, local volunteers and real-life examples of success stories will be a major help in speeding up the process. Understanding the new society is a key element for success, usually this is a long process, especially when there is a lack of communication. This is why I think using new tools, technology and social media is a fantastic affordable

option. This will allow newcomers to communicate more easily and start to better understand the habits, roles and job market.

We need to focus on this as a tool to provide information and efforts must be redirected to a system that will ease the process. I do believe that technology is there to help us, and it is our challenge to use it in an optimal way. it is an ongoing challenge, but I think I am building up the knowledge and tools to achieve the expected results.

-Maxim”

5.5. Working in an international context

5.5.1. BENEFITS OF WORKING WITH (INTERNATIONAL) PARTNERS

This programme is built upon the experiences of working with digital tools with refugees in different countries and this creates lots of opportunities. As the context of how refugees are received in each country is totally different, we could learn a lot from each other’s experiences. The same could be said about digital skills. Some partners in this project had lots of experience in coding but none in digital storytelling. Our programme was a possibility to supporting each other. For instance: a partner with knowledge of coding could give hints to the partner that struggled with the purely technical side of this module. Vice versa, partners with less technical expertise could support the technical organisations with more knowledge on soft skills.

Therefore, we do recommend deploying this programme in parallel with other partners, this way you can support each other in different modules. We recommend using a professional collaboration tool like Basecamp for partner communication. Other (free) and easier communication channels like a Facebook or WhatsApp group could suffice but they are less structured.

6. SOURCES

6.1. On Digital Storytelling

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6.3. On refugees

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Kugler, E. (2009). Partnering with parents and families to support immigrant and refugee children at school. Retrieved from George Washington University, Center for Health and Health Care in Schools, School of Public Health and Health Services website. <http://www.healthinschools.org/Immigrant-and-refugeeChildren/~media/48FDB9013C3C454AB6EC9E491D752AA0.ashx>

Flores G. (2006). Language Barrier in Agency for Healthcare Research and Quality. <http://www.webmm.ahrq.gov/case.aspx?caseID=123>.

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7. GLOSSARY

Assessment: assessing the acquired knowledge, skills, and competences of a learner after the training according to the learning objectives of the training.

Asylum seeker: a person requesting recognition of refugee status and whose application has not yet been definitively resolved.

Card holder “Humanitarian reasons”: It supposes the granting of a temporary residence authorization that is granted in certain cases; asylum seekers whose application has been denied on the proposal of the Inter-ministerial Commission for Asylum and Refuge.

Evaluation: making a judgement about the conduction of a training, event, or workshop in regard to the organisation, performance of the trainers, venue, etc. Reflection of the event.

Refugee: The terms asylum seeker and refugee are often confused: "asylum seeker" is the person requesting recognition of refugee status and whose application has not yet been definitively resolved. Refugees are approved asylum seekers.

Resettlement: Resettlement consists in the transfer of a refugee from the country where he sought protection to a 3rd country that has accepted to admit him. This may be due to several reasons: that the first country denies the basic rights to refugees; that the authorities do not want or cannot provide them with effective protection; or that his life is in danger/his freedom is threatened in that country.

Stateless: The term stateless person means any person who is not considered as a national by any State according to its legislation.

Subsidiary protection: The right to subsidiary protection is the right granted to persons who, without meeting the requirements to be recognized as refugees, give reasonable grounds to believe that if they returned to their country of origin they would face a real risk of suffering some of the damage serious as death, torture, threats to integrity, etc.

CEFR: The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, abbreviated in English as CEFR or CEF or CEFRL, is a guideline used to describe achievements of learners of foreign languages across Europe and,

increasingly, in other countries. It was put together by the Council of Europe. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. In November 2001, a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability. The six reference levels are becoming widely accepted as the European standard for grading an individual's language proficiency. A language user can develop various degrees of competence in each of these domains and to help describe them, the CEFR has provided a set of six Common Reference Levels (A1, A2, B1, B2, C1, C2).