

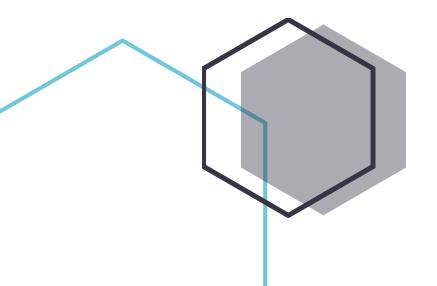


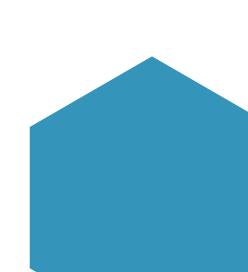


Digital Practices Research

Insights into digital competencies regarding migrants with special needs in Denmark, Germany, Greece, Italy & Sweden

The Erasmus+ co-funded EU-project DPIP aims to promote the use of digital pedagogies in integration and educational programs. This interactive report compiles the research from the five partner countries looking at the current situation for migrants with special needs, the digital competencies of educators and what needs to be improved.





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Project Partners









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Erasmus+ Programme of the European Union







Digital Practices Research

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Background The DPIP Project

The Erasmus+ funded EU-project DPIP aims to promote the use of digital pedagogies in integration and educational programs. Educators and advisers cannot always provide face-to-face support, for example due to weather, staff shortage, illness, or other unforeseeable circumstances, such as the current COVID-19 crisis. Now, more than ever, it is apparent how necessary online services are in facilitating continued learning and participation opportunities. By utilizing digital tools that are suitable for integration and educational programs, this project supports strengthening the providers' digital capabilities and introduces an innovative non-formal methodological approach to creating inclusive programs.

This Report

Firstly, the partners each carried out desk research in their country (Denmark, Germany, Greece, Italy, and Sweden) in order to gather information on the current situation for migrants with special needs. The desk research looked at the first steps migrants go through when coming to the host country, what the situation is for those with special needs, and the supply and demand for language support and counselling services specialised for them. Organisations working with migrants with special needs were identified as well as information about the current training available for educators and advisers working with this population.

Secondly, using a survey and undertaking interviews, the partners collected information on the current digital skill level of a sample of educators and advisers working in their country. The survey and interviews were formulated based on the Digital Competence of Educators European Framework (Redecker, 2017). Using this theory backed structure, a clearer path to the next stages of the project will be revealed and a deeper understanding of the current situation will be found.

KEY DPIP OBJECTIVES:

Developing an innovative program based on existing digital tools that focus on individuals' specific needs.

Enhancing
educators' and
advisers' digital
competencies;
validated through
certifications.

Improving the digital competencies of migrants with special needs through an online course tailormade to their needs.







DEFINITIONS

Migrants - people with a foreign citizenship registered in the host country.

Migrants with special needs – migrants with additional, non-immigration related need that require extra assistance when interacting with areas of society and daily life (such as healthcare, and language and integration programs).

These can include those with:

- Non-normative abilities (e.g. physical, or mental disability).
- Dependents that can restrict professional or personal development.
- Experience of traumatic situations in their home country or discrimination.
- Experience of psychological difficulties

The research activity was led by the Swedish project partner Swldeas AB and the guiding questions were:

- What are the main challenges and possible solutions faced by trainers and advisers working with digital tools?
- How do trainers and advisers currently identify, modify, create, and share digital resources?
- How do trainers and advisers currently design, plan and implement digital technologies?
- How do trainers and advisers currently use digital materials to assess/monitor students?
- How do trainers and advisers currently use digital materials to boost involvement and accessibility?

All findings of the national research activities were gathered in a national report template (see Appendix A).

The following partners provided national research reports:

- CLAVIS Sprog & Kompetence: national report Denmark
- iberika education group gGmbH: national report Germany
- Active Citizens Partnership: national report Greece
- **CESIE (Centro studi e iniziative europeo)**: national report Italy
- Swideas AB: national report Sweden







Current situation and first steps for migrants with special needs

Finding information about migrants with special needs was challenging for all partners due to the focus on either the migrant dimension or the persons with special needs dimension. National statistics do not seem to group these two variables making it even harder for migrants with special needs to receive the awareness and support that they require and are entitled to.

This section will outline the current situation for migrants with special needs in each partner country, as well as looking at the first steps that migrants need to go through before and after receiving a residence permit. The legal framework regarding migration affairs and the legal/institutional support available for migrants with special needs will also be highlighted.

Before delving into the partner countries, here is a brief overview of the number of migrants in each country (Figure 1). Robust statistics regarding migrants with special needs are still not available, however it is estimated that 15% of any population has disabilities (WHO, 2011); extrapolation of this is shown in Figure 2.

QUICK STATS

Percentage of migrants per country Denmark 8,9 Germany 12.1 Greece 7,75 Italy 8,7 Sweden 8,8 5 15 20 25 30 ■ Mirants (% of population)

Figure 1. Percentage of migrants in each partner country (Statista, 2021)

Estimated number of migrants with special needs per country



Figure 2. Estimated number of migrants with special needs in each partner country





Denmark

All legal residents (temporary and permanent), EU/EEA/Swiss citizens and citizens of Denmark have access to all public health benefits, and social protection in Denmark. Individuals with a temporary or permanent physical or mental impairment or special social problems are protected under the Danish Social Services Act (No. 573 of 2005). Support includes free personal and practical help, flexible home care, replacement help and home care during your holiday (social security rights in Denmark, PDF).

The national research centre for welfare (SFI - det nationale forskningscenter for velfærd, Larsen, 2015) released a report showing that examined disabled people in the labour market, finding that the only 28% of people with a major disability or long-term health problem are in the workforce, of which 25% have mental illness, thereby this is considered the most significant handicap.

The first point of contact as an international newcomer in Denmark are the International Citizen Service centres (ICS) located in Copenhagen, Odense, Aarhus and Aalborg. All public authorities that you need are represented here, so in most cases you only need to visit an ICS centre to take care of all the paperwork and find answers to your questions (Agency for Digitisation, 2021).

After having a temporary permit for 8 years you are entitled to apply for a permanent residence permit in Denmark if you fulfill other basic requirements. In some cases, it can be as low as 4 years if you have passed the Danish language test 3, worked for at least 4 years, passed a citizenship test, and have an annual taxable income of at least 298,101.82 DKK in the last 2 years. Read more here.

First Steps in Denmark

Find your local Citizen Service Centre (ICS), located in Aarhus, Aalborg, Copenhagen and Odense for help with the following

1

Apply for your residence permit (if needed)



Apply for residence permit online or at your local Citizen Service Centre

Non-EU citizens need a visa to come to Denmark, then apply for residence permit within 90 days online or at ICS.

www.lifeindenmark.dk

2

Register and get a Danish CPR number

Register your address with the International Citizen Service centre (ICS)

Social security number (CPR) is also applied for at the ICS

https://lifeindenmark.borger.dk/theme/when-you-arrive

3

Disability provisions

Apply for a yellow sundhedskort to access national health insurance at the ICS

Contact your municipality first, if it is complicated then you can call VISO for advice on support for disabilities (72424000)

https://socialstyrelsen.dk/viso/Til-borgere



Learning Danish

Sign up for free (up to 3 years)

- language courses:

 Danish 1 migrants with no/little school background
- school background
 Danish 2 some school
- background
 Danish 3 homeland education

and speaking English

https://www.justlanded.com/english/Denmark/Denmark-Guide/Language/Free-language-classes-in-Denmark



http://

5

Digital services

Apply for NemID to have digital contact with all public authorities

Digital Post is used to receive digital letter from authorities

https://lifeindenmark.borger.dk/theme/when-you-arrive





Who needs a residency permit to move to Denmark? Check out the general guide below!





RESIDENCE PERMITS DENMARK



 Free to enter, live, study and work in Denmark without a visa or residence permit

EU/EEA/SWISS CITIZENS



- Can live, study and work in Denmark up to 3 months without a permit
- Must apply for EU residence permit within 3 months of coming
- After 5 years of continuous residence apply for permanent residence

NON-EU/EEA/SWISS CITIZENS



- Get a 90 day visa to visit Denmark
- · Apply for residence permit:
 - · Work and residence
 - · Residence as student
 - Residence as an accompanying family member
- Permanent residency after 8 years (under special circumstances 4 years)



Sources: https://www.nyidanmark.dk/en-GB/You-want-to-apply

This information has been collected during the period of conducting the research activity for this project. It is subject to updates and modification by the concerned authorities.



Organisations working with migrants with special needs in Denmark

<u>Danish Refugee Council (DRC)</u> have a centre for vulnerable refugees, with trauma and other mental, physical, or social burdens.

<u>Ligeværd (Equality)</u> is a community consisting of 3 organizations, working to create better educational, employment, housing, and social conditions for people with special needs.

<u>Competence Centre for Vulnerable Patients & Patients with Other Ethnic Backgrounds</u> helps individuals who have difficulty navigating healthcare.





First Steps in Germany

Migration counselling for adult immigrants (MBE) and youth (up to 27 years) migration services (JMD) can help with the following steps

1

Register your address and get health insurance

Before applying for a residence permit you need to register your address with the local registration office *Einwohnermedleamt/ Bürgeramt*



Get German health insurance

https://www.germany-visa.org/immigration-residence-permit/german-residence-permit/

2

Apply for your residence permit, Aufenthaltstitel

EU citizens staying longer than 3 months apply at local immigration office, *Ausländerbehörden*

Non-EU citizens need a visa to come to Germany, then apply for residence permit within 3 months.



Disability provisions

Apply for a disability card, schwerbehindertensausweis

Wait for the local pension office (Versogungsamt) to determine which benefits you can apply for

Get your disability card and access disability benefits



4

Learning German

Free language and integration courses provided by the government

Find your local Kurstraeger through the online information system of the Federal Office for Migration and Refugees

Take the German language test for immigrants (DTZ)

https://tinyurl.com/ys8n8fd7



<u>Figure 3. Example</u> disability card

Germany

Health insurance is a requirement for everyone in Germany, either through statutory or private insurance. According to the German Social Code (Sozialgesetzbuch (SGB)), long-term care and disability benefits are based on income and family situation and not nationality. Benefit payments depend on the degree of disability (from 20-100) and are applied for at the local Pensions and Benefits Office (Versorgungsamt). See: social security rights in Germany and social security for TCNs in Germany.

Barriers for migrants with special needs include adequate healthcare and participation in services in general (cf. Schülle 2017a and b). A possible reason behind this is that these services vary from region to region, meaning that especially in rural regions, there are lack of multilingual services and informational material.

The German state funds migration counselling for adult immigrations (MBE) and youth (up to 27 years) migration services (JMD). There is at least one MBE/JMD Advice Office in every city and district in Germany. Here you can get specialised help if you have disability requiring special needs (Legalmigration.de, 2021).

You can find out where your YOUTH (12-27 years) counselling office here



You can find out where your ADULT (27+ years) counselling office here

The next step is to register with the local residents' registration office. After registration you can, for example open a bank account, get a tax identification number, and apply for support in the form of a disability card (Schwerbehindertenausweis, see figure 3). After this, the local pension office (Versogungsamt) will determine which benefits you can apply for, which will be the same for all residents



in Germany.



Who needs a residency permit to move to Germany? Check out the general guide below!





RESIDENCE PERMITS GERMANY



EU/EEA/SWISS CITIZENS

- Stay in Germany up to 3 months without any permit
- Working, with sufficient means to support yourself + health insurance (>3 months).
 - Swiss citizens must apply for a residence permit after 2 months
- After 5 years of continuous residence apply for permanent residence



- Apply for tourist visa in your home country Germany consulate
- Apply for residence permit within 90 days:
 - Temporary (1 year, but extendable)
 - EU Blue Card (4 years)
- Settlement permit after having the other permits for at least 5 years



Sources: https://www.sachsen.de/en/1454.htm and

https://www.germany-visa.org/immigration-residence-permit/german-residence-permit/

This information has been collected during the period of conducting the research activity for this project. It is subject to updates and modification by the concerned authorities.



Organisations working with migrants with special needs in Germany

<u>Caritas</u> provide online counselling for migrants in Germany.

<u>The independent patient counselling service (UPD)</u> offer free counselling by phone or email where you can ask question about health in various languages.

<u>Youth Migration Service</u> and <u>Adult Migration Service</u> are advice centres in town and municipalities that have specialised services for migrants with special needs.





Greece

Greek law offers specialized services for individuals considered "vulnerable", which include pregnant women, children, victims of torture and people with disabilities, including mental health conditions (Leivaditi, Paptzani, Ilias, & Petracou, 2020). They should be granted the right to access to education, receiving a residence permit, medical care and social assistance. All legal residents of Greece have access to financial aid programs with various requirements (social security rights in Greece and Greek law on special care for those with disabilities).

According to the Ministry of Migration and Asylum, when migrants and refugees arrive illegally in Greece, they must follow the Reception and Identification Procedures. These include getting informed on rights and obligations, identification, registration in the database of the Hellenic Police, medical screening and treatment, and immediate care and psychological support. They are then directed in different centers and institutions depending on whether they are asylum seekers, unaccompanied minors, non-asylum seekers, or other vulnerable groups (Hellenic Police, Regional Asylum office or National Center of Social Solidarity) (Ministry of Migration & Asylum, https://migration.gov.gr/ris/diadikasies/, 2021).

However, according to the Human Right Watch report (2017), migrants with special needs are still not well-identified in Greece, partially because of the rushed registration process due to increased migration flows. This report found that in general, there is a lack of information on their legal rights, disability assistance, medical care, and assistive technology, especially considering that staff working with migrants are not specialized or information (Slobodin and de Jong 2015).

Specialised migration services provided by local and national authorities as well as NGOs, offer language courses and training (EWSI, 2021). They help with submission of applications for social benefits and help with





networking (ACCMR, 2021). There is, however, no standard integration program in Greece for third country nationals.

Who needs a residency permit to move to Greece? Check out the general guide below!





RESIDENCE PERMITS GREECE



EU/EEA CITIZENS

- Live and work in Greece without a permit (<90 days)
- Apply for a residence permit (>90 days)
- After 5 years of continuous residence apply for permanent residence



NON-EU/EEA CITIZENS

- · Get a long-stay visa to come
- Apply for residence permit within 2 months:
 - · Non-EU family member permit
 - · Residence/work permit
 - Permit based on humanitarian grounds
 - EU Blue Card
- Permanent residency after 5 years living legally, without living outside of the country for more than 2 years



Sources: https://www.justlanded.com/english/Greece/Greece-Guide/Visas-Permits/Residence-permits & https://ec.europa.eu/migrant-integration/?action=media.download&uuid=083995BA-C273-E61F-7004E8F9C654B319

This information has been collected during the period of conducting the research activity for this project. It is subject to updates and modification by the concerned authorities.



Organisations working with migrants with special needs in Greece

<u>Koinoniko EKAV</u> helps people with basic needs such as accommodation, food, and healthcare, such as migrants with special needs.

<u>HELIOS project</u> is a pilot integration project that offers services such as independent living, rental subsidies, integration courses and employability support.

<u>METAdrasis</u> provides interpretation, protection of vulnerable groups and education and integration of refugees and migrants.

<u>ELIX</u> has designed and implemented a series of social programs, aiming at strengthening social inclusion and protection of rights of socially vulnerable groups.







Italy

Italian law states that people with serious disabilities should be provided with adequate support. Italian national residents and EU members are covered by the national medical insurance (social security rights in Italy). Migrants with special needs face several obstacles in Italy, such as communication difficulties, lack of effective tools, a high number of language disorders in migrant minors, and difficulty identifying invisible disabilities, which indicate an inadequacy of the current system (FISH, UNAR, 2013).

Nevertheless, in 2019, 47 projects were financed by the FNPSA (National Fund for Asylum Policies and Services) for migrants with mental illness and/or physical disability, which had increased by 9.6% from the previous year, indicating an improvement in this area (Ministry of the Interior, 2019). These projects included getting to know Italy and accessing local services such as social and health care.

First find the local police station or the local post office with the sign "Sportello Amico" (figure 4) where you can get free help with filling in forms such as applying for residence permits, health care contributions

Find your local post office with this sign:



Figure 4. Sportello Amico

(tickets), and tax information (codice fiscale)

(Ministry of the Interior, 2014).

For permanent resident permit, both EU and non-EU migrants must prove they have a sufficient level of Italian and need to submit proof that they can support themselves without applying for public funds. If you have a documented disability that prevents you from learning the language, you are not required to have the Italian language qualification (Polizia di Stato, 2019). Read more here.





Who needs a residency permit to move to Italy? Check out the general guide below!





RESIDENCE PERMITS ITALY



EU/EEA/SWISS CITIZENS

- Can stay in Italy up to 3 months without additional requirements, but must register if staying longer.
- Register at the police station within 8 days of entering to be issued a reisdence permit
- After 5 years of continuous residence apply for permanent residence



- Apply for long-stay visa in your home country
- Apply for a temporary residence permit within 8 days:
 - · Study/work permit
 - Family reunification permit
 - · Elective residence permit
 - EU Blue Card
- Permanent residence after 5 years with temporary permit



Sources: https://visaguide.world/europe/italy-visa/residence-permit/

This information has been collected during the period of conducting the research activity for this project. It is subject to updates and modification by the concerned authorities.



Organisations working with migrants with special needs in Italy

<u>Aliseicoop</u> offer personal services, initiatives to combat exclusion and housing brokerage services to facilitate access to tenancy by migrants and disadvantaged people.

<u>Cooperative H.E.L.P</u> offer free psychological support, training and employment support by offering competitive services to help include "disadvantaged" groups into work.

<u>Centro PENC</u> offer mental health activities aimed at vulnerable people and caregivers. They offer counselling, psychotherapy, linguistic and cultural mediation.

ETNA provide psychological, psychiatric, and therapeutic services to migrants, refugees, and other vulnerable populations. No predetermined duration or prescription required.

<u>Centro Frantz Fanon</u> provide counselling and support services for migrants by a team of psychiatrists, psychologists, cultural mediators, anthropologists and educators.





Sweden

Special needs support in Sweden is regulated under Swedish Social laws: Services Act (Socialtjänsten, Sol, Lag 2001:453) and Support and Persons with Certain Impairments (Lagen om stöd och service till vissa funktionshindrade, LSS - Lag 1993:387). These give individuals with special needs the rights to disability allowance, personal assistance, supported housing, transport assistive devices and housing modifications. See: Social security rights in Sweden.

However, individuals with disabilities in Sweden have been shown to access fewer medical services than non-disabled individuals, have a lower educational level and experience more difficulty with coping with the distance learning due to Covid-19 (Statistics Sweden, 2020). This implies that there is much to do to help them.

The first point of contact for migrants with special needs in Sweden should be the local service office (servicekontor), where you can get specialized help with accessing all official organisations in Sweden. The National Tax Agency's website (Skatteverket, 2021) has a "Move to Sweden" service where you can prepare for your visit to the service office by filling in the relevant information and then printing this in advance, but you can also drop in during normal working hours.

Migrants with special needs have priorities when it comes to housing according to the LSS law. Legal residents with a personal identity number are eligible to access Swedish language courses (SFI) free of charge. Specialist SFI services are provided to individuals with special needs. Enrolling on these courses differs depending on the municipality.

First Steps in Sweden Find your local Skatteverket servicekontor, where you can get special help with disabilities and accessing all public organisations in Sweden. Apply for your residence permit (if needed) EU citizens have automatic right of residence if they work, study or have sufficient means to support themselves Swiss citizens apply for residence permit in Sweden if staying longer than 3 months Non-EU citizens apply for work/study permit before coming to Swede www.migrationsverket.se

Register & get personnumber Prepare for your visit to the



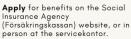
Servicekontor by using the "move to Sweden" service below.

Register at the servicekontor, get: Coordination number (if in Sweden <1 year)

 Personal identity number (if in Sweden >1 year)

https://app.skatteverket.se/anmalan-kund-web-fbfinv-invandring/valkomstsida

Disability provisions





https://www.forsakringskassan.se/english/disability/additional-cost-allowance-for-adults

Learning Swedish

Sign up for free SFI (swedish for immigrants) courses via your local

- ourses via your loca municipality's (kommun) website:

 Sfi 1 migrants with no/little school background

 Sfi 2 5-11 years of schooling

 Sfi 3 12+ years of schooling

Remember to tell them you have a disability and they will arrange extra support.

Digital services

Apply for BankID as soon as possible as you need this for identification almost everywhere



Swish is used to send money digitally and is used by almost everyone in Sweden





Who needs a residency permit to move to Sweden? Check out the general guide below!





RESIDENCE PERMITS **SWEDEN**



- · Free to enter, live, study and work in Sweden without a visa or residence permit
- Agency (Skatteverket)

EU/EEA/SWISS CITIZENS



- · Right of residence to work, study or have sufficient means to support themselves.
- Must register with Swedish Tax

 Register with Swedish Tax Agency (Skatteverket)
 - · Swiss citizens must apply for residence permit.
 - After 5 years of continuous residence. apply for permanent residence

NON-EU/EEA/SWISS CITIZENS



- · Apply for a visa at the Swedish consulate in your country
- Apply for work/study permit before coming to Sweden
 - Study permit
 - Work permit
 - Researcher permit



Sources: https://www.migrationsverket.se/English/Private-individuals/EU-citizens-and-long-term-residents/Work-study-or-live-in-Sweden-for-EU-citizens.html and https://www.migrationsverket.se/English/Private-individuals/Working-in-Sweden/Employed.html This information has been collected during the period of conducting the research activity for this project. It is subject to updates and modification by the concerned authorities.



Organisations working with migrants with special needs in Sweden

<u>Disabled Refugees Welcome</u> offer personalised information about your rights and available resources in Sweden.

Samhall works specifically with those with special needs helping with job matching and, providing personalised programs with language classes to get into Swedish society.





Research findings

To find out more about the current situation for migrants with special needs in the partner countries, and how we can help improve accessibility in their learning and counselling environments, each country undertook qualitative and quantitative research through surveys and interviews. A total of 126 advisers/educators were interviewed in the partner countries: Denmark (25), Germany (26), Greece (25), Italy (23) and Sweden (27). The research findings are split into three sections: supply and demand for language support, counselling services and current digital skills in each country, and a country comparison.

Section 1: Language support and counselling services for migrants with special needs

All partner countries have signed and ratified the UN Convention on the Right of Persons with Disabilities (CRPD), therefore aim to guarantee everyone equal rights to societal participation (UN, 2021). This regulated under several different laws in each country as mentioned in the previous section.

The UN Convention on the Right of Persons with Disabilities (CRPD)





The situation of migrants with special needs remains dire in each partner country, however there are counselling and language support service in place that target this group. Following the COVID-19 global pandemic, the need for digitalized learning platforms has been made clear. This area is however lacking when it comes to migrants with special needs, who must deal with a two-fold difficulty in society: being a migrant and having special needs.

WHAT'S IN EACH SECTION?

Section 1:

Language and counselling services for migrants with special needs in each country. Gathered from desk research and interviews.

Insight into how the situation can be bettered in each country.

Section 2:

Introduction to the European Framework for Digital Competencies.

Digital skills of advisers or educators working with migrants with special needs in each country, with a country comparison.

Section 3:

General combined findings and key insights.





Denmark

What is Denmark doing to help migrants with special needs access learning?

Denmark is working on increasing the level of education in the country, with one of the biggest efforts being **preparatory adult education (FVU)**. It is targeted at adults who want to improve and supplement their basic and functional skills such as reading and writing. FVU Start is offered to migrants with special needs. All courses can be accessed by those with special needs with supportive pedagogical help provided (Ministry of children and education, 2021).

Denmark has a Digitalisation Institute (Digitaliseringsinstitutet) in Aalborg, where they offer a digital mindset and strengthening digital skills, from various courses and workshops. On top of this, it is a requirement in Denmark that all teachers use IT/technology in an educational way. Nevertheless, it is not a requirement to teach adults teachers how to use IT/technology. However, there is a project funded by the Ministry of Education and Research (Uddannelsesog Forskningsministriet) aimed at strengthening digital competencies in adult teachers in higher education at 3 universities in Denmark.

What do educators and advisors in Denmark say?

25 individuals were approached in Denmark regarding their professional knowledge about the existence of institutions, counselling services, associations, NGOs that help migrant with special needs in Denmark and in the workplace. The interviews also investigated potential ideas of applications that could facilitate their work and the problems faced by migrants with special needs in the learning environment.

Key findings from participants regarding the services available:

- CLAVIS language school runs projects for migrants with special needs, specifically those with psychological disabilities.
- Offers for special courses for migrants with special needs paradoxically require a certain level of language to take.
- Oasen department for migrants with special needs, with specialised tuition offered.

- Cooperation with the municipality is vital for activities almed at migrants with special needs as their success depends on political decisions.
- Modifying digital technology to the specific target group.
- Broader inclusion work for migrants with special needs is needed, less individual work
- Specially developed materials for migrants with special needs: simplified, use of sounce and images.
- View the students with a holistic approach.





Germany

What is Germany doing to help migrants with special needs access learning?

Germany is working towards digitizing education and immigration services to create more inclusive and interactive programs. Migrants with special needs are still not a big target groups for the e-learning industry in Germany. Studies have shown that German teachers are more skeptical about using digital resources in their classrooms than in other countries. The international average of teachers using digital tools in their classrooms is 78.2% while German teachers average at 60.2% (Eickelman, et al., 2019).

Online language and integration courses are, for example, VHS Lerning portal which has an interactive website and app funded by the BAMF. However, despite their aim to be inclusive, there is still very little being done, and it is difficult to find this information (VHS, 2021).

What do educators and advisors in Germany say?

26 individuals were approached in Germany regarding their professional knowledge about the existence of institutions, counselling services, associations, and NGOs that help migrant with special needs in Germany. The interviews also investigated potential ideas of applications that could facilitate their work and the problems faced by migrants with special needs in the learning environment.

Key findings from participants regarding the services available:

- Migrants with special needs are usually dependent on personal support and online tutors to succeed in distance learning courses.
- Interviewees generally used video conferencing and platforms offered by their school or workplace, and no specific tools for this population.
- Too little time and not enough resources currently with students

- Individuals with special needs are often more motivated than average to learn and more digital initiatives can increase this even further.
- For successful e-learning there needs to be a sufficient target group, financing and individuals who drive the project forward.
- Well trained teachers who can adapt different tools to each need
- Provide a variety of learning options and styles.
- Online and hybrid courses





Greece

What is Greece doing to help migrants with special needs access learning?

Greek teachers are more often moving their classes online due to the restriction of the Covid19 pandemic, however due to lack of knowledge and equipment provides to them, it is not always possible. Although COVID19 has expedited such procedures there is still room for improvement.

There are four programs working specifically with migrants with disabilities (one program funded by IOM and the three other organizations funded both by the European Commission and the Greek government), yet the number of issues and people asking for help is not possible to be covered. However, from our experience there are multiple programs working on these issues and each organization is trying in their way to help migrants with disabilities.

What do educators and advisors in Greece say?

25 individuals were approached in Greece regarding their professional knowledge about the existence of institutions, counselling services, associations, and NGOs that help migrants with special needs in Greece. The interviews also investigated potential ideas of applications that could facilitate their work and the problems faced by migrants with special needs in the learning environment.

Key findings from participants regarding the services available:

- The NGO Stand by Me runs one-to-one counselling with migrants with special needs and have developed e-learning modules.
- Google tools are used on an everyday basis.
- Not enough resources available for migrants with special needs.
- NGO Arsis helps this target group.
- General lack of information for migrants with special needs.

- Support the volunteers working with the migrants with special needs
- Schools with specialised education in Greece are needed
- Visual activities are easy to implement and are simple to understand.
- Take into account the socialisation issues this group faces too
- Games can be useful.





Italy

What is Italy doing to help migrants with special needs access learning?

Unfortunately, in Italy the pandemic situation has highlighted the poor accessibility for pupils with motor disabilities (only in 32% of schools) and the availability of supports (2%) for pupils with sensory disabilities. With distance learning, the participation of pupils with disabilities has decreased, and there are several reasons: among the most frequent are the severity of the pathology (27%), the difficulty of family members to collaborate (20%) and the social -economic distress (17%). For a less substantial but not negligible share of children, reasons for the exclusion are due to the lack of technological tools (6%) and the lack of specific teaching aids (3%).

When it comes for foreign pupils, the situation is the same if not even worse, given the fact that they face multiple difficulties, other than the above-mentioned ones, such as the lack of knowledge of Italian language of both the pupils and also of their families that find themselves unable to support their children.

What do educators and advisors in Italy say?

23 individuals were approached in Italy regarding their professional knowledge about the existence of institutions, counselling services, associations, and NGOs that help migrant with special needs in Italy. The interviews also investigated potential ideas of applications that could facilitate their work and the problems faced by migrants with special needs in the learning environment.

Key findings from participants regarding the services available:

- Professionals working with migrants with special needs are underprepared and lack skills and tools.
- There are low digital competencies, tools and skills among trainers and counsellors.
- There is substantial bullying of this populations making integration even harder
- Lack of social integration and inclusive places that offer opportunities for migrants with special needs.
- CPIA, Itastra and Centro Astalli are services that offer help to migrants with special needs.

- Free basic digital courses for both educators/counsellors and learners and offering free services for those who can't afford them.
- Creating networks for professionals
- Developing new skills and inclusive models for both trainers and learners.
- Development of a digital platform with free and tailored tools to work with disadvantaged migrants or those with special needs.
- Support to purchase digital devices and tools





Sweden

What is Sweden doing to help migrants with special needs access learning?

There are several specialised services provided for migrants with special needs learning Swedish and these are provided by various organisations, for example Komvux, Folksuniversitet, Hermods, Iris Hadar, Avanti. Courses include Swedish language and integration for those with special needs (behovanpassad sfi-BAS), visual and hearing impairments/ deaf or blind, learning disabilities, PTSD and migration related difficulties.

During the current pandemic many of these learning platforms have been transferred online and municipality websites provide information for how they have succeeded with this, for example with specialised apps and free digital material online. The Specialist School Organisation (Specialpedagogiska skolmyndigheten) provides a list of currently free online resources specifically for student with special needs (SPSM, 2021).

What do educators and advisors in Sweden say?

27 individuals were approached in Sweden regarding their professional knowledge about the existence of institutions, counselling services, associations, and NGOs that help migrant with special needs in Sweden. The interviews also investigated potential ideas of applications that could facilitate their work and the problems faced by migrants with special needs in the learning environment.

Key findings from participants regarding the services available:

- Digital classrooms that are accessible to all individuals even outside the country have been useful.
- Whatsapp and skype were highlighted as useful with migrants with special needs.
- SVTplay and podcasts were also recommended due to the visual and auditory nature of the learning style as well as the ease of accessibility.
- There are a lot of individual resources available, however no general platform for inclusion of these due to time and resource restraints as well as lower digital skills in teachers.

- Make specialised resources and help with lesson planning
- Lack of confidence can be a factor to focus on.
- Increase the understanding of different disabilities requiring specific needs.
- Addition of less "academic" courses in learning e.g. cooking
- Clear instructions for every online resource in all different modalities
- Integrated book and online hybrid





Section 2: Current digital skills of advisers and teachers working with migrants with special needs.

Participants

126 participants took part in this research from the five partner countries, 41% were language teachers, 28% were professionals working with migrants and integration, and 8% were working with individuals with special needs. Other professions included advisors, trainers, and managers without any specifics.

Method

With the aim of assessing adviser and educators' use of digital technologies in their activities promoting an accessible learning environment for the inclusion of migrants with special needs, 22 in-depth interviews and 104 questionnaire responses were collected in total. The questionnaire and interviews were based on an adapted version of the DigCompEdu Framework (see figure 5) which is a general reference frame for developers of competence models based on scientifically sound research (Punie & Redecker, 2017).

In the questionnaire, participants were asked to self-assess their digital competency on a scale between A1 and C2, without the detailed descriptions. They were then asked to select the statements based on the adapted DigCompEdu Framework shown in Figure 5. This gave a more objective measure of digital competency. Participants were additionally asked questions about the services provided in their country and how much they were aware of available support (see Appendix B for full questionnaire).



The Adapted European Digital Competencies for Educators Framework

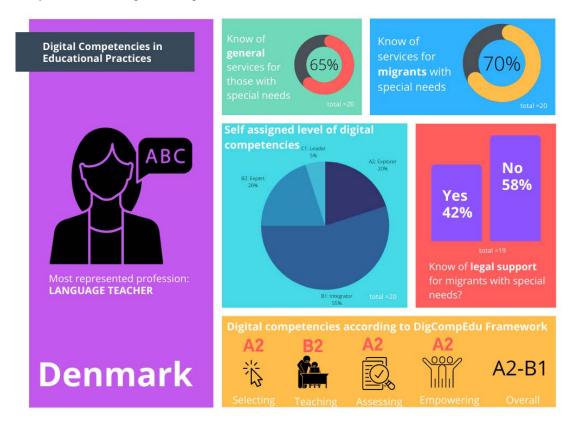


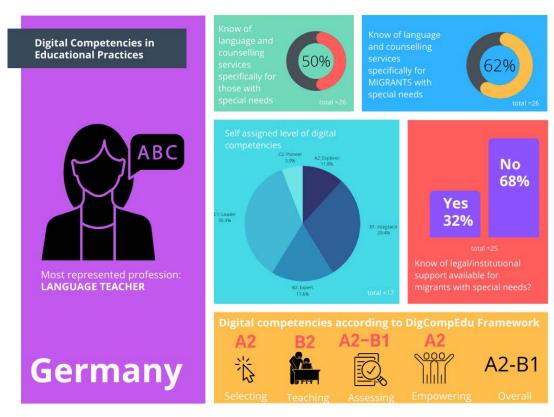
Figure 5. DigCompEdu Framework adapted from: https://ec.europa.eu/jrc/en/digcompedu





Digital competencies - by country

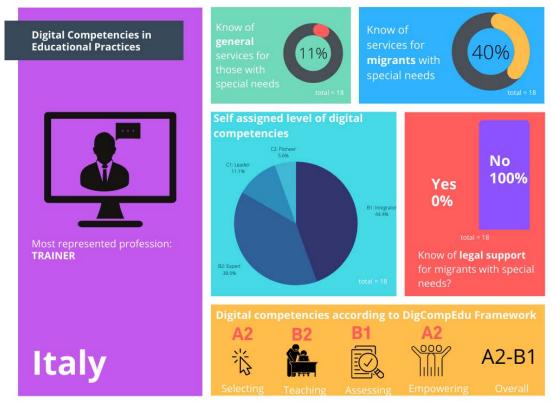






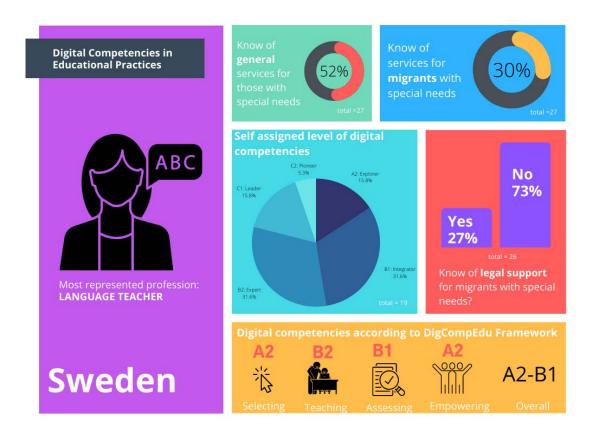


















Section 3: Discussion and key insights

The combined results show that among 126 participants in five countries, less than half know of language or counselling services available for individuals with special needs and even fewer know of these services for migrants with special needs. Most shocking is the low percentage of advisers and educators in the partner countries who know of legal or institutional support for migrants with special needs. In general, advisers and educators consider their digital competencies to be relatively good, with the majority saying that they are level B1 or higher (90.6%). The DigCompEdu results, however, show that most individuals use digital resources at the A2-B1 level. This indicates that most are relatively comfortable with using digital technology, however there are most cannot adapt and innovate the digital technology, which is likely what is needed for helping with migrants with special needs in the best way. **These results highlight the need for improvement in two areas:**

- Information about services, legal and institutional support needs to be more accessible.
- Training in digital competencies do not need to work on the most basic levels, instead
 focus on adaptation and innovation of digital resources to meet the specific needs of
 this population.

Due to the lack of robust data regarding the number of migrants with special needs in Europe, it is understandable that there is reduced ability to respond to their special needs (Dowling, 2016). Research however also shows that those working with migrants with special needs are interested in gaining more information about the legal framework, available services and understanding more about different types of special needs (Access to services for Migrants with Disabilities, 2018). Our results also reflect the results from the European Commissions public consultation which showed that over 60% of those interviewed felt they had improved their digital skills during the Covid-19 crisis and more than 50% want to improve even more (Karpiński, Di Pietro, Castaño Muñoz, & Biagi, 2020).

Regarding all interviews and free-text answers combined, the most suggested solutions for improvement were:

- Creating hybrid online and physical materials specifically for this population.
- Adopting and modifying digital technology designed for this population.
- Games, visual and auditory stimuli can be useful for migrants with special needs.
- There is need for more institutional support (from municipalities, schools etc.)
- Increase the number of digital resources available for this population to use.

Key insights into what advisers and educators should know how to use:

- Special features: audio and visual formats to online material.
- Special software: Speech recognition, proofreading and tab navigation tools.
- Online resources: audiobooks, podcasts, special playback and electronic worksheets.
- Virtual classroom with clear instructions for helping students with special needs.
- Video and game integration into the classroom.
- Communication channels that suit the individual with special needs and the teacher.





Summary and conclusions

All five countries show a general lack of training for advisers and educators when working in particular with migrants with special needs to adequately integrate digital tools into their programs. This consequently leads to issues with accessibility and inclusion for migrants with special needs and demonstrates that more is needed to reach the level that the UN Convention on the Right of Persons with Disabilities (CRPD) demands (UN, 2021). Although online learning exists, they are not designed for people with special needs who thereby find integration even harder than their typically abled counterparts.

Learning how to use these digital tools and adapt them take up vital resources from advisers and educators, who are time restricted in their job as is it. The common finding that these professionals must often use their non-working hours to learn these resources, mean that the implementation is less likely to happen, and more institutional changes need to take place in each country.

Although there are currently significant drawbacks, it is clear from this research that students and professionals are motivated to find solutions, making the introduction of more specialized materials and training effective at improving the situation.







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APPENDIX A - National report structure

1. Methodology

Please include here the sources you used for your research and any other relevant information regarding how you conducted the desk research.

2. Findings

2.1.1. Current situation of migrant with Special Needs in your country

In this section, please give special focus to migrants with special needs. However, data on migrants in general and individuals with special needs in your country could (and should) be included as to give a better idea regarding figures.

2.1.2. First steps in your country

In this section, include the first steps for migrants with special needs in particular, again highlighting the situation for migrants in general when relevant. This would be insightful to highlight what their biggest difficulties are (e.g., contacting the authorities if you're blind/deaf).

This part should also include the legal framework for migration affairs in each country and the legal/institutional support available for migrants with special needs in particular.

2.1.3. Organizations working with migrants with special need in your country

This should highlight the organisations involved with migrants with special needs in particular, as well as the support available for these organizations if possible. If relevant, include information about organizations working with migrants in general for means of comparison.

2.1.4 After permanent residency in your country

Include here the steps to enrol in language courses and have access to counselling services.

This part should also include an overview of the legal framework in your country for migrants/migrants with special needs after they receive permanent residency permits.

2.2. Current situation of supply and demand of language support for individuals with special needs and counselling service provision in your country

2.2.1. General Facts

This should embrace the availability of programs for language learning and counselling tailored to the needs of migrants with special needs in the partners' countries





Please also include here a part for the availability of digital tools and E-learning methodologies for language activities, counselling services, and integration programs. Also include E-learning methodologies suitable for individuals with special needs in particular.

2.2.2 Digital skills of trainers and advisers

Please include here a general overview of the digital skills trainers and advisers tend to have in your country. This will compile the main findings/most important reflections of the interviews/questionnaire in a summarized manner.

2.2.3. Digital tools training and education for trainers and advisers

Please include here a general overview of the available training and education for trainers and advisers to learn how to utilize/adapt digital tools in their work.

FAQ Section

This section will include commonly shared issues/solutions with the possibility for external readers to share their experiences.

4. Conclusions

Main reflections raised during your research, and main conclusions you came to.

References





APPENDIX B - DPIP Questionnaire template

(Translated versions were used for each partner country.)

Title: Digital Skills for Teaching and Counseling

Initial questions:

- 1. In which country do you teach/work with migrants? (required)
 - Options: Denmark/Germany/Italy/Sweden/Greece/Other
- 2. How would you define yourself? (required)
 - Options: Language Teachers/counselor in integration programs/trainer/advisor/professional working with people with special needs/professional working with migrants and integration/ other
- 3. Are you aware of language acquisition activities and/or counseling services available that are tailored to the needs of participants with special needs? (required)
 - Yes/No
- 4. If yes to 3, could you please give some examples of the activities and/or services you are aware of?
 - Open text
- 5. Are you aware of language acquisition activities and/or counseling services available that are tailored to the needs of MIGRANTS with special needs in your country? (required)
 - Yes/No
- 6. If yes to 5, could you please give examples of the activities and/or services you are aware of?
 - Open text
- 7. Do you/Does your organization work/have worked with learners with disabilities? (required)
 - Yes/No
- 8. If yes to 7, what do you believe are their needs and the main challenges faced by them?
 - Open text
- 9. If yes to 7, what is your opinion on how these needs and challenges could be addressed?
 - Open text
- 10. What do you believe are the main challenges faced mainly by trainers and advisers when working with digital tools? What possible solutions do you think could be triggered to facilitate and improve your/their work?
 - Open text
- 11. What possible solutions (possibly digital solutions) do you think could promote inclusion opportunities for service programs/integration programs?
 - Open text
- 12. Are you aware of legal and/or institutional support available for migrants with disabilities in particular in your country?
 - Yes/No
- 13. If yes to 12, could you please name a few?
 - Open text
- 14. How do you currently assess your digital competence? (Assign a level of competence from A1 to C2, where A1 is the lowest and C2 the highest level). (required)
 - A1: Newcomer/A2: Explorer/B1: Integrator/B2: Expert/C1: Leader/C2: Pioneer

Digital resources questions:

- 15. When you have to select/develop materials for your students/counseling participants do you think you: (required)
 - I rarely use electronic platforms to select and use resources.
 - I am able to search, select and use digital resources.
 - I am able to create my own basic digital material, but not much more (Word, Excel, Google Docs, Google Sheets, PowerPoint, etc.).
 - I am able to create and adapt different types of sources.
 - I am able to create and adapt complex, interactive digital resources (e.g. wikis, blogs, games, apps, visualisations).
 - I do not know how to find free images/elements to be included in the digital material I create.
 - I am able to search for free images/elements to be included in the digital material I create.
 - I do not store personal data electronically.
 - I am able to protect some data that is stored electronically.





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- I am able to protect sensitive content (e.g. learners' exams and personal information) and can password protect files and folders).
- I am able to protect personal data electronically by combining hard-to-guess passwords with encryption and frequent software updates.

Teaching and Learning questions

- 16. When you have to use digital materials in your students/counseling activities do you think you: (required)
 - I do not or rarely use digital resources/technology in class.
 - I am able to use basic digital tools (e.g., digital whiteboards and/or computers)
 - I am able to use a variety of digital tools.
 - I am able to use to digital tools to enhance progress, communication and social interaction between the learners.
 - I am able to experiment with and develop new formats and pedagogical methods for instruction.
 - I do not or rarely use digital resources/technology to communicate with learners
 - I am able to use digital technology to communicate with learners and provide feedback.
 - I am able to monitor and analyse learners' online activity.
 - I am able to use digital technology to promote group work/collaborative assignments.
 - I am able to design and implement collaborative activities, in which digital technologies are used by learners for their collaborative knowledge generation.
 - I am able to use digital technologies for peer-assessment and as a support for collaborative self-regulation, peer-learning and inclusion.
 - I use digital technologies to invent new formats for collaborative learning.
 - I do not or only very rarely consider how learners/counseling participants could use digital technologies in self-regulated activities or assignments.
 - I am able to use digital technologies to promote my participants' self-regulated progress.
 - I am able to develop new digital formats and/or pedagogical approached to foster self-directed learning.

Assessment questions:

- 17. When you have to use digital materials to assess/monitor your students/counseling activities and their progress do you think you: (required)
 - I do not monitor learners' progress with digital resources.
 - I am able to use some digital tools to assess progress (e.g. quiz, games)
 - I am able to use specific digital technologies (e.g. apps, computer programs, games) to create assessment activities tailored to the needs of each individuals.
 - I am able to use and adapt digital technology to assess learners' progress.
 - I am not aware of available digital tools that can be used to monitor and understand learning progress.
 - I am able to use digital tools to assess and monitor progress and to provide individualized support.
 - I am not aware of available digital tools that can be used to provide feedback on learning progress.
 - I am able to use digital technologies to compile an overview on progress, which I use as a basis for offering feedback and advice.
 - I am able to provide personal feedback and offer differentiated support tailored to each individual's needs, based on the data generated by the digital technologies used.

Empowering learners questions:

- 18. When you have to use digital materials in your assignments and personalized learning, do you think you: (required)
 - I am afraid digital technologies can widen the gab between learners and increase inequality of access to learning opportunities.
 - I am aware that digital technologies can hinder or improve accessibilities and adapt tasks to minimize difficulties.
 - I employ digital technologies and strategies, e.g. assistive technologies, to remediate individual learners' accessibility problems.
 - I reflect on, discuss, re-design and innovate strategies for equal access to and inclusion in digital education.
 - I do not know how digital technologies can help me offer personalized learning opportunities.





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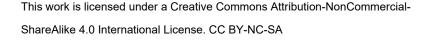
- In my work environment, all individuals are required to do the same activities, irrespective of their level.
- I am aware that digital technologies can support differentiation and personalization, e.g. by providing different activities according to each individual's needs.
- I am able to select and use some learning activities, e.g. quizzes or games, that allow learners to proceed at different speeds according to their needs and their integration progresses.
- I am able to reflect on, discuss and redesign and innovate pedagogic strategies for personalizing education and integration through the use of digital technologies.
- I only very rarely, if at all, use digital technologies to motivate or engage learners.
- I am able to employ digital learning activities which are motivating and engaging.
- I am able to use a range of digital technologies to create a relevant, rich and effective digital learning environment.
- I am able to reflect on, discuss, re-design and innovate pedagogic and integration strategies for actively engaging learners.

Thank you! We appreciate your time and participation on our research! To receive updated on the project and if you are interested in participating on its later stages, please provide your name and e-mail here.

- 19. Name
 - Open text
- 20. E-mail
 - Open text
- 21. Your personal data will be processed according to your consent. Your participation in this questionnaire is completely voluntary. Your data will be used in accordance with the provisions of the European regulation on the protection of persons with regard to the processing of personal data and the free movement of data (GDPR). Do you give your consent?
 - Yes/No

End of questionnaire







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