

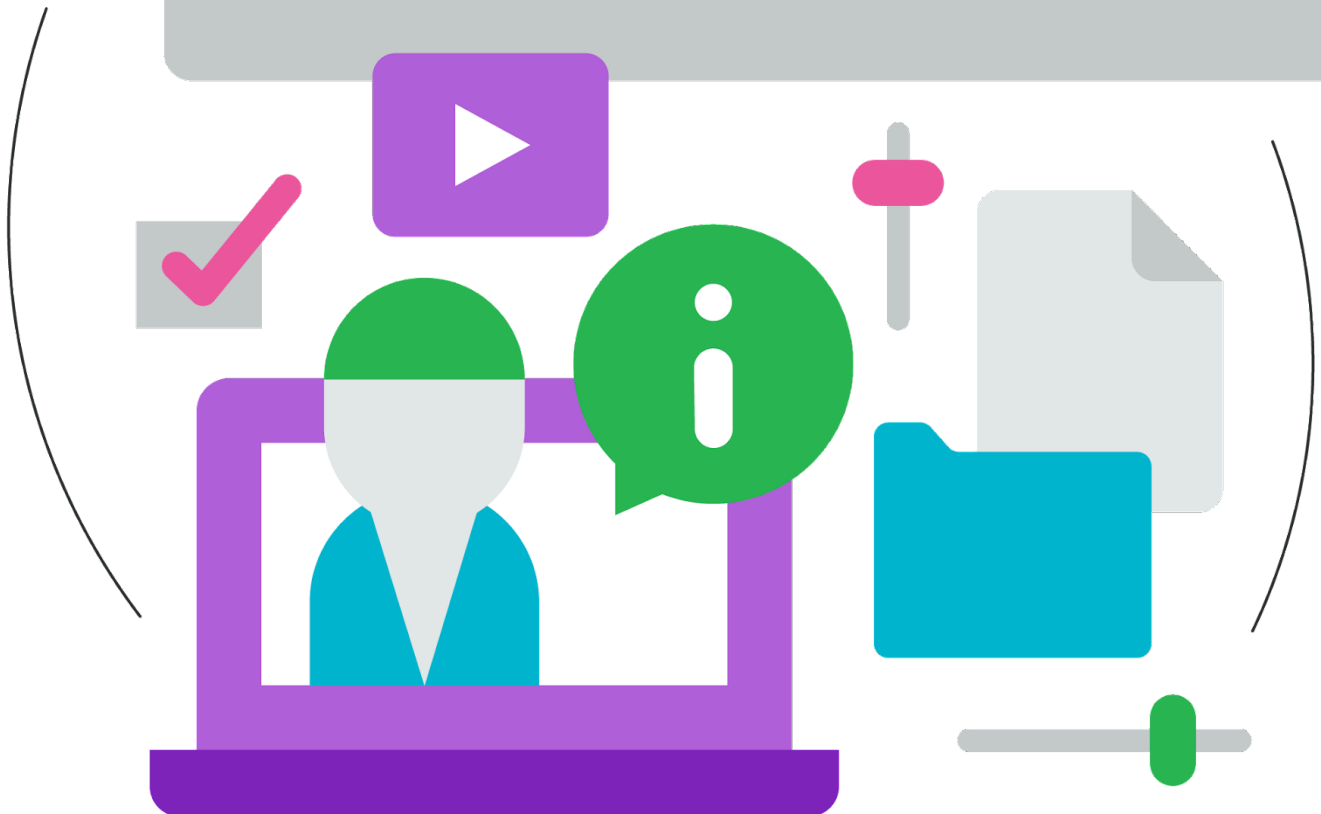
# DIGITAL 4ALL

BUILDING A DIGITAL  
WORLD FOR ALL



## WP3.3 Building a Digital World for All

### LTTA Report



# LTTA "Building a Digital World for All" Report

## *Introduction*

The Learning, Teaching, and Training Activity (LTTA) titled 'Building a Digital World for All' was conducted in Berlin from April 15 to 19, 2024, as part of the Collaborative Framework for Young Migrants' Digital Literacy Development project. This initiative aimed to address the growing need for digital literacy among young migrants, a critical factor in their successful integration and empowerment in the digital age. The LTTA was designed to bring together youth workers and young migrants to collaboratively develop a framework that promotes digital competences, literacy, and critical thinking.

## *Objectives and Methodology*

The primary objective of the LTTA was to develop a collaborative framework that supports the digital literacy and critical thinking skills of young migrants. This was achieved through a series of interactive modules, discussions, and hands-on activities designed to engage participants in the co-creation of an eLearning course curriculum. The methodology centered on collaborative learning, peer exchange, and critical analysis, ensuring that the resulting curriculum would be both practical and reflective of the participants' needs.

## *Summary of Activities*

The LTTA was structured around five modules, each focusing on different aspects of digital literacy and curriculum development. The agenda included sessions on critical thinking, media literacy, and curriculum design, with each module building on the outcomes of the previous one. The following agenda was implemented during the LTTA:

### **Monday 15<sup>th</sup> of April:** Arrivals

### **Tuesday 16<sup>th</sup> of April:**

- Module 1: Findings of the Assessment of Young Migrants' Current Digital Skills and Strategies by RIGHTCHALLENGE
- Module 2: Multiliteracies for Building a Digital World for All: Analysis and Reflection on Needs and Strategies to Promote Media Literacy, Information Literacy and Digital Literacy within the eLearning Course by IZB & CARDET

### **Wednesday 17<sup>th</sup> of April:**

- Module 3: Critical Thinking Skills: Identifying Fake News [M-EXPERT & NFE 4Y]
- Module 4: Attitudes - Motivation for Information Collection and Assessment – Tiny Habits by KULTUR LIFE

### **Thursday 18<sup>th</sup> of April :**

- Module 5 Putting it all into Practice: Developing the Curriculum (Proposition) of the eLearning Course [All Partners]

**Friday 19th of April:** Departures

## Evaluation Survey

At the end of the LTTA, participants were invited to complete an evaluation questionnaire with sharing feedback towards the training as well as to the whole Digital4all project. This feedback was analysed with the main results as below.

## Detailed Analysis of Survey Results

### Satisfaction by Role

The satisfaction levels of participants were generally high, with both youth workers and young migrants expressing positive feedback. However, there were slight variations in their responses, particularly in how they rated the overall experience and specific aspects of the event.

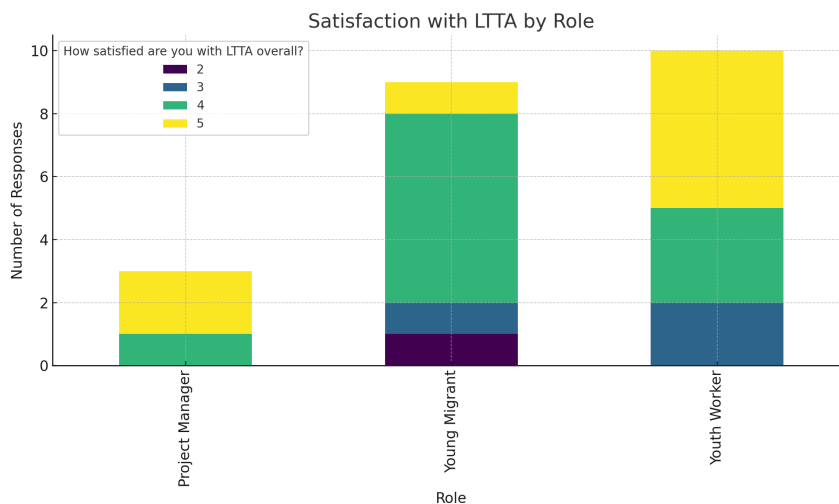


Figure 1: Satisfaction with LTTA by Role

### Strongest Elements of the Training Activity

Participants identified several strong elements within the training, with practical activities and group dynamics receiving the most praise. These elements were highlighted as particularly effective in facilitating learning and engagement.

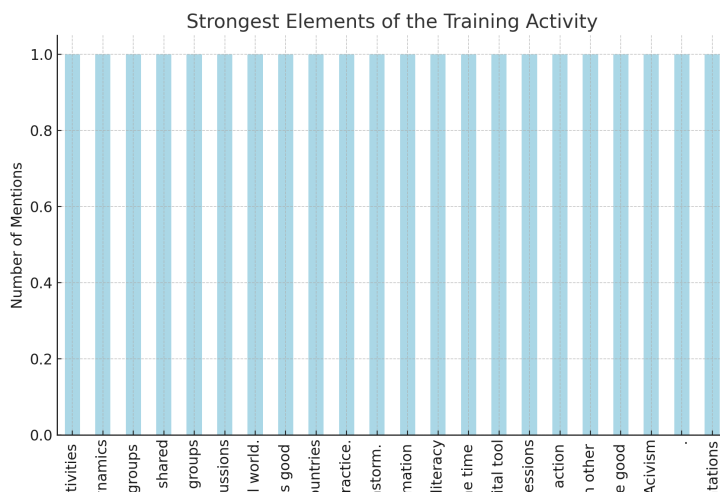


Figure 2: Strongest Elements of the Training Activity

### Weakest Elements of the Training Activity

While overall satisfaction was high, some participants noted areas for improvement. Issues such as logistics, particularly the quality of food during breaks, were mentioned as weaker elements of the training activity.

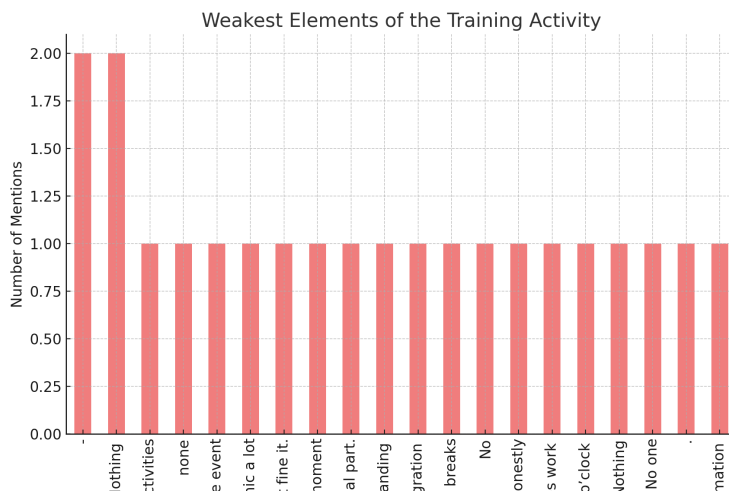


Figure 3: Weakest Elements of the Training Activity

### Recommendation to Peers

A key indicator of the success of the LTTA is the likelihood of participants recommending it to their peers. The majority of participants indicated that they would recommend this training to others, which speaks to the overall effectiveness and impact of the event.

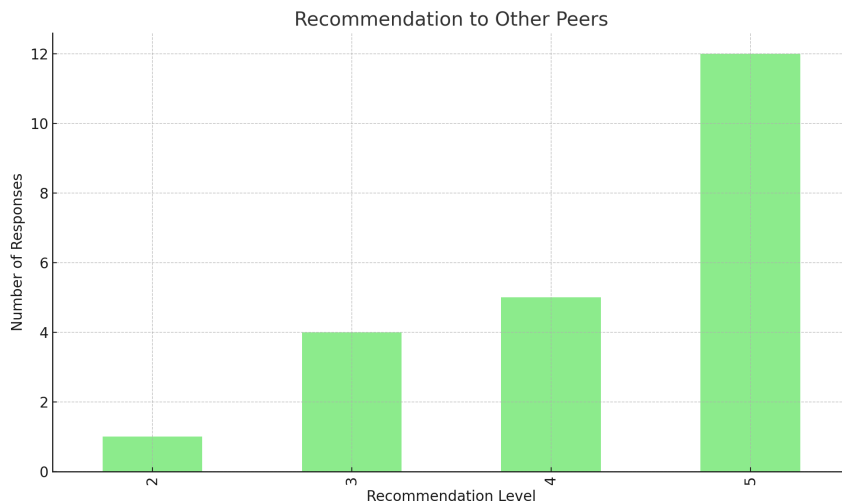


Figure 4: Recommendation to Other Peers

## Participant Feedback

The qualitative feedback provided by participants offers valuable insights into the strengths and areas for improvement of the LTTA. Common themes included the effectiveness of practical activities, the importance of peer interactions, and suggestions for improving logistics. Here are some representative quotes from the participants:

"The practical activities were incredibly helpful in understanding the concepts. I felt engaged and motivated throughout the sessions."

"The training was well-organized, but the food provided during breaks could be improved."

"I appreciated the opportunity to collaborate with others from different backgrounds. It really enriched my learning experience."

## Conclusion

The LTTA successfully met its objectives by creating a collaborative and supportive environment where youth workers and young migrants could work together to develop a curriculum that addresses the needs of their communities. The positive feedback from participants highlights the effectiveness of the approach taken, and the insights gained from this event will significantly contribute to the finalization of the eLearning course structure. Moving forward, these findings will be instrumental in refining the curriculum and ensuring that it is both relevant and impactful.

## Appendices

Additional data and feedback can be found in the appendices section, providing a deeper insight into the participant responses and the overall success of the LTTA.

## Photos of the LTTA



