DigitALL4Migrants

**BRIDGING
THE GAP
IN DIGITAL
SKILLS
FOR MIGRANTS
AND REFUGEES**

DigitALL4Migrants
Methodology Guidelines

Methodology Guidelines

Contributors

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Abstract

Nowadays, the digitization process is being developed in an accelerated way and digital skills are becoming more and more essential in daily life in most of the European countries; however, vulnerable groups such as migrants, asylum seekers and refugees, are at risk of exclusion from the digital transformation because of fewer opportunities for developing digital skills. Therefore, they might face more difficulties in exercising their rights and meeting their obligations just because they are not able to manage electronic or virtual tools by themselves. In the light of this understanding, the project DigitALL4Migrants aims at bridging the gap between already existing tools and migrants, asylum seekers and refugees by producing innovative and realistic outputs that could foster their inclusion process in the host countries. At the same time, it is intended to equip the professionals working in the field of migration with different digital tools, enabling them to support migrants, asylum seekers and refugees in daily life duties. DigitALL4Migrants Methodology Guidelines contain an adjusted framework generated through its application in various countries and reflects various legal and digital contexts, mainly the ones of the countries from where the project partners originate: Sweden, Spain, Italy and North Macedonia. The combination of Max-Neef methodology and further researching methods selected to fit the in-country contexts (e.g., interviews and surveys) was applied to detect the digital needs migrants, asylum seekers and refugees might have through their integration paths in the host countries. Findings generated from the application of Max-Neef framework are presented in Table 1 and named DigitAll4Migrants Framework. The framework emerged as an important tool for supporting people working in the field of migration in identifying specific needs when it comes to using digital tools or functioning in the digital environment for migrants, asylum seekers and refugees in the EU host societies.

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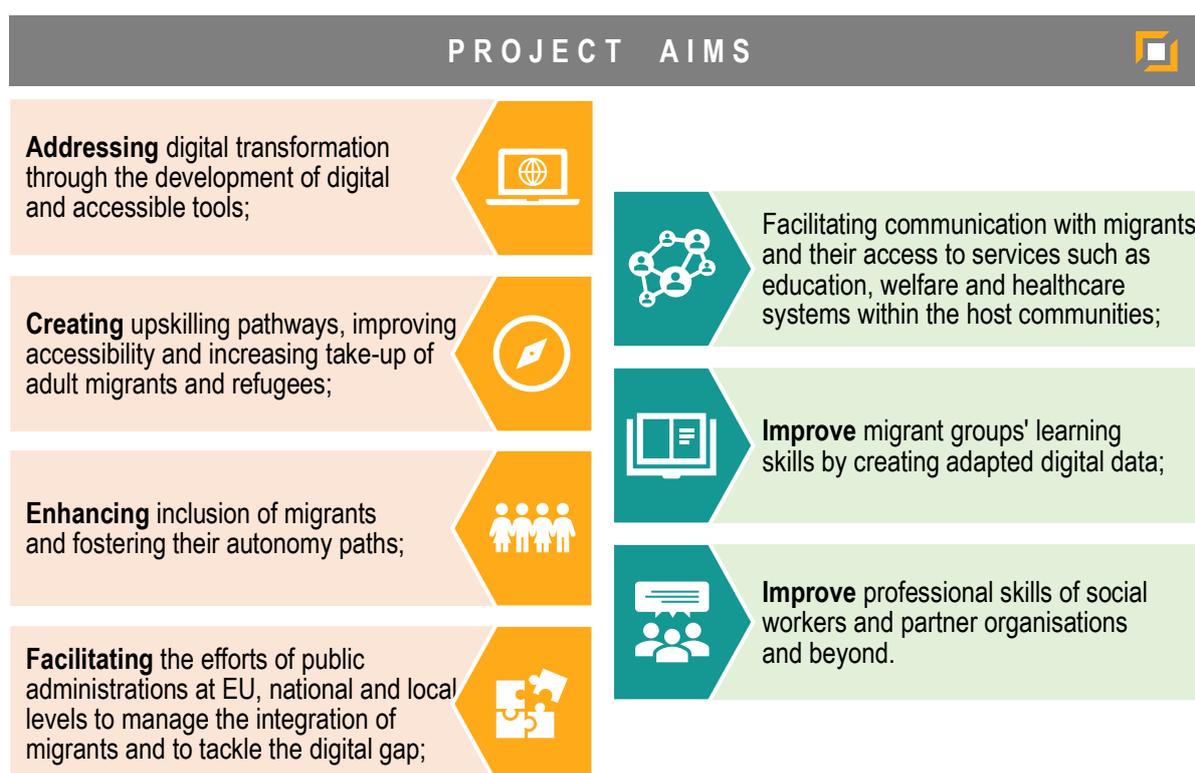
1 INTRODUCTION OF THE PROJECT

1.1 Background: what are the needs we plan to address?

The current digitization process active in almost all European countries is being developed in an accelerated rhythm which makes some specific groups excluded from the digital transformation. Most vulnerable groups, such as migrants and refugees, due to fewer opportunities for developing digital skills face more difficulties in exercising their rights and meeting their obligations just because they are not able to manage electronic or virtual tools by themselves. DigitAll4Migrants focuses on these challenges, while its outcomes set the solution for this missing bridge between already existing virtual tools and our beneficiaries. We aim at producing innovative and realistic outputs that could improve social workers' efforts as well as ease the inclusion process of migrants and refugees living in EU host countries. This has been achieved by strengthening the skills of migrant and refugee groups in using online tools and digital resources which are essential in daily life. At the same time, we aimed at equipping our partner organisations' staff (trainers, educators, psychologists, social workers) with different intervention tools, enabling them to address migrants and refugee groups in daily life duties, and to support their civic participation and active citizenship in European societies.

To summarise the project's goals, activities and expected results:

1.2 Objectives: what do we want to achieve by implementing the project?

Our project aims at:

PROJECT AIMS

Addressing digital transformation through the development of digital and accessible tools;

Creating upskilling pathways, improving accessibility and increasing take-up of adult migrants and refugees;

Enhancing inclusion of migrants and fostering their autonomy paths;

Facilitating the efforts of public administrations at EU, national and local levels to manage the integration of migrants and to tackle the digital gap;

Facilitating communication with migrants and their access to services such as education, welfare and healthcare systems within the host communities;

Improve migrant groups' learning skills by creating adapted digital data;

Improve professional skills of social workers and partner organisations and beyond.

1.3   Implementation: what activities are implemented?

Improve the service provided by the partners to migrants and refugees groups;	Give access to open and free innovative methodologies for social inclusion;	Boost acquisition of valuable skills by migrants and refugees, making them more employable and autonomous (increasing self-confidence, generating more positive self-perceptions, etc.);

Reinforce migrant and refugees' know-how and experience on using virtual tools;	Reverse the digital illiteracy of migrants and refugees contrasting their fewer opportunities and the risk of social exclusion;	Promote networking and cooperation between different organisations.

1.4   Results: what project results and other outcomes do we expect our project to achieve?

Our project creates useful materials for people in professional categories who work in close contact with migrants and refugees and who can contribute to an increased inclusion of migrants and refugees living in Europe:

Methodological Framework and Guidelines for identifying the digital divide and its application for the target group	**Toolkits of Knowledge Transfer** to address the specific detected and selected digital needs for each partner	**Open Educational Resource:** e-platform adapted and accessible for the target group
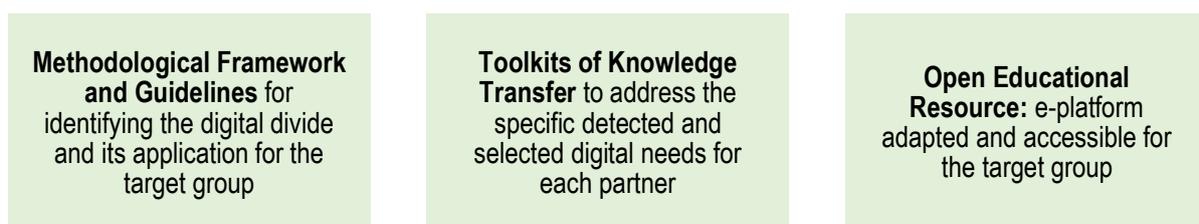
In addition to this, we offer seminars, workshops and presentations to make teachers, educators, social workers, etc. aware and familiar with the resources that are the result of the project.

1.5 The partnership: who are we?

The project DigitAll4Migrants is run by four partner organisations working with migrants, asylum seekers and refugees in Italy, Spain, Sweden and North Macedonia.

Consorzio di Cooperative l'Arcolaio (Italy)

Consorzio l'Arcolaio is a social enterprise involved in projects linking public services and private sector with a wide experience in supporting self-determination, providing educational services and promoting inclusion for people at risk of exclusion. It collaborates with the Municipality of Bologna as partner of the Italian Reception and Integration System for refugees and asylum seekers (SAI) and it manages first and second reception centres for adults, both men and women, LGBTIQ+ people, families, unaccompanied foreign minors and vulnerable people. It delivers services on education, orientation and training in the labour market, Italian language classes, digitalization, legal and psychological support, health care and housing, promoting activities in favour of inclusion and social cohesion.

Asociación Progestión (Spain)

Asociación Progestión is a non-profit organisation established in May 1990. Its mission is to provide resources and skills to the most vulnerable people in order to enable them to achieve their objectives in an autonomous and responsible manner, seeking the best possible access to the exercise of their rights and the improvement of their quality of life. We work with different groups in a situation of social exclusion: migrants, refugees and asylum seekers, homeless people, women victims of male violence, unemployed or young people, etc. We carry out projects in the following areas: legal counselling, psycho-social care, employment guidance, residential care, international protection, socio-educational actions, community intervention and the development of training and workshops (training of trainers for social field professionals and for our target groups). Progestión has offices in the provinces of Madrid, Valladolid and Badajoz.

Kista folkhögskola (Sweden)

Kista folkhögskola (hereafter called KFHS) is a non-profit organisation that started in 2007. A Folk High School is a kind of Community College that have been existing in the Nordic Countries since the middle of the 1900th century. KFHS is located in a suburb of Stockholm where the main part of the inhabitants is first and second generation migrants and refugees, which means that this group is the primary target group for KFHS. The school has general courses equivalent to elementary and upper secondary level, Swedish from day one, Swedish for Immigrants, establishment courses and vocational courses. The school has also developed an education for Muslim Chaplaincy. Due to the profile of KFHS and its location it has become the meeting point in the area. KFHS has approximately 85 000 visitors per year.

Center for Knowledge Management (North Macedonia)

The Center for Knowledge Management (CKM) is a research and educational center (think and do-thank) from North Macedonia established in 2008. At macro level, CKM conducts research and analysis in the area of local, national, and regional development for the purpose of exploring current and proposing new policies, measures and projects in the area of economic development, science and innovation, and digitalization, with particular focus on public services. At micro level, CKM works towards supporting technology transfer, innovation and competitiveness across the dominant industries and sectors in the country and the SEE region. At individual/organisational level, CKM works with youth, women and other marginalised groups, innovators, entrepreneurs, SMEs in the area of strengthening the available human capital, with a special focus on strengthening the digital skills and supporting the entrepreneurial mindset. CKM is an official EUROSTAT recognized Research Center and one of three EU recognized research centers in North Macedonia.

2   INTRODUCTION OF THE GUIDELINES

The guidelines incorporate a global approach that includes the experience of social workers, migrants and refugees. Their aim is to enable professionals to support the personal empowerment process of   migrants and refugees increasing their access to digital tools and resources. This path facilitates leadership and decision making for the development of their social autonomy.

The implemented methodology enables the identification of actual barriers, issues and gaps in the digital learning for migrants and refugees, by taking into account the current events of the Covid-19 pandemic. The framework is set to tackle different aspects at the same time, which gives the project results an added value, bringing a better and updated image of the reality that social workers and migrant groups manage in daily life. Writing a clear methodological framework allow equal access to digital learning education with qualified educators / professionals / trainers, in different types of organisations. The methodological framework focuses on the Matrix of Human Needs (Smith & Max-Neef 2012), but it also considers some of the most important life events expressed in the eGovernment Benchmark 2020 Background Report (European Commission 2020), as explained in paragraph 3 "Theoretical framework". The aim is to capture the real gaps in digital skills of migrants, refugees and asylum seekers which limit their access to digital resources and information, and to build a truly multidimensional framework for assessing their well-being. The development of this methodological framework involved staff members from partner organisations and third organisations (trainers, psychologists, educators and technicians) as well as diverse groups of migrants and refugees. The approach guarantees that "the sample" of the target group is diverse and representative, enabling application of the methodology in other organisations Europe-wide.

2.1 Why is this methodology so useful and important for trainers?

The investigation process and the methodology created are important because through them trainers can enhance their intervention, getting to know in a precise way the people with whom they work, their specific needs, and to learn through that process the best way to address them. This is essential when it comes to working with groups like migrant people, asylum seekers, or refugees who do not yet have the necessary knowledge to access digital tools essential for everyday life activities in our societies. It puts them in a situation of more vulnerability and hinders them to develop an active citizenship and to integrate and fully participate in the community and the society.

Our aim was to make sure that everyone's voices were included, making a precise mapping of needs and then responding through adapted teaching and training, which will enable the target group to express fully their potential and improve their quality of life. An important indication concerns the level of knowledge of the hosting country language: a sufficient level is necessary in order not to relate the digital gaps to problems in understanding the language, or to the dependency on other people while using digital tools.

The work done is a showcase on how to define the most urgent needs and what kind of life events have the most severe consequences in people's lives. It gives us guidance on how to integrate the digital know-how in improving migrants' wellbeing and integration in the society.

Among these conversations, interviews, focus groups, surveys, meetings, reading materials etc. we believe we have found some possible ways to get into the core of the problems by using some specific tools.

Through our surveys, it is primarily the target group itself, and secondarily experienced social workers, teachers and trainers, who have identified the problems or obstacles that have the greatest negative impact on their lives.

Given the above, we believe that our method is of good help in the task of sorting out which digital obstacles are the most urgent to find solutions for, and that DigitalAll4Migrant Framework is a map of the problems that the target group itself has identified as most important in all four countries participating in the project and that there are therefore reasons to believe that it may be applied to the entire EU area.

3 THEORETICAL FRAMEWORK

3.1 The Matrix of Max-Neef

The content of the methodology is taken from the Human Scale Development theory and the Matrix of Human Needs developed by Manfred Max-Neef. The aim of the project is to build a truly multidimensional framework for assessing well-being and capturing the real gaps and lacks of migrants, refugees and asylum seekers from accessing digital resources and information. Max-Neef and his colleagues based the theory on the idea that there is no hierarchy of needs, they are interrelated, interactive and visible as well as constant through history and through all human cultures. These needs are classified as fundamental: subsistence, protection, affection, understanding, participation, recreation (in the sense of leisure, time to reflect or idleness), creation, identity and freedom.
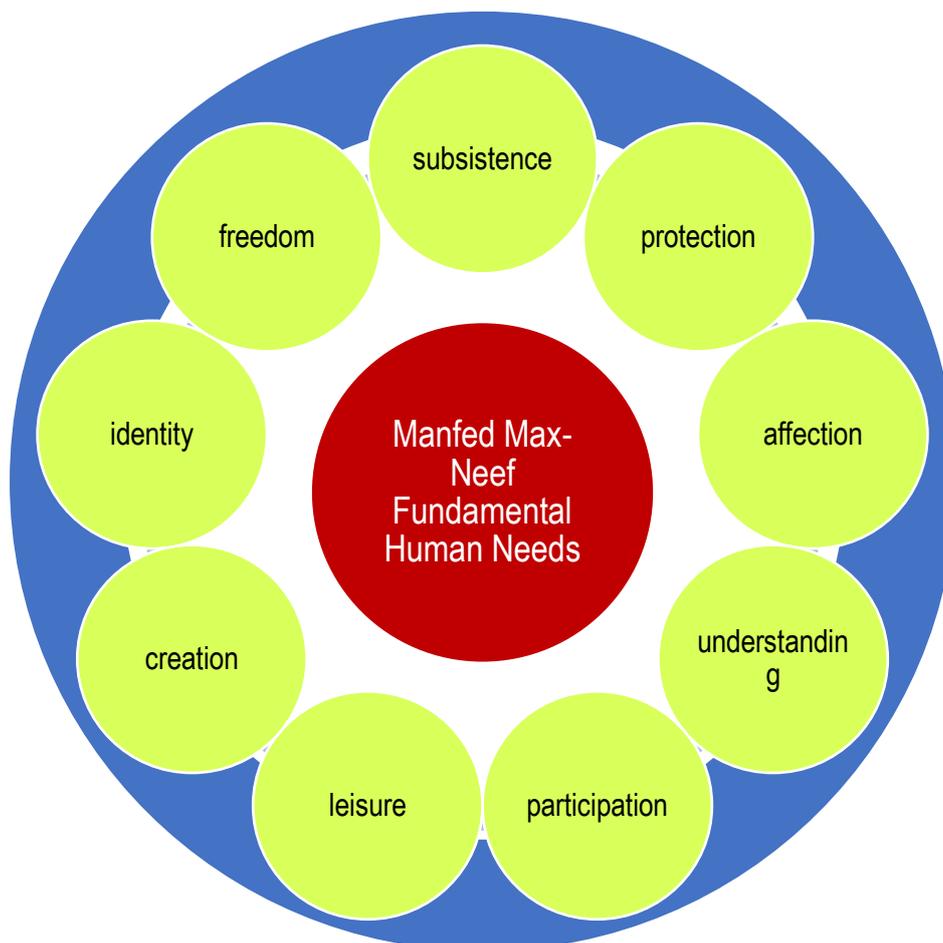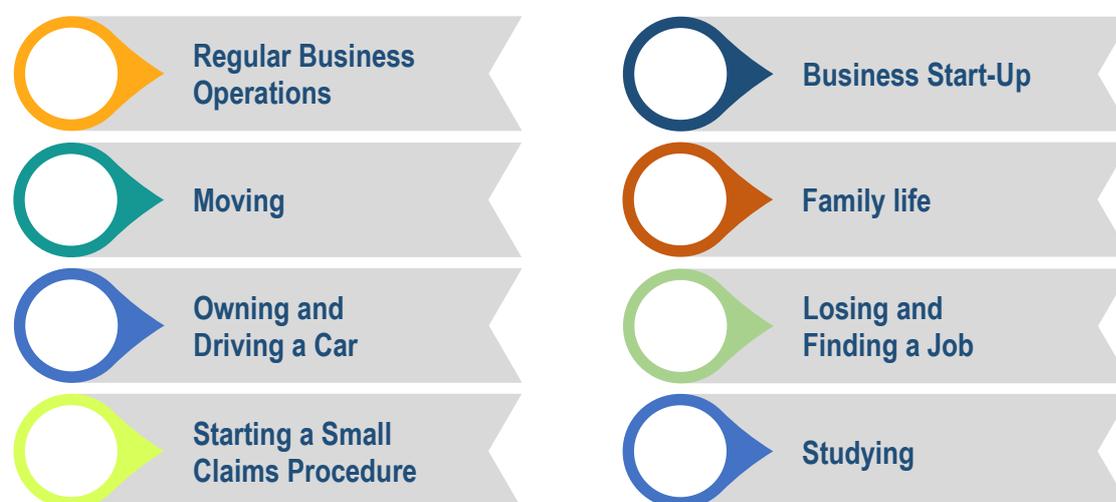
Max-Neef also formulated a process through which communities can identify "wealths" and "poverties" according to the way needs are satisfied (satisfiers), and underlines the fact that needs are also defined according to the existential categories of being, having, doing and interacting. From these dimensions, a 36-cell matrix is developed and can be filled with examples of satisfiers for those needs (Smith and Max-Neef 2012).

Human Needs Matrix
After Manfred Max-Neef

	Being	Having	Doing	Interacting
Subsistence	Health, adaptability Sense of humor	Food, shelter, work	Feed, procreate, rest, work	Social setting, environment
Protection	Care, equilibrium, solidarity	Rights, social security, family	Cooperate, plan, help	Living space, dwelling
Affection	Self-esteem, respect, passion	Friendships, family, relation with nature	Make love, share, cultivate, appreciate	Privacy, intimacy, home, togetherness
Understanding	Critical conscience, curiosity, discipline	Literature, education teachers	Investigate meditate experiment,	Groups, community, schools, family
Participation	Dedication, respect, receptiveness	Rights, responsibility duties, work	Cooperate, dissent, agree on, interact	Associations, churches, family
Idleness	Curiosity, tranquility, imagination	Peace of mind, games, parties	Day-dream, relax remember, brood	Privacy, intimacy, free time, landscape
Creation	Passion, intuition, imagination,	Abilities, skills, method, work	Work, invent, build, compose, design	Productive settings, workshops, time
Identity	Sense of belonging, self-esteem	Language, symbols, religion, values	Commit oneself, grow, recognise	Social rhythms, maturation stages
Freedom	Autonomy, boldness, passion	Equal rights	Dissent, choose, disobey, run risks	Temporal/ spatial plasticity

3.2 Life Events Approach

In line with the applied Human Scale Development theory and the Matrix of Human Needs, we embraced the Life Events Approach to compare the needs reported by migrants when using digital tools with the set of eight life events or "User Journeys". These life events, or journeys, are undertaken from the EU eGovernment benchmark (European Commission, 2020) that consist of common digital services that the average citizen in the EU is likely to acquire.

These life events are:

- Regular Business Operations
- Business Start-Up
- Moving
- Family life
- Owning and Driving a Car
- Losing and Finding a Job
- Starting a Small Claims Procedure
- Studying

The life events included in the eGovernment benchmark published every year by the European Commission show how countries are performing in the area of eGovernment and are evaluated

on four top-level benchmarks (user centricity, transparency, key enablers and cross-border mobility) even if each life event has its own concrete situations and stories that every citizen experiences, as shown in the example picture from the eGovernment Benchmark 2020 Background report.

Business start-up*

Carl, 45 years, has made plans to start his own restaurant. How can eGovernment help him to make his start-up a success?

97% Carl was happy that he could register his new company online

99% Carl could easily register his company as an employer to start hiring people as employees

85% Carl enjoys secure online authentication with his eID when fulfilling his tax obligations.

This life event covers 33 service, ranging from making a first business plan to hiring the first employers

Family life

Fiona, 34, is pregnant and she will also marry next year. Fast forward 30 years and she wants to retire.
Does eGovernment support her during these important events?

90% Fiona is happy that she could easily obtain a new birth certificate for her little one, after the original one got lost during the hectic first months

58% Fiona's husband, Peter, would have liked more help online, when obtaining parental authority for their kid

49% Much later, at the end of her career, Fiona applied for her pension online, but found the process not transparent

This life event consists of 11 services related to birth, marriage and retirement

Losing and finding a job

Marc, 29 years, recently lost his job. Can he obtain unemployment benefits online? Does eGovernment help him in finding a new job?

84% Marc is glad that he can register for unemployment benefits online

100% Marc is happy that he can access an online job-searching database to help him get back on trach

78% Marc is glad that most of communication with the responsible authorities can be done entirely online

This life event consists of 18 services related to losing and finding a job

Studying

Maria, 20 years old, wants to enroll in a Business Administration bachelor. Is she able to do this online?

92% Maria enjoys that she can easily register online for her new study
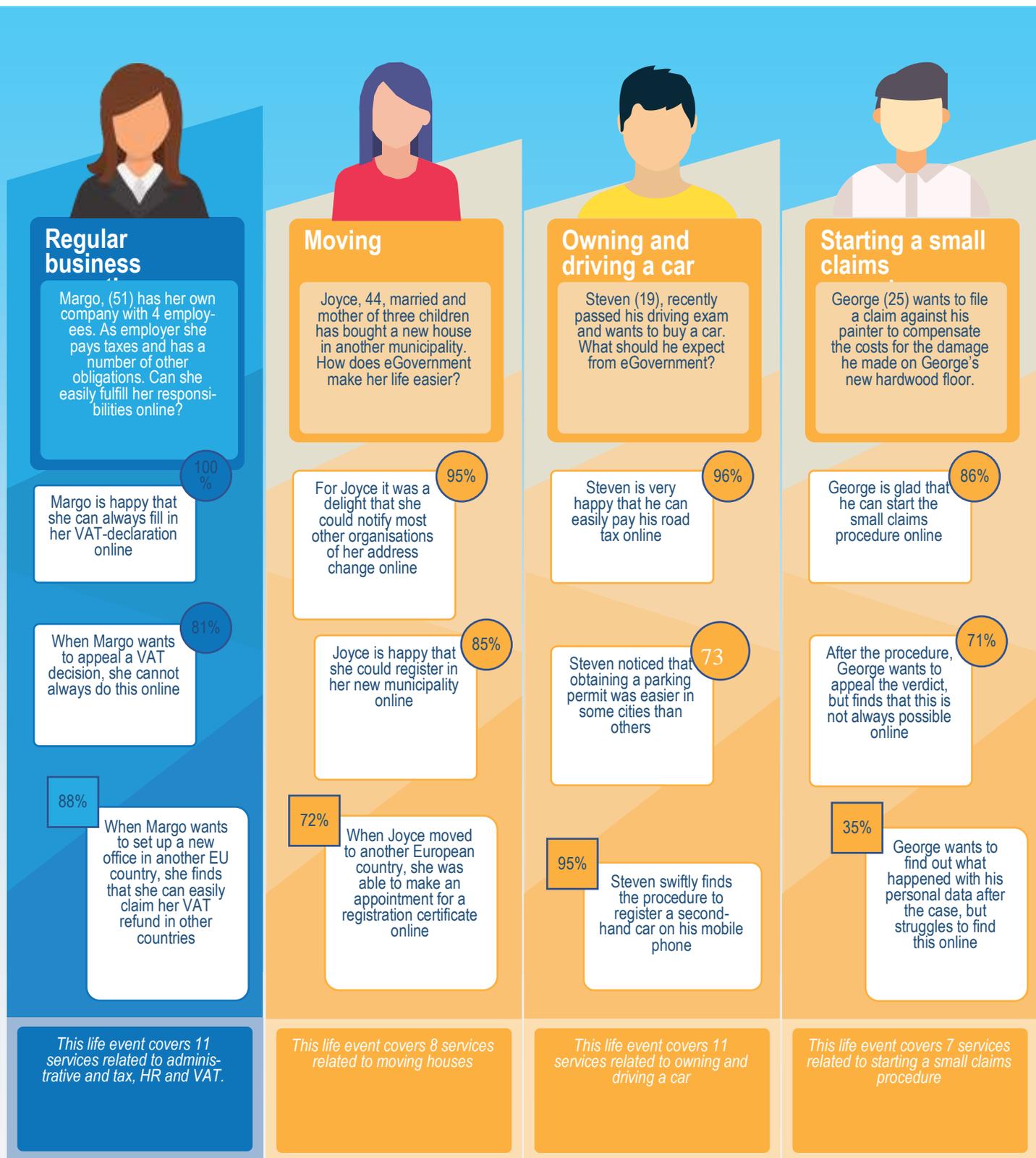
80% Because of financial hardship, Maria applies for additional benefits. Most of the time this can be done online

67% When Maria applied for a student grant, some of her information was prefilled

This life event consists of 14 services related to the orientation, enrolment and support for studying

Regular business

Margo, (51) has her own company with 4 employees. As employer she pays taxes and has a number of other obligations. Can she easily fulfill her responsibilities online?

100%

Margo is happy that she can always fill in her VAT-declaration online

81%

When Margo wants to appeal a VAT decision, she cannot always do this online

88%

When Margo wants to set up a new office in another EU country, she finds that she can easily claim her VAT refund in other countries

This life event covers 11 services related to administrative and tax, HR and VAT.

Moving

Joyce, 44, married and mother of three children has bought a new house in another municipality. How does eGovernment make her life easier?

95%

For Joyce it was a delight that she could notify most other organisations of her address change online

85%

Joyce is happy that she could register in her new municipality online

72%

When Joyce moved to another European country, she was able to make an appointment for a registration certificate online

This life event covers 8 services related to moving houses

Owning and driving a car

Steven (19), recently passed his driving exam and wants to buy a car. What should he expect from eGovernment?

96%

Steven is very happy that he can easily pay his road tax online

73

Steven noticed that obtaining a parking permit was easier in some cities than others

95%

Steven swiftly finds the procedure to register a second-hand car on his mobile phone

This life event covers 11 services related to owning and driving a car

Starting a small claims

George (25) wants to file a claim against his painter to compensate the costs for the damage he made on George's new hardwood floor.

86%

George is glad that he can start the small claims procedure online

71%

After the procedure, George wants to appeal the verdict, but finds that this is not always possible online

35%

George wants to find out what happened with his personal data after the case, but struggles to find this online

This life event covers 7 services related to starting a small claims procedure

4   METHODOLOGY

4.1 Interviews

During the first research phase, we reviewed grey literature and conducted formal and/or non-formal interviews, individually, in focus groups or pairs both with migrants and professionals working in different services, in order to detect the very first and common questions related to the use of digital tools. We also conducted some interviews and workshops with civil society stakeholders to map the common needs migrant people have when dealing with civil society organisations. This process was essential to detect migrants' needs to understand their challenges in the use of digital tools. These needs were then referred to as Fundamental Human Needs according to Max-Neef Matrix and inserted in the specific categories (subsistence, protection, affection, understanding, participation, leisure, creation, identity and freedom). The process produced a clear picture, as shown below, useful to understand the main needs and daily activities dependent on the use of digital tools:

FUNDAMENTAL HUMAN NEEDS	BEING (Qualities)	HAVING (Things)	DOING (Actions)	INTERACTING (Daily activities implying the use of digital tools)
1. SUBSISTENCE	Physical and mental health	Food, shelter, work, money, bank account…	Feed, clothes, rest, work, sport…	Getting a digital identification Use online bank accounts and pay bills Find a job and use job search websites Find an accommodation Be informed through social media, news, podcasts Applying for studies and maintenance support/subsidies
2. PROTECTION	Adaptability, autonomy, care	Social security, health system, work…	Co-operate, plan, take care of, help…	Choose a family doctor and book medical visits Look for means of transport Have a shelter Rely on someone in difficult times (phone calls, emergency numbers, guides, maps) Search information about social services available and take appointments Protect personal data and privacy and being protected from digital frauds
3. AFFECTION	Respect, sense of humor, generosity, sensuality	Friendship, family, relationships….	Share, take care of, make love, express emotions…	Keep in touch with family and friends Express feelings Search for activities and meet new people Sign-up for social activities, check their location and the way to go there Have a safe social network
4. UNDERSTANDING	Critical capacity, curiosity, intuition	Educational policies and systems, teachers, access to information…	Analyse, study, be informed, interact with school and teachers…	Find spaces where to go and ask for information Search and access to information online, studies or trainings Search and use virtual libraries or libraries in the community

FUNDAMENTAL HUMAN NEEDS	BEING (Qualities)	HAVING (Things)	DOING (Actions)	INTERACTING (Daily activities implying the use of digital tools)
5. **PARTICIPATION**	Receptiveness, dedication, interaction	Responsibilities, duties and rights, work…	Cooperate, dissent, express opinions…	Be updated, share points of view and protest Search for activities and associations Access and use of electronic ID Develop digital content Interact, collaborate and be engaged in citizenship through digital technologies Book tickets online Keep in touch with family and friends Access educational system and be informed about kid's paths
6. **LEISURE**	Imagination, spontaneity, tranquillity	Games, parties, books, concerts…	Relax, socialise, have fun….	Make new friends Have time to look after myself Be part of groups (sport, music...) and share experiences Travel and share pictures Search for places, events, parks and how to go there Book tickets online
7. **CREATION**	Imagination, inventiveness, curiosity	Abilities, skills, work techniques….	Invent, build, design, share….	Look for new activities Follow interests, aspirations and share them Search for workshops, cultural groups, spaces of expression Sign-up for activities
8. **IDENTITY**	Sense of belonging, self-esteem, consistency	Language, religion, values, habits, norms….	Commit to something, pray, cook, talk…	Feel free to participate in religious ceremonies Share habits and experiences without feeling ashamed Invite friends to events Search for cultural or religious events and communities to interact with
9. **FREEDOM**	Autonomy, passion, self-esteem, open-mindedness	Equal rights and access to opportunities…	Choose, run risks, develop awareness, dissent…	Express any idea freely and stand up for them Have access to all the means of information and transports Report threats or insults Browse, search, filter data, information and digital content and evaluate them Overcome language/cultural barriers to information and data literacy Express opinions safely

These categories summarise the needs the interviewees reported as being the most important ones in their daily activities. Therefore, they became the starting point to produce the questionnaires.

4.2 Surveys and Interviews with the Target Group

We conducted interviews and online surveys with groups of 10 to 20 people in each partner country, both refugees and asylum seekers: men and women living in families or alone, coming from different countries and of different ages, to have an overview as wide as possible of the real needs, considering the differences related to personal situations and experiences. Another indication concerned the level of knowledge of the hosting country language: a sufficient level was necessary to collect the data and not to relate the digital gaps to problems in understanding the language or to the dependency on other people while using digital tools. All participants

were informed on privacy issues and the anonymity of the survey and the interviews.

We decided to approch respondents individually or as a group , with focus groups or individually, on-line or face to face.

Individual interviews

This method was chosen so that people could feel safe and free to express and share their personal experiences and opinions. Most of the interviewed people openly said they felt more relaxed to answer the questions individually. The interviews were organised in places familiar to the target group so as to make people feel as comfortable as possible.

Group interviews

Interviews conducted into groups were chosen as a method in order to give people the opportunity to interact and discuss the topic, even if most of them shared the most basic needs. Besides, a group setting was adequate for people with poor language skills who required the presence of a language guidance that could translate for the whole group.

Questionnaires

The questionnaires had a common part aimed at collecting demographic data (gender, age, family member or living alone, country of origin and years lived in the hosting country), to have an overview of the target group and to try to detect the first needs (e.g., women and men with kids reported the registration of children at school as an important issue). The second part of the questionnaires aimed at detecting the difficulties people face (if there are any) and the level of safety felt while using digital tools in different aspects of daily lives. Each partner designed the questionnaire in such a way that it could contain both open and closed questions, as shown in the boxes below:

Open-Ended Questions

After the first part concerning personal details, people were asked the same questions about different fields of daily life (e.g., housing, job, health care, studies...). Open questions were chosen so that people could feel comfortable and free to express themselves, to share experiences and suggestions. On the other hand, this type of questionnaire required a lot of time and the answers were sometimes difficult to compare to others and to standardise.

Close-Ended Questions

Surveyed people were asked to answer Yes or No questions and to choose on a scale from 1 to 5 the difficulty faced and the importance of acquiring specific digital skills according to personal experiences and daily activities. For people with poor language skills this type of questionnaire avoided open questions that, otherwise, would require a good level of knowledge and fluency of the local language.

Thanks to the surveys and the interviews, we could detect the level of independence and autonomy people had and felt while using digital tools in different fields of daily life: work, housing, health, registration of kids at school, research of means of transport, as well as leisure and social activities, and interaction with other people, or groups. Suggestions, ideas, and advice were fundamental to start thinking of the digital skills required in the identified areas and for the development of tools.

As described in paragraph 3 "Theoretical Framework", we embraced the Life Events Approach as methodology to compare the needs with the digital skills discovered with the surveys, with the set of life events that consists of common digital activities that the average citizen is likely to carry out (regular business operations, moving, owning and driving a car, starting a small claims procedure, business start-up, family life, losing and finding a job and studying).

5   DigitALL4Migrants Framework

The matching between the Max-Neef Matrix, the life events approach with the eGovernment benchmark and the questionnaires carried out by each partner organisation led to the production of the "DigitALL4Migrants Framework", as shown below:

Table 1. DigitALL4Migrants Framework

Addressed Needs: Subsistence, Protection, Affection, Understanding, Participation, Leisure, Creation, Identity, Freedom

	Family Life	Job Search	Studying	Moving, Relocating, Integrating	Security in the digital world
Prerequisite skills:	Marriage Birth certificate Obtaining a Passport or ID Health care Friends and relatives	Managing digital presence Identifying and applying for job	Preparing for job and career Registering his/her children at school	Finding somewhere to live Staying in touch with family and friends Integrating in the new community	Online frauds Seeking legal advice
Knows how to open and manage an email account. Knows how to download and upload documents.	Knows how to: register at government portals for e-services. fill in online forms and request documents. search information online about available social services and make appointments. make appointments on official portals to obtain official documents and check the documentation. obtain and use digital ID. register for eHealth Record. schedule online a medical visit, check the results and download prescriptions. download apps. use online bank accounts, pay bills and school fees. apply for allowances. use apps to contact friends and family.	Knows how to: convert files in different formats (word, pdf, jpg.). create an online account at popular job portals like LinkedIn. fill in the online template of the CV, or retrieve data from job portals like LinkedIn. monitors and applies on positions available at the job portals. scan documents using different devices, including mobile phones. delete an online account anytime. save job or house ads of interest for later reference. protect personal rights on data privacy.	Knows how to: register oneself or his/her children at school. search online for school programs. register online for university exams. check school websites, class schedules and notifications. answer to doodles or calendar requests. stay in touch with teachers through email and notifications. send special diet requests through the school online form. change school or university courses. inform the school when kids are not attending classes.	Knows how to: use digital maps identify means of transport and directions. use online apps to talk with family and friends. do online search for social activities or events. sign-up online to participate in activities. interact, share, collaborate and stay engaged through digital technologies. search online for activities, associations, communities, groups. search online for leisure places, events, parks or nature places. book tickets online. search online for workshops, spaces of expression, religious events.	Knows how to: browse, search, filter data, information and digital content. distinguish compulsory or optional data requests. contact support service in case of need (email, chat, notification...). send requests online. protect devices. be protected from digital frauds. search and access information online, studies or training. search and use virtual libraries, location and schedule of libraries. evaluate data, information and digital content.

6   CONCLUSION

In conclusion, these guidelines present the methodology developed to detect the digital needs, which the migrants, asylum seekers, and refugees might have when going through their integration path in host societies. They can be used by civil society organisations, social workers, and professionals to explore migrants' digital gaps.

For the purpose of this project, the guidelines are used in developing toolkits and e-content placed at DigitAll4Migrants e-platform for bridging this digital gap. However, they can also be used in different ways to ensure innovative and efficient ways to support migrants, asylum seekers, and refugees in improving their social integration and quality of life.

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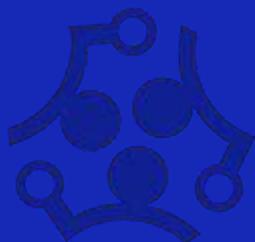
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