



# OER Town

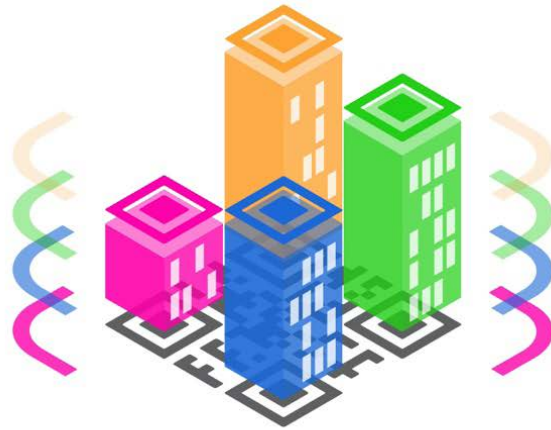
## Intellectual Output 3

### Trainers kit



Co-funded by the  
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of the European Union





# OER Town

OER Town as Open Educational Resource  
for migrants using mobile applications

## **Intellectual Output 3** Trainers kit



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## OER Town: Reminder/context of the project/Who is this guide for? What are its objectives? (UBC)

OER Town Project was born with the objective of providing community based informal learning opportunities to promote the inclusion of migrants and refugees by using mobile technology. With that aim the project has created a game for mobile devices that provides informal learning opportunities for migrants and refugees, with the objective of involving them in the communities they live in. In order to achieve this, we have designed educational paths based on challenges, a funny game to encourage neighbourly interactions between locals and migrant and refugees. With this game, participants not only acquire knowledge about the country, city or neighbourhood, but also have the opportunity to get to know each other, encouraging interactions between migrant and refugee population and local citizens.

The premise of the game is the interaction with the physical, social and cultural environment of the participants, so the challenges have to be distributed in a certain geographical area. In this sector we can create educational paths with the help of QR codes, each one associated with any challenge we want, no matter how many. This is an easy and cheap way to organize fun and interactive, but also educational, paths.

OERTown App is easy to use and enables towns, villages and communities to create learning challenges based on their cultural, physical and natural environment so that the whole town becomes an open learning resource. The possibilities are many: the challenges can be written specifically for one locality, it can be a challenge adapted from one of the database or it can be an existing challenge from another locality that can be reused without modification.

The project, apart from OERApp, provides a database with more than 600 of open learning challenges that will be accessed through QR, a Toolkit for trainers or facilitators, and this Roll Out Handbook. This guide is intended for all those communities and entities that want to use the App, helping them to adapt the game to their own necessities.





## What is OER App? What are its advantages working with migrants?

Various scientific studies and the European Commission itself advocate for the use of ICTs in inclusion projects. Mobile applications are very common and they have been proved as a successful tool to help acquiring the information needed in the first months or years of integration. OER App, taking as a basis what has been designed so far, wants to go further, promoting the interactions between locals and migrants. This App, besides providing information of all kinds, has a gamification component that promotes interactions in the neighbourhood and the city. In this way, using a fun game, we involved locals and migrants helping them in the inclusion processes.

Despite the fact that there are many apps designed exclusively to help the migrant population in their early stages of inclusion, there are no apps specifically designed to promote interaction with the local population. Some interactions that are crucial to feel part of the society. OER App wants to fill this gap, offering a fun, but yet instructive, experience that helps create interactions and possibilities to bring together local population and migrant people. It is not only about learning and acquiring new and interesting information, but to create links and relationships. The aim is to give people the opportunity to meet and interact. Only in this way, by creating social relationships, we can reach total inclusion.







## Who are the persons behind the category of “migrants” and “third country nationals”?

We can start by analyzing the definition of “migration” given by the IOM (International Organization for Migration): *“The movement of persons away from their place of usual residence, either across an international border or within a State”.*

Migration is the act of moving from one place to another. Many living beings – plants, animals, humans - migrate. Human migration is the movement of a human being from one place to another: it can be within a country – from one region to another, from the countryside to the city - and outside the country to another one, or another continent.

By this generic definition we can identify whom are the “persons” that falls under this definition, the “migrants” themselves. However, this term is just

*“an umbrella term, not defined under international law, reflecting the common lay understanding of a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons. The term includes a number of well-defined legal categories of people, such as migrant workers; persons whose particular types of movements are legally defined, such as smuggled migrants; as well as those whose status or means of movement are not specifically defined under international law, such as international students<sup>1</sup>.”*

As there is no official definition under international law, the term “migrant” is often use for data purposes (for example the United Nations Department of Economic and Social Affairs (UN DESA) defines “international migrant” as “any person who changes his or her country of usual residence”) or for synthesis reasons.

As showed by the previous definition, under the category of “migrants” we understandably have many different groups of people.

<sup>1</sup> “Glossary on Migration” by IOM (International Organization for Migration), 2019



However, even if some of the groups are mentioned in the definition, when we spell “migrants” we can’t possibly cover all the reason why someone can be defined as a migrant. In fact, under this category falls many others, such as “displaced person” (someone who has been forced or obliged to flee or to leave their homes or places of habitual residence), “short-term or long-term migrant”, “victims of trafficking” and several more. People can migrate for economic, family, political, and climate-related reasons; it can be for their studies, for love, for work, for adventure, or in the hope of better living conditions. Sometimes, people have to leave their countries to survive or to escape persecution, and they live in exile. Among those people, some try to obtain international protection because of war or persecution, or fear of potential persecution on the basis of their political opinions, religion, ethnic origins, gender or other personal characteristics: they are asylum seekers. A migrant is a person who has moved from one place to another (within a country or geographical area or to another country or continent) for a sustained duration.

Regarding the definition of Third Country Nationals (TCN), the Glossary of Migration states: *“In situations in which two States are concerned, any person who is not a national of either State; or, in the context of regional organizations, nationals of States who are not member States of such organization.”* To make a simple example, in cases of humanitarian crisis and displacements, the term is used to identify people who are evacuated from a country where they have fled and of which they also do not have the nationality. In the European Union, those who are not citizens of the Union within the meaning of Article 20.1 of the Treaty on the Functioning of the European Union, are considered Third Country Nationals.

People who migrate while trying to obtain international protection gain the status of “asylum seekers” and if they are granted international protection by a state, they obtain “refugee” status. This status is defined by the 1951 Geneva Refugee Convention and its 1967 additional Protocol. Sometimes, words like illegal migrant or clandestine are used to refer to foreigners in an irregular administrative situation: undocumented migrant is used in relation to a person who does not have the legal right to be or remain in a specific territory. These words carry prejudices towards people, are pejoratives, and reduce people to their administrative status: a person cannot be illegal!



## How to use the map?



## Initial Screen of the App

Initial screen of the app with annotations:

- Login button**: A blue button labeled 'LOGIN' in the top right corner.
- Map with QR code locations close to you**: A map icon in the top left quadrant.
- Select subject(s) for your challenges**: A 'Subjects' icon in the top right quadrant.
- Check your progress You must be logged in**: A 'Progress' icon in the bottom right quadrant.
- Scan a QR code with app QR scanner.**: A 'Scan' icon in the bottom left quadrant.
- Select App's language**: A 'Language' dropdown menu at the bottom, currently set to 'English'.
- Information about the app**: An 'ABOUT' link at the bottom right.
- Current version of the app**: 'OER Town v1.5' at the bottom left.





# Login

The image shows a login form titled "Login". It contains three input fields: "Username", "email", and "Password". Below the fields are three buttons: "SIGN IN" (blue), "REGISTER" (light blue), and "FORGOT PASSWORD?" (dark blue). At the bottom of the form is a blue button labeled "BACK TO START PAGE".

Registration or login on the same screen !

If you are already registered just give username and password and then press sign in

If you want to register select username and password, add your email and then press register

If you forget your password click on forgot password to reset your password.

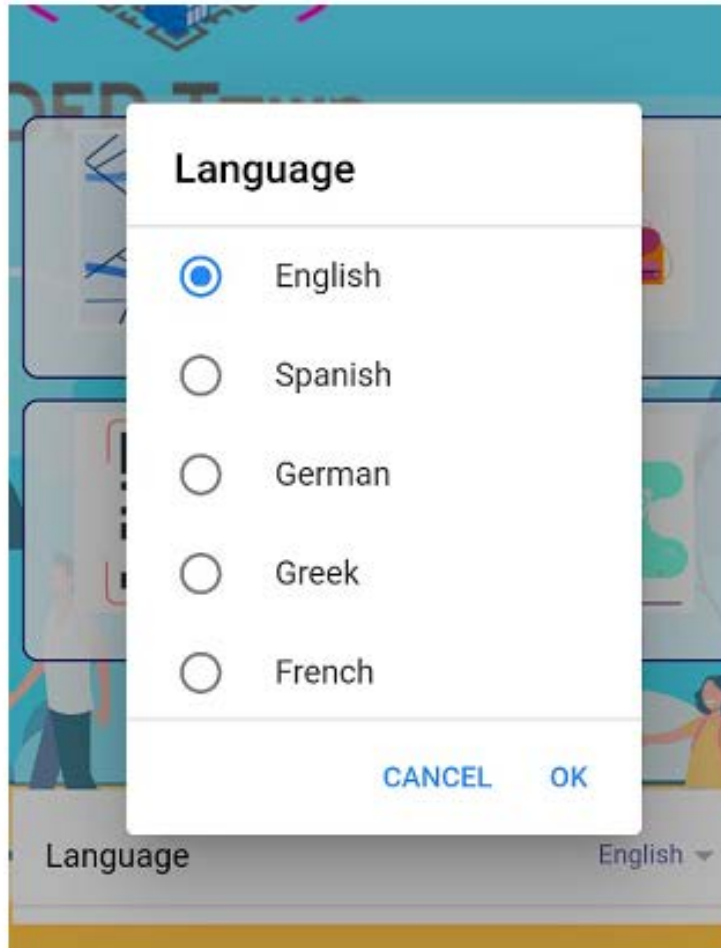
Return to main screen

APP doesn't need users to be logged in in order to work. If you need to track your progress the you need to llog in. Registration is free for everyone.



## Language

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APP's interface is available in 7 languages. Click on the language selector in main screen and then select your language. You can scroll down the list if your language is not appearing.

APP automatically recognizes your phone's language and selects this language in the APP. This is depending on the settings on your device and is not working always.

Available languages are :

English, Spanish, German, Greek, French, Italian, Basque and Occitane.



## Map



Map automatically centered in your current location and shows all the points close to you where you can find QR codes to scan.

You can zoom and pan the map by using the relevant controls.





subject

---

**Select all**

---

Arts, culture and tradition

---

Careers

---

Education

---

Gastronomía

---

Geography and environment

---

Health, well being and sports

---

History

---

Languages

---

Law

---

**CONFIRM SELECTION**

Here you can select the subjects of challenges you prefer to browse.

There are 16 different categories available.

You can select as many as you like or you can select all by using "select all" option at the top.

The app will then pick a random challenge belonging to those subjects when you are scanning a specific QR code.

Anytime using the app you can change your preferences on subjects



## Scan



Here is the main functionality of the app.

By clicking the button the app turn on the camera to scan a QR Code.

Sometimes for security reason the app asks for your permission to use the camera.

When the QR code scanned successfully the challenge appear on your screen.

If you try to scan a qr code that is not generated from the project the app gives a message that cannot proceed.

Is good to wait 10 seconds between scans to avoid caching issues.

Return to main screen



## Progress



Here you can see your progress on scanning challenges.

You can see how many challenges you have tried

Your total score on those challenges

The total time you spend in challenges

To access this screen you have to be logged in

If you are not logged in when selecting progress the app asks you to login.

Notice that the system records those data when you are logged in. If you are using the app without login the app doesn't record any of your progress.

→ Return to main screen





## Role of facilitator

What is a facilitator? In simple terms, it is about making the content of a training course or activity pack easier and more accessible, and increasing its impact, in order to create a group dynamic. The main tasks of the facilitator are to design the way the activities will be implemented, to plan them in each time slot, and then to guide the participants. This is an essential role in group work.

Indeed, whether he is a teacher accompanying migrants, a facilitator, or an educator in the broadest sense, he plays a crucial role in the preparation and facilitation of activities developed within OER TOWN. Working with the public of people with a migrant background requires not only preparing the target public of the project to use the tools, preparing the logistic part, but also preparing oneself. As indicated later in this booklet, there are a number of strategies that can be put in place for trainers to be prepared and to prepare the beneficiaries of the application, whose initial audience is people with migrant background who have just settled in the territories that are and will be setting up discovery paths and challenges on the OER Town app.

In general, several skills and knowledge must be acquired by the trainers, facilitators and educators:

- ◇ First of all, they should be familiar with the different methods of group dynamics, be familiar with ice-breaking activities to allow the creation of a real group dynamic and make the participants gain confidence. Some people with a migration background sometimes have a heavy history that weighs on them, and may need more support to integrate them into the group. This requires a strong sense of empathy.
- ◇ They must have a minimum knowledge of the problems and the situation encountered by the public. In the case of a migrant public, a minimum knowledge is required of the profile of the people taking part in the project, their language level. It is indeed possible, if necessary, to develop challenges in the languages of the newcomers to the territories of the activities, including in non-Latin alphabets (Arabic, Cyrillic, etc.)
- ◇ They need to have enough distance from their own practice, to reflect on their work, to evaluate what worked and what didn't. This is really important because without it, they will not be able to do their job. This is really important because without this capacity for self-reflection, their impact and role will be very limited because they will not be able to adapt and improve the content of the activities proposed.

These first characteristics give an overview of what a facilitator or educator needs to have as first skills and basic knowledge. The following chapters will allow us to identify the tools and techniques to be used within the range of this project.



## Lessons learnt from the experimentation: How to prepare the trainers

Trainers in the OER town project have a dual role. Firstly, they are involved as content creators and secondly in their traditional role as teachers preparing their students to use the app. For this reason, it makes sense for the content creators to also be teachers but it is not compulsory.

As content creators, it is necessary to identify the target group for the app and to have a very clear idea of their interests and needs. In the first stage of the project this is important in order to determine the topics covered by the app. Later on this knowledge is necessary again in order to prepare the learners to use the app. At iberika, for example, the target group are adult learners at the final stage of the integration course. Thus, they have already completed the language course and have finished the B1 language level. The final part of the course covers cultural, political, historical, social and organisational aspects of living in Germany and ends with an official exam set by the Federal Office for Migration and Refugees. Consequently, the main goal of the app is to help the learners remember facts that are likely to come up in the exam.

The partners identified the most important topics the students have to be familiar with. Once the topics to be covered by the app are agreed upon, you can start creating the content. This stage requires a lot of time for research into the topics. It is important to keep in mind that it may not be sufficient to just create questions and answers but also to give background information and to provide photos and videos to reach as many senses as possible to ensure learning. In this context it is also important to be familiar with legal aspects such as copyright and licenses when using pictures and videos.

Simultaneously, trainers should start becoming familiar with H5P if they have not used it before. It is very easy and intuitive to use but in order to use its full potential trainers need some time to experiment with it. Trainers also need to be shown how to create QR codes which, again, is very easy once you know how to do it.

Once this is done, it is time to transfer the questions into the app. With all prior steps completed this is very easy but it takes time due to the number of questions and materials to be uploaded.

When the app is ready to use, it is crucial to prepare the learners.

See below how to do this.

So, all in all preparing the app itself is not difficult but takes time for thorough preparation. Having completed the entire process ourselves trainers should:

- ◇ clearly identify their target groups in terms of interests, learning goals and (technical) needs,
- ◇ select topics to be covered by the app,
- ◇ plan for enough time to research topics and to find supporting materials such as videos and pictures,



- ◇ have technical skills in order to create questions in H5P and to create QR codes. If this is not the case, further training for the content creators is required.
- ◇ be familiar with legal aspects such as copyright and licenses,
- ◇ prepare the learners to use the app and for them to be able to make the most of the learning experience.

## Lessons learnt from the experimentation: How to prepare the third country nationals

The OER Town app is designed to promote inclusion of migrants and refugees using mobile technology. In that vein, preparing the users (migrants/refugees) to engage and learn from this app is central to the project's goal. The way in which they interact with the app and the various challenges on topics such as history, politics and culture, will benefit the users in language learning and digital competency.

To best prepare your students, follow these steps and considerations to familiarize them with the app and how to use it to its full potential.

- ◇ As the trainer, make sure you understand the app yourself. Test out the challenges, scan the QR codes and follow the paths in parts of the city.
- ◇ Ask your students about their experience using mobile apps for learning. Perhaps they've used various apps before for learning; you can better build on their existing knowledge if you are aware of their capabilities.
- ◇ In the classroom, present to your students how to scan the QR codes and answer the challenges. Practice a few together. Take note of what's challenging and what needs to improve before you leave the classroom.
- ◇ Explain to them the purpose of the activities. What different categories / challenge filters will you focus on. It's a good idea to use the filter in the app to engage your students with specific topics at a time; ie. politics, culture, food, history.
- ◇ Prepare them with the materials they need. Everyone should have their own smartphone to scan the QR codes, a (digital) city map, and you decide if other materials like a dictionary or course book are permitted.
- ◇ Decide how you want to use the app. Should it be a collaborative activity or a competitive exercise? Based on this decision, put your students in groups or pairs to have them complete the learning paths together.
- ◇ Assign a specific timeframe or goal for your students to complete. This can be based on fulfilling certain categories or by choosing specific areas in your city. For example, what topics and history is there to discover in one neighborhood of your city (ie. Schöneberg, Berlin).



As the purpose of the app is to promote an informal learning experience, it's crucial that your students are able to take full advantage of the exercises. Thereby, it's important to familiarize them with the app and its features before sending them out on learning adventures. Set clear goals and have allotted time for them to complete specific tasks and categories. This way you can clearly link the activities to the larger learning objective in your course.

## How to develop a local network of associated partners: tips, what to do and how to overcome the difficulties

Many studies have been carried out on the subject, which demonstrate that a partnership is a valuable instrument or “organisational” model to overcome weaknesses of the policy and governance framework. Running a partnership is a very delicate operation requiring individuals who can really understand and work with different organisations and their requests. As the main task of partnerships is to find ways in which organisations – with their different tasks, responsibilities and approaches – can co-operate in dynamic societies, it is necessary to adapt methods and ways of working accordingly.

### Tips

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A partnership will be effective if the partners:

- ◇ share a strategic vision
- ◇ pursue compatible targets,
- ◇ are all equal members in a predetermined organisational structure
- ◇ have to agree on a common strategy based on shared results of analyses
- ◇ to get formal commitment (through the signing of a partnership contract) to reach out across their respective responsibilities and interests and to co-operate on certain issues, especially when non-formal partners (e.g. from civil society) are involved
- ◇ Rules of conduct (e.g. good communication between actors, regular attendance of meetings, continuity of personnel, regular transfer of information among the partners)

Partners should have equal rights. For example, to devise a strategy it is absolutely necessary that all relevant actors agree on 1) the underlying analyses and 2) on the overall targets and principles derived from those analyses. But it is usually not possible to involve all partners in the decision-making process for the funding of single projects or measures.

A continuous internal auditing will help the partnership maintain reliability and credibility among its members. This holds especially in the case of partnerships involving a wide variety of members.

Similar partnerships without moderators will almost certainly run into difficulties co-ordinating and balancing the partners' inputs.





The networking between institutions and with their stakeholders is probably the most important task for a partnership. “Informal” ways of networking should be complemented by structured forms of

communication (websites, newsletters, etc.); this is especially useful in interaction with policy makers, opinion leaders, the general public and with other “outside” institutions with which the partnership interacts in the course of its work.

Communication with local communities and target groups is essential, as they represent the everyday environment of a partnership’s work and will. It should not only provide them with a regular information flow about the work and achievements, but also engage them and help create a feeling of ownership.

## Difficulties/obstacles

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Change in partners’ involvement: it happens relatively frequently, as the participation of each of the organisations involved depends to some extent on the personal commitment of their representatives and on how such representatives fulfil their roles and functions. This variable can be reduced by formal contractual co-operation agreements, so that organisations and institutions are committed as bodies rather than as individuals. Nonetheless the variable exists and partners have to validate and fill in a risk management plan.

Partnerships need to develop a long-term strategy if they are to work effectively and have a lasting effect. This strategy must include a vision for the region focusing on the outcome to be achieved, an action plan identifying shorter-term priorities, and a co-ordinated working programme including activities and measures that will contribute to the achievement of long-term outcomes. Also necessary are a shared commitment to implement the programme and arrangements for monitoring and reporting progress.

To assess a partnership’s achievements, determine improvements to be made and adapt further planning, a comprehensive monitoring system should be used. A partnership should be evaluated periodically and publish reports to demonstrate the added value of its work.

Financial management is a shared responsibility and should therefore involve both partners and partnership staff. To achieve sound financial management, it is vital that partnerships adopt and agree on clear systems and procedures, document these, and maintain proper records

A lack of interest of employers, business subjects and lack of representatives of the target groups joining the partnerships and non-competent members might be serious obstacles in further partnership activities. It’s difficult to set up and maintain a partnership, they require political will and resources, and results are not likely to come overnight<sup>2</sup>.

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<sup>2</sup> “Successful partnerships a guide” – OECD- <https://www.oecd.org/cfe/leed/36279186.pdf>



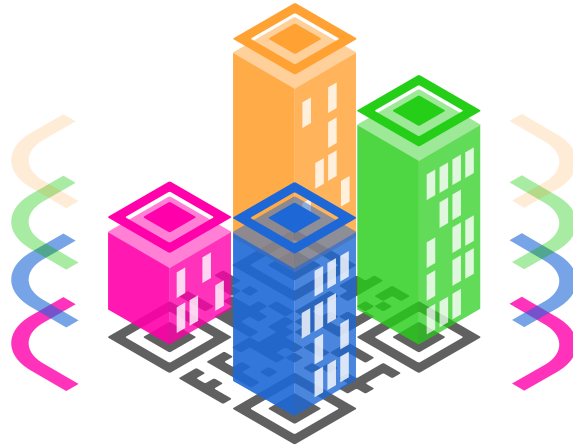
## Conclusion

OER Town is a very innovative project with a lot of potential use. The exploitation phase showed a strong interest by all organisations, and we are already working in potential use in adult education in general, beyond the work with the migrants and refugees. Each partner was able to implement and test the tools with the target group of the project. This was the opportunity for all of us to see what was working best, what challenges could be improved, the best way to present them.

For example, if some partners put the QR codes directly on spot, it was not possible for all since they were going to be added in public spaces. The delay and time to get an authorization from the city halls taking time, some decided to create booklets including the QR codes, the participants scanning them during the events in the city. This method, used for example in Scavenger Hunts, proved to be a very good method, also allowing the booklets to be downloaded by any person interested in the project.

All the tips included in this training kit were tested and come from the experience of the partners. The consortium takes the opportunity of this training kit to share this whole experience to any stakeholder, organization, or even individual citizens. The platform being available for at least a couple of years, we will be available to answer any request or question coming from the audience and different communities.





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# OER Town

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