



**access²
success**

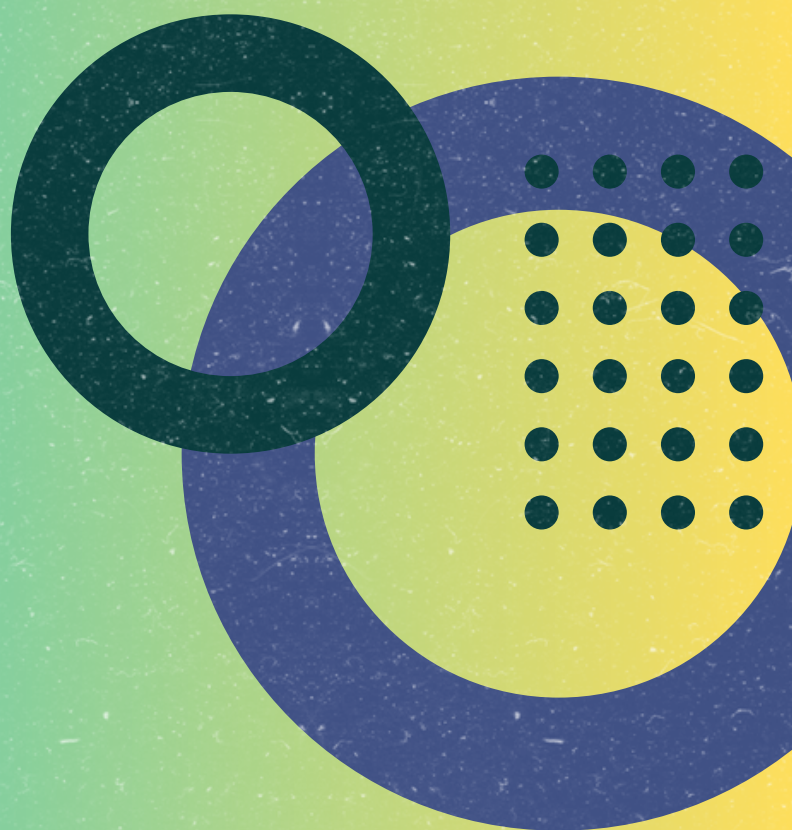
WORKING BOOK

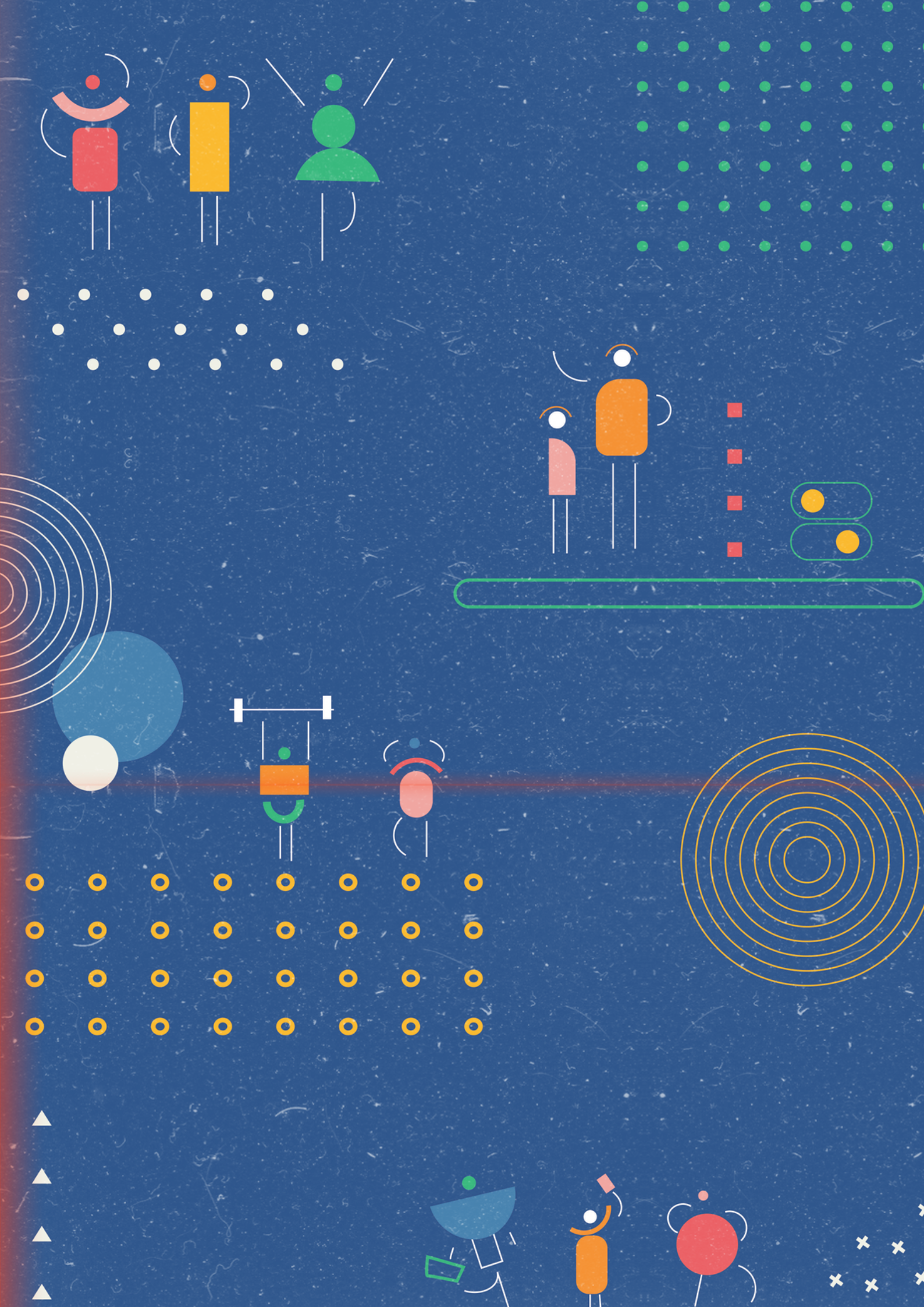
METHODS AND TOOLS
SUPPORTING DIGITAL
PATHWAYS FOR ADULT
LEARNERS, MIGRANTS, AND
REFUGEES

2024



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the European Union

Working Book

Methods and tools supporting Digital Pathways for Adult Learners, Migrants, and Refugees

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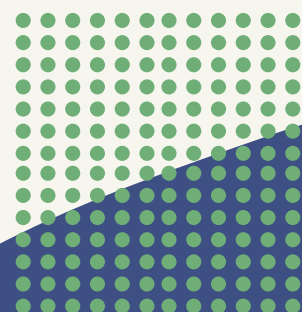
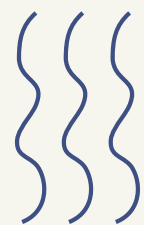
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INTRODUCTION

Digital technologies are part of every aspect of our lives, and the disparity in digital access and literacy, commonly referred to as the digital divide, poses significant challenges and barriers for numerous communities.

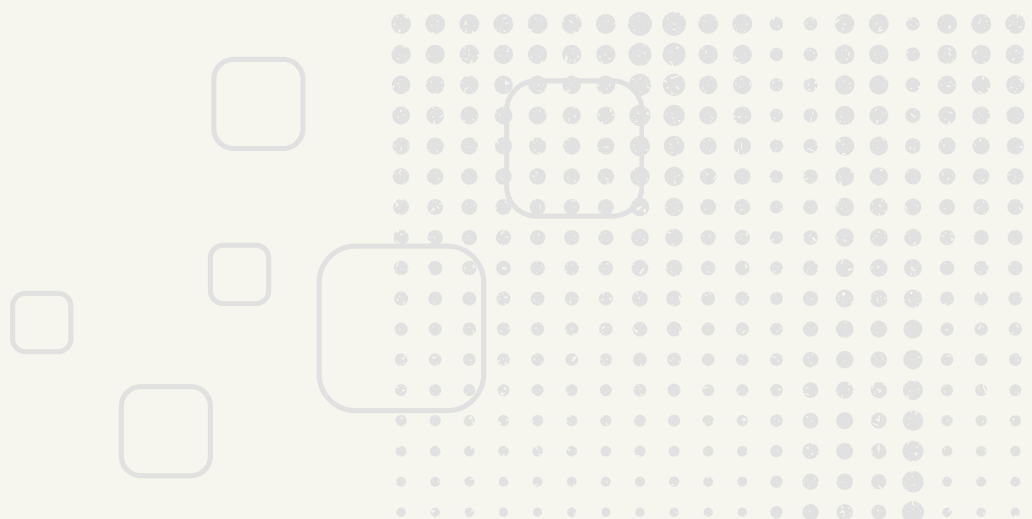
The Access2Success project aims to bridge the digital divide, ensuring that diverse communities, especially this project's target groups, migrants, social workers, adult workers, and educators, are not left behind in the digital evolution. The mission is to empower our target groups with essential skills and knowledge in digital competencies, digital literacy, and digital citizenship, thereby fostering an environment of equality and opportunity in the digital world.

INTRODUCTION

This working book presents the key findings from our research conducted in Sweden, Germany, Poland, and Spain, alongside a collection of transferable and reusable educational methodologies designed for local community engagement.

Chapter 1 summarizes the main insights gathered through focus group discussions, case studies and questionnaires. Chapter 2 introduces practical tools in the form of workshops, co-designed by partner organizations and training course participants, focusing on digital citizenship and the development of digital competencies. Chapter 3 highlights the main principles for facilitators to uphold, when running the workshops with the groups of participants.

The Conclusion synthesizes our findings and outlines future directions for the Access2Success project. Finally, the Acknowledgments section expresses our sincere gratitude to all individuals and organizations that contributed to this significant endeavor.



HOW TO USE THE WORKING BOOK

This Working Book features activities and workshops developed collaboratively by partner organizations and participants for the preparation and implementation of the training course held in May 2024 in Orrefors, Sweden. It is designed to support educators, trainers, and facilitators working in diverse learning environments. The Toolkit follows an “open format” approach, making its content adaptable and replicable across various contexts. While initially implemented in partner countries, its structure allows for easy customization and application in new regions and projects beyond the original partnership.

The Toolkit is designed with flexibility in mind. The activities can be tailored to fit different target groups, cultural settings, and project scopes. Whether you plan to build a comprehensive training course, organize smaller workshops, or run a standalone activity at an event, the Toolkit offers adaptable content to meet your needs.

Before implementing any activity, we recommend assessing the specific needs, backgrounds, and learning profiles of your target group. This ensures that necessary adjustments are made, fostering an inclusive and impactful learning experience.



CHAPTER 1: COMPARATIVE ANALYSIS

BRIDGING THE DIGITAL DIVIDE: COMPARATIVE ANALYSIS OF ACCESS2SUCCESS NATIONAL REPORTS

The Access2Success project brings together insights from four countries — Germany, Sweden, Spain, and Poland — to address the digital divide among migrants, educators, and communities. Each country offers a unique perspective on the challenges faced by their residents and the innovative solutions being implemented to foster digital inclusion. By examining these reports, we can identify common themes, barriers, and opportunities while highlighting regional nuances and innovative practices.

GERMANY: BRIDGING THE DIVIDE THROUGH INCLUSION AND EDUCATION

Germany's report highlights the role of digital education in reducing socio-economic and generational disparities among migrants. Barriers such as limited digital infrastructure, language challenges, and fast technological changes hinder migrants' access to essential services and digital participation.

Migrants in rural or underserved areas face restricted access to devices and internet connectivity. Navigating digital platforms often requires proficiency in German, complicating integration for newcomers.

To combat these issues, Germany's educational institutions and NGOs use blended learning methods, combining in-person teaching with digital tools. Tailored courses focus on essential skills like internet navigation, online safety, and information evaluation, with multilingual support for better accessibility.

Generational divides remain a concern, as younger migrants adapt quickly while older individuals face steeper learning curves. Educators emphasize personalized support, patience, and empathy to bridge this gap.

Collaboration among government agencies, tech companies, and NGOs has enabled initiatives such as community training centers, volunteer-led digital coaching, and public-private partnerships distributing devices and software to learning centers.

Germany's experience underscores the need for integrated digital education within broader social policies.

[Read full national index here](#)



SWEDEN: PRACTICAL SOLUTIONS FOR DIGITAL CHALLENGES

In Sweden, the report reveals a focus on the daily experiences of migrants with digital tools. Most rely on mobile phones and basic applications such as Google, while training opportunities are often inaccessible due to high costs. Migrants express a strong interest in practical, hands-on guidance to improve their digital skills. However, unfamiliarity with complex digital tools and the overwhelming amount of information online create significant hurdles.

The emphasis in Sweden is on practical training tailored to individual needs, particularly in the areas of cybersecurity and digital citizenship. Participants value learning about digital safety and ethical behavior, underscoring the importance of empowering migrants to navigate the online world securely.

The Swedish report concludes with a call for free or subsidized digital education programs, with a particular focus on hands-on guidance and practical applications. By reducing financial and technical barriers, Sweden aims to ensure equal access to digital opportunities for all.

[Read full national index here](#)



SPAIN: EMPOWERING MIGRANTS THROUGH DIGITAL AND ETHICAL SKILLS

Spain's report highlights the digital barriers faced by adult migrants, especially older individuals who struggle due to age, cultural differences, and language barriers. Despite these challenges, participants acknowledge the transformative potential of digital tools for both personal and professional development. Organizations such as Factoría F5 provide intensive training programs, while Verificat combats misinformation through workshops designed to empower migrants and educators.

AI ethics and digital rights emerge as critical themes in Spain, reflecting the country's advanced focus on equipping migrants with the tools needed for a rapidly evolving digital landscape. Programs that integrate practical digital skills training with discussions on ethical technology use have shown significant positive outcomes, particularly in boosting employability and social inclusion.

[Read full national index here](#)



Recommendations include expanding access to workshops on AI ethics, digital citizenship, and safe internet use. Spain's approach underscores the importance of empathetic instructors and tailored resources to meet the specific needs of diverse migrant populations

POLAND: ENHANCING DIGITAL LITERACY THROUGH TARGETED SUPPORT

Poland's report offers a dual perspective by combining feedback from migrant organizations and direct surveys with migrants. While participants demonstrate strengths in data literacy and problem-solving, they often lack advanced skills in digital content creation. Organizations like Migrant Info Point in Poznań provide personalized support, focusing on digital safety and practical, hands-on learning to help migrants integrate successfully into Polish society.

A notable challenge is the generational divide, with older adults requiring targeted training to develop basic digital skills. The use of tools like the "Test Your Digital Skills" survey reveals a demand for courses that address specific needs, such as online safety and ethical use of AI.

[Read full national index here](#)



Poland's recommendations emphasize the importance of personalized training programs and collaborative approaches between organizations and educational institutions. By fostering a supportive environment, Poland aims to bridge the digital divide and empower migrants to thrive in both their personal and professional lives.

SHARED INSIGHTS FROM THE NEEDS ANALYSIS

Across all four reports, several common themes emerge. Digital literacy is universally recognized as a bridge to inclusion, offering migrants essential tools to navigate modern societies. Barriers such as language, age, cultural differences, and socio-economic factors are prevalent, highlighting the need for tailored approaches in digital education.

Each country brings its own strengths to the table. Germany's focus on ethical behavior and digital citizenship provides a framework for responsible online engagement. Sweden's emphasis on practical solutions ensures that participants gain actionable skills.

Spain's innovative programs address the ethical and cultural dimensions of technology, while Poland's targeted training fosters individualized support for its migrant population.

RECOMMENDATIONS FOR A DIGITALLY INCLUSIVE FUTURE

The findings emphasize the need for comprehensive digital education programs that ensure equal access and promote lifelong learning. These programs should prioritize ethical technology use, digital citizenship, and online safety while adapting to the diverse needs of various demographic groups, including migrants, seniors, and marginalized communities.

Achieving sustainable digital inclusion requires collaboration among educational institutions, community organizations, policymakers, and the private sector.

Community organizations play a key role in reaching underserved populations with culturally and linguistically tailored training. Policymakers should support these efforts by increasing funding, expanding internet infrastructure, and addressing connectivity gaps in remote areas.

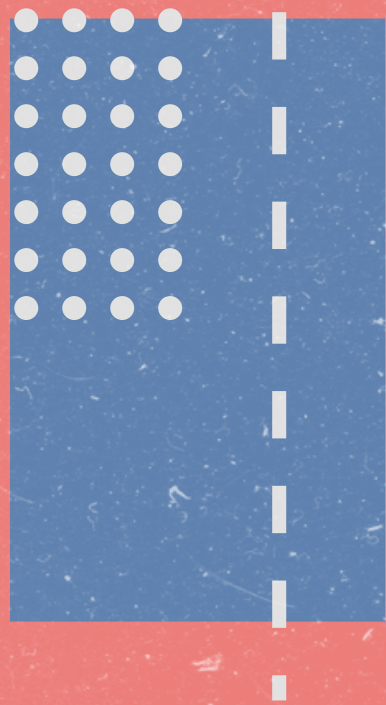




OVERALL RECOMMENDATIONS

To address the findings from our focus groups and ensure a digitally inclusive society, our recommendations emphasize the need for comprehensive and inclusive digital education. Such education should extend beyond technical skills to encompass ethical usage and digital safety, tailored to meet the diverse needs of various demographics, including migrants and the elderly.

Additionally, supporting educators and youth workers with ongoing training and resources is crucial for effectively bridging the digital divide. Collaborative efforts among tech companies, educational bodies, and community groups are key to developing accessible and innovative solutions that promote safe and responsible digital participation for everyone.



CHAPTER 2: TOOLS COLLECTION

TOOL#1 FACT CHECKING WORKSHOP

Learning Objectives:

- to equip participants with the skills to critically evaluate information sources, distinguishing between credible and non-credible information;
- to provide tools and techniques for fact verification, empowering participants to assess information only after conducting thorough fact-checking.

Target group:

Participants aged 18 and above, in 6 groups of 2-3 people

Materials:

- projector or screen for group presentations;
- laptops or mobile phones for working with fact checking.

Methodology:

The workshop employs a combination of interactive group activities and discussions to engage participants actively in learning about fact-checking techniques:

- Task-based learning where each group receives an initial fact-checking assignment to complete within a time limit.
- Didactic instruction with interactive elements to cover essential concepts and questions for effective fact-checking.

Step-by-step explanation:

- Short Discussion about “What is the harm of fake or unreliable information?”
- Dividing participants into smaller groups of 2-3 people each
- The first task for Fact-checking: each group has to identify whether the picture is true or fake ([Link](#))



- A discussion follows, on what methods the group used for fact-checking
- The second task (more difficult than the previous one) for Fact-checking, each group has an individual task ([Link](#))



- A discussion follows on what methods and tools the group used for fact-checking.
- The third task (more difficult than the previous one) for Fact-checking, each group has an individual task ([Link](#))



- A discussion follows on what methods and tools the group used for fact-checking
- Final discussion on how to protect yourself from fake news and unreliable information.
- Fact-checking site: <https://www.snopes.com>



Results:

Participants gained practical fact-checking skills, learned to identify unreliable information, and explored tools and methods for verifying facts, fostering greater media literacy and critical thinking.



TOOL#2 LOGICAL FALLACIES WORKSHOP

Learning Objectives:

- To understand different types of logical fallacies
- To develop critical thinking and argumentation skills
- Identify common logical fallacies
- Analyze and critique the use of logical fallacies in arguments

Target group:

Students or participants aged 18 and above, in groups of 3 to 5 people.

Methodology:

- Interactive group activity.
- Collaborative learning.
- Use of theater play methodology

Materials:

- Digital image about some logical fallacies with meaning
- Projector or screen for group presentations.
- Printed hand-outs or digital resources on common logical fallacies.

Step-by-step explanation:

1. Introduction (5 minutes)
 - Explain the concept of logical fallacies.
 - Provide examples of common logical fallacies (e.g., ad hominem, strawman, slippery slope).
 - We send the material of image to take into account for the activity.
2. Preparation: Give a task to the groups to choose two of the common logical fallacies and make a short theatrical play to demonstrate them in a daily situation
3. Acting: The groups one by one act their regular scenes in a theater like settings, while the rest of the group try to guess, which of the common logical fallacies were displayed.
4. Discussion about the situations, where we meet the logical fallacies in our daily life or online. Drawing conclusions.

10 Common Logical Fallacies Everyone Should Know

1 Ad Hominem

It occurs when someone attacks directly the person making an argument rather than criticizing the argument itself.

6 Appeal to Ignorance

When it is said that an argument must be true if it cannot be proven false, or false if it cannot be proven true.

2 Straw Man

When someone attacks a distorted version of the original argument that they themselves created (i.e. "the straw man").

7 False Dilemma

This occurs when two choices are presented as the only possible options when, in fact, other alternatives exist.

3 Appeal to Authority

Asserting that something **must** be true because it is backed up by someone who is (allegedly) an authority on the subject.

8 Hasty Generalization

This logical fallacy happens when a general conclusion is drawn based on a sample size that is too small.

4 Slippery Slope

Taking an argument from the first, sensible premise to an undesirable or extreme conclusion via a number of hastily connected steps.

9 Red Herring

This occurs when someone deliberately attempts to move the issue under discussion to a new, irrelevant topic.

5 Bandwagon

The bandwagon fallacy occurs when something is said to be true or good simply because it is popular.

10 Appeal to Tradition

When one claims that something must be good or true because it has been practiced for a long time (that is, traditionally).

Fallacyinlogic.com

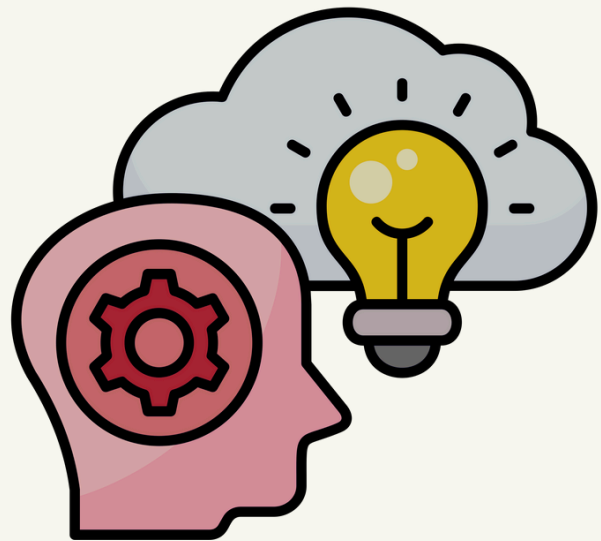
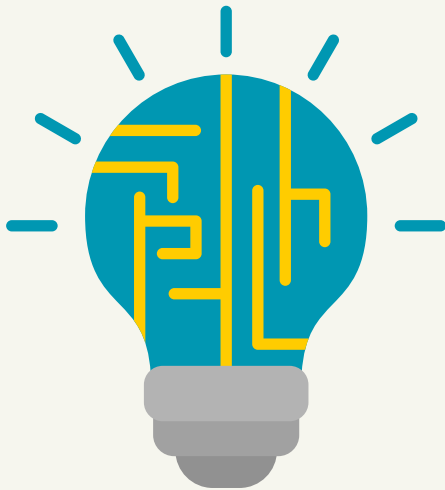
Desired Outcomes:

Developing the following Competencies:

- Critical thinking.
- Analytical skills.
- Effective communication.
- Understanding of logical fallacies and their impact on arguments.

Results:

Participants will develop a practical understanding of logical fallacies, strengthen their ability to critique arguments, and enhance their collaboration and communication skills.



TOOL#3 DIGITAL SECURITY (PASSWORDS)

Learning Objectives:

- to equip participants with skills for creating and managing strong passwords.
- to demonstrate methods for generating complex passwords and using password managers.

Target group:

Participants over 18 years old

Methodology:

- interactive teaching method
- collaborative learning

Materials:

- laptop or mobile phones and projector for the Kahoot game.
- slides summarizing key points and resources.
- small prizes for the Kahoot game winner (optional).

Step-by-step explanation:

Introduction (5 minutes)

- Game of Kahoot on the topic of secure passwords (5 minutes) ([Link](#))
- Discuss issues from the game, participants share personal experiences (10 minutes)
- Services for checking password quality and checking whether your password was stolen (5 minutes)

HOW SECURE IS MY PASSWORDS



HAS YOUR PASSWORD BEEN STOLEN



HOW STRONG IS YOUR PASSWORD

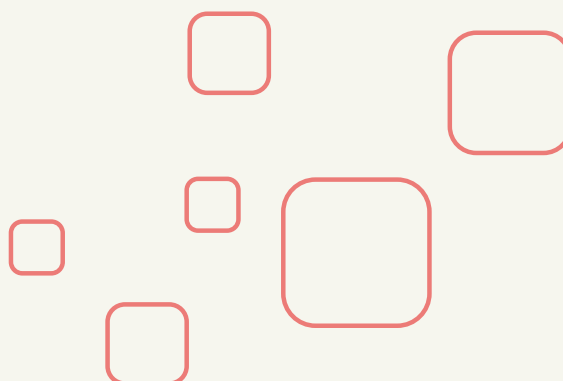


Desired Outcomes:

- Understanding the importance of strong passwords
- Skills in creating strong passwords
- Knowledge of password management tools
- Ability to check password quality and breach status

Results:

- Participants grasped what makes a strong password and common pitfalls through the Kahoot game and discussions.
- Attendees learned about tools for checking password quality and breaches, showing interest in using these tools.
- The workshop provided practical strategies for generating and managing strong passwords, reinforced by interactive discussions.



TOOL#4 WELLBEING HIKE (DIGITAL MENTAL HEALTH)

Learning Objectives:

- provide participants with a retreat experience designed to facilitate deep personal reflection and emotional exploration in a serene forest environment, promoting mindfulness and introspection by disconnecting from digital devices and reconnecting with nature.
- offer participants a retreat to disconnect from digital devices, reconnect with nature in a tranquil forest setting and foster mindfulness and introspection through silent contemplation. This environment aims to facilitate deep reflection on personal experiences and emotions, free from the distractions posed by modern technology.

Target group:

Participants 18+

Materials:

- nice place for hiking, ideally forest
- questions for participants ([Link](#))



Methodology:

This activity utilizes a combination of structured facilitation, experiential learning, and group interaction to achieve its objectives of mindfulness, reflection, and disconnection from digital devices.

Physical activity method where participants engage in a guided hike to a tranquil location in the forest, promoting physical and mental relaxation.

Reflective method where participants are prompted with project-related questions during another period of silent reflection, fostering introspection and personal growth.

Step-by-step explanation:

- Introduction (5 minutes)
- Participants leave their mobile phones and, if possible, watches at the camp. (5 minutes)
- Start of a hike to a quiet place in the forest. (10 minutes)
- The first stop is to ask the participants not to communicate with each other and to remain silent. Stretch the group (1.5 meters distance between participants) and if desired, participants can come into contact with nature. (25 minutes).
- Second stop in silence to ask questions related to the projects and continue the hike. (25 minutes).
- Participants stop in a cozy place; participants share their experiences and feelings without gadgets. (15 minutes)
- Discussion about Nomophobia (5 minutes)

Desired Outcomes:

- Mindfulness and self-reflection through silent contemplation and sharing experiences without the use of digital devices.
- Enhance participants' ability to disconnect from digital devices and embrace periods of quietude and nature immersion.
- Increase awareness of nomophobia and its effects, promoting strategies for managing digital dependency and fostering healthier technology habits.
- Cultivate a deeper appreciation for nature and its therapeutic benefits, promoting well-being and stress reduction.

Results:

Participants emerged from the retreat with heightened mindfulness and a deeper connection to nature, having successfully disconnected from digital distractions. They engaged in introspection through silent reflection stops, contemplating personal projects and experiences. In a supportive environment free from gadgets, they openly shared reflections and emotions, fostering meaningful connections. The discussion on nomophobia raised awareness about digital dependency, equipping participants with strategies for healthier technology use.

TOOL#5 ONBOARDING WORKSHOP FOR MIGRANTS

Learning Objectives:

- Provide digital tools and resources for migrants to facilitate their settlement and integration into the local community.
- Share practical tips and tricks for navigating digital platforms.
- Encourage networking and community building among newly arrived migrants.
- Empower participants to identify and utilize digital platforms for information access and communication.

Target group:

Newly arrived migrants aged 18+

Materials:

Pens, papers, kahoot account, menti account, internet access, projector, laptop, tape, canva account.

Presentation: ([Link](#))

Methodology:

- Interactive presentation
- Working in smaller groups
- Kahoot
- Mentimeter

PRESENTATION➔



Step-by-step explanation: (All materials are attached with the [Link](#))

5 min: Mentimeter session

- Activity: Participants answer "What do you want to learn from this workshop?" using Menti.

10 min: Speed Dating

- Activity: Participants pair up to answer three pre-defined questions and create name tags.

15 min: Info Workshop

- Activity: Presentation on digital tools and platforms essential for migrants.

7 min: Kahoot Quiz

- Activity: Interactive quiz to reinforce information shared in the workshop.

3 min: Feedback Session

- Activity: Quick feedback from participants using a simple survey or show of hands.

Desired Outcomes:

Participants will develop the ability to identify and use digital platforms and information access pages necessary for their arrival and settlement.

Results:

Participants will gain knowledge of digital tools and resources while building a supportive network and sense of community among newly arrived migrants.



TOOL#6 WHAT AI CAN('T) DRAW?

Learning Objectives:

- Recognise limitations and possibilities of drawing with AI tools;
- Explore the loopholes of AI drawings.

Target group:

People +18 are interested in art, technologically progressive people, and people who want an introduction to AI tools.

Methodology:

Drawing, discussion, presentation, group-work, AI tools.

Step-by-step explanation:

- Presentation - revolution in art; AI paintings and artists; AI as a drawing tool. 15 min
- Drawing workshop - participants are provided paper and markers to draw 3 prompts. The paintings of participants are compared to the paintings of AI when given the same prompts. The outcomes are discussed. 15 min
- Discussion - discuss what are advantages and disadvantages of AI drawing; try to guess what prompts were used for shown creations; talk about can AI create real art. 10min



Desired Outcomes:

Recognising AI tools, drawing, differentiation between human and AI art, knowledge of what you can and cannot draw with AI successfully.



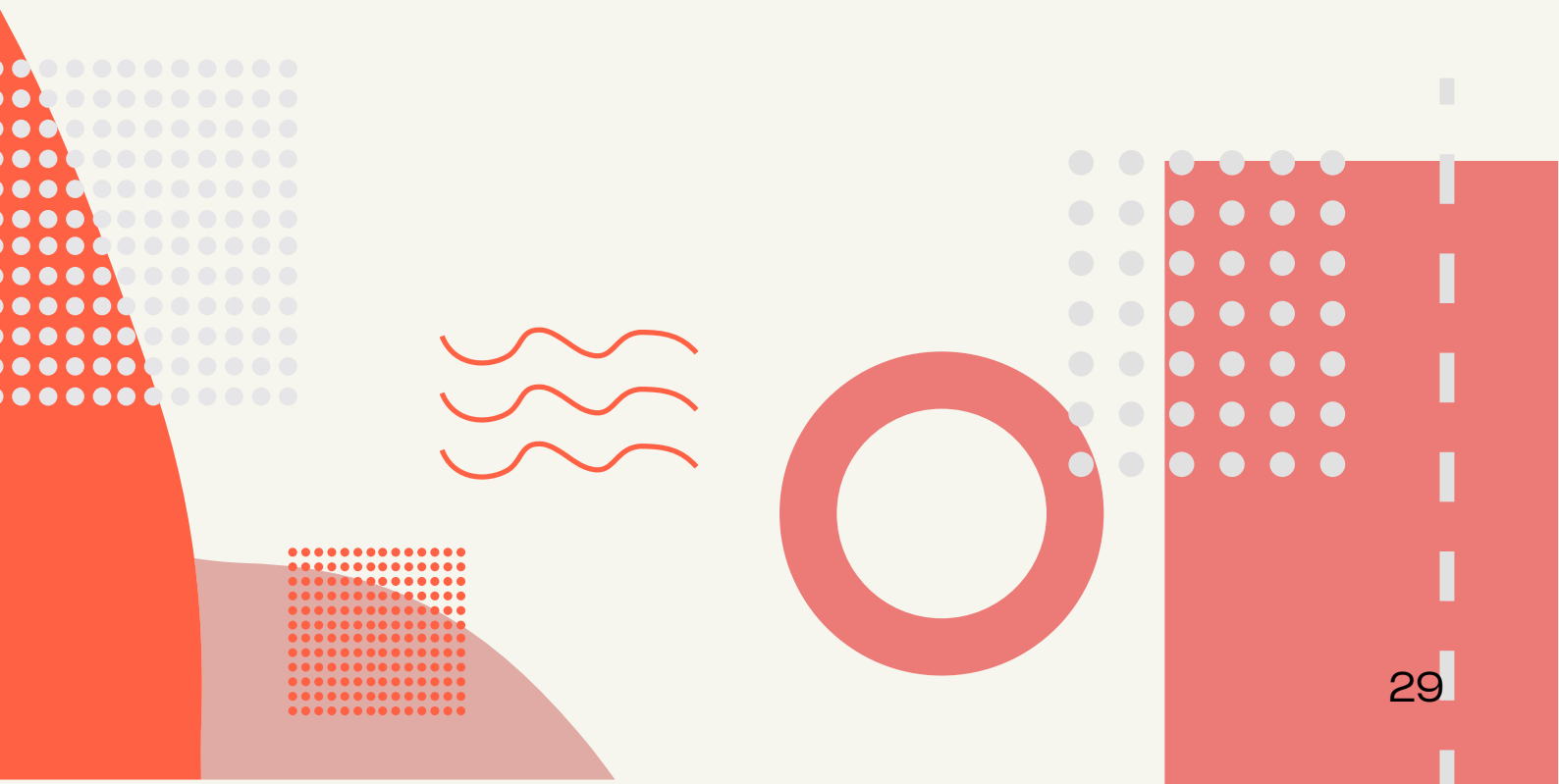
Materials:

Markers, A4 paper, sheets for every participant (For preparation - OpenArt, Canva, Google Slides)



Results:

Workshop participants have a better idea of what AI drawing tools are available for them, what prompts produce good-quality outcomes and have formed their opinion about using artificial intelligence for artistic creation.



TOOL#7 DIGITAL CITIZENSHIP PASSPORT TEST

Learning Objectives:

- Get participants familiarized with definitions related to digital citizenship and reinforce learnings from previous sessions during the Access2Success program.
- Encourage a debate on whether access to certain domains of the internet should be limited to people who have received previous instruction in digital citizenship or if something like this would limit their rights and freedom.

Target group:

Participants aged 18 and above

Methodology and methods:

Gamification / Digital Game-Based Learning (GBL)

Materials:

Requirements:

- One mobile phone per group.
- One laptop
- Projector

PRESENTATION SLIDES,
DIGITAL CITIZENSHIP
PASSPORT



Step-by-step explanation:

Introduction to the game + Set up (5-8 minutes)

Facilitator reads from slideshow: "Welcome to the Digital Citizenship Game, proudly presented by the Global Digital Citizenship Alliance (made-up organization). Our mission is to promote responsible and ethical use of digital technologies worldwide. Today, you will all receive your Digital Citizen Passport, which allows you to access the internet. But you will have to play to earn the stamps that demonstrate your knowledge of digital etiquette, literacy, and the latest trends in technology.

Introduction: Answer the quiz questions correctly to become a certified digital citizen! This means you'll be recognized for helping to create a safe, respectful, and innovative online community.

How It Works: You will answer multiple-choice questions about digital citizenship. The topics include: Digital Safety and Security, Digital Rights, Digital Etiquette, Digital Literacy, and Innovation and Trends (Bonus category). To earn a stamp in each category, you need at least 200 points.

Step-by-Step Explanation

Preparation (5-8 Minutes): Facilitator introduces the workshop and explains that participants will earn stamps for demonstrating knowledge in various topics. Participants are split into 4 groups, and each group selects a "buzzer" responsible for submitting answers.

Game Overview (15-20 Minutes): The game is played using Kahoot! Groups take turns selecting categories (Digital Safety, Digital Rights, etc.) and answering questions displayed on the screen. Points range from 100 to 400 based on difficulty. Groups discuss answers and submit them within 20 seconds. A minimum of 200 points is required in each category to earn the stamp.

Reflection (10 Minutes): While scores are calculated and passports created, groups discuss:

- Should parts of the digital world require specific skills to access?
- Would this limit freedoms?

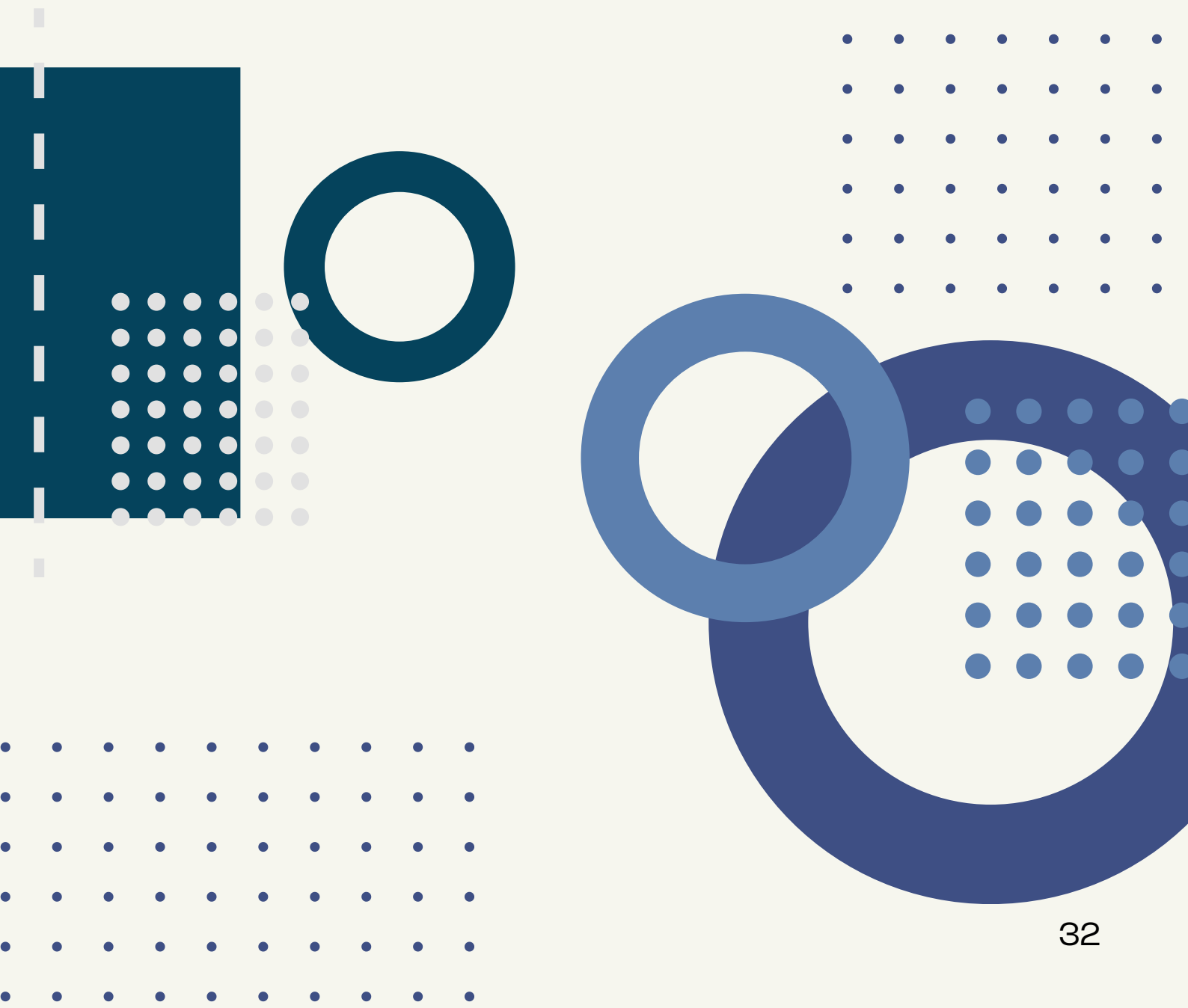
Afterward, teams see their stamps, and each participant gets a digital copy of their Digital Citizenship Passport.

Desired Outcomes:

The purpose of the workshop is to get participants to teams to identify and discuss definitions related to digital citizenship and to get them to reflect on the domains of digital citizenship and whether they take them into consideration in their daily lives.

Results:

Participants will play to earn stamps on their digital passport. They need to win at least 200 points in each category to collect all five stamps of the passport. These stamps certify that the person is competent enough to “have full access to the internet.”



TOOL#8 CASE STUDY EU VS GOOGLE

Learning Objectives:

To demonstrate how does the EU protects its citizens in regards of digital market competition

Target group:

Participants aged 18 and above

Methodology:

- Non-formal edu methodology;
- Group learning;
- Self-learning
- Debating;

Materials:

Print outs with Role description/ or prepared files to forward them onto a digital device
Projector and PDF file to showcase the real example

Step-by-step explanation:

The activity has 3 phases:

- 20 min Phase 1 - Participants split into 4 equal groups and get one of the roles they will follow until the end of the workshop. There are 4 possible roles, each representing a real party from the case. ([Role description here](#)) After receiving the role, everyone in the group gets into a discussion to prepare for the upcoming debates with representatives from other groups.
- 40 min Phase 2—Debates: In this part, one representative from each group sits together at the table with three others and forms a group of four to start the debates until the court makes the final decision.
- 30 min Phase 3 Evaluation and reflection in plenary
- To get to know the results from each debating group and showcase that there was a real court happening between Google and the EU in 2018, which was finished with a 5 billion dollars fine for Google.

Desired Outcomes:

- Deeper knowledge about the EU institutions work
- Better understanding of a global picture of this particular case
- Encouraged interest to get to know more about digital dimension of EU policies and regulations
- More responsible behaviour online of the participants/students,
- Desire to promote and raise awareness of Digital citizen education
- The feeling of Personal Responsibility in educating others about this topic

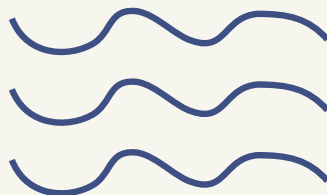
Results:

Participants will gain a deeper understanding of:

- EU digital market regulations;
- the EU vs. Google case
- digital citizenship

while enhancing critical thinking, debate skills, and motivation to advocate for digital rights.

ROLES DESCRIPTION



TOOL#9 COURT HEARING MOCK-UP

Learning Objectives:

- To develop critical thinking and argumentation skills.
- To analyze real-life examples of anti-trust cases and digital rights.
- To engage participants in active debate and decision-making.

Target group:

Aged 18+, including social workers, educators, students

Methodology:

Simulation-based learning, role-play, debate, and case analysis.

Step-by-step explanation:

1. Introduction and preparation (15 min):
 - Facilitator assigns roles to participants:
 - FairSearch: advocates for alternative app marketplaces.
 - Terra: multinational tech company.
 - Bebat: mobile phone manufacturer.
 - Anti-Trust Committee: market regulator.
 - Participants read their roles and prepare their arguments.
2. Court Simulation (45 min):
 - Round 1 (5 min): FairSearch presents its case (appealing to the court regarding market abuse).
 - Round 2 (5 min): Terra responds and defends its position.
 - Round 3 (5 min): Bebat provides its perspective as a third-party stakeholder.
 - Round 4 (5 min): Anti-Trust Committee reviews all arguments and provides a conclusion.
 - Verdict (1 min): Anti-Trust Committee announces the final decision.




Desired Outcomes:

- Participants improve their ability to construct and present structured arguments.
- Develop understanding of anti-trust regulations and digital rights.
- Enhance skills in negotiation, empathy, and decision-making.



Materials:

Role descriptions for each group.
Brief on the EU vs. Google (2018) case.
Handout on human and digital rights principles.



Results:

- Participants gain a deeper understanding of anti-trust issues and digital rights.
- Improved skills in public speaking, collaboration, and critical analysis.
- Practical insights into the responsibilities of various stakeholders in digital ecosystems.

TOOL#10 CROSS-CONNECT

Learning Objectives:

To enhance participants' awareness of nonverbal and multicultural communication styles and to develop their skills in navigating communication challenges, especially in diverse and digitally-mediated contexts.

Target group:

18+ Participants from diverse backgrounds

Methodology:

Experiential learning, interactive exercises, and group reflection.

Materials:

For the Blindfolded Airplane Challenge:

- Sheets of paper for folding airplanes (1-2 per team).
 - Blindfolds (1 per team).
 - Digital devices with text-to-speech and translation apps installed (1 per team).
- General Session Needs:
- Timer or stopwatch to manage activity timing.
 - Markers, pens, and paper for note-taking during group reflections.

Step-by-step explanation:

1. Multi-cultural perception (20 min)

Discussion about non-verbal communication (5 min):

- Ask participants to share examples of non-verbal communication (e.g. tone and speed of voice, mimics, gestures, pose, emotions, etc)
- Share opinions about what part of the information we receive nonverbally (up to 90%)
- Underline the fact that with digital communications (e.g. text messages) this 90% is missing and it opens a wide field for mis-interpretation.

Discussion about multi-cultural communication (3 min):

- Discuss that even those 10% of information that is staying we percept differently in different cultures
- Give example of some phrase (e.g. "Well done!"), discuss that perception can vary in US, Germany and other countries.

Group exercise on multicultural communication (5 min):

- Split people in the groups of 3 mixed with different cultures.
- Write phrases e.g. "I'll do my best", "You are not quite right"
- Suggest to discuss the cultural difference in the perception of each phrase and then share the observations inside the groups.

Group exercise on non-verbal communication (3 min):

- In the same groups suggest the participants to pronounce one of the previous phrases adding non-verbal information
- Share the observations inside the groups.

Reflection (4 min):

Altogether share the observations and discuss the following questions:

- Did you notice any difference in the cultural perception of the phrases?
- Did you notice any difference in perception of these phrases after non-verbal information was added?
- What have you learned from this experience?

2. Blindfolded Airplane Challenge (25 min)

Introduction to the Activity:

- Split participants into teams of three.
- Each team selects a leader who will be blindfolded.
- The leader's task is to fold a paper airplane.

Rules for the Task:

- Only the leader can touch the paper.

- The two team members with open eyes cannot speak out loud.
- All instructions must be given through a digital tool (e.g., text to-speech app).
- The team members cannot tell the leader what they are making but may say it's an origami project.
- If the leader struggles to understand, instructions can be translated using a digital tool.

Strategic Discussion: The two team members have 1 minute to step away and plan their strategy before starting.

Task Execution (10 min): Teams work on guiding their blindfolded leader to fold the airplane within the 10-minute time limit.

Reflection in Mini Groups (10 min): Participants discuss how they felt during the activity

- How did the leader feel relying entirely on the team without knowing the final result?
- How did the team adapt to the responsibility of guiding the leader?
- What challenges did they face in communicating through a digital tool?
- What would they do differently if they could repeat the task?

Desired Outcomes:

Developing competencies in intercultural communication, non-verbal and digital communication, team collaboration, adaptability, problem-solving, self-reflection, and feedback integration.

Results:

Multi-Cultural Perception Participants:

Realized the importance of non-verbal communication and its absence in texts. Noted cultural differences in interpreting phrases. Saw how tone and gestures affect meaning. Reflected on preventing misunderstandings through cultural awareness.

Blindfolded Airplane Challenge Participants: Missed the deadline due to challenges giving clear instructions. Struggled with tech glitches and unclear translations. Blindfolded leaders felt lost without clear goals. Time pressure heightened stress and hindered communication. Learned patience, flexibility, and the importance of team trust under pressure. Experienced how tech issues and time limits complicate teamwork but highlighted adaptability's value.

TOOL#11 SOCIAL MEDIAMETER

Aims and Objectives:

By the end of the workshop participants will be aware of the social media regulations existing in different countries.

Target group:

Adults 18+, Educators and Social Workers (diverse group)

Methodology and methods:


Barometer, discussion

Materials:

- Tape and colors make the lines on the floor.
- Projector and a presentation with the examples.


Step-by-step explanation:

Energizer (15 min)
Statements to discuss on (30 min)
Examples of real life regulations (5 min)



Desired Outcomes:

- Ability to carry on an effective discussion on the chosen topic.
- Awareness of social media regulations in different countries.



Results:

- Participants gain a deeper understanding of anti-trust issues and digital rights.
- Improved skills in public speaking, collaboration, and critical analysis.
- Practical insights into the responsibilities of various stakeholders in digital ecosystems.





CHAPTER 3: FACILITATION GUIDE

CHAPTER 3: TIPS FOR FACILITATORS

Facilitating digital competence workshops within the framework of non-formal education (NFE) requires a thoughtful approach rooted in core NFE principles. These workshops should engage learners through interactive and participatory methods while fostering a supportive learning environment.

Central to this process is the "learning by doing" approach. Facilitators should design activities that involve solving real-world digital challenges. For example, participants might be tasked with enhancing their online security by securing a fictional account or responding to a simulated cybersecurity incident. Project-based learning can also be effective, where learners collaborate on creating digital products such as blogs, social media campaigns, or multimedia presentations. These hands-on tasks ensure that learners are actively engaged and acquire practical skills through direct experience.

The learner-centered nature of NFE requires that facilitators understand and adapt to the specific needs of their participants. Beginning with a quick assessment of participants' prior knowledge and expectations helps tailor workshop content effectively. Facilitators should also allow participants to choose their learning paths, focusing on topics such as digital literacy, social media management, or online safety. Customizing tasks based on individual goals ensures that every learner feels empowered and motivated.

Additionally to different learning pathways, facilitators are facing a challenge of diverse level of knowledge and competences, that participants have at the moment of the workshop. One of the opportunities to solve this issue would be a gradually increasing difficulty of the task, or work in smaller groups, divided according to the self-evaluated level of digital skills.

In alignment with the principle of lifelong learning (LLL), facilitators should emphasize the ongoing applicability of digital skills. Workshops should focus on transferable competences such as online collaboration, file management, and basic coding, which participants can continue to develop long after the workshop ends. Encouraging participants to maintain digital learning journals or personal portfolios can also help track their progress and reflect on their learning journey. Additionally, recommending accessible online platforms for further study reinforces the LLL approach.

Shared learning is another cornerstone of NFE, and facilitators should create environments where participants learn from one another. Peer mentoring can be particularly effective, pairing tech-savvy learners with beginners for mutual support.

Collaborative group projects, such as developing digital presentations or creating infographics, promote teamwork and shared responsibility. Facilitators can also organize "knowledge markets," where participants share insights from their experiences with the rest of the group, fostering a culture of collective growth.

Flexibility is essential in non-formal education workshops. Facilitators should remain responsive to participants' evolving needs by adjusting activities and methods as necessary. This adaptability might involve simplifying tools if participants encounter challenges or exploring alternative platforms offering similar functionalities. Regular feedback through informal check-ins or digital polls can guide facilitators in making these real-time adjustments.

Finally, successful facilitation relies on creating a motivating and inclusive atmosphere. Activities should be voluntary but engaging, with interactive elements that maintain participants' interest. Digital tools like Kahoot, Mentimeter, or Padlet can enhance collaboration and participation. Concluding sessions with reflective discussions helps learners consolidate their knowledge by sharing what worked, what challenges they faced, and what they learned.



CONCLUSION

This manual brings together insights and practical tools from Germany, Sweden, Poland, and Spain, aimed at addressing the digital divide and fostering digital inclusion among migrants, social workers, adult workers, and educators. Across these diverse contexts, the shared challenges and opportunities highlight the universal need for flexible, community-centered approaches to digital education.

Key findings emphasize the importance of creating adaptable methodologies that can meet the needs of diverse target groups. Whether through structured training courses or individual workshops, the tools and activities presented in this manual are designed to promote digital competencies, critical thinking, and active participation. By leveraging these resources, stakeholders can empower individuals not only to navigate the digital world confidently but also to use their newfound skills for personal and professional growth.

As we move forward, the success of such initiatives depends on collaboration and innovation. Organizations and practitioners are encouraged to continue adapting these approaches to local contexts, fostering environments where all community members feel supported and empowered to thrive in the digital age. Through sustained efforts, we can bridge the digital divide and create a more inclusive and equitable digital society.

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Lastly, we are grateful to all the focus group participants, researchers, and survey respondents who shared their experiences, challenges, and aspirations, helping us create a resource grounded in real needs and opportunities. Together, we take a step closer to bridging the digital divide and fostering inclusion through the power of education and technology.



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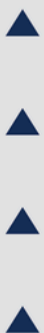
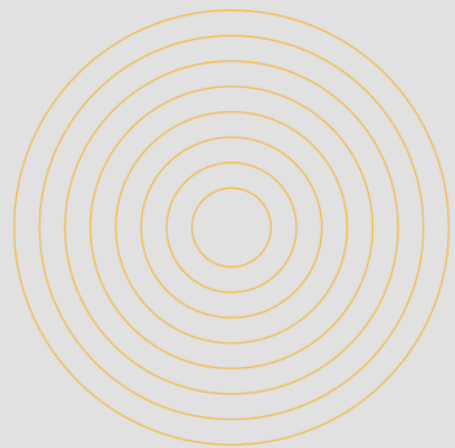
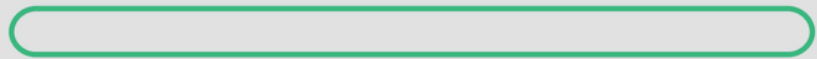
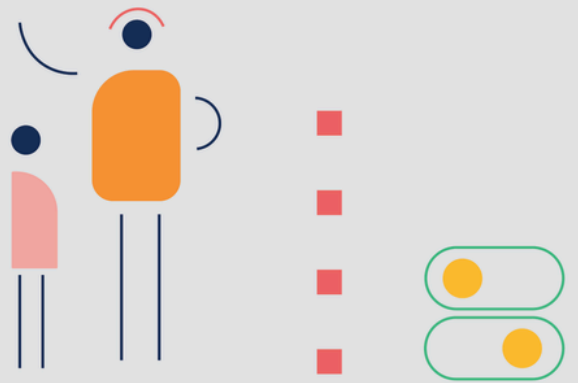
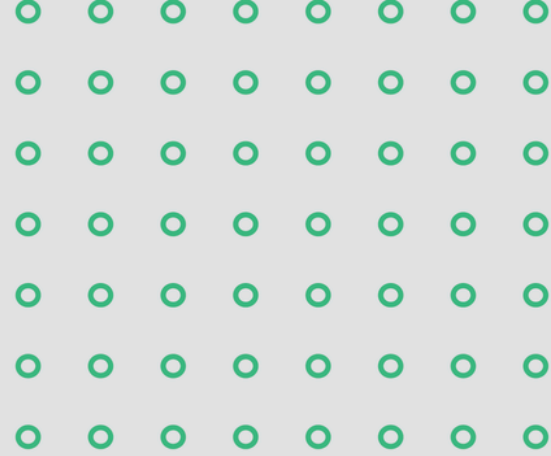
Working Book

Methods and tools supporting Digital Pathways for Adult Learners, Migrants, and Refugees

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