White Paper

Three proven methods on:

Digital Literacy
Digital Storytelling
Photovoice

for and with refugees and asylum seekers

INDEX

Introduction

Refugees who are forced to leave their country because of violence, prosecution or other reasons face many problems and challenges when they enter another, in many cases unknown, society and must apply for asylum. Not only is the complicated juridical system in countries like Italy, Greece, and Portugal, difficult to grasp, they also must cope with long periods of waiting in asylum centres and other places. It takes a lot of effort to learn a new language, try to understand the new society with its own bureaucratic system and many formal and unwritten cultural codes, and to feel a little at ease. The long waiting, the life without family and close relatives and the overall uncertainty lead, in many cases, to a sense of uselessness and loss of identity. The new society, in which the use of internet and digital media is widespread, also requires new or updated digital skills. To meet these digital challenges and to work on the self-esteem of refugees and asylum seekers in different European countries, the project SEE.TELL.LISTEN has been developed.

Goal of the project

The project SEE.TELL.LISTEN aims to promote the reskilling and upskilling of refugees and asylum seekers by providing tools and expertise which are key to self-sufficiency in the current knowledge economy, particularly regarding digital literacy. It does so through creative methods that can foster cultural expression and increase self-confidence of refugees, and their mastery of their own narratives. It does so by developing an innovative adult training curriculum and testing it in pilots in three countries.

Initiative and consortium

The project is an initiative of the Portuguese Refugee Council (CPR) and has been executed by a consortium of NGO's in Portugal, Greece, Italy, Spain, and the Netherlands. The project started with a joined Kick-off meeting in Amsterdam in January 2019, hosted by the Dutch foundation for the promotion of participation BMP. In this two-day meeting CPR explained the aims of the project, and the partners highlighted their expertise. All partners were convinced of the complementary potential of the consortium and happy with the personal involvement and enthusiasm of the stakeholders.

Developing a Training Curriculum

The first step was to create a draft Training Curriculum, including modules of Digital literacy, Digital Storytelling and Photovoice methods, based on non-formal educational methods developed by

different partners in the consortium. Foundation BMP from Amsterdam created a module on Digital Storytelling, the partner from Barcelona, Fuga, made a module on Photovoice, with the use of elements developed by Jungl**eye**, and CPR from Lisbon delivered a module on Digital Literacy.

In July 2019, a three-days training and strategic consortium meeting took place in Naples, hosted by partner LESS. During this meeting, the partners were trained in the different methods and the draft modules on Digital Storytelling and Photovoice were tested. Based on these train-the-trainer sessions the modules were elaborated in useful guides for local pilots to be carried out in Portugal, Greece, and Italy.

Meanwhile all partners made assessments of relevant stakeholders and good practices in their own countries, to contribute to further knowledge capitalisation and knowledge sharing. This joined effort, coordinated by EUROTraining from Athens led to a catalogue of good practices and an overview of local and international partnerships.

Implementation of the pilots and COVID-19

Before the start of the three pilots the partners involved (EUROTraining in Athens, VersoLab in Siena, and CPR in Lisbon), answered a questionnaire made by BMP about the goals, the set-up, and the expectations of their pilots. Unfortunately, shortly after the start of the pilots in February/March 2020, the world was shocked by the COVID-19 virus pandemic and the three pilot countries faced severe lockdowns. Since the pilots were based on intensive group sessions, this was a major set-back for the project. After the first shock, the partners however showed much resilience and found ways to execute the pilots in adjusted forms. This meant in some cases postponement of the group sessions, hoping for a loosening of the lockdown measures, in other cases a more individual approach was chosen. In the end all three partners were able to finish their pilot, although with fewer participants than originally planned. Shortly after the start of the lockdowns, a second questionnaire was made to assess the foreseen adjustments to the pilot programmes. After the completion of the pilots a third questionnaire was distributed to record the final results.

Between July 2019 and August 2020 regular skype meetings were organised by CPR to monitor and discuss the development of the project and the expectations regarding the pilots. Fuga offered additional help for the partners by writing a guide for Creating Portraits with Smartphones.

The planned final meeting in Lisbon, in June 2020, in which the results of the project would have been shown to a broad audience, had to be cancelled. Instead a digital final meeting was scheduled for 31 August 2020.

Even more relevant

Looking back, we can say the COVID-19 period was certainly not easy for the consortium, especially for the partners carrying the responsibility for a local pilot. But, by using all their creativity, they have not only been able to really test the Training Modules, they also developed additional individual oriented approaches, that are very useful for other projects aiming at reskilling and upskilling digital qualities of refugees and asylum seekers and (re)assuring their self-awareness. In this online COVID-19 era this kind of qualities are even more relevant than we could foresee at the start of this project.

"This is the football field in Athens, children are allowed to skate, and ride a bike there, safe and free" – B.M. Afghanistan (Postcard Greece)

Content of this White Paper

We are proud to present this White Paper that showcases a tested Training Curriculum on Digital Literacy, Digital Storytelling and Photovoice. The Curriculum is meant for technicians, educators and others, interested in training refugees and asylum seekers to gain more skills needed for their integration in European countries and (re)develop the self-esteem they might have lost during the period of forced displacement and long waiting periods in asylum centres.

This paper starts with a summary of the three training modules. In chapter 2 we describe the set-up of the pilots and the expectations of the partners regarding the implementation (strength and weaknesses). In chapter 3, we discuss some of the measures that were taken to meet foreseen weaknesses and to cope with the COVID-19 situation. Chapter 4 sees on the actual implementation of the pilots and the relevance of the Curriculum for the participants and the organisations involved. In the final chapter we summarise the major conclusions about the usefulness of the Curriculum and present the lessons learned, to the profit of other organisations in different European countries.

"I live near the train station in Athens. Trains can take you almost anywhere, but there is no train that will bring back the ones that are forever gone. – M.D. Iran

Chapter 1: Summary of the three training modules

In this chapter we give a short summary of the essence of the three Training Modules. The complete modules, that can be found in six languages on the website of the project, contain detailed descriptions and guidelines for trainers, as well as examples of programmes for courses and workshops. https://www.seetell-listen.com/training-modules Although rather elaborated, the Curriculum gives a lot of freedom to the trainers to shorten the programmes, or adjust them, depending on the needs of the specific groups of refugees and asylum seekers they work with.

1.Training Module on Digital Literacy

The Training Module on Digital Literacy for Refugees provides information, materials and activities needed for the upskilling or reskilling regarding digital competences as well as for the training of digital literacy and digital citizenship for refugees and asylum seekers. This module provides an introductory approach to the digital world, allowing participants to gain capacities needed for the development of the other two modules, as well as to daily life in the digital world. This module addresses a skill gap among adult refugees and asylum seekers, namely the need to understand how to use technology in an effective and safe way, underlining privacy, and security issues.
The changes brought by the Internet demand careful considerations regarding responsibility and accountability that necessarily fall under the respect for others and the human rights. The Training Module on Digital Literacy for Refugees is a tool that can be used to take advantage of the different opportunities and to tackle the various challenges the Internet brings.

Content of the Different Sessions

The Training Module on Digital Literacy for Refugees is divided in ten sessions that together constitute a toolkit to help participants navigate safely and efficiently through the Internet, gaining skills and learning ways in which they can influence the virtual world instead of being influenced by it. Each session provides basic information for a specific topic along with tools and strategies for training digital literacy to adult refugees and asylum seekers. Through a simple language each session provides an overview of the principal elements of the Internet and its derivative instruments and devices, providing facts, tips, and sources for additional information. Further light is shed on safety and ethical issues fostering reflection regarding technology and its use for a digital citizenship.

All sessions follow the same structure providing objectives and the foreseen duration. These are followed by an introductory note that gives information and context to each theme. The activities to be implemented are then presented and explained. Further information is provided to understand and develop the topic to a bigger extent. A segment regarding the risks correlated with the topic and some good practices to follow are also presented at the end. These parts are essential for a safe use

of the Internet and should be carefully presented and discussed. Curiosities and tips regarding each topic are displayed along the sessions and can be used in the trainings as an entertainment element.

The sessions are specially designed to help vulnerable groups on the move or with a migrant background that struggle to be part of the hosting society, being adjusted to address specific population needs. All activities are thought to adjust most literacy levels, nevertheless some sessions are not suited for illiterate. These sessions are identified in the below list for readjustment or foregoing purposes:

Session	Description	Suitability for Illiterates
1.Get connected	An introduction to the Internet exploring it and learning how to **download apps**.	Yes
2.Start searching	Helps participants search effectively through the WWW.	Limited
3.You've got mail	This session focuses on using the **e-mail**.	No
4.Under the Cloud	Participants can manage their **files** through a data storage service.	Limited
5.Get social	An introduction to social media underlining its risks and good usage.	Yes
6.Skype	Activities that allow participants to effectively use communication tools, namely Skype.	Yes
7.Shopping online	This session focuses on the main aspects of secure shopping online and payment methods.	Limited
8.Job seeking	The session complements job recruitment requirements and digital skills, helping participants efficiently "navigate" through the labour market.	No
9.Overcoming language barriers	This session helps to use translation and language learning tools.	Limited
10.Moving	The activities proposed help participants to be familiar with their surroundings and to move easily through the city by foot or by transport.	Limited

Methodology

The Training Module uses participatory techniques based on theoretical frameworks under non-formal education methods. Active and participatory methods are to be favoured allowing participants to be active agents in their learning process. The module provides different activities that can be made in group or individually, giving space for debates and brainstorming.

The module provides some flexibility in planning and conducting the training, being adaptable to different cultures. This also allows for the training to be lengthened or shortened depending on the levels of expertise of the participants, as well as to alter the order of the activities according to the group needs. Given its structure, the trainers can use the training sessions separately, being possible to add the sessions to other modules or training courses. All activities are thought for adults nevertheless they can be also adapted for young people.

2.Training Module on Digital Storytelling

The aim of this module is to train trainers to invite refugees and asylum seekers to tell their life story, or fragments of their story, and record it on video or audio, so other people can take notice of the content and the refugees themselves can reflect on their life and identity. The second aim is to reflect upon, and experiment with, the ways these stories can be brought to an audience and change the mainstream narrative on refugees by making connections on a personal level.

Specific objectives for participants:
- to gain self-esteem and self-confidence by telling personal stories and receiving recognition from the audience;
- to make the translation from a personal story to a digital one. (By using a smart phone, or camera and by making a short video or podcast);
- to reflect on one's personal history and rethink one's identity;
- to learn storytelling techniques that can contribute to healing by sharing personal experiences
- to experience the power of different creative means to present personal and/or group stories.

The module focuses on working with mixed groups of about 12 to 15 asylum seekers and/or refugees. Some elements of the module, like oral history interviews, can also be used in one-to-one settings. The module encompasses 3 sessions of about 3 hours each:

1. Oral history interviews
2. Storytelling
3. Group stories

Amara & Rosemary
A local family story (Greece)

The module gives some theoretical background and explains the difference between oral history, storytelling, and group stories. It also offers an explanation on the methodology used throughout the three sessions and possibilities to use digital methods. The last section offers a detailed manual for the three sessions.

Use of oral history methods
Oral history is a way of writing history based on eyewitness stories and life stories of people through open interviews. It is often used to highlight the history of groups that are not represented in formal written history. Because refugees are often asked to tell the story of their flight, for this project it is

important to focus on other parts of their personal stories. There are three ways to use this method in the courses for refugees:

1. The trainer can interview a group member in front of the group and show the participants how you can make someone feel at ease and what kind of stories you can collect in this way. A nice question to ask is for example: Can you tell me something about your childhood? In what kind of family did you grow up? What are pleasant childhood memories for you? What did you, maybe, not like so much?

2. The trainer can ask the group members to divide in pairs and interview each other for about 20 minutes each. He/she can use the same questions about childhood memories but can also use other questions like: What were your first impressions when you arrived in this town? Or who is your best friend and why?

3. The trainer can ask the participants to go home and interview someone else, make a recording on their telephone and tell about the experience in the next session. Of course, these different approaches can be combined.

Use of storytelling method

The second session starts by highlighting the difference between oral history and storytelling and gives a short guide to a good story. The trainer can easily practice with storytelling, by asking someone from the group to tell a part of his/her life story and ask someone else to listen carefully and afterwards tell the group the story he or she heard. This can be done several times, so the group can discover which storyteller tells the story in the most attractive way and find out why this way is attractive.

Use of group stories

If you want a group of people to get to know each other in a fast way, and you want joyful group sessions, then the method of creating group stories is very practical.

The trainer can start the meeting by telling the participants the group is going to make a performance for an audience in a very short time. The audience can be other people taking courses, people living in the same building, or family and friends. This exercise is meant for groups of about 6-8 people. If the group is larger you can divide it into subgroups.

The group session starts with asking all participants to close their eyes for a moment and reflect on the question: Do you remember a meeting/encounter with a special person which meant a lot to you and maybe changed your life? The trainer asks everybody to write down three or four words on a piece of paper.

Then he/she invites the participants to share their stories with each other. The trainer asks the participants also to listen carefully and to see if they can detect common elements in their stories. For instance: the important role of fathers, the will to make decisions, and so on.

After sharing the stories, the trainer asks the group about creative ways they like to present elements from the stories to an audience: theatre, a poem based on words from the stories, or any creative way that comes up. The trainer gives the participants an hour to practice what they want to show. The actual performance is immediately afterwards.

This exercise makes the participants experience new ways of telling their stories, lets them work together in a creative way and shows them that their stories are interesting for an audience. They also (re)discover their own talents and creativeness.

## 3.Training Module Photovoice

The aim of the Training Module on Photovoice is to use participatory photography as a tool allowing refugees and asylum seekers to reflect, share, learn and express their experiences in a way that is empowering to them and valuable and thought-provoking to the host community and society in general.

The methodology of this creative photography laboratory is a highly effective means for questioning issues relating to migratory flows, while offering alternative first-person views of the contemporary problems of migration. This project promotes the production and circulation of images that respect the humanity, dignity, resilience, and ingenuity of those in transit.

In the process of learning new skills and sharing their stories, participants and trainers end up discovering new ways of seeing, they listen to each other, and they can tell their stories. The workshops have the power to shift paradigms for everyone involved: refugees, their families and friends, trainers, and host communities, creating ripples that spread into the wider world.

The programme is aimed at providing refugees with the skills and opportunity to create and express their own narratives about displacement, in a context where their representation in the European public sphere is usually in the hands of institutions and the media. Participating in the workshops is a highly empowering experience for refugees and the most important outcome is the impact on their lives through learning, expressing, and sharing their stories. The dissemination of the end result (through online platforms, social media, small exhibitions, publications, or the sending of postcards produced by the participants) and the possibility of carrying out participatory activities in public spaces (for production or dissemination) are a way of giving identities, names, and images to the refugees who are usually portrayed as an impersonal, nameless mass rather than as

individuals, and of sharing their stories. Images become more than a message: the physical and emotional journey is transformed into a larger narrative, becoming a story we all share.
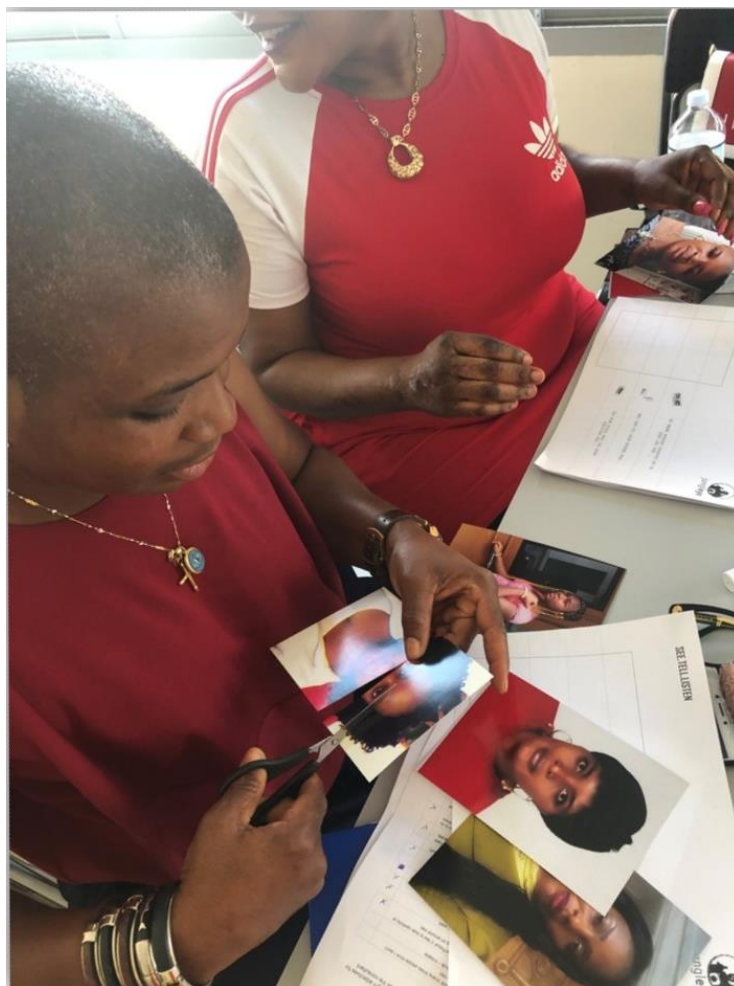
Programme

The workshops are structured around two sessions: POSTCARDS and ROBOTECA, which combine technical upskilling with storytelling, sharing and reflection. Each session is based on engaging, innovative projects in which the refugees learn, share, and implement skills to produce their own representations, regain control of their stories, and enrich host communities with new perspectives.

Specific objectives for students:
• to boost self-esteem by acquiring new areas of expertise (writing, photography, digital editing);

- to speak out through different means of communication (writing, storytelling, photography);
- to gain confidence through sharing in a safe environment;
- to learn storytelling techniques that can promote healing through sharing traumatic experiences.

Format

These workshops are specifically targeted at refugees and asylum seekers, and displaced populations in general, with a maximum number of 20 participants. Each session in the Module lasts a total of 12 hours over 3 days, but can be shortened if necessary.

POSTCARD session:

The focus is on developing storytelling skills, through photography and words (captions). The content is drawn from the lives and experiences of the refugees. An important part of the session is technical and conceptual training that gives participants the ability to report on their own lives, and to create images that they wish to share through postcards. Participants reflect on the differences between different types of images such as those used media reports and postcards, and the types of travel or transit they are usually associated with. After taking and selecting photographs, participants write captions for their postcards in a process that requires them to think about how to use words to support their images to tell their stories. In the final part of the session, they are invited to share their postcards beyond the workshop.

Skills to be acquired: analysis of different kinds of images, photographing your environment, lighting and composition, the relationship between words and images, writing captions, planning a project, the production process, the circulation of images.

ROBOTECA session:

Collaborative image-making. After taking studio portraits of each other, the refugees divide their portraits into three strips. SEE.TELL.LISTEN: eyes, nose/ears, mouth. These strips are exchanged and combined in new images and become a way of reflecting on what they see, sharing their experiences, and telling their stories. The specific content of the Roboteca workshop depends on the characteristics and interests of the group. The theme will emerge from group discussions, guided by the trainer, which are an important part of the session.

Skills to be acquired: the grammar of portraits, images and identity, surveillance and control, studio photography, collage techniques, representing "us", individual and collective identity, written expression.

SEE TELL LISTEN
Storytelling for integration

Co-funded by the
Erasmus+ Programme
of the European Union

Example of a past Roboteca workshop

Roboteca "Il Mare" (The Sea), Sicily, February 2017
The workshop brought together two groups of students with opposite experiences: Sicilian school children and migrants trapped in the city's detention centre. The teenagers shared their stories, feelings, and imaginings and ended up creating new faces: the eye of a Sicilian student combined with the nose of a Libyan migrant, the mouth of a Senegalese friend.
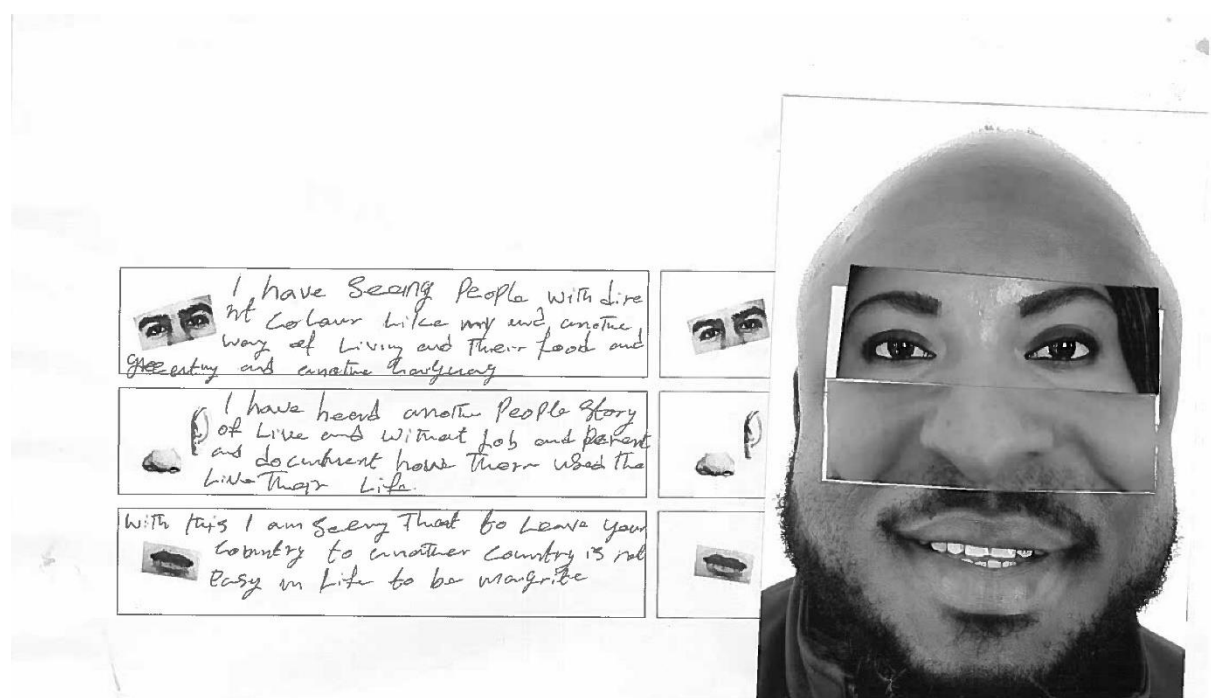
Chapter 2: Set-up and expectations of the pilots

During the meeting/training in Naples in July 2019 the Consortium decided to opt for three local pilots, by CPR in Portugal, EUROTraining in Greece, and VersoLab in Italy. Each partner had the freedom to make its own set-up for the pilot, based on local circumstances and their own possibilities. Of each organisation at least one person attended the train-the-trainer sessions in Naples organised by BMP from the Netherlands and Fuga from Spain. A train-the-trainer session on Digital Literacy did not seem to be necessary for all trainers were sufficiently equipped for this Module. Before the start of the pilots all partners received the elaborated and adjusted Training Curriculum with the three Training Modules. Additional questions could always be addressed to the makers of the Modules. The three pilot-partners were asked to express their expectations of the pilot in a questionnaire.

Expectations beforehand

When asked about their expectations of the pilots, the partners said that they wished the participants will acquire new skills, that they will share experiences and life stories and feel happy about it, and also that they would enlarge their vision of reality. This does not only mean that they will get some knowledge on exploring the internet in a safe way, but also that they will explore their own identity and learn from the stories of others. They also expressed the expectation that the participants would be able to communicate their life stories and life experiences through digital media and virtual material. And above all the expectation was that participants would get the opportunity to bond with other people. VersoLab from Siena formulated the expectations in the following way:

 "We expect that participants will acquire new useful skills and, most of all, they will be able to share freely what they deem important to tell about themselves. We expect contexts in which both trainers and participants will have the chance to cut out from normal life a space for learning and sharing stories and enjoying in doing that.
We would like to provide to participants skills that they can use in their daily life, not only in their social life, but also to cope with the many difficulties that migrants usually face. We would also like to produce interesting stories together with participants, to be able to share them with the public in order to increase their knowledge about people who come from far places, make them more sensible about the difficulties they have to face, and create reciprocal knowledge and respect.
Being able to create some moments in which refugees can forget about the hardship of life and enjoy being together, feel free to tell about themselves and ask about others, would be a great

achievement. But we would like at least to produce some stories (video and photo storytelling) to reach the other two objectives of the project (providing skills to participants and sensitize public audience about their situation)."

Set-up of the pilots

The Training Curriculum is providing many ways to make adaptations to specific targets groups and circumstances. During the train-the-trainer sessions in Naples, people from the three pilot-organisations, as well as other partners, were trained to experience the impact of the modules on Digital Storytelling and Photovoice. In some cases, the actual pilots were carried out by (additional) trainers who did not attend the Naples meetings. All partners made sure the knowledge and experiences of Naples were transferred to the new trainers. In Portugal and Italy special preparatory meetings and pilots took place in December 2019, before the actual start of the courses. In Siena two short meetings were organised by VersoLab to test the curriculum and provide the trainers with some experience before addressing more formal and organized workshops. In Lisbon CPR planned a pilot of the whole Curriculum for about 10 participants during 8 sessions of two hours. During this pilot, a teacher who was not able to come to Naples made herself familiar with the Curriculum.

1. Siena and surroundings: three sub-pilots

The start of the official pilot in Italy was planned on the 13th of January 2020 and would last until June 2020. In fact, the pilot consisted of three sub-pilots with different kinds of participants in different places in Tuscany.

Two of the sub-pilots were planned with participants living in shelter centres, and were organized in collaboration with the associations which run these centres. These participants were to be reached through personal contacts of the workers of VersoLab, who work for a long time in this field, and through the association who runs shelter centres for asylum seekers and refugees in Tuscany. Both these pilots were planned to last three weeks, with one 3-4 hours workshop per week. In the first workshop video and photographic courses, were foreseen, providing basic skills. At the end, some "homework" would be given to participants. The second workshop was about Roboteca. In this workshop video and photographic material would be produced, watched, and analysed. The third workshop would be devoted to storytelling and video production, and to refining photographic work carried out in the previous weeks.

The third sub-pilot was planned to be more informal, and would be carried out every Saturday in a social centre in Siena, where all people who want to participate will be able to come and carry out activities related to video and photo storytelling. For this pilot at least 50 people would be involved.

The expected outcomes would be all the material produced, the skills acquired by participants, and the new relations between people created through the workshops. The expected output would be at least 40 digital stories to be shared with the public.

Later, VersoLab changed the plans for the Training in Digital literacy. Instead of groups sessions, they decided to give individual lessons. This because of the big differences in already existing skills of the target groups (refugees who already live in Tuscany for a longer time and have found jobs, and asylum seekers who arrived more recently). So they decided to treat each session of the Module on Digital Literacy as a separate module, to be provided to individual beneficiaries of the Help Desk run by VersoLab according to their specific needs (for example, if a person came to look for a job, they would provide him the specific training on registering and utilizing job search platforms and the part on how to create and manage an email account).

2. Lisbon: a pilot and 5 other courses

In Portugal, the programme for the pilot in December 2019, organised in close collaboration with ARP (Association of Refugees in Portugal) was as follows:
1st day – Digital Literacy: Get Social and Overcoming Language Barriers
2nd day – Digital Literacy: E-Commerce. Shopping Online and Moving. Risks and recommendations
3rd day – Storytelling: Interviews and Oral history/ Storytelling, digital media
4th day – Storytelling: Oral History vs Storytelling. Digital media and practical exercises.
5th day – Storytelling
6th day – Photovoice: Introduction and Icebreaker activity
7th day – Photovoice; Postcards activity
8th day – Photovoice: Roboteca activity

The expected participants were refugees living in the Lisbon area, the majority staying in CPR's Reception Centre. The plan was to contact some participants directly and to reach others through social media and by a flyer. Based on the experiences with this pilot a further programme for the pilot was planned to contain at least:

1. A Training Course on "Digital Literacy, Storytelling and Photovoice" (total 14 hours) in February, also in close collaboration with ARP.
2. A Two-day Course for refugees and migrants, in cooperation with a local partner.

3. A Course on Digital Literacy specifically for Women Refugees. This was developed following a needs assessment, which showed that the majority of the refugee women had non to low levels of computer skills, making the participation in the digital literacy course an important step in their personal and professional development.
4. Workshops on Storytelling and Photovoice + 1 day "Photo Walk in Lisbon city centre" for a group of Unaccompanied minors in the Refugee Reception Centre.
5. Workshops on Storytelling and Photovoice for recently arrived Refugees in the Refugee Reception Centre.

These activities would take place from February till April 2020 and were organised in close collaboration with the ARP.

3. Athens: a training course of three days

The pilot in Athens was planned in February/March 2020 and would last three days. One day for each Training Module. The expected 40 participants were to be reached through stakeholders in NGOs that have daily first-person contact with vulnerable groups. Through the collaboration with preferably young adults of these organisations, the knowledge earned from the pilot was expected to be disseminated to older members of their family, and to their friends. Vulnerable groups like single parent families, and women will be prioritized in the selection of the participants, in accordance with the collaborating NGO. The participants would have the choice to follow either one module or more, depending on the time schedules and their enthusiasm.

The location of the pilot was planned in the central neighbourhoods of Athens, where large waves of refugees reside. The pilot would be executed either in the NGOs conference rooms, where participants from that NGO would be invited and reached easily, or in one of EUROTraining's classrooms.

Strengths and weaknesses (SWOT-analysis)

When the pilot organisations planned their pilots, they were asked about possible strengths and weaknesses in their concept. They filled in a short SWOT analysis to be prepared on possible difficulties during the implementation of the pilots.

Derived from the SWOT analyses the following strong points, opportunities, weaknesses, and threads can be summarised:

Strong points/Strengths

- Experienced professional trainers who are used to working with people of different cultural backgrounds and in some cases combine this with expertise in the field of video and photography.
- Very good relations and contacts both with asylum seekers and refugees and with associations that support them.
- Offices and classrooms where potential participants already come frequently for other reasons and where instruments and materials are available.
- The dynamism of the pilots.
- Voluntary participation of beneficiaries.

Opportunities

- The presence of other services for asylum seekers and refugees in the office of the pilot organisation.
- The opportunity to improve participants' skills, which can be inserted in their CVs, improving their chances of finding a job.
- The many contacts with other associations and institutions working in the field of asylum to reach many potential participants and to make the project's results more visible.
- For many asylum seekers and refugees, the possibility to have a time and a place to meet with people coming from their country or with whom they have shared periods of their life is a big pull factor toward participation.
- A good opportunity for participants to strengthen relations among each other.
- Participants can leave the Centre and explore another part of the city.
- Participants gain more independence.
- Flexibility in project deliverance.
- Variety in training curricula.

Weaknesses

- The time duration of the pilot.
- The difficult situation in which many refugees and asylum seekers live, which could make it difficult for them to continuously participate in the pilot.
- Dependency on smartphone devices functionality.
- Beneficiaries possibly not used to receive educational training.

Threats

• Seasonal jobs can make it difficult for some people to participate in parts of the pilot.

• It is very difficult to find a day in the week, or a time in the day, where all people who would like to participate can come due to the very different kinds of job people do, or because they are already busy with other activities, like learning the language, seeking a job and so on.

• The costs of transportation and the not efficient public transport can make it difficult for some people to participate.

• Language barriers.

• Cultural gaps.

• Lack of commitment.

In the next chapter the measures of the pilot-organisations to meet these weaknesses and threads are discussed. The question if the expected strong points and opportunities were realistic is addressed in Chapter 5.

The Festival "VOCI MIGRANTI" (Migrating Voices) has been held in Siena (Italy) from the 15th to the 17th of July 2020

Chapter 3: Measures to meet weaknesses and threats and the impact of COVID-19

To reduce the postulated weaknesses and threads the pilot organisations have taken some measures in advance. At that time no one could foresee the impact of the COVID-19 virus and the measures to prevent further spreading of the virus. In this chapter we give a summary of the measures prepared to minimalize the risks foreseen, the way COVID-19 interfered in the pilots and the ways the three organisations coped with this new and very uncertain situation.

Measures to minimalize weaknesses and threads (SWOT-analysis)

To minimalize the risk of non-attendance, VersoLab opted for a sub-pilot of 4 months, with weekly meetings on Saturday morning. In this way, participants could come when they have time and carry on with their personal projects in the framework of the pilot, without risking having to block them, because they could not come on a specific date. Participants with enough time could in this way, acquire skills to a larger extent and engage in long term personal projects. For the costs of transportation, which remained the major impediment for a free participation by potential beneficiaries, there was no immediate solution available.

In Portugal CPR had the opportunity to be able to pay for transportation costs and to offer free snacks. The organisation also offered a certificate after the completion of the courses.

To meet the problem of language and cultural differences, in Greece, EUROTraining decided to opt for participants with knowledge of Greek or English and it assured the trainer had extensive background in working with NGOs and vulnerable groups.
To avoid attention deficiency sessions and shortened the course from three to two sperate days. To cope with the dependency on smartphone devices functionality, they planned to separate the participants in groups that could share a device.

The measures taken by the partners sure made it easier for potential participants to be involved in the pilots. During the implementation of the courses several other adjustments were made to keep them motivated and enable them to attend the sessions. These adjustments will be discussed in the next chapter, in which the actual implementation of the pilots is highlighted.

Adapting to the COVID-19 situation

At the end of February and the beginning of March the pilot countries were confronted with the COVID-19 thread. This led to fast lockdowns in all three countries. In an extra questionnaire elaborated after a joined skype meeting on 14 April 2020, the three partner organisations involved were asked to explain their position.

A first remark, made by all three of them, is that transforming the planned group sessions to online activities was very difficult, even impossible, because the Training Modules in Storytelling and Photovoice need the use specific materials and equipment (such as the Digital printer: Selphy Canon CP1300) and the availability of computers, which many participants don't possess. Besides that, the direct interactions between participants is a central aspect for these trainings to be successful.

In **Italy,** several planned activities had to be cancelled and at the end of April VersoLab still did not know whether it would be able to resume them before the end of the project. Of the 3 sub-pilots foreseen, only two were carried out, and in an incomplete way (2 workshops for the pilot in Siena and 2 for the one in Empoli). At least 10 workshops had to be cancelled.

With regards to digital literacy, only a few persons have received a training, as the Help Desk has been closed at the beginning of March. The hope was that if the Help Desk would be allowed to re-open in May, there would be a chance to carry out some more individual sessions.

One of the 3 sub-pilots had not even been started. The idea to create a permanent Training Workshop in Siena on Saturdays had become impossible to realize.

Consequently, VersoLab expected far less results and products from the workshops than originally planned. At that time they did not know if it would be possible to complete at least some of the many collective and individual artistic projects they had started, but hoped it would be possible to record some individual life stories of refugees about their experiences with living in the lockdown period.

In **Greece**, the original plan to have a two or three days-training session in February/ March had been a bit altered and changed in a four days programme, scheduled on March 30th, 31st, April 1st and April 2nd

On March 10th however, according to a common Ministerial Decision the imposition of a temporary suspension on schools, higher education institutions, and all kinds of structures, institutions, public and private, to at least 10.5.2020, the training had to be postponed.

In **Portugal**, the pilot, and a new course based on the programme of the pilot (February 2020) had already taken place. but the following planned activities had to be postponed:
• A two-day Course for refugees and migrants, in cooperation with a local partner.

- A Course on Digital Literacy specifically for Women Refugees.
- Workshops on Storytelling and Photovoice for teenagers and children.
- Workshops on Storytelling and Photovoice + 1 day "Photo Walk in Lisbon city centre" for a group of Unaccompanied minors in the Refugee Reception Centre.
- Workshops on Storytelling and Photovoice for recently arrived Refugees in the Refugee Reception Centre.

The hope was to resume these activities on a later date and also to distribute the Postcards made by the participants in the three countries through Lisbon.

The Festival "VOCI MIGRANTI" (Migrating Voices) has been held in Siena (Italy) from the 15th to the 17th of July 2020

Chapter 4: Implementation and relevance for the participants

In this chapter we focus on the actual implementation of the pilots and the relevance of the programme for the participants.

The Training Curriculum explicitly offers the possibility to adapt the different Modules to the actual situation of the implementing organisations and the participants. During the set-up period and in the preparation of the detailed courses several partners made alterations, especially in the first module on Digital Literacy, because of the enormous variety in existing skills of the participants. As mentioned before also COVID -19 had a great impact on the possibilities for implementation of the Curriculum.

Many of the postponed activities could in the end take place in one form or the other, but in all cases it meant less participants (smaller groups, to be able to maintain the required social distancing) and more emphasis of individual life stories and postcards made by the participants, instead of group performances, than originally planned.

1. Greece: two intensive courses with 50 participants

The training workshops in Athens, organised by EUROTraining, took place in June, in physical meetings in two separate groups. The 2 days programmes took place in a very large classroom and the participants followed all the necessary measures (sanitizer, social distancing).
There was one workshop for people from Afghanistan in the Greek language with an interpreter who translated when necessary in Pastho and Dari (related to Farsi). This Programme was attended by 23 participants. The other Workshop was meant for English speaking people from different African communities. In this Workshop 27 people participated.

Day 1: Digital Literacy (Afghan)
Day 2: Photovoice and Storytelling (Afghan)
Day 3: Digital Literacy (African)
Day 4: Photovoice and Storytelling (African).

The Training was given by a staff-member of EUROTraining who was carefully instructed by an employee who had been part of the train-the-trainer session in Naples. Another attendee of the Naples Training was present during the workshops, to monitor the situation, assist the trainer if needed, and take photos.
 All participants followed the training on Digital Literacy and Photovoice as well as the Module on Storytelling, where they learned about oral history, techniques of storytelling, and recording, but not all of them wished to be recorded themselves.

Digital Literacy

EUROTraining made the following adaptations to the Module on Digital Literacy, prior to the actual workshops, based on their knowledge of the participants.

The Digital literacy Module was shortened because all participants had a basic knowledge of portable technology and were able to use a smartphone, charge it, turn it on and off, connect to the internet, contact a service or their family, take quick notes, dial a number and send a message. Most participants proved to be Android users and apps are the most used tools among them, although downloading apps that are not too well-known is not very common. Entertainment services like games and music downloading are vastly used and many participants used their phones to record key identity details or to save their identity documents for a quick access. Additionally, they use smartphones for photos of their beloved persons, family, and memories from their life before moving to a new location.

Internet through the browser, however, is rarely used, and the majority is unfamiliar with the concept of a website. Smartphones are mainly used for communication and not much as information sources. Email is also a rather unknown topic to most refugees. But, as most of the participants were young adults, they were very eager to learn how to use it, and would definitely need it, especially for professional purposes.

Because of this situation in the workshop much emphasis was placed on the use of internet and e-mail and the concept of privacy and internet security. This meant, the first session could be shortened, as well as the sessions Under the Cloud and Get Social and Skype. This created more time for the Job seeking session. The sessions on Overcoming language barriers, and Moving, were also regarded less important, as most participating refugees already found ways to communicate with the locals, and moving around, by using such applications.

Digital Storytelling and Photovoice

The courses on Digital Storytelling and Photovoice were also shortened. In the Digital Storytelling course there has been no group story, because of the restrictions on physical interaction. The experience with (digital) storytelling was that the focus on personal experiences regarding oral history involving traditions, social events, folklore, and not necessarily traumatic experiences, was a good choice. The participants were encouraged to begin their stories by bringing up pleasant childhood memories, a special person that meant a lot to them, or even a poem or story stemming from their culture and history. Telling something you normally do not talk about, but that is important in your personal life and new and exciting to others, is very useful in the case of

storytelling, was the experience in Athens. The groups produced 10 story telling videos that can be disseminated through websites and social media.

"Are fences used to stop you from going out, or to stop you from getting in?"
- S.A. Afghanistan, self-portrait

The Photovoice workshop although a bit short, went well and was exciting. The groups produced nice Postcards and various Roboteca images. In the opinion of the trainers, this workshop could be more related to the digital literacy topics, so the participants have the feeling they improve skills they can use while seeking employment.

Facebook post for Postcards Photovoice

Who knew that courses of digital literacy like Using Email, Looking for a job online, and Utilizing Translation Apps could be combined with story-telling courses?
In the work frame of our beloved project See.Tell.Listen@EUROTraining was proud to host two rounds of courses on digital literacy and Photovoice workshops. Check out the Postcards created during the Photovoice workshop and the Roboteca collage of the participants' portraits.
#EUROTraining @SEETELLLISTEN #digitalworld #refugees #oneworld

2. Portugal: Different workshops for different groups

As mentioned, CPR organised a pilot of the Pilot Course on "Digital Literacy, Storytelling and Photovoice" from the 4th to the 23rd of December 2019 in Lisbon. This Pilot gave the opportunity to 15 refugees participating in 8 sessions.

In February, the first actual Training Course on "Digital Literacy, Storytelling and Photovoice" (total 14 hours) took place from the 3rd to the 17th of February 2020. There were 23 applicants, but not all of them were able to complete the whole course.

The Course was comprised to seven sessions, with (one less than in the original set-up). This was because the participants were young adults, who already had a good knowledge of handling digital devices.

After a needs-assessment, CPR concluded that adult women are the ones with a lower level of digital literacy and, therefore, a special course for them was thought to be important. This course of four sessions took place in May/June and was attended by 12 women, divided in two groups of six participants each (There still were COVID-19 restrictions and no groups over 10 persons could gather).

In addition to these three Courses CPR organised:

• Workshops on Storytelling and Photovoice + 1 day "Photo Walk in Lisbon city centre" for a group of seven MNA (unaccompanied minors) in May 2020.
• Workshops on Storytelling and Photovoice for recently arrived Refugees in the Refugee
• Reception Centre in June 2020. The participants were eight NEET ("Not in Education, Employment, or Training") youngsters.
• Workshops on Storytelling and Photovoice for Women (in addition to the course on Digital Literacy) for five participants in a two-hours session.

Due to COVID-19 the choice was made not to travel too much and organise the Workshops in CPR's Reception Centre CAR II, where participants live and are used to come together.

The Pilot and Training Course were given by an experienced trainer, who also attended the Train-the-trainer meeting in Naples. The training sessions from March to June were given by another project officer, who didn't attend the three days training in Naples, but participated in some of the sessions of the Pilot.

Digital Literacy

The adjusted Digital Literacy courses went very well, and no further adaptions were needed. The special course for women, that was organised in May/June 2020 was quite a challenge, for most of the participants, never had used a computer before, although some of them had smartphones. Having a smartphone at hand proved to be an advantage, although they were not really familiar with all its functionalities. Many said the mobile belonged to their husbands. Despite these challenges the course was very well attended and created a lot of enthusiasm.

(Digital) Storytelling

The experiences with the Digital Storytelling were mixed. In some cases, it went very well. In other cases, there were some serious language barriers that made the sessions last longer and led, at first to some misunderstanding about the nature of the activity.

During the February course the group was split into one group where all participants spoke a common language (Arabic) and could understand the common goal of the activity and easily exchange experiences and a group with participants who spoke three different languages. In this last group translating took a lot of time it might have happened that some information was 'lost in translation'.

Also, the title "Storytelling" led to some resistance by younger participants. Some potential participants said: "I don't have any story to tell", or "My stories are not good, they are all sad". But when it came to filming, they were the ones who showed a lot of interest and were more open. Most stories were told in Arabic, so sometimes the trainers discovered afterwards they didn't stick to the original question or didn't finish the story.

Because there was so much enthusiasm about filming an additional short filming session was organised to be able to practice more.

After the finish of the Digital Literacy course for women, some of the participants were interested in learning more about Storytelling and Photovoice. Therefore, a short additional Workshop was organised for them. This proved to be a challenging one, because of their lack of time, the lack of mobile phones and the fact that some of them were semi-illiterate. There also was some hesitation because the participants were afraid of their picture being taken or being filmed. After the explanation that this material was only for internal use, they agreed in the end.

Photovoice
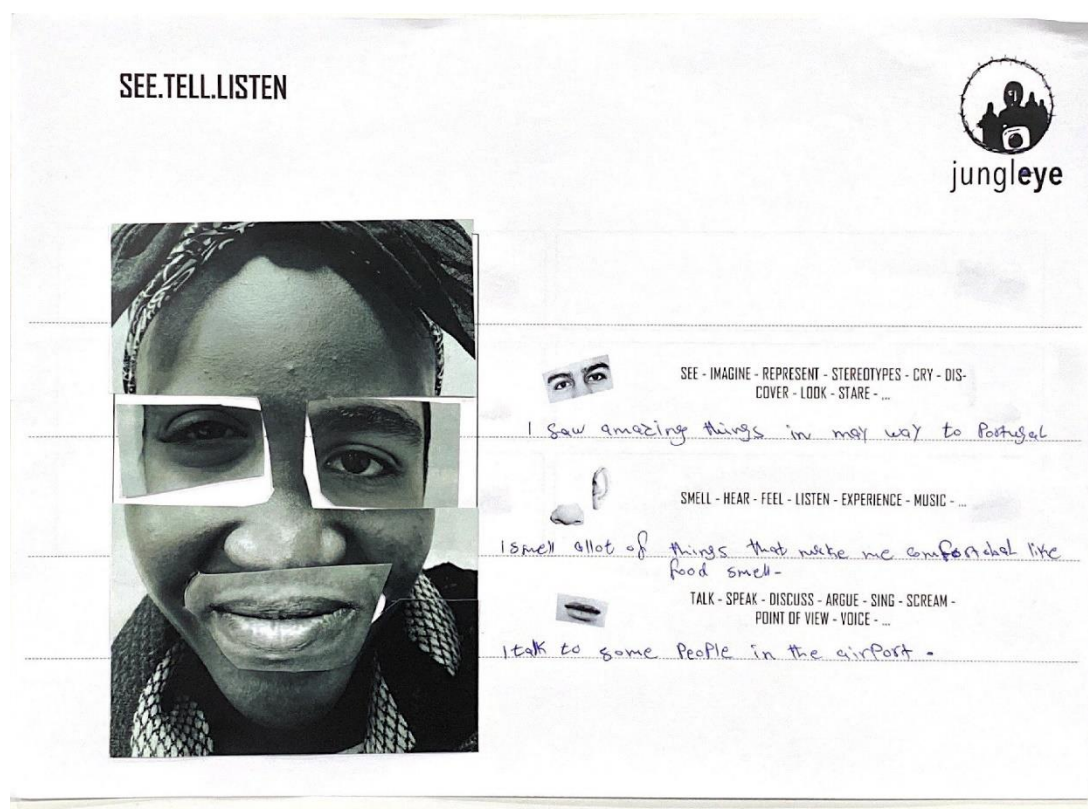
The Photovoice Workshops, especially the Roboteca, led to a lot of discussion about identity and 'being yourself'. Who are you and what defines you? When they learned they had to cut their own picture many participants at first felt uncomfortable. They felt like they were giving away parts of themselves. Also, the idea of having to ask others to give them parts of their face was, at first, scary. A very interesting situation was when two brothers were participating in the Roboteca session. One of them easily cut his eyes, nose, and mouth to give away to others, while the other brother had a strong resistance to cutting his picture. After a few tries by the other participants, and his brother in particular, he ended up hesitatingly sharing his nose.

Another situation was during the Workshop for Unaccompanied minors, when one participant didn't feel comfortable about his picture being taken, but still wanted to participate in the 'Roboteca' activity. So, he just used one of the Postcards that we used as an example for the "Postcards Exercise" and developed his own 'Roboteca'.

On the Roboteca workshop for young adults one of the participants even decided to give a name to his 'new self': Harron Ali.

The Postcard part of the Photovoice Workshops went very smooth and a lot of interesting postcards from the point of view of refugees and asylum seekers were produced.

In August 2020 10,000 postcards were printed with pictures made in Italy, Greece and Portugal and distributed all over Lisbon's public spaces, training centres, bars, restaurants and more.

In the next years CPR will continue to organize workshops on Digital Literacy, Storytelling and Photovoice for different groups.

3. Italy: Three one day meetings and a 3 days festival

In Italy, Versolab worked with three teachers who all attended the Naples train-the trainer-courses. The first sessions of the pilot in Siena were very successful. After these sessions, some slight adjustments were made concerning the program of the workshops and the way the activities were presented to the participants. It proved to be important to offer practical reasons to join the courses (i.e. learning new skills, potentially useful to find a job and the possibility to spend time with others). It also was important to be clear about the outcomes of the workshops.

A next three-session workshop in Empoli however, had to be interrupted, because of COVID-19. In June and July activities were resumed. In Siena VersoLab organized three one day sessions, for smaller groups of participants, taking the Corona measures into account.

For the Digital Storytelling part, they divided the participants in pairs. The instructions on how to use video and the technical issues took quite some time, but in the end, they were able to create six videos on the experiences of asylum seekers and refugees during lockdown.

The Photovoice method was easier to adapt to shorter sessions and created a lot of energy. Seven participants worked during one day on Postcards and Roboteca. But it did not stop there. Many other asylum seekers and refugees who usually visit the Centre of VersoLab and take pictures with his or her own smartphone, were extremely interested in learning how to improve the quality of the images produced. So, the lessons learned spread fast.

In total 45 participants were engaged in the Digital Storytelling and Photovoice courses, during the whole period.

The Digital Literacy course was not offered as a whole package, but in separate elements to be able to address specific knowledge-lacks of the participants. This was done through the helpdesk of Verso Lab. In total 20 people have been supported with short contextual trainings.

On 15,16 and 17 July VersoLab organized a three days Covid-19 prove festival named Voci Migranti, at the Corte dei Miracoli, the place where the association is based in the center of Siena. Together with the participants they organized an exhibition with the prints of 10 selected Roboteca portraits, the videos of the project produced in Italy, Portugal and Greece, and presentations of books and films on the subject. The participants came to the opening of the Festival, which was attended by 300 visitors and two of them helped to prepare the food for the dinner, which was a great success. VersoLab plans to organize a second edition of the Voci Migranti festival next year. To prepare this festival, it will organize several workshops and courses, based on the Curriculum, for new groups of refugees and asylum seekers.

Relevance for the participants

Based on the evaluation forms filled in by the individual participants, and on the comments of the trainers and project coordinators, we can say the training Curriculum really has a great relevance for the participants.

The evaluation forms of the individual participants show great appreciation of the courses and the trainers. There is a lot of enthusiasm about the new acquired skills. Some doubt if the activities in the field of Storytelling and Photovoice are of direct use in the field of job seeking, but all say it was great fun to participate, to be together as a group and share experiences you normally don't talk about.

Expectations of the organisations

According to the three partner organisations the pilot has absolutely met their expectations, although on some points they had to be very flexible. "Yes, absolutely we reached the expectations. The participants left the workshop with a set of upgraded skills and a very good mood!". All partners mention that the participants now practice a safer use of the Internet and mobile phones. That the creation of bonds between participants was achieved and that the training sessions constituted a moment for the participants to share experiences, ask themselves and others new questions and learn more about the new society, as well as to get in touch with their own creative sides.

At the start of the activities in all three countries, it was very hard to convince potential participants to actually be engaged. They were not familiar with the concept of non- compulsory activities of the Curriculum and could not see the value their participation would bring. Nevertheless, after participating in the workshops, many got to understand the value and benefits acquired and were happy to have this opportunity. "Participants become very much involved and engaged when they

realize that the trainings can, and actually are, moments in which they can freely participate and share their experience, which they can use to meet other refugees living in the territory but with whom they do not have the chance to meet often, or where they can direct action and discussion so as to put forward what really matters to them."
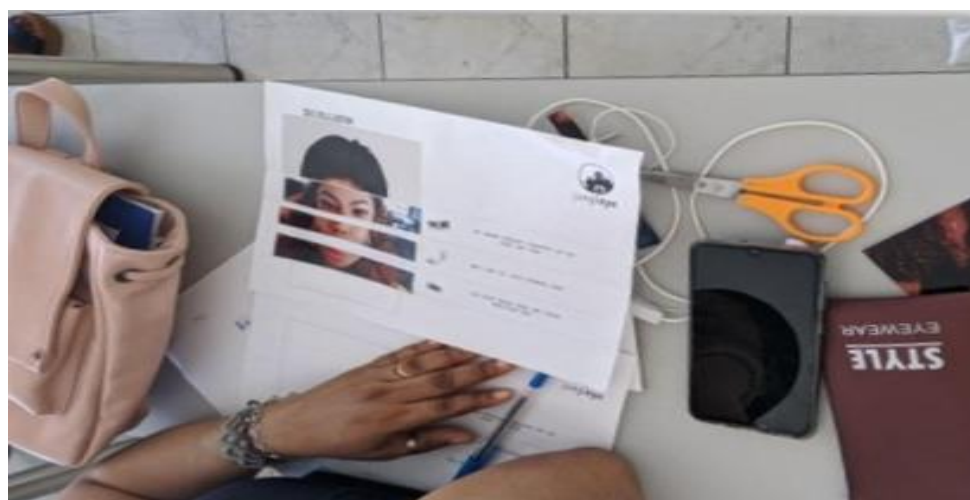
For most of the participants this was the first time they had the opportunity to handle a camera and having the chance to film. For some of them, this was a way to find out that this was something they really enjoyed doing. They realized their mobiles allowed them to do things, both with photos and with videos, they were not aware of, and they started to look at visual production as something to which one should look carefully, both in the technical aspects and in the way through which images convey meaning.

Some of the participants utilized the opportunity to share extremely personal narratives of suffering, which was not easy to deal with, but which made us aware of the great importance such occasions could have for persons who have only rarely the chance to find others with whom to address traumatic experience in an intimate way.

The Festival in Siena has helped to make the work done by the participants significant to a larger audience. The fact that their skills were noticed, and their stories impressed people, was very important for them.

For the teachers/organisers the project has been important in better understanding how to involve people in collective activities, to test their own skills and abilities, and also to share their own stories with others, which is often difficult to do, in an exciting and collaborative way.

As mentioned in the Introduction, the COVID-19 crisis convinced all partners of the project even more of the necessity of offering refugees and asylum seekers adequate digital skills and challenging them to tell and share their stories, so they feel less lost in isolation.

SEE TELL LISTEN
Storytelling for integration

Co-funded by the Erasmus+ Programme of the European Union

SIENA FREE
QUOTIDIANO ONLINE di Siena e provincia e della Toscana

EVENTI E SPETTACOLI

AUDIO 🔊

Alla Corte dei Miracoli al via il restival "Voci Migranti"

Martedì 14 Luglio 2020 17:45

BOOKMARK

Tre giornate di racconti e incontri interculturali a Siena

Il festival "Voci migranti" organizzato da VersoLab e dalla Corte dei Miracoli, in collaborazione con partner italiani e internazionali, all'interno del progetto Europeo Erasmus+ "See Tell Listen" e del progetto di "Sportello per Stranieri" finanziato dal Cesvot, prenderà il via domani, mercoledì 15 luglio, presso la sede dell'associazione in Via Roma 56 a Siena.

The first lines of an article in: SIENA FREE online daily newspaper, Tuesday 14 July 2020

CPR   ASSOCIAÇÃO REFUGIADOS PORTUGAL   BMP   euroTRAINING   FUGA   LESS   VERSOLAB

Chapter 5: Conclusion and lessons learned

Conclusion

Looking back from the start of the project up and till the end, the conclusion can be drawn that the developed Training Curriculum, in its special combination of digital skills, storytelling and working with images, has been proven to be very successful. The participants were very satisfied and learned a range of new skills. Some very practical, others more in the field of identity building and reaching out to unknown audiences. They also had the opportunity to bond with others, including their highly valued trainers.

The various steps in the project from concept development, to train-the-trainer sessions and the implementation of pilots in three different countries has led to a Curriculum that has been tested and proven in many ways. All six partners in the project will integrate this Curriculum in their programmes and projects for the upcoming years.

As we can learn from the evaluations of the partner organisations of the project SEE.TELL.LISTEN, all of them are convinced the Training Curriculum is very suitable for implementation by other organisations in the pilot countries as well as in other European countries. Below some of the lessons learned are described, to help other organisations to be as prepared as possible for the implementation of the offered Curriculum.

Lessons learned

1. Although participants, especially young adults, may be most interested in gaining digital skills, including video, it is important to offer the curriculum in a combination of the three modules. In many cases participants have to experience the impact of Storytelling and Photovoice, before they can judge their value.

2. It is wise to have a good image of the participants one is aiming at. The differences in knowledge, life experience and skills, can be huge. This does not mean however, that working with homogeneous groups is preferable. In mixed groups participants can learn from each other and stimulate each other to overcome barriers. Older people for example, know the value of life stories and memories, more than younger people. At the start of mixed groups on storytelling

e.g. a division in tasks can be made, in which the younger ones handle the video camera or mobile phone, while the older ones tell the first stories.

3. When working with mixed groups it is important to prepare for language difficulties. Working with an interpreter slows things down a lot. A solution would be to work with mixed couples or sub-groups who speak the same language, of which one person also speaks the language of the course and can explain things to the others.

4. In the pilots, the courses were shortened because of the limited time of the project and the COVID-19 measures. If possible, in other circumstances, it is advised to take more time for the courses on Digital Storytelling and Photovoice. Once the participants are engaged these modules offer a lot of new experiences for them and very fruitful opportunities to enlarge their self confidence and self-esteem.

5. Some women, as is the experience in Portugal, could be best addressed in separate groups. Not only because in some cultures mixed groups with male are a problem, but also because the digital skills of some women are very low, because of lack of education. (In storytelling however, they are often masters).

6. A good image of the participants is also helpful to adjust the sessions to their needs and possibilities. The Digital Literacy Module offers a good and practical base, but had, as has been recommended by the developers, to be adjusted for each group, depending on the participants previous knowledge and needs.

7. The Photovoice module can at first lead to some hesitations, but it is very interesting, why participants find it difficult to cut their own image and to make this hesitation a topic in the conversation with group. What is identity? And what constitutes it? Can I be deprived of my identity if someone borrows my photographed eyes? Do I, in fact, add something new to another picture?

8. In all pilots at first it was difficult to recruit participants. Digital communications and flyers did not seem to give the expected response. One-to-one invitations in which the purpose of the training could be explained and curiosity in the persons experiences and skills could be shown, worked a lot better.

9. The place where the training is given is also important. It is preferable to choose a location that is not too formal and does not look like a setting for compulsory activities. Although it is sometimes hard to imagine travelling, also within the city itself, is always an obstacle. It seems better to choose a location close to the place where most participants live. If it is thought to be important to show them other parts of the city, use the Postcard sessions to make a guided tour to interesting places in the city.

10. It is important that the equipment needed, which is described in the Curriculum, is available on the spot. The Photovoice sessions e.g. need a special printer to immediately print the (self) portraits of the participants. Be aware if the participants have smartphones and if additional computers and video cameras are needed.

11. In the Curriculum the products made by the participants and the process of learning and bonding are equally important. The postcards, Roboteca and recorded stories, and if possible, group performances, are very important to strengthen the self-confidence of the participants and to change the dominant narratives on refugees. Working with social media to spread the results of the projects can be a way for participants to practise the new digital skills.

12. The success of the training depends for a great deal on the trainers. They need to have the following qualities:
    - Experience in working with people from different cultural backgrounds who may have another conception of time and agendas
    - Enough digital skills for all three modules
    - Experience in working with creative methods
    - A natural curiosity for stories and personal motivations of people
    - Experience in handling of open questions during an interview, without getting into journalistic approaches
    - An overall flexible attitude

13. The COVID-19 situation makes it necessary to work with alternative scenarios in case group sessions cannot take place, or only in limited numbers.
    - The Digital Literacy sessions can be transformed in individual modules, as is shown in Italy and Portugal.
    - Oral history interviews can be held in a one to one setting, or even online, but the preparation and learning of the necessary interview and recording techniques is time consuming in this option.

- The postcard sessions of Photovoice can be transformed into individual exercises and the results can be shown on social media. Yet the engagement of participants is a challenge when there is no possibility to have at least some (online) group sessions.

As mentioned before the goal of the Training Curriculum has, in these corona times, become even more important. Therefore, the Project Consortium wants to encourage other NGO's to use the material developed and to see how they can use it to facilitate a smoother and better integration of asylum seekers and refugees in contemporary society.

Foundation BMP (stichting Bevordering Maatschappelijke Participatie)

Amsterdam, 31 August 2020

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