



Digital transformation of inclusive Youth Work

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STRATEGY FOR DIGITAL TRANSFORMATION OF YOUTH WORK AT THE LOCAL LEVEL

EMPOWERING YOUTH IN GOTHENBURG

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INTRODUCTION

The dawn of the 21st century has brought unprecedented technological advancements that are radically transforming the way we work, interact, and learn. Across sectors, digital tools are becoming increasingly integrated into operational processes, shaping a new digital era. This transformative wave is also touching the shores of civil society, most notably in the youth work sector. In Sweden, where digital transformation is viewed as a national priority, the integration of digital tools in youth work is an emerging trend that promises a multitude of benefits, particularly for young migrants.

However, this transformation doesn't occur in a vacuum. It demands strategic planning, careful implementation, and an ongoing commitment to monitor and adapt.

Since the start of 2023, Ung Kraft/Youth Power organization from Sweden has been collaborating with international partners from Austria, Croatia and Germany on the "Digital Transformation of Inclusive Youth Work" project.[1] This initiative, co-financed by the European Union through the Erasmus+ program, aims to enhance youth work at the local level through digital transformation. A crucial component of the project, and one of its initial activities, is the development of a Strategy that will guide local youth work transformation.

This document, therefore, presents a strategic roadmap for the digital transformation of youth work in Sweden, with a special focus on those working with migrants and refugees. As Sweden is home to many young migrants, this strategy is designed to leverage digital tools to enhance their integration, employability, and overall personal development, while also enriching the practice of youth work.

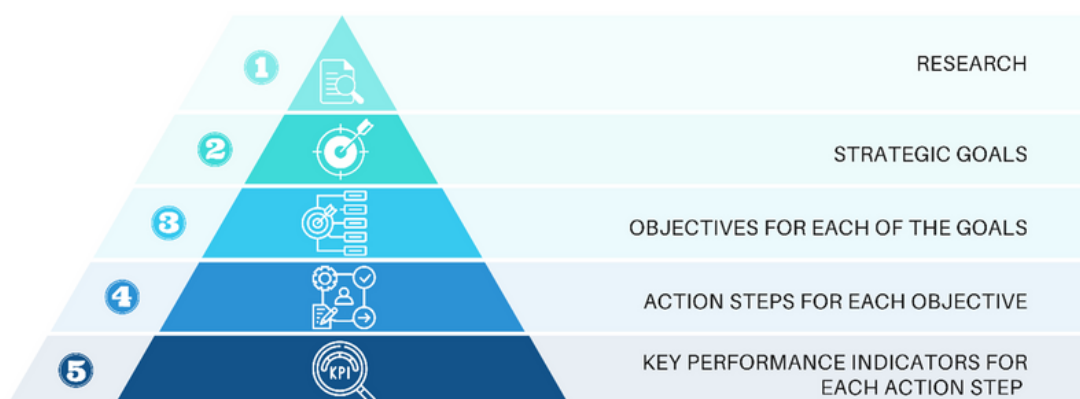
The strategy begins with an analysis of the current state of civil society organizations involved in youth work, considering existing processes, tools, and technologies, and identifying areas ripe for digital enhancement. Subsequent stages involve the determination of strategic goals and objectives, which form the backbone of the strategy. These objectives, set in line with national and local digital strategies, are aimed at improving the availability and quality of non-formal youth education, enhancing communication and collaboration with young migrants, and boosting organizational efficiency. With the objectives set, the strategy outlines a selection of digital tools whose functionality, accessibility, cost, and alignment with organizational goals make them a fitting choice. These digital tools are only part of the action steps developed for each of the objectives and strategic goals associated. Other activities, like outreach and establishing a significant number of partnerships will be necessary to achieve the goals and objectives.

To ensure that the digital tools are effectively utilized, the strategy calls for comprehensive training and support for organization members. In tandem, a monitoring and evaluation plan is established to track progress towards objectives, evaluate the success of the tool implementation, and continuously assess the relevance and effectiveness of the tools.

At its core, this strategy envisions a digitally competent migrant youth population, enabled by a youth work sector that seamlessly integrates digital tools into its practice. This is not a one-off project but a continuous process that will evolve with the digital landscape, always seeking to empower youth workers and their beneficiaries with the best digital resources.

The following graph presents the structure of this Strategy, which explains more clearly on how the strategic goals, objectives, activities (presented as a timeline for easier implementation) and their indicators are connected.

Strategy Structure Overview



The “Digital Transformation Strategy for Youth Work in Sweden - Empowering Youth in Gothenburg” marks the beginning of an exciting journey that places young migrants at the heart of the digital society.

In the context of this Strategy, the **footnote links** are especially valuable for users interested in digital transformation in Sweden, youth work, and the integration of migrants. They offer a wealth of knowledge and resources that could greatly aid in the successful implementation and understanding of the strategy. Some links might lead to resources like digital tools, training platforms, educational content, or other practical resources that users can directly use or apply in their work. This turns the strategic document into an **interactive guide** that not only discusses theory but also supports its application.

ANALYSIS OF THE CURRENT SITUATION - RESEARCH RESULTS AND FOCUS GROUPS

Research used for this Strategy was based on several techniques, surveys aimed at youth organisations, surveys aimed at the main beneficiaries, the youth themselves, focus groups, and the extensive online research using only the official, attested, and scholarly sources of information.

Understanding the background of the youth work in Sweden in general, is crucial to understanding our research and in implementing this Strategy.

Prior to presenting the results of our research, we will briefly describe the structure and organization of the youth work organizations on a national and local level, as well as the status of youth workers in Sweden.

A summary of the current migration situation in Sweden is needed to really understand the further sections of the Strategy, including the research results, goals, objectives and the implementation plan.

YOUTH WORK IN SWEDEN

In Swedish national youth policy, the concept of youth work is seldom used. Instead, in government policy documents the concept of meaningful leisure activities (meningsfull fritid) is central. In the context of youth organisations, those in charge of activities are most commonly members of the organisation and working on a voluntary basis. The organisation is responsible for their training. Those working in youth clubs or recreational centres are commonly employed, by the municipality or by the organisation running the centre. (YouthWiki, EACEA, 2022).

What seems particularly important in the context of this Strategy, is the current status of the youth work training and skills recognition in Sweden. Training for youth work is mainly provided by Swedish folk high schools (folkhögskolor). The folk high schools provide a two-year study programme (fritidsledarutbildning), leading to a diploma in youth work. There is a common training plan/curriculum that all folk high schools follow.



Youth work is typically run by municipality-employed youth workers from youth centres. A current trend involves consolidating smaller units into larger ones and increasing mobile/detached youth work. Despite these changes, funding remains stable. The size of a community directly influences the extent of youth work due to varying resources and demands. Major cities or areas with high youth populations typically have more comprehensive youth services. Also, urban areas tend to have more disadvantaged youth, leading to a stronger focus on youth work. Urban areas also have the highest percentage of migrant population.



CURRENT IMMIGRATION TRENDS IN SWEDEN

According to the World Migration Report 2022, IOM, Sweden is a third largest host of refugees in Europe. The structure of refugees changed somewhat with the recent war in Ukraine. The Russian Federation was the largest origin country of refugees in Europe at the end of 2020, followed by Ukraine. (IOM, 2022).

The most represented nationalities amongst asylum applicants were Afghanistan, Ukraine, Syria and Iraq. (ECRE, 2023).

These changes in the demographic and structural makeup of the immigrant population, combined with Sweden's increasingly strict immigration policy, will undoubtedly have implications for the future of youth work in the country.



The country's general elections brought about the Government platform agreement or Tidö agreement, an agreement between the parties forming the new government of October 2022 and the Sweden Democrats. The Agreement proposes changes that could significantly affect the circumstances of immigrants in Sweden, including limiting asylum seekers' rights to the bare minimum in accordance with international law, which involves abolishing their ability to select and arrange their housing, favouring transit centres instead. It also proposes new qualifications for Swedish citizenship and calls for an investigation to further tighten restrictions and conditions related to family reunification.

The restrictions on accommodation and having the right to choose their housing can significantly influence migrants' access to technology, and in turn to online and digital services offered by NGOs.



Early measures for asylum seekers (Tidiga insatser för asylsökande, TIA) is regulated by law (SFS 2016:1363). The County Administrative Boards were also tasked with providing a digital language learning service, to help asylum seekers improve their Swedish language skills. NGOs can apply for funding to organise Early measures for asylum seekers, and it is the County Administrative Boards that allocates these. Many voluntary organisations, such as sports clubs, cultural associations, humanitarian associations, churches, or mosques arrange activities for asylum seekers.

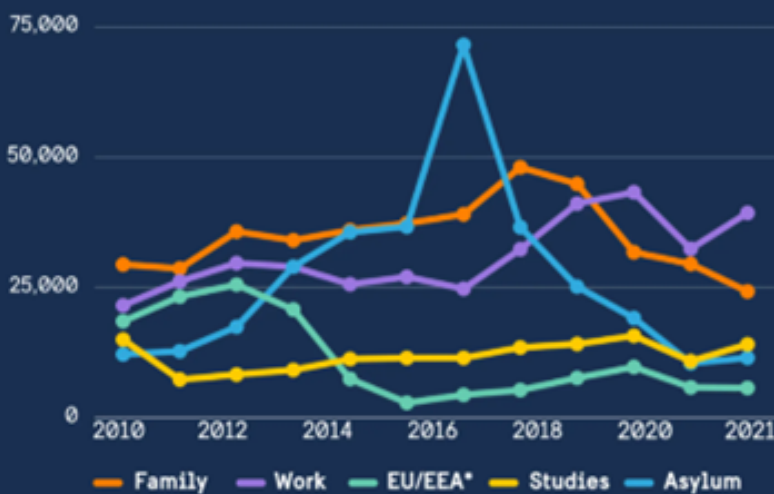


While refugee crisis is at the front of the international focus, and that target group of beneficiaries is at the focus of most youth NGOs in Sweden, it is necessary to understand the bigger picture regarding the general migration trends in Sweden.



The 5 most common reasons for immigrating to Sweden

By number of granted residence permits 2010–2021



EU/EEA refers to 3rd country nationals resident in another EU country. This chart includes first-time permits only, not extensions. Source: migrationsverket.se

As it can be seen from the above picture, asylum seekers are significantly dropping in numbers compared to general migrant population whereas the group of economic migrants is on the rise. One of the largest immigrant groups entering the country consists of individuals migrating to reunite with their close family members.

These are important facts to take into consideration when drafting youth work strategies and action plans. Structure changes of the migrant population in Sweden, due to policy change and the recent war in Ukraine, will have a significant impact on the youth work priorities and methods used. In a few years, the target group of minorities that Sweden NGOs are working with, might change in regard to their cultural, social and economic backgrounds. Change in the beneficiaries' profile will inevitably lead to a change in goals, objectives and activities conducted within a youth work. For example, based on our research, there is an increase in gang and criminal violence in Swedish neighbourhoods where the population is predominantly of migrant background. Most of those involved are very young people, sometimes as young as 13 years old. Most of them are already Swedish citizens and born in Sweden to migrant parents. As one of the police officers in the video published by SBS stated[1], "how can you persuade a young man that earns as much as 5000 EUR per week to get a normal job?"



What this means for youth NGOs and the digital transformation of their work? Changing structure and profile of the migrant population, where asylum seekers and refugee numbers are significantly dropping, and other categories of minorities are rising in number, means that it is not even questionable whether those minority groups have phones, laptops, access to free digital resources offered by schools and libraries. It means that the real struggle will be how to engage and motivate the youth from those minority groups. Accommodation centres in Sweden offer a free internet service, even detention centres in Sweden have free internet and computers.

In a study that analyzed conditions in the accommodation centres for migrants in Sweden and how those are connected with their wellbeing, the main conclusion seems to be there is a severe lack of organized activities for migrants which resulted in severe boredom, not being able to have some structured activities everyday, and in turn having mental problems as a result. One positive thing is that most of the accommodation centres have free Internet access. Participants described different ways of managing their mental wellbeing in everyday life. In general, everyday life at the accommodation centres was described as boring and focused on keeping busy to distract oneself from worrying thoughts and overthinking. Some of the narratives indicated a very monotonic and passive life, mostly spent in bed, distracting oneself with a cell phone or laptop, scrolling through social media, taking contact with family and friends in other parts of the world, or searching for available online courses, interrupted only by meal breaks and chats with roommates. One participant described the free Internet as a blessing for passing the time and keeping one's mind focused on something besides the negative thought patterns in one's head.



QUIZ



Based on this research, it seems like there is much room to organise additional online activities for migrants (those newly arrived in the accommodation centres, as well as long-term migrants) using Kahoot, video communication like Zoom and similar online tools. To avoid severe mental health problems it would be good for newly arrived migrants to have online meetings and mentoring sessions with successful migrants and refugees in Swedish society.

This analysis points to the importance of engagement and motivational activities that NGOs need to focus on when working with migrant population, and youth in Sweden in general. Activities that focus on solving this problem should be included as part of the digital transformation of youth NGOs in Sweden.



“The smartphone is the most global of all digital devices. As thousands of refugees and migrants move across Europe, many are using smartphones in order to make their journey safer and share life-or-death information.” (Stockholm School of Economics)



Mobile phones have become essential survival tools for refugees and migrants, enabling them to share vital information, connect with family members, navigate safe routes, translate languages, and even practise religious rituals while on the move. These devices also enable refugees to participate remotely in the daily lives of their loved ones and manage financial transactions through mobile banking.

Public agencies and non-profit organizations have recognized the value of this technology in assisting refugees, developing apps for housing, legal advice, and practical help. Recognizing the importance of internet access in integrating migrants, the Swedish Migration Board aimed to provide internet access in all asylum accommodations by 2017.



The digital revolution, driven by affordable smartphone technology and mobile networks, has dramatically reconfigured the refugee and migration process. It has shifted refugees from passive recipients of aid to active participants in the journey, navigating the asylum process, maintaining connections, and accessing services independently. This transformation represents a significant shift in the broader public service network, redefining roles and relationships among migrants, citizens, and service providers.



Not only in Sweden, but in other countries across the refugee camps and housing, we can see most of those immigrants in possession of a mobile phone. Most, but not all of them, as that will depend on their financial means. It can be observed that, in most cases, immigrants and refugees will end up establishing groups, which means that any possession, such as mobile phones, laptops and other digital tools, can be shared among the group members, friends, or family members.



Additional factors to take into consideration, aside from economical, are cultural and gender aspects of certain migrant groups. The impact of mobile connectivity on refugees and other migrant groups largely depends on individual aspects like digital literacy and desire to integrate into society, along with technological and social factors. These barriers contribute to the digital divide among refugees, particularly disadvantaged women and older migrants.



For the purposes of this Strategy, our team conducted a research based on the following methods:

1. A questionnaire aimed at 15 to 30-year-olds, conducted by Youth Power Sweden, seeking to gather experiences and needs of our main target group – minority youth with migrant and refugee background, with the main aim of supporting the evidence for Strategy goals, objectives and action plan.
2. A questionnaire designed to leverage the experiences and needs of NGOs active in youth work in Sweden, with the goal of influencing positive change in the use of digital tools and assessing the current utilization of such tools among these organizations.
3. A focus group was conducted as part of a structured dialogue, involving 20 young migrants and asylum seekers in Sweden.

The questionnaire aimed at youth, with a focus on migrants and refugees in Sweden, consists of a series of questions aimed at understanding the digital habits and access of those young people.

The majority of survey respondents are within the age range of 20-30 years, with a nearly equal distribution between the 20-25 and 26-30 age groups. The survey shows almost the same number of males and females, with a few more females. Most people live in cities, not rural areas (as it is common with the minority group of migrants, refugees and asylum seekers in Sweden).

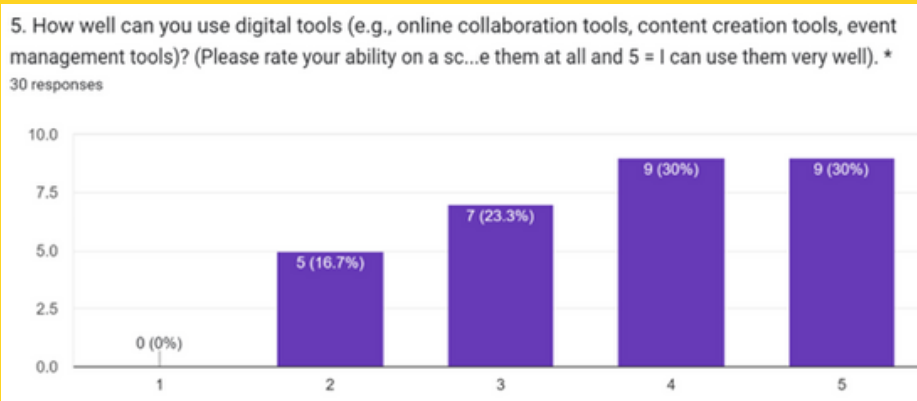
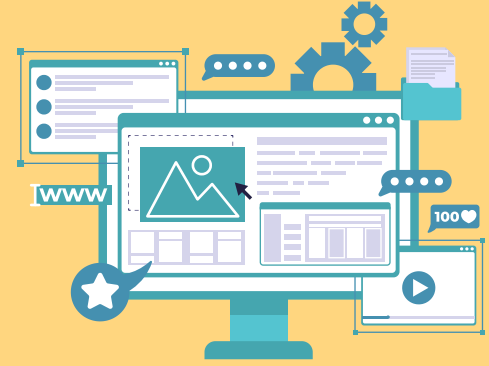


Figure 2. Survey conducted by YP Sweden, 2023



Most respondents use computers and smartphones quite frequently, with the majority using them every day or often. When it comes to their ability to use digital tools, the responses vary, but many rate their skill level as above average (3 and above on a scale of 1 to 5). Given the results of our desk research, where multiple official sources of information confirmed that migrants have access to the internet and technology, this finding of our own research just confirms those facts.



Zoom and Kahoot! appear to be the most recognized and used digital tools among the respondents, followed by Moodle, Padlet, and Quizlet. However, some respondents indicated that they were unfamiliar with any of the listed tools or used different tools categorized under "Other." Given the fact that most of the migrants that have been in Sweden for a while now, were involved in some kind of activities organized by NGOs, municipality centers or other organizations, it is not surprising that they will be familiar with most youth work tools. Some of those tools are promoted on the website of government agencies and centers (which can be seen in the Tools section of this Strategy), hence most of our target group is informed on which tools are available and for what. What they seem to be lacking is the knowledge and motivation on how to apply those tools in their own professional \ personal development, to increase their employability and integration into Swedish society.



Approximately 77% of respondents have participated in non-formal education activities in a digital environment and most of the respondents learned to use digital tools through a combination of self-exploration, school education, and assistance from friends, with some of them also leveraging online resources such as tutorials and courses. A small number of respondents did not provide information on how they learned to use these tools. Almost all respondents indicated that they use communication apps like Messenger, WhatsApp and similar every day and very often. Most respondents have access to various digital tools within their local communities, with many citing libraries, community centers, and schools as common access points for computers and high-speed internet. However, some respondents report limited access to these digital tools (13%). Based on the survey responses, most respondents believe that digital tools are either "completely accessible" (13 out of 30, or approximately 43%) or "accessible to some extent" (11 out of 30, or about 37%) for young people in their local community.

From the survey responses, it's apparent that migrant youth in Sweden want NGOs to use digital tools for a variety of positive impacts, such as **promoting social issues, mental health awareness, providing vocational training, and language learning resources**. A few respondents also expressed interest in offline educational resources and ensuring digital accessibility for all youth.





The responses show that there's a wide range of digital tools that respondents want to learn. Adobe tools like Photoshop and Illustrator, language learning apps like Duolingo, and Google Workspace were commonly mentioned. Some respondents also showed interest in learning coding, and others wanted to enhance their skills in basic computer applications like Microsoft Office Suite. There's also a very high interest in seeing more use of practical applications, creative software, and even **emerging technologies such as AI and virtual reality.**



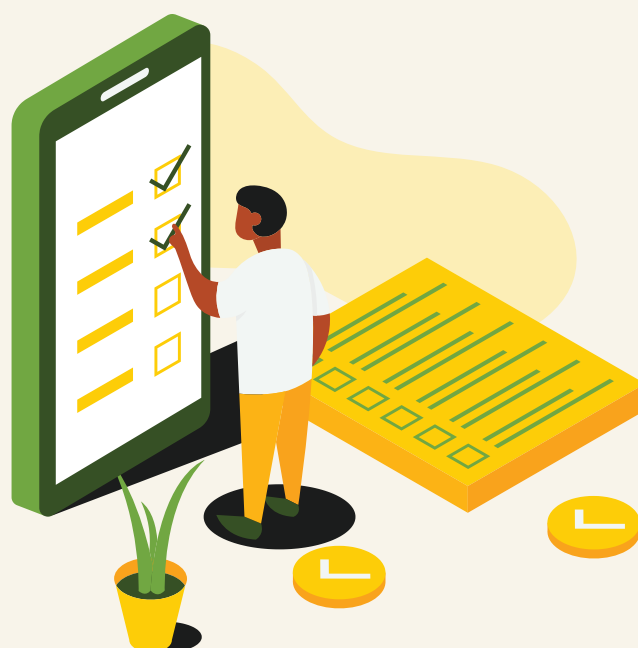
The questionnaire aimed at NGOs focused on understanding the types of youth work activities that organizations frequently carry out and the extent to which digital tools are incorporated in this work. It also aims to identify which digital tools are most commonly used, and the degree of proficiency of the organization in using these tools.



Prevalent youth work activities were different forms of informal education at the local level, education for the development of life skills and volunteer activities (57% of respondents). More than 80% of respondents used some kind of digital tools in their daily and weekly activities. Out of specific software and applications, most respondents used more than one digital tool, with Zoom, Google Suite, and social media platforms as the ones being mostly used. Organizations seemed more divided in their self-assessment regarding the digital knowledge and skills by their staff. Only 23% of respondents were confident enough to mark their skills and knowledge as the best they could be, while 43% responded as the one step behind the highest level, which means most of them consider there is more room for improvement of the digital skills and knowledge required.



The questionnaire also inquired about the level of investment made by the organization in software and equipment needed for these digital tools, as well as the challenges faced in implementing them. The majority of responses suggest a significant or substantial ("Solid" or "A lot") investment in digital tools in their work, with a few organizations indicating minimal ("Little") or sufficient ("Enough") investment, suggesting a generally high level of resource allocation towards digital tools.





We analyzed the organization's understanding of youth needs when it comes to using digital tools in everyday life and sought their perspective on the advantages and disadvantages of these tools, particularly in working with youth from migrant and refugee groups in Sweden. The majority of responses highlight the ease of use, accessibility, low cost, and broad reach of digital tools as significant advantages, with particular emphasis on facilitating communication, and providing flexible learning opportunities, especially beneficial for reaching migrants and refugees. The primary obstacles of using digital tools expressed by respondents relate to the potential costs of digital tools, privacy issues, limited personal interaction, unequal access and digital literacy among migrants and asylum seekers. What is notable, is that most organizations (50%), when doing the self-assessment of how familiar their organization with the needs of young people in using digital tools in everyday life is, on a scale of 1-5, answered with 4. And answers of 3 and 5 had almost equal number of responses (20% each). This means that organizations are not entirely confident in the digital needs and habits of their beneficiaries, and there is still room for improvement here.



With questions about the biggest obstacles to their digital transformation, how the organization conducts education on digital tools usage in youth work activities, the future digital tools they would like to incorporate, and how they assess the digital literacy of their colleagues and volunteers, we analyzed their internal processes and needs. The most significant obstacles organizations face when using digital tools in youth work include financial constraints, a lack of digital literacy among target groups, difficulties in maintaining engagement in digital environments, and the scarcity of appropriate resources in certain demographics, such as migrants. This means that lack of financial resources was marked as the primary obstacle in the digital transformation of NGOs, whether in terms of buying the tools, tech, or apps, hiring the IT staff, or simply equipping their own staff with necessary skills and knowledge to use the digital tools and programs.



The majority of organizations conduct educational activities on the use of digital tools for youth work activities through a combination of practical, hands-on training, online courses and tutorials, peer-to-peer learning, and online workshops. Respondents showed a strong interest in incorporating a variety of digital tools into their work with young people, including Virtual Reality (VR), Augmented Reality (AR), online collaboration platforms, mobile applications, data analytics tools, AI tools, and various software such as Canva, Kahoot, Trello, Adobe Spark, and Hootsuite, with a particular interest in tools that facilitate collaboration, creativity, and data-driven decision making. This means that new AI developments on the technology market need to be taken into consideration, regarding access, prices, privacy and policy concerns.





When asked about the kind of **support needed to enhance the use of digital tools** and the current level of youth involvement in using these tools in their work, organizations primarily need increased funding for technological equipment and software, further training and capacity building for staff and volunteers, and enhanced resources and partnerships to better use digital tools in their work with young people.

Report of the focus group findings is a separate document. Main conclusions of that research remain mostly the same as the findings of the questionnaires.



Main findings of all above mentioned research analysis, which consisted of surveys targeted at youth NGOs and youth, as well as focus groups with young migrants and asylum seekers, confirmed several key findings from our initial desk research. The main issue in Sweden is not access to free internet or technology, it is **the lack of knowledge, digital skills, and motivation in acquiring those skills for personal and professional development.**

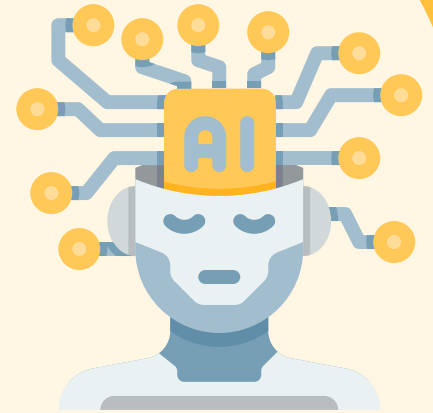


On the other hand, there seems to be some sort of gap in what NGOs perceive as minority groups' needs and what their beneficiaries actually need. Youth organizations expressed lack of financial resources as the crucial obstacle in their work with young people and the migrant target groups (with lack of active participation and engagement as a third likely reason). On the other hand, we can see from all our research findings (including the desk research), that youth from that target group really need a different kind of approach, one focused on their active engagement and motivational aspects, with more involvement of psychological experts in the process.

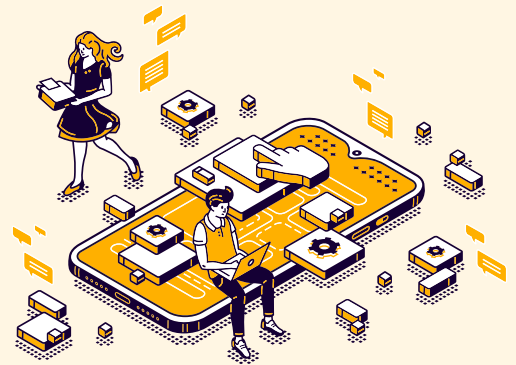


STRATEGIC GOALS AND OBJECTIVES

The Swedish government has various policies and strategies in place that are focused on digital transformation of every sector in society. “In the digital journey of change that the whole society is now undergoing, artificial intelligence (AI) is one of the most transformative technologies. We consider this to be an opportunity for municipalities and civil society that deserves special focus.” Goals and objectives of this Strategy will inevitably be aligned with those national and local strategies for digital transformation.



The main goal of the strategy is to enhance digital inclusivity and capability among young migrants in Sweden, through the integration of innovative digital tools in youth work. By fostering an environment where technology is accessible, understood, and effectively utilized, we aim to boost employability, social integration, and personal development among this target group, but also other youth and beneficiaries. This is intended to have a long-term impact, making technology a powerful enabler for this target group, improving their quality of life and prospects in Sweden, and fostering an inclusive, diverse digital society. To achieve this, specific objectives were developed, each one targeting a specific need identified during the research phase.



1. Strategic Goal 1 - To enhance digital literacy among migrant youth in Sweden.

By conducting a series of targeted digital literacy programs, and workshops in collaboration with NGOs, community centres, schools and other relevant stakeholders, at least 70% of targeted migrant youth can increase their digital skills and knowledge in the period of 3 years.

Expected relevancy and impact of this objective is improved digital literacy will increase the employability of migrant youth and their ability to integrate into Swedish society. Understanding and using advanced digital tools will make migrant youth more competitive in the job market, especially considering national policy focus on digitalization in Sweden.



Strategic Goal 2 - To equip youth NGOs with the necessary digital tools and training.

In order to achieve this objective, we need to implement comprehensive training programs and provide resources for NGOs to incorporate digital tools in their work. Empowering youth NGOs with digital tools will enhance the quality of their work and their reach. There are two important aspects of this objective: 1) work and activities with youth and organization's beneficiaries, 2) internal procedures and capacity. It is one thing to train youth workers on digital tools and technology when working with their beneficiaries, and something that they need for the implementation of projects. On the other hand, we have a host of digital tools that can be used to increase organizational capacity in a sense of cost-effectiveness, and training youth workers and other staff to increase their productivity. These two objectives are not mutually exclusive, but rather complementary in a sense that youth workers trained in some project management software like Trello, Asana, Monday or even Jira, can easily transfer that knowledge to their final beneficiaries (migrant youth in Sweden).



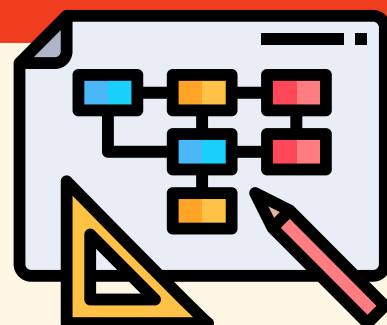
Strategic Goal 3 - Develop a more engaging, active learning environment within Swedish youth work programmes

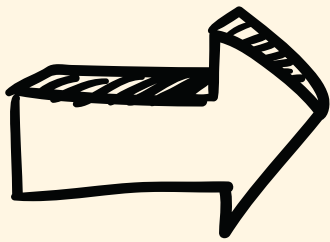


To achieve this objective, youth NGOs need to hire or establish a partnership on a voluntary basis with psychology experts as well as professionals in instructional design with the specific focus on online learning. Engagement and motivational aspects of many online activities, especially educational, seems to depend on many factors. Perceived difficulty of the programme, certificates and benefits, cost and eventually what is the perceived value of the programme, that is, is that something that will really help young migrants in their professional and personal development?

From the cost-effective aspect, it would be advisable to collaborate with edtech companies and other institutions like Universities and municipalities, to introduce interactive digital learning tools and platforms to a wider audience with limited budgets.

Relevant impact of this objective is that enhancing engagement in non-formal education can significantly contribute to the personal and professional development of young migrants. Better quality of the digital\online programmes as well as better quality of marketing campaigns designed to attract participants will result in increase of active youth participation from migrant population in Sweden in non-formal education activities.



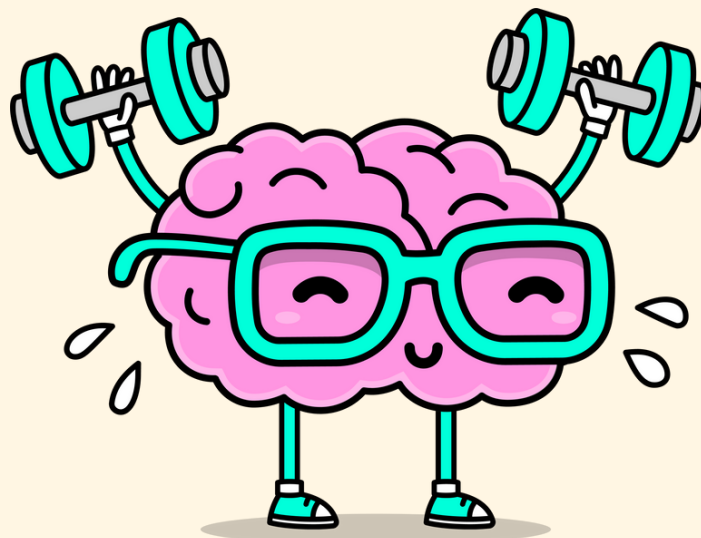


Strategic Goal 4 - Foster active youth participation in the development and usage of digital tools in youth work.



One of the best motivational tactics proved to be having a sense of ownership over some product/service and having the power to make important decisions. This objective is directly related to our Objective 3, and in order to achieve it youth NGOs need to provide youth with the opportunity to contribute to digital tool development and integration processes through collaboration initiatives with NGOs. Organizations can establish cooperation with some of the existing digital transformation initiatives in Sweden (as mentioned in the Tools section of the Strategy). Involving youth with migrant backgrounds directly into these activities will have a positive impact on their networking and socializing. Proving their skills within projects like these can lead to easier employment. According to research, the digital and IT sector in Sweden will keep growing, and the number of job opportunities will keep rising.

Relevant impact of this objective is that active participation will empower youth, making them an integral part of the digital transformation journey and addressing the engagement issues reported by NGOs.



IMPLEMENTATION PLANS AND GUIDELINES



In this section of the Strategy, we outline the implementation plans, complete with a timetable, for each of the strategic goals and their corresponding objectives. The focus in this part of the Strategy will be to present a detailed timetable of activities necessary to accomplish each objective, over the course of 3 years.

Important note regarding the objectives defined here: they serve as a basic guideline for anyone who would like to use them to define their own objectives. It is preferable to use the SMART (specific, measurable, achievable, realistic, and time-bound) method. The objectives in this strategy were intentionally left without specific numbers to avoid confusing our users. For example, if Objective 1.2. were defined using the SMART approach by a youth organization or municipal centre, it would be: Within the next 3 years, develop a digital literacy assessment and monitoring framework to evaluate the progress of migrant youth in acquiring digital skills, targeting specific benchmarks such as a 30% improvement in literacy scores or 50% of participants reaching defined competency levels. Conduct evaluations every 6 months thereafter to track progress, with a view to enhancing employability and integration into Swedish society.



Enhance digital literacy among migrant youth in Sweden

Objective 1.1.

Execute a series of dedicated digital literacy programs, workshops, and educational initiatives in partnership with NGOs, community centres, and educational institutions, targeting at least a 70% increase in digital skills and knowledge among migrant youth over the next 3 years.

Objective 1.2.

Develop a digital literacy assessment and monitoring framework to evaluate the progress of migrant youth in acquiring digital skills, with a view to improving their employability and integration into Swedish society.



Strategic goal 1 Implementation plan 1

ACTION STEPS

Identify and partner with NGOs, community centres, and educational institutions.

Objective 1.1

Define the digital literacy skills that need to be assessed.

Objective 1.2

Develop a curriculum for the digital literacy programs and workshops.

Objective 1.1

Develop the digital literacy assessment tools.

Objective 1.2

Organize logistics for delivering these programs.

Objective 1.1

Promote these programs within migrant youth communities.

Objective 1.1

Implement educational initiatives and conduct regular reviews.

Objective 1.1

Implement the monitoring framework, administer assessments, track progress.

Objective 1.2

Continue implementing the educational initiatives and conducting regular reviews.

Objective 1.1

Continue administering assessments, track progress, analyse data.

Objective 1.2

Use analysis to refine and improve digital literacy programs.

Objective 1.2

YEAR 1
Q1-Q2 Q3-Q4

YEAR 2
Q1-Q2 Q3-Q4

YEAR 3
Q1-Q2 Q3-Q4

Strategic goal 2

Equip youth NGOs with the necessary digital tools and training

Objective 2.1.

Implement comprehensive training programs and resource provision initiatives to empower youth NGOs to integrate digital tools into their work and activities with youth, particularly the migrant and asylum seekers youth.



Objective 2.2.

Foster the adoption of productivity tools among NGO staff and establish a platform for sharing and learning these digital tools among their beneficiaries - the migrant youth.



Quarter	Objective	Action Step
Q1-Q2	2.1	Identify the needs of youth NGOs in terms of digital tools and training.
Q3-Q4	2.1	Develop comprehensive training programs that address these needs.
Q1-Q2	2.2	Identify effective productivity tools relevant to NGO operations and activities.
Q3-Q4	2.2	Conduct training sessions and workshops to foster the adoption of these productivity tools among NGO staff.
Q1-Q2	2.1	Collaborate with tech companies and educational institutions to source or develop the required digital tools.
Q3-Q4	2.1	Implement the training programs and distribute the digital tools among youth NGOs.
Q1-Q2	2.2	Establish an online platform for sharing and learning about these digital tools.
Q3-Q4	2.2	Promote the use of this platform among the NGOs and their beneficiaries.
Q1-Q4	2.1	Regularly evaluate and update the training programs and tools based on feedback and evolving needs of the NGOs.
Q1-Q4	2.2	Monitor the use of the platform and the adoption of the tools, and update as necessary based on feedback and evolving

Develop a more engaging, active learning environment



Objective 3.1.

Establish partnerships with psychologists, instructional design experts, edtech companies, and institutions to enhance the engagement and motivation aspects of online educational activities.

Objective 3.2.

Create a structured feedback system to continuously monitor and improve student engagement and learning outcomes. This would involve developing surveys, collecting real-time analytics.

Strategic goal 3 Implementation plan 3

Year	Quarter	Objective	Action Step
1	Q1-Q2	3.1	Identify potential partners who can contribute to enhancing online educational activities.
1	Q3-Q4	3.1	Establish formal partnerships with these identified entities and develop joint strategies.
1	Q1-Q2	3.2	Design surveys and select analytics tools for monitoring student engagement and learning outcomes.
1	Q3-Q4	3.2	Implement these tools to collect data on a regular basis.
2	Q1-Q2	3.1	Collaborate with partners to integrate their expertise and resources into the design and delivery of online educational activities.
2	Q3-Q4	3.1	Regularly review and update these strategies and activities based on the feedback from partners and users.
2	Q1-Q2	3.2	Analyze the collected data to identify trends, areas of strength, and areas needing improvement.
2	Q3-Q4	3.2	Use these insights to update the online educational activities and improve student engagement and learning outcomes.
3	Q1-Q4	3.2	Repeat this process of data collection, analysis, and update continuously to maintain a high level of engagement and effectiveness.

Foster active youth participation in the development and usage of digital tools in youth work

Objective 4.1.

Develop a structured mechanism for involving youth, particularly those from migrant backgrounds, in the development, testing, and integration of digital tools in youth work, by fostering cooperation with existing digital transformation initiatives in Sweden. One of those initiatives are the other WPs that will be implemented during the duration of the “Digital transformation of inclusive Youth Work” project. Additionally, YP Sweden will specifically target other similar projects, not just at the local (Gothenburg) level, but on national level as well. That will include projects and initiatives that motivate and empower youth through ownership and decision-making opportunities in digital tool development and integration processes, to foster their professional growth and enhance employment opportunities in the IT sector.



Implementation plan 4

Year	Quarter	Objective	Action Step
1	Q1-Q2	4.1	Research existing digital transformation initiatives in Sweden.
1	Q3-Q4	4.1	Develop a structured mechanism that allows youth to actively participate in the development, testing, and integration of digital tools.
2	Q1-Q2	4.1	Establish formal cooperation with the identified digital transformation initiatives.
2	Q3-Q4	4.1	Regularly engage with the youth participants, providing them with the necessary support and guidance, and valuing their input and decision-making in the process.
3	Q1-Q4	4.1	Monitor the impact of this involvement on their professional growth and employment opportunities in the IT sector, and continually refine the mechanism based on feedback and outcomes.

The difference in the format of the first implementation plan, compared to plans 2-4, was intentional. The goal was to demonstrate the various ways in which similar plans can be presented. This is reflective of the practical uses of available digital tools today. For instance, there are numerous online platforms, such as ClickUp, Canva, Instagantt, and Smartsheet, where users can easily create Gantt Charts and timetables.



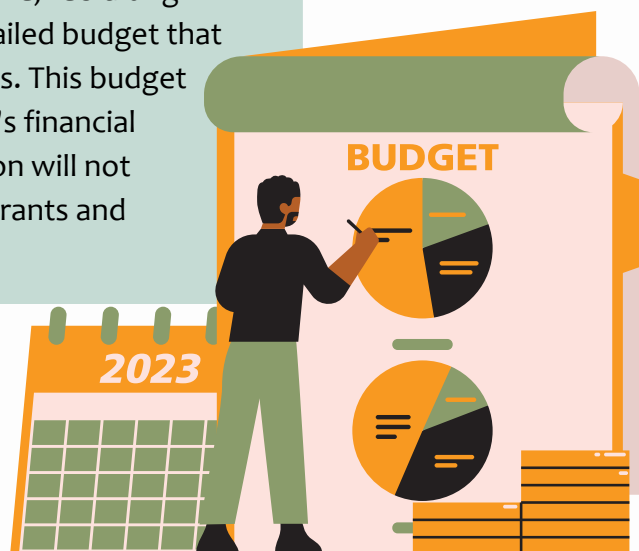
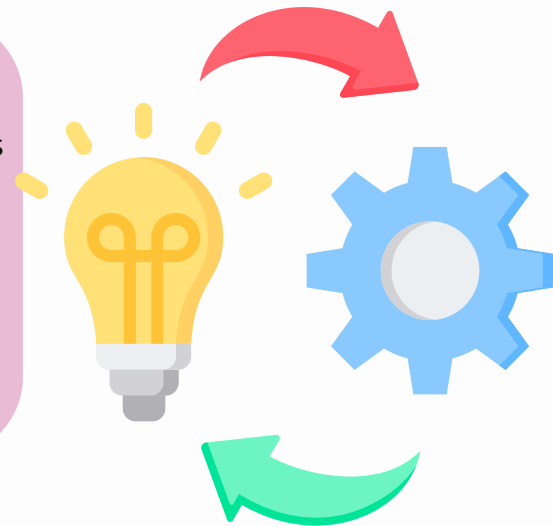
For organizations and institutions working with young migrants and refugees, incorporating digital tools into operational framework can dramatically improve their effectiveness. To ensure a successful and efficient transition, consider the following advice as fundamental guidelines to develop your digital tool implementation plan:

1. Establish a Practical and Realistic Schedule - Begin by devising a strategic, yet feasible timeline for the integration of your selected digital tools (like the implementation plans for each of the strategic goals in this document). The intricacy of each tool and your staff's preparedness will directly influence the time required for successful implementation. For example, integrating a new data management system might be done promptly, whereas setting up an interactive online platform for youth engagement could demand a more extended period. These differences should be factored into your scheduling plans.

2. Allocate Duties and Accountability - Clearly assign who will be accountable for each stage of the implementation process within your organization. This could range from a project supervisor who oversees the entire transition, a technical specialist for addressing any tech-related issues, and a training coordinator for tutoring the staff on how to use the new tools. Every member of your team should have clarity about their role in the process and how they will utilize these tools in their tasks.


3. Determine Necessary Resources - Resources required for the implementation can comprise technical (like new hardware or software), human (such as additional staff or volunteers to administer the implementation), and educational (like staff training materials or sessions). Identifying these requirements early can lead to a more streamlined implementation.

4. Prepare a Budget Plan - Every element of your implementation process will entail some form of cost, whether it's for acquiring new software, recruiting more staff, or investing in education and training. Create a detailed budget that covers all potential expenses and pinpoint your funding sources. This budget should be realistic, taking into consideration your organization's financial capabilities and making sure that the digital tool implementation will not adversely affect your core activities and services for young migrants and refugees.




Youth Work in Sweden – Stakeholder Overview

The Swedish **government** plays a crucial role in shaping and implementing policies related to migrants. At the national level, the Swedish Migration Agency is responsible for assessing applications from people who wish to visit, live in, or seek asylum in Sweden. The Ministry of Justice oversees immigration policies. The Swedish Public Employment Service is responsible for integrating new arrivals into the labour market. At the municipal level, municipalities have a legal obligation to provide housing, health, education, and social services to refugees and asylum seekers. In the context of migrant youth, the Swedish National Agency for Education and the Ministry of Culture, which oversees youth policy, are particularly important. The actions of all these entities significantly impact the lives of migrants and their integration into Swedish society.



Non-governmental organizations play a vital role in supporting migrants and their integration into Swedish society. They often work closely with municipalities and government agencies, complementing their services and filling in gaps where needed. Many NGOs provide language courses, cultural orientation, vocational training, psychological support, and legal aid to migrants. They also advocate for migrants' rights and contribute to policy debates.

In Sweden, many **migrants** and Swedes with migrant backgrounds have established their own **associations** and NGOs. These organizations often have a profound understanding of the needs and challenges of their communities. They offer peer support, facilitate cultural exchange, and promote the interests of their communities. They often work closely with other NGOs and government agencies and provide a crucial link between these entities and migrant communities.



The attitudes of **companies** towards migrants can significantly influence their integration into the labour market. While some companies might be reluctant to hire migrants due to language barriers or biases, others see the value in diversity and are eager to tap into the skills and perspectives that migrants bring. In particular, companies run by Swedes with migrant backgrounds often provide employment opportunities for new migrants. Collaboration between these companies, NGOs, and government agencies can create more opportunities for migrants and contribute to a more diverse and inclusive labour market.

Public attitudes towards migrants can have a substantial impact on their integration into Swedish society. Since the influx of migrants in 2015, there have been shifts in public opinion and increased attention on issues related to migration, such as youth crime rates. These attitudes can influence the social acceptance of migrants, the political and policy environment, and the work of NGOs. To be effective, NGOs must be aware of these attitudes and how they are evolving, and they should work to promote understanding and positive relationships between migrants and the broader Swedish public.

By understanding the roles, perspectives, and interests of these different stakeholders, organizations can create more effective strategies for enhancing digital inclusivity among migrant youth in Sweden. This stakeholder analysis can also help organizations identify potential partners, supporters, and challenges in their work.



Digital tools and solutions to achieve goals and

The selection of digital tools and methods to facilitate the achievement of the stated goals and objectives is centred around maximizing the potential for youth engagement, operational efficiency, and effectiveness of our activities. The chosen digital tools should prioritize functionality, accessibility, cost-effectiveness, and alignment with the overall goals of our Strategy.

Before going into specific methods and digital tools for cost-effectiveness (as the lack of financial resources was observed as a more important obstacle during the research phase), we will present some of the digital tools, software and platforms that align with each of the Strategy's four strategic goals.



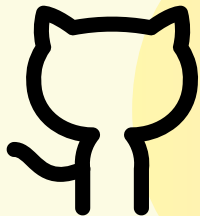
Digital Literacy Programs - Tools and platforms that can be used to promote digital literacy among migrant youth include Khan Academy, Codecademy, Coursera, and Duolingo. These platforms provide a range of learning modules and are highly interactive, supporting the development of digital skills and competencies. Tools such as these can be complemented by the use of simpler, foundational tools such as Google Suite (Google Docs, Sheets, and Slides), which can familiarize users with basic digital operations.





Empowering NGOs - For enhancing the capabilities of youth NGOs, tools such as Asana, Trello, Monday, or Jira can be used for project management. Slack or Microsoft Teams can be used for team communication, while Google Drive or Dropbox can facilitate document storage and sharing. For internal and external communication and PR activities, tools such as Mailchimp (email marketing), Canva (design), and Hootsuite (social media management) could be beneficial.

Engaging Learning Environments - To create a more engaging, active learning environment, platforms such as Kahoot (quizzes), Padlet (collaborative content creation), and Zoom (interactive video conferencing) could be useful. Edtech companies like Google Classroom and Moodle could be partnered with for providing a comprehensive online learning management system.



Youth Participation and Ownership - For fostering youth participation in the development and usage of digital tools, platforms that enable coding, design, and collaborative project work could be instrumental. GitHub can be a useful platform for collaborative coding projects, while platforms like Adobe XD and Sketch can aid in the design of user interfaces. Participatory tools such as Miro, for brainstorming and ideation, can also be useful to foster a more collaborative and inclusive decision-making process.

Finally, it's essential to ensure that all chosen tools adhere to a high standard of data protection and privacy, aligning with both Swedish and EU regulations. This is particularly important as the target group is young and potentially vulnerable, and their data must be handled with utmost care. Regular audits and evaluations of these digital tools should also be conducted to ensure their continued relevance and effectiveness. The ultimate goal is to ensure that these tools serve as a means to empower the youth, equipping them with the digital skills they need to thrive in an increasingly digital world.



Based on the results of our research, biggest obstacle in digital transformation of youth work is, simply said, money. **Lack of financial resources for youth NGOs means that they have very limited choices in digital tools they use in their work.** Other solutions that might boost their productivity, and that of their beneficiaries, can be very costly.



As a potential solution for youth work organizations in Sweden, particularly those focusing on young migrants, there are several cost-effective strategies to use digital tools in their work:

1. Existing free solutions provided by institutions and other NGOs

Many government institutions, international, and national NGOs offer free digital tools or platforms that can be utilized. These solutions are often designed with NGOs in mind, providing features that are particularly useful in this context. We will present some of those platforms and apps in the following Strategy sections.



2. Open-source alternatives

Utilizing open-source alternatives to costly digital tools can substantially reduce expenses. For example, LibreOffice or OpenOffice can be used as alternatives to Microsoft Office. Similarly, there are open-source options available for project management tools, graphic design software, and even coding platforms.

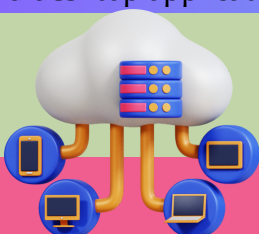
3. Non-Profit Discounts

Many digital solution companies offer special pricing for non-profit organizations. For example, nonprofit 75% discount on Hootsuite Team or Professional plans helps eligible organizations save an average of 130 hours per year implementing a social strategy to generate awareness, connect with the community, improve their visibility and marketing strategies. This can affect the dissemination strategy and outcomes across all projects done by the organisation. Ultimately, it means that organisations working with youth, especially minorities from migrant population, will be able to reach wider audience and support more beneficiaries. What comes as another potential obstacle in youth work, is that some of the NGOs do not know this, or they simply do not look for this type of information on the provider's website. Additional problem is, many of these companies and providers do not exactly advertise this type of information, and it is not easily visible on their websites. It's always a good idea to check with the service provider for any available non-profit pricing or discounts.



4. Cloud-Based Solutions

Cloud-based tools often come at a fraction of the cost of their full-feature, licensed counterparts. Google Workspace, for example, provides a range of productivity tools that are accessible from any device with an internet connection. Microsoft offers Word, Excel, PowerPoint and many other applications to use for free online. The difference between cloud based, and desktop applications of the same software can be disregarded in most use cases.



5. Collaborations and Partnerships

Collaborating with tech companies or other non-profits can allow shared access to digital tools. For instance, partnering with a tech company for a specific project might give your NGO access to advanced digital tools at no cost. One example of such partnership is Digitala jag, a collaboration between Google Digital Academy and Arbetsförmedlingen (The Swedish Public Employment Service).



6. Grants and Funding Opportunities

While national grants from the Swedish government and EU funding play a significant role in supporting youth work, the reality is that most of these programmes are concentrated on education and training. Consequently, there is seldom provision for eligible costs to purchase tech equipment or digital tools and software. This implies that these primary donors have the opportunity to enhance their funding strategies and priorities, particularly by reconsidering and adapting to include support for technological equipment and digital tools.



Following the research results, another notable problem seems to be the lack of knowledge and training opportunities on using digital tools for NGO staff and youth workers in Sweden. Sweden is one of the most technologically advanced countries in the world, and still they struggle with this minority group among their youth beneficiaries. There is a notable difference in the online engagement of Swedish and refugee youth. It might be that the main difference lies in the motivational, cultural and psychological methods of motivation and participants' engagement.

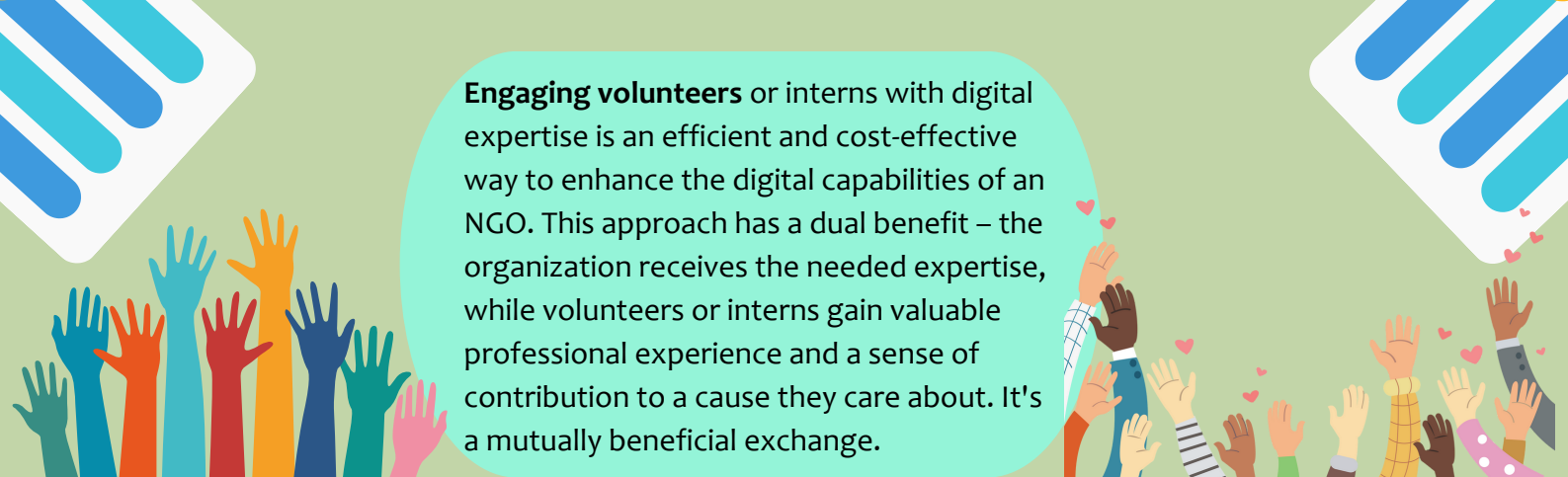
The research results point to another issue, which is the absence of **knowledge and training** opportunities related to using digital tools for NGO staff and youth workers in Sweden. Despite Sweden being among the world's most technologically advanced nations, there seems to be many obstacles in the integration and digital education process of the refugees, asylum seekers and other migrant groups. There's a apparent difference in the level of online engagement between Swedish youth and their refugee counterparts in educational activities. It's possible that some of those differences come from the motivational, cultural, and psychological approaches used to inspire and engage participants. Which means youth workers need additional education on the cultural background and related motivational and psychological factors of those minority groups.



There are several potential solutions to that obstacle, some of which are:

1. Volunteer expertise and partnerships with various institutions, government agencies, companies, and other NGOs
2. Online learning resources like free or low-cost online platforms





Engaging volunteers or interns with digital expertise is an efficient and cost-effective way to enhance the digital capabilities of an NGO. This approach has a dual benefit – the organization receives the needed expertise, while volunteers or interns gain valuable professional experience and a sense of contribution to a cause they care about. It's a mutually beneficial exchange.

To successfully implement this approach, youth NGOs could:

- Establish Partnerships with Universities or Colleges - higher education institutions often have programs that encourage students to gain work experience in their field of study. Partnering with these institutions can provide a steady stream of skilled volunteers or interns.
- Create Attractive Volunteering Programs - by offering a structured volunteering program with clear roles and responsibilities, NGOs can attract talented individuals who are looking for opportunities to use their skills for good causes. For instance, a volunteer might be given the responsibility of training staff on a specific digital tool, managing an NGO's social media presence, or even developing a new digital tool.
- Volunteer Recognition - recognizing the contribution of volunteers and interns, through certificates or public acknowledgment, can increase their motivation and engagement.
- Skill-Based Volunteering Platforms - utilize platforms such as Catchafire or VolunteerMatch, which connect NGOs with professionals willing to donate their time and skills.

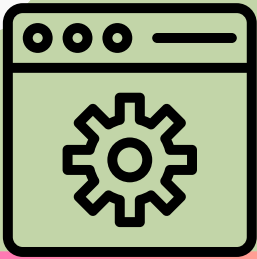
Online learning resources - online learning resources can be a valuable tool to upskill NGO staff on using digital tools. Free or low-cost platforms like Khan Academy, Coursera, or LinkedIn Learning provide courses on various topics, from basic digital literacy to advanced technology topics.



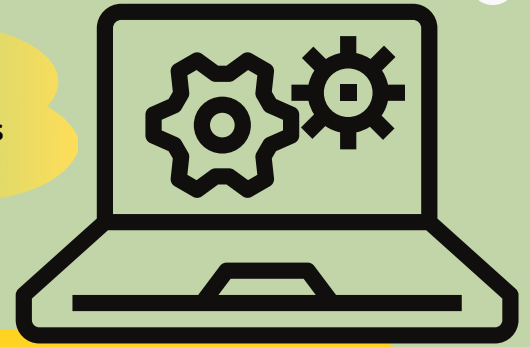
Methods to leverage these platforms effectively are:

- Identify Relevant Courses - based on the digital tools that the NGO uses or intends to use, identify relevant courses on these platforms. This could be as simple as learning to use Microsoft Office applications, or more complex topics like understanding data analytics. To achieve the objective of increasing internal organizational productivity and capacity, staff and youth workers should attend at least some basic project management courses, including courses offered by various project management software. For example, Jira, Monday and similar programmes offer free courses to learn their applications.
- Create a Learning Culture - encourage staff to dedicate a specific amount of time each week for online learning. This could be a few hours each week where staff are encouraged to take online courses relevant to their roles.
- Group Learning Sessions - these can make learning a more social and interactive experience. For instance, staff could collectively take a course and then discuss what they've learned.
- Recognize and Reward Learning - recognize staff who complete courses or achieve certifications. This could be a mention in a staff meeting or a note in a newsletter. Rewards, even if symbolic, can act as a strong motivation for continuous learning.

By addressing the lack of digital knowledge and training in NGOs, these organizations can become more effective and impactful in their mission, especially in working with migrant youth. This will, in turn, contribute to a more inclusive and digitally literate society.



Existing free solutions provided by Swedish institutions and organizations



Information and digital tools publicly available to asylum seekers, refugees and migrants that are developed by various government institutions, on national and EU level, should be integrated and used in the work of NGOs with young migrants. Those tools are developed with extensive resources that are often not readily available to small NGOs which is also directly connected with the quality of the tool, they provide official and factual information important to migrants and refugees, and they are free to use.

On the website of the **Swedish Migration Agency / Migrationsverket**, you can see films about the different stages in the asylum process. From how the process of asylum enquiry goes, to making the decisions about it, to health protection offered to asylum seekers and other important steps are all explained in those videos.

Informationsverige.se is a website about Swedish society, which is available in several languages. It can be accessed on computers, tablets and smartphones. This website offers various information on how to adjust to your life in Sweden as an asylum seeker, a refugee or a migrant with a work permit. Important information for youth organizations is all apps, videos and links to external websites for learning Swedish that can be found on this website.



Digitala jag is a collaboration between Google Digital Academy and Arbetsförmedlingen. The website provides online course for people who want to become more confident using digital services in their everyday life, for example in contact with various authorities. The course is free and available in several languages.

There are various digital tools to help with the integration of migrants and asylum seekers on the EU level. One such tool is the **EU Skills Profile Tool for Third Country Nationals** supports early profiling of the skills of refugees, migrants and citizens of non-EU countries who are staying in the EU (third country nationals).

The Skills Profile Tool is specifically designed for use by:

- national authorities responsible for reception and integration of refugees
- reception centers
- employment assistance services
- education and training advisers
- social services
- NGOs and charitable organizations
- offering services to refugees and other citizens of non-EU countries, although the tool is available for anyone to use.



Digital lessons are an open digital learning resource from the **Internet Foundation** in Sweden. All lesson material on Digital Lessons is developed by teachers and people with teaching experience and is based on the curriculum for primary school. The material at Digital lessons is free of charge, easy to process and is perfect when students work from home. You can also find Digital lessons via [Skolon](#) website, by choosing Sweden as the country in the drop-down menu.



The Swedish Agency for Youth and Civil Society, MUCF, offers a variety of digital tools for NGOs on their website. These tools can provide youth workers with a new knowledge, tips and ideas that can contribute to better activities for young people or strengthen the conditions of civil society.

Digital Administration Authority, DIGG, is responsible for coordinating the digitalization of public administration in Sweden, maintaining the country's digital infrastructure, analysing societal digitalization, and assisting the government in making informed decisions related to digitalization.

Tools to boost engagement, motivation and active participation of migrants in digital activities

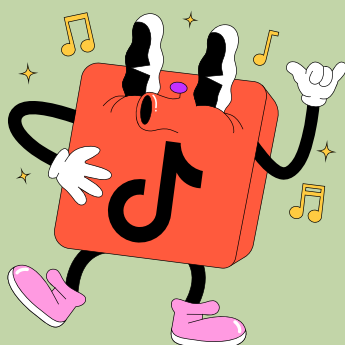


Motivation and engagement seem to be the issue expressed by both sides (NGOs and the youth). Although, it wasn't a primary obstacle identified by the NGOs.

Some digital tools which can be used to boost engagement of youth in the leisure and youth work activities are:



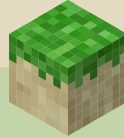
1. Social Media Platforms: Young people spend significant amount of their time on Instagram, Facebook, Snapchat, and TikTok. Those platforms can be utilized in much smarter and more strategic ways by NGOs than they are now. Reddit seems to be one of the platforms, popular for the anonymity aspect, that is almost never utilized by the NGOs. Special forums, groups and events can be created and hosted on those platforms regularly, where youth from minority groups can be engaged more easily and with higher frequency compared to organized online workshops and trainings that can be harder to plan, more expensive, and with low attendance of the target audience. Delivering educational material, and information, in a small bite size increments, over the social media platforms mostly used by youth, can have greater impact and long-term outcomes.



2. Virtual Reality/Augmented Reality (VR/AR) Tools: These technologies can make activities more interactive and engaging, especially for experiential learning or virtual tours.



3. Online Gaming Platforms: Platforms like Roblox or Minecraft offer opportunities for interactive leisure activities and can be utilized to teach various skills in an engaging way.



4. Digital Art Platforms: Tools like Procreate or Adobe Creative Suite can engage young people in creative pursuits, allowing them to explore and share their work digitally.



5. Online Learning Platforms: Websites like Khan Academy, Coursera, or Duolingo can be used to boost educational engagement.



6. Interactive Polling and Quizzing Tools: Tools like Kahoot!, Slido, or Mentimeter can be used to make activities more interactive and fun.



Kahoot!

Recommended direction of this Strategy is to hire a psychologist who will work with NGOs on designing each digital activity in accordance with the profile and cultural background of the target group. This means that some activities might be aimed at mono-cultural minorities. Where some of the activities will be specifically designed to be multicultural. As most youth workers dealing with migrants know, a lot of unrest stems from those differences among the different cultures, ethnicities, and religions of migrant groups. Working on those differences might support faster integration of each group into Swedish society. Having in mind risks of the digital and online world for one's mental health, including psychology experts when planning these activities seems even more important.



MONITORING AND EVALUATION

Monitoring and Evaluation (M&E) are integral components of any project or strategy implementation. They serve to assess the efficiency, effectiveness, and impact of the project, guiding future decision-making and improving the chances of achieving the desired outcomes. A well-defined M&E plan will include a set of key performance indicators (KPIs) that measure the progress and effectiveness of the digital tool implementation process. KPIs developed as part of this Strategy are directly linked to the strategic goals, objectives and action steps of each objective outlined in the strategy and include both quantitative and qualitative measures.

Example of some of the **quantitative measures used are:**

- **Number of Staff Trained** - This indicates the number of staff members who have completed training on the new digital tools. This could be further broken down to assess the number of staff proficient in each tool, or the progress of staff through different levels of training.
- **Usage Rates** - This refers to the frequency and extent to which the new digital tools are being used. Monitoring software logins or usage time can provide this information. A higher usage rate would typically indicate a successful implementation.
- **Completion Rates for Digital Programs** - Particularly for edtech tools, tracking the number of programs started and completed by users can provide insight into the tool's effectiveness.

Example of some of the **qualitative measures used are:**

- **Staff Feedback** - Collecting feedback from staff can provide valuable insights into how the new tools are being received. This can be done through regular check-ins, surveys, or suggestion boxes. Feedback can highlight any challenges staff are experiencing, the perceived usefulness of the tools, and suggestions for improvement.
- **User Satisfaction** - This could be gauged through surveys or interviews with the migrant youth who are using the digital tools. Their perspectives can provide insights into the tools' usability, relevance, and impact on their learning experience and outcomes.
- **Case Studies and Success Stories** - Documenting instances where the digital tools have led to marked improvement or success can serve as powerful qualitative evidence of the effectiveness of the digital tools.

Regularly reviewing these KPIs can provide early warning signs of issues that may be hindering the implementation process. For instance, if training completion rates are low, it might indicate that the training program is too complex or not engaging enough. Similarly, if user satisfaction rates are low among the youth, it may signal that the tools are not meeting their needs or expectations, or the promotion plan to reach more participants is not good enough.

These insights can then inform adjustments to the implementation process, ensuring that the digital tools are effectively enhancing digital inclusivity and capability among migrant youth, as intended by the strategy.

KPIs – Key Performance Indicators

To monitor and evaluate Strategic Goal 1 - Enhancing digital literacy among migrant youth, quantitative measures like the number of young migrants completing the digital literacy programs, and qualitative measures like feedback and testimonies from participants will be collected. The target is to have at least 70% of migrant youth increase their digital skills over three years, so progress towards this target will be regularly monitored and evaluated.



OBJECTIVE 1.1. Execute a series of dedicated digital literacy programs, workshops, and educational initiatives in partnership with NGOs, community centres, and educational institutions, targeting at least a 70% increase in digital skills and knowledge among migrant youth over the next 3 years.

ACTION STEPS	KPIs
Identify and partner with NGOs, community centres, and educational institutions who are willing to cooperate on the digital literacy programs.	Number of partnerships formed with NGOs, community centres, and educational institutions.
Develop a curriculum for the digital literacy programs and workshops, ensuring it covers essential digital skills and knowledge relevant for migrant youth.	Number of digital literacy programs and workshops developed and executed.
Organize the logistics for delivering these programs, such as securing venues, arranging schedules, and managing resources.	Number of migrant youths participating in these programs.
Promote these programs within migrant youth communities to ensure maximum participation.	Increase in digital skills and knowledge among participants, targeted at 70% over 3 years.
Implement the educational initiatives and conduct regular reviews to ensure they are being delivered effectively and improvements are made as needed.	Feedback from participants and partner organizations about the quality and effectiveness of the programs.

OBJECTIVE 1.2. Develop a digital literacy assessment and monitoring framework to evaluate the progress of migrant youth in acquiring digital skills, with a view to improving their employability and integration into Swedish society.

ACTION STEPS	KPIs
Define the digital literacy skills that need to be assessed, in line with the requirements of Swedish employers and society.	Number of digital literacy assessment tools developed and implemented.
Develop the digital literacy assessment tools, such as tests, quizzes, practical exercises, etc.	Frequency of assessments administered to participants.
Implement the monitoring framework, which includes regularly administering the assessments to participants and tracking their progress over time.	Progress in digital literacy skills among participants, as measured by the assessment tools.
Analyze the data gathered from these assessments to identify areas where the participants are improving and where they might need further support.	Number of participants who improve their digital literacy skills and successfully integrate into Swedish society or find employment.
Use this analysis to continually refine and improve the digital literacy programs.	Feedback from participants and relevant stakeholders on the effectiveness and relevance of the assessment and monitoring framework.



For Strategic Goal 2 - Equipping youth NGOs with necessary digital tools and training, monitoring will involve tracking the number and percentage of youth workers trained, the extent to which digital tools are integrated into their work, and the impact on the organization's productivity and effectiveness. Feedback from youth workers about the training and their experiences using the new tools will also be invaluable for evaluation.

Objective 2.1. Implement comprehensive training programs and resource provision initiatives to empower youth NGOs to integrate digital tools into their work and activities with youth, particularly the migrant and asylum seekers youth.

ACTION STEPS	KPIs
Identify the needs of youth NGOs in terms of digital tools and training.	Number of needs assessments conducted.
Develop comprehensive training programs that address these needs, focusing on the use of digital tools in work and activities with migrant and asylum seekers youth.	Number of training programs developed and implemented.
Collaborate with tech companies and educational institutions to source or develop the required digital tools.	Number of NGOs who have received the training and digital tools.
Implement the training programs and distribute the digital tools among youth NGOs.	Feedback from NGOs on the relevance and effectiveness of the training and tools.
Regularly evaluate and update the training programs and tools based on feedback and evolving needs of the NGOs.	Changes in NGOs' operations, activities, and impact due to the use of digital tools.



Objective 2.2. Foster the adoption of productivity tools among NGO staff and establish a platform for sharing and learning these digital tools among their beneficiaries - the migrant youth

ACTION STEPS	KPIs
Identify effective productivity tools relevant to NGO operations and activities.	Number of productivity tools identified and promoted.
Conduct training sessions and workshops to foster the adoption of these productivity tools among NGO staff.	Number of training sessions and workshops conducted.
Establish an online platform for sharing and learning about these digital tools, accessible to both NGO staff and migrant youth.	Number of NGO staff and migrant youth who have access to the online platform.
Promote the use of this platform among the NGOs and their beneficiaries.	Usage statistics of the online platform (e.g., number of active users, frequency of use, engagement rate).
Monitor the use of the platform and the adoption of the tools and update as necessary based on feedback and evolving needs.	Feedback from NGO staff and migrant youth on the usefulness and usability of the platform and the tools.



In assessing Strategic Goal 3 - Developing a more engaging, active learning environment, both quantitative and qualitative measures will be used. These may include user engagement statistics from the learning tools (such as completion rates for digital programs), as well as qualitative feedback from young migrants and educators on the quality and impact of the digital programs. Collaborations established with edtech companies, universities, and municipalities will also be recorded and evaluated.

Objective 3.1. Establish partnerships with psychologists, instructional design experts, edtech companies, and institutions to enhance the engagement and motivation aspects of online educational activities.

ACTION STEPS	KPIs
Identify potential partners such as psychologists, instructional design experts, edtech companies, and institutions who can contribute to the goal of enhancing online educational activities.	Number of partnerships established with relevant entities.
Establish formal partnerships with these identified entities and develop joint strategies for improving engagement and motivation.	Number of strategies developed for improving engagement and motivation in online educational activities.
Collaborate with partners to integrate their expertise and resources into the design and delivery of online educational activities.	Implementation rate of these strategies in the design and delivery of online educational activities.
Regularly review and update these strategies and activities based on the feedback from partners and users.	Feedback from partners and users on the impact of these strategies on engagement and motivation.



Objective 3.2. Create a structured feedback system to continuously monitor and improve student engagement and learning outcomes. This would involve developing surveys, collecting real-time analytics.

ACTION STEPS	KPIs
Design surveys and select analytics tools for monitoring student engagement and learning outcomes.	Number of surveys designed and analytics tools implemented.
Implement these tools to collect data on a regular basis.	Frequency of data collection.
Analyze the collected data to identify trends, areas of strength, and areas needing improvement.	Trends, strengths, and areas of improvement identified through data analysis.
Use these insights to update the online educational activities and improve student engagement and learning outcomes.	Number of updates made to the online educational activities based on data insights.
Repeat this process of data collection, analysis, and update continuously to maintain a high level of engagement and effectiveness.	Changes in student engagement and learning outcomes based on these updates.



Finally, Strategic Goal 4 - Fostering active youth participation, will be evaluated by monitoring the extent and effectiveness of youth involvement in the development and usage of digital tools. This may involve tracking the number of youth involved in such initiatives, their contribution to the development processes, and the impact of their involvement on the tools' effectiveness and on their own personal development.

Objective 4.1. Develop a structured mechanism for involving youth, particularly those from migrant backgrounds, in the development, testing, and integration of digital tools in youth work, by fostering cooperation with existing digital transformation initiatives in Sweden.

ACTION STEPS	KPIs
<p>Research existing digital transformation initiatives in Sweden, with a particular focus on those involving youth, especially from migrant backgrounds.</p>	<p>Number of digital transformation initiatives identified and contacted.</p>
<p>Develop a structured mechanism that allows youth to actively participate in the development, testing, and integration of digital tools.</p>	<p>Number of youths, particularly from migrant backgrounds, involved in the development, testing, and integration of digital tools.</p>
<p>Establish formal cooperation with the identified digital transformation initiatives, which will provide the framework for involving youth in these processes.</p>	<p>Level of engagement of the youth participants in the decision-making processes.</p>
<p>Regularly engage with the youth participants, providing them with the necessary support and guidance, and valuing their input and decision-making in the process.</p>	<p>Feedback from youth participants on their experiences and learning from the involvement.</p>
<p>Monitor the impact of this involvement on their professional growth and employment opportunities in the IT sector, and continually refine the mechanism based on feedback and outcomes.</p>	<p>Increase in professional growth opportunities and employment rates in the IT sector among the involved youth.</p>



Regular review of these KPIs will allow YP Sweden to identify any areas where the strategy implementation is not meeting its targets, or where improvements can be made. All monitoring and evaluation activities will be conducted in line with national and local digital transformation strategies, ensuring that the strategy's goals align with wider objectives and that the most effective methods are employed. By continuously learning from its monitoring and evaluation activities, YP Sweden can increase the chances of achieving the desired outcomes of its digital inclusivity strategy.



To provide an example of how a specific KPI should be defined:

Form at least 10 new partnerships with NGOs, community centers, and educational institutions within the next 3 years to support our digital literacy initiatives.

The M&E process will be systematic and ongoing, designed to measure progress against the strategic goals and adapt the implementation plan as needed. Some of the methods YP Sweden will use in this M&E process are surveys, KPIs, online analytics, regular check-ins, mid-term, and final reports.

At the outset of the strategy implementation, a baseline survey was already, partially for the needs of Strategy development, conducted to assess the current digital literacy levels among the target group and the existing digital capabilities within youth NGOs. This helped in setting up concrete benchmarks against which progress can be measured. Additional surveys will be developed and conducted to monitor the KPIs. For each strategic goal, specific KPIs are defined.



Important note to consider, just like in the case of the objectives, the KPIs (Key Performance Indicators) were intentionally left without specific numbers. These KPIs, as defined now, will serve only as a general guideline for any organization that wants to develop their own activities and KPIs.



To collect quantitative data, YP Sweden will use digital tools like online surveys, usage analytics from digital tools (for usage rates), and progress tracking software (for training and program completion rates). For qualitative data, we might use feedback forms, interviews, or focus groups, whichever method is best compatible with indicator that needs to be measured. Data collection should be an ongoing process. Quarterly check-ins can help track progress and make necessary adjustments. A comprehensive report detailing the progress towards each strategic goal will be produced annually. After about 1.5 years, a mid-term evaluation will be conducted to assess the strategy's effectiveness so far. This will involve analyzing collected data, benchmarking against the baseline and targets set, and gathering additional qualitative feedback.



Based on the findings from the mid-term evaluation, YP Sweden will adapt the Strategy's implementation plan, changing approaches or shifting resources as needed to better achieve the strategic goals. At the end of the 3-year period, a final evaluation will assess the Strategy's overall effectiveness and impact. This will involve comparing the final status against the baseline and targets set, analyzing all collected data, and gathering final feedback from stakeholders.

Involving external evaluators, at least for the mid-term and final evaluations, can also provide an unbiased perspective on the Strategy's effectiveness and areas for improvement. This comprehensive, systematic M&E approach will help YP Sweden effectively track progress, make informed decisions, and maximize the Strategy's impact.

Conclusions

The comprehensive Strategy outlined in this document aims to drive forward the digital transformation of youth work in Sweden, with a special focus on empowering migrant youth. Recognizing the transformative potential of technology and the critical role it plays today, this strategy puts forward a roadmap to leverage digital tools to enhance the capacity of youth and the organizations that serve them.

The objectives of enhancing digital literacy among migrant youth, equipping NGOs with the necessary digital tools and training, developing an engaging, active learning environment, and fostering youth participation in digital initiatives, form the backbone of this strategy. The alignment of these objectives with broader national and local digital transformation strategies ensures consistency and support at all levels of implementation.

Key stakeholders - from the government to NGOs, from migrant associations to the private sector, and even the public itself - all have important roles to play in this strategic initiative. Their cooperation and collaboration will be crucial in bringing about a digital transformation that serves the needs and aspirations of migrant youth.



An implementation plan, alongside a monitoring and evaluation plan, is suggested to ensure the successful practical application of chosen digital tools. The focus is not just on the introduction of these tools, but on their sustainable use and evolution over time.



Addressing the digital divide among migrant youth is an urgent task, not only for their personal development but also for the future prosperity and social cohesion of Sweden's society. This strategy envisions a future where digital tools become powerful enablers, paving the way for migrant youth to fully integrate into Swedish society, boosting their employability and fostering an inclusive, diverse digital society.



Refugees and asylum seekers display a positive attitude towards embracing digital technology, as indicated by the research findings. However, they mostly use the technology and internet for leisure time, communication with friends and family, and in terms of education their number one priority is Swedish or other foreign languages. There is a lack of digital skills needed to use the internet in more productive ways.



There are individual differences to take into consideration among that target group, which depend on their educational and cultural background, their willingness to accept new things, age, gender, how long they have been in Sweden (since there are significant differences in those migrants and refugees that are newly arrived and those that have been there for months and years even). Other crucial factors need to be taken into consideration when drafting any strategies for digital and online programmes that target this specific group of beneficiaries. Those programmes and activities within need to be tailored according to those factors.



The journey will undoubtedly bring challenges, but the anticipated outcomes make this digital transformation a worthy endeavour. A digitally inclusive society can strengthen the fabric of social integration, ensure equal opportunities for all, and contribute to Sweden's status as a global leader in leveraging digital technology for societal good. This strategy is just the starting point. Continuous learning, adaptation, and collaboration will be key in successfully navigating this digital journey in youth work.



While basic skills for internet usage are common among the users, they frequently encounter difficulties when tasked with more complicated operations such as: 1) research and more complex fact-finding, 2) finding and attending online education that can boost their employability, 3) finding online or hybrid job, volunteer, and mentorship opportunities.

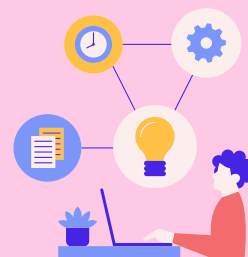


In the end, the measure of this strategy's success will be how effectively it empowers migrant youth and enhances the capacity of youth NGOs, fostering an environment of digital inclusion and diversity. We anticipate that the diligent pursuit of this strategy's objectives will bring transformative change to the way youth work is conducted in Sweden, ensuring a brighter, more digitally integrated future for all.

ABOUT THE “DIGITAL TRANSFORMATION OF INCLUSIVE YOUTH WORK” PROJECT

„ Digital transformation of inclusive Youth Work, 2022-2-HR01-KA220-YOU-000096214” is an Erasmus+ KA2 Cooperation partnership project whose coordinator is the Association for the Promotion of Active Participation "Studio B" from Croatia, while the project consortium consists of organizations Youth Power Germany, Austria and Sweden. The project is co-financed by the European Union through the Erasmus+ program, it was approved by the Agency for Mobility and Programs of the European Union, in the total grant of €250,000.00. The duration of the project is 24 months, from January 1st 2023 to December 31st 2024.

The project aims to digitally transform inclusive youth work at the international level, which means that all objectives and activities of the project are directed towards the inclusion of digital tools in our work. By adopting innovative digital teaching methods, we will increase the quality of youth work and encourage the inclusion of young people with fewer opportunities, and by disseminating the results, we will reach a large number of actors and strengthen transnational and intersectoral cooperation.



All organizations in the partner consortium work with young people who face various obstacles, from economic and geographical to social and cultural, which prevent them from active participation and the benefits gained through participating in youth work activities. All of these obstacles were further strengthened by the COVID-19 pandemic, which directed us towards the digitalization of our work. However, the above also had one positive effect - we discovered that with the digital transformation of youth work, we can reach those young people who are otherwise excluded from any type of youth work (out-of-reach youth).



The above will be achieved by implementing the following work packages:

- Development of 4 local strategies for the digital transformation of inclusive youth work;
- Development of 5 multilingual nonformal training programs for youth workers in traditional and digital form
- Development of the Virtual Inclusive Center (VIC) for the digital transformation of youth work.



According to the set objectives and implemented activities, we will achieve the following outcomes and outputs:

- Innovations to increase the quality of inclusive YW, applicable at the local (Strategy) and international level (nonformal inclusive programs, VIC) developed;
- Marginalized youth empowered to learn in a virtual environment;
- CSO's strengthened for the digitalization of Youth Work;
- Transnational and intersectoral cooperation achieved;
- Contribution in the creation of solutions for the green transition in accordance with the European Green Plan realized.



PARTNERSHIP CONSORTIUM



The Association for the Promotion of Active Participation "Studio B" is a non-governmental and non-profit organization based in the eastern part of Croatia. The association was founded with the aim of achieving balanced development of the local community as well as the development of civil society. In our work, we strive to promote and improve the rights of young people as well as to increase the quality of activities for young people by increasing their level of information. Main objectives:

1. Promotion of interests and activities of young people,
2. Promotion of awareness of the development of civil society,
3. Promotion of sustainable development,
4. Promotion of citizens active participation;
5. Promotion of the values of the European Union.

Our target group is: children, young people and women from rural areas. Our mission is to realize an inclusive, solidary and equal society; and encourage the active participation of all citizens for the benefit of the entire community, and the vision is to be a highly recognizable social partner in the creation of successful projects with which we will achieve the common goals of our members, users and the entire community through the provision of services and programs that raise the quality of life of all citizens, encourage the development of responsible citizens, and promote the sustainable socio-economic development of our society.

Within the Erasmus+ program, our organization was a partner in several projects with the following topics: gender equality, internet addiction among young people, bullying and hate speech. As project beneficiaries, we implemented a youth exchange with the aim of developing critical thinking among young people and increasing media literacy, the project was carried out under the name "Let me think about it". We also implemented a youth exchange with the aim of raising awareness and promoting mental health among young people under the name "Health+ talks". As partners in the implementation of the KA2 project "Minority Youth Library" with organizations from Slovenia and Serbia, we worked with young people with fewer opportunities. We were also partners in the implementation of the "Bridge to Success" project with the organization O.A.Z.A., the project aimed to promote entrepreneurship and entrepreneurial skills among young people, where we worked with 20 young people from our local community. We also implemented the KA2 Capacity building project called "Transformers: Age of Youth work", which was carried out by the Kosovo organization LENS. Association Studio B, in partnership with the Municipality of Vrbje, has been continuously implementing local projects aimed at young people from rural communities since 2020, which usually gather over 100 participants from the Municipality. Through one of these projects, we developed the Youth Action Plan of the Municipality of Vrbje as the first public policy aimed at young people in our municipality. The association has been a full member of the Croatian Youth Network since 2021, currently employs 8 people, and implements several local, national and European projects, and we have over 40 members. The Association also runs Community center Bodovaljci that gathers other NGOs, youth, children and women from rural areas



Ung Kraft / Youth Power Sweden was officially registered as a civil society organization in 2017, but before that they operated as an informal group for 4 years. A society with positive social values, healthy lifestyles, gender equality and zero discrimination is their main goal. The programs currently implemented by the organization are aimed at nonformal education of young people (mainly young women) about entrepreneurship, cultural diversity, inclusion of refugees and migrants, healthy lifestyles and violence prevention. Some of their projects are: Entrepreneurship centers; MasterPeace Clubs – we create peace together; Promoting a healthier lifestyle among young people. Among other things, Ung Kraft developed the program of the local center for the empowerment of entrepreneurship and within it works with youth, minorities and women to increase their employability and mentoring in the process of establishing a company. In the past years, they started empowering young people and women to start their own entrepreneurship, realized 3 projects with the aim of empowerment through entrepreneurship and helped in the establishment of several entrepreneurial empowerment centers across Europe. In all these entrepreneurial empowerment centers they provide mentoring and counseling services.

Ung Kraft has 4 people who are regularly engaged as trainers and project coordinators in the organization, and at least 60 people are involved every year as participants in different local and educational projects, mostly related to their entrepreneurial empowerment center in Gothenburg. In addition to the field of youth employability and entrepreneurship, the organization's team has many years of experience in the field of: Education - organizing education for young people, training for trainers, workshops, courses; Research; Observation and evaluation; Capacity building for small local organizations; Creation of action plans; Community mobilization - advocacy.



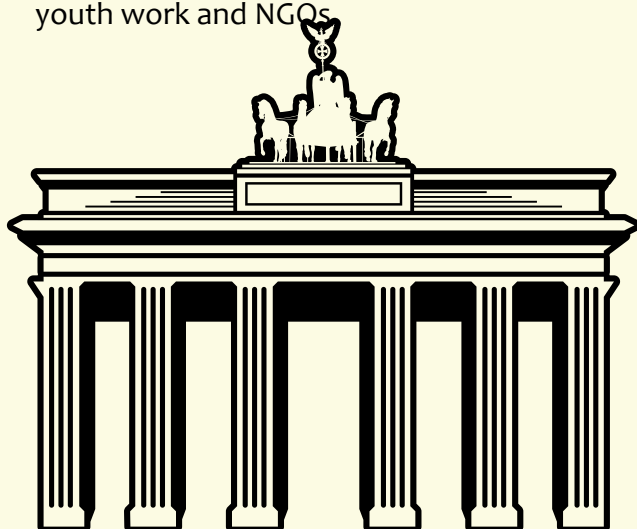


Youth Power Germany e.V. is a Non-Governmental and Non-profit organization based in Berlin, Germany. Our main goal is to empower and support young individuals with fewer opportunities by emphasizing their strength, diversity, and togetherness. We have a specific focus on young people and immigrants who face social and cultural challenges, working towards facilitating their full integration into society.

To realize our mission with our target groups, YP DE applies the following methodologies:

- Non-formal education and youth inclusion work
- Employment and entrepreneurship education
- The use of sports methodologies and artistic expression within non-formal education
- E-learning courses and active participation on social media platforms
- Provision of social welfare services for youngsters from various social backgrounds, with a focus on immigrants
- Green ecology approach and sustainability in youth work and NGOs

Youth Power Germany is operational in Berlin and Wiesbaden, where we support a variety of projects designed to empower disadvantaged youngsters. Our efforts in youth and adult education concentrate on the target group of young immigrants, facilitating their development of skills that lead to new opportunities. Our management education is tailored to effectively navigate existing hierarchies, while entrepreneurship competence aims to identify and exploit opportunities and to plan and manage processes of cultural, social, or financial value. These processes cover creativity skills such as imagination, critical thinking, and problem-solving, as well as communication, resource mobilization, and dealing with uncertainty, ambiguity, and risk. To effectively develop learners' competencies through our inclusion education activities, it is just as crucial to create supportive and stimulating learning environments in our youth work programs as it is to foster personal competences and motivation among educators. We therefore place a strong emphasis on promoting creativity and innovation within our entrepreneurship education youth work programs, serving both mainstream and marginalized youngsters.



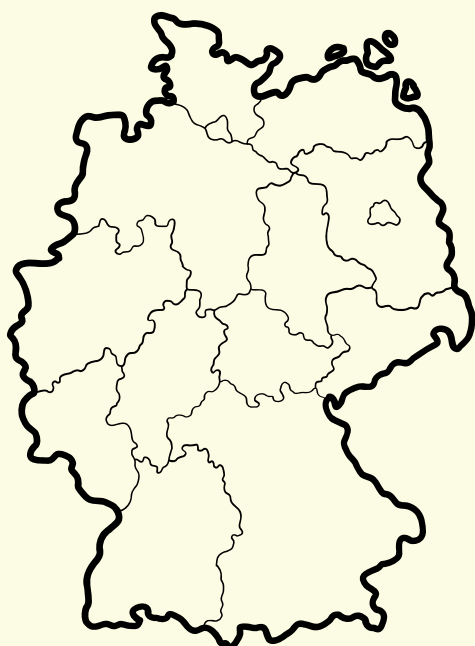


Since November 2019, we are Recognized carrier of the Berlin youth welfare service for youngsters aged 15-21, many of whom are young immigrants with varying social backgrounds. Our professional team of social workers and psychologists assists these individuals in their everyday lives and provides support during their asylum process, including handling paperwork and liaising with other institutions.

Youth Power Germany e.V. works closely with expert team of researchers, trainers, and youth workers from many different countries and fields who deliver various programs aimed at integrating less privileged young people. These professionals have a wealth of experience with digital tools in youth work, including e-learning courses and tools for digital entrepreneurship.

In addition, our professionals such as psychologists, sociologists, and social workers possess the requisite expertise to explore and adapt new methodologies within non-formal education for the inclusion and employability of marginalized groups. These professionals also carry out in-depth research and studies.

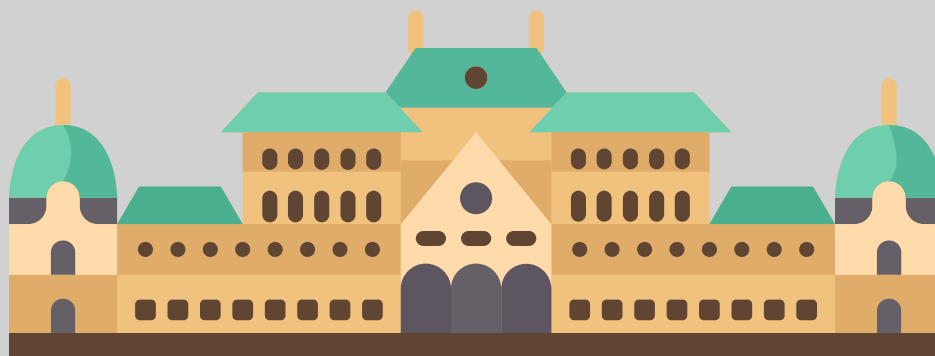
Besides those involved in providing welfare social services to youngsters, Youth Power Germany regularly engages trainers and project coordinators. Each year, we welcome a minimum of 400 people as learners participating in various local and educational projects.





Youth Power Austria is a non-governmental organization from Wels founded in 2020 by a group of young people who already had experience in the civil society sector. The organization has a strong team of seven employees and over 30 volunteers and currently implements three long-term programs. The vision of YP Austria is a society with positive values, where young people contribute to tolerance and interpersonal dialogue, promote healthy lifestyles, gender equality, non-violence and are actively involved in social life and politics.

The main activities of YP Austria are: organizing workshops, courses, youth exchange, consulting, education, organizing conferences and various events. YP Austria works on youth education at the national level in the field of youth employment; educates high school students to write resumes, search for job opportunities and prepare them for a job interview (job interview simulator). Also, they work on empowering women in matters of gender equality, prevention of violence against women, finding employment opportunities, improving them for new areas of business, promoting life without stigma and discrimination. The organization supports a network of business entrepreneurs and corporate partners to support local change makers and talented individuals, with the aim of connecting talented youth and youth organizations with entrepreneurs and experts from the corporate world, and establishing dialogue and knowledge sharing to create opportunities for employment, self-improvement and (digital) starting young people in our communities. YP Austria is especially connected with the Bosnian diaspora in Austria and other European countries where YP organizations are present and actively work on the topic of social inclusion of new young immigrants in society.



ERASMUS+ PROGRAM

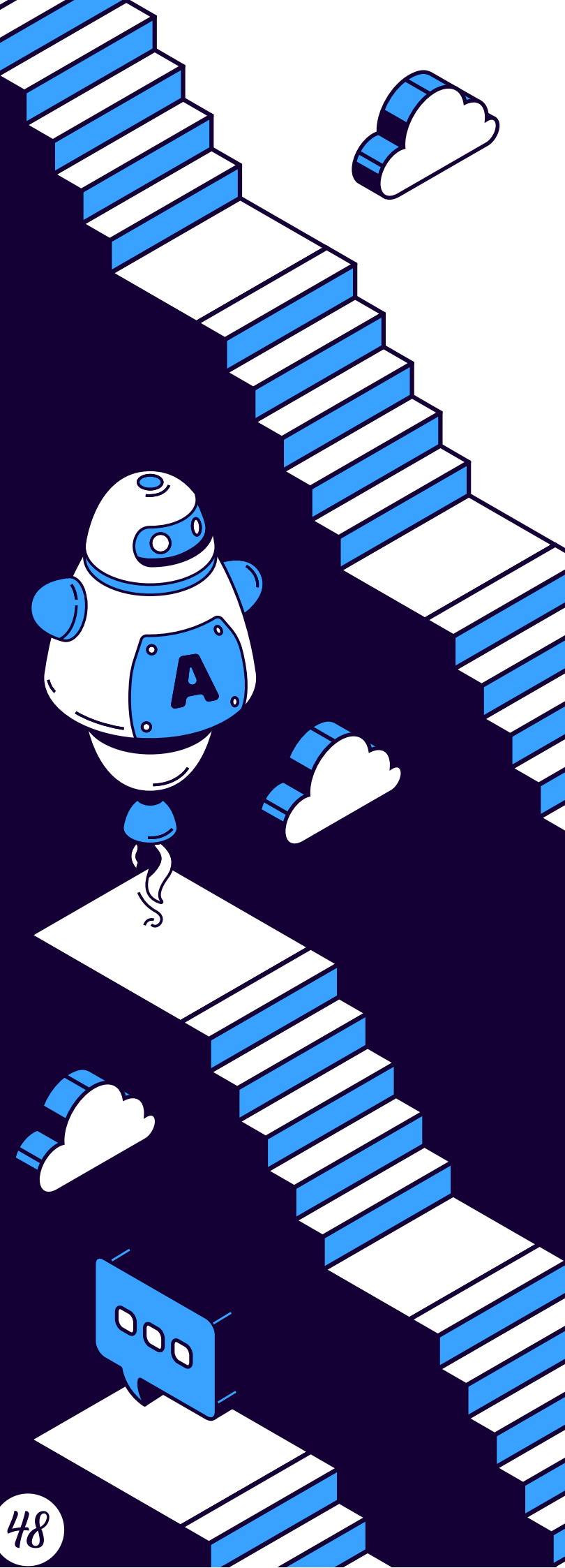
Erasmus+ is the largest EU program for education, training, youth and sports, it is aimed at strengthening the knowledge and skills and employability of European citizens, as well as improving education, training and work in the field of youth and sports. Erasmus + offers opportunities for international mobility for individuals and international cooperation for organizations, namely spending a period of study abroad, carrying out professional practice, professional development and training, volunteering, youth exchange, work on international projects focused on the modernization and internationalization of the education, training, youth sector and sports.

The goals of the program are:

- stronger connection between EU policies and financial support programs
- simplification of structure and implementation
- emphasis on the quality of the project
- stronger dissemination and better utilization of project results
- better connection with the needs of the labor market
- higher EU added value.

Erasmus+ is structured according to activities:

- KA1 – Mobility for learning purposes for individuals
- Key Action 2 - Cooperation among organisations and institutions
- KA 3- Support for policy reform
- The Jean Monnet program
- Sport.

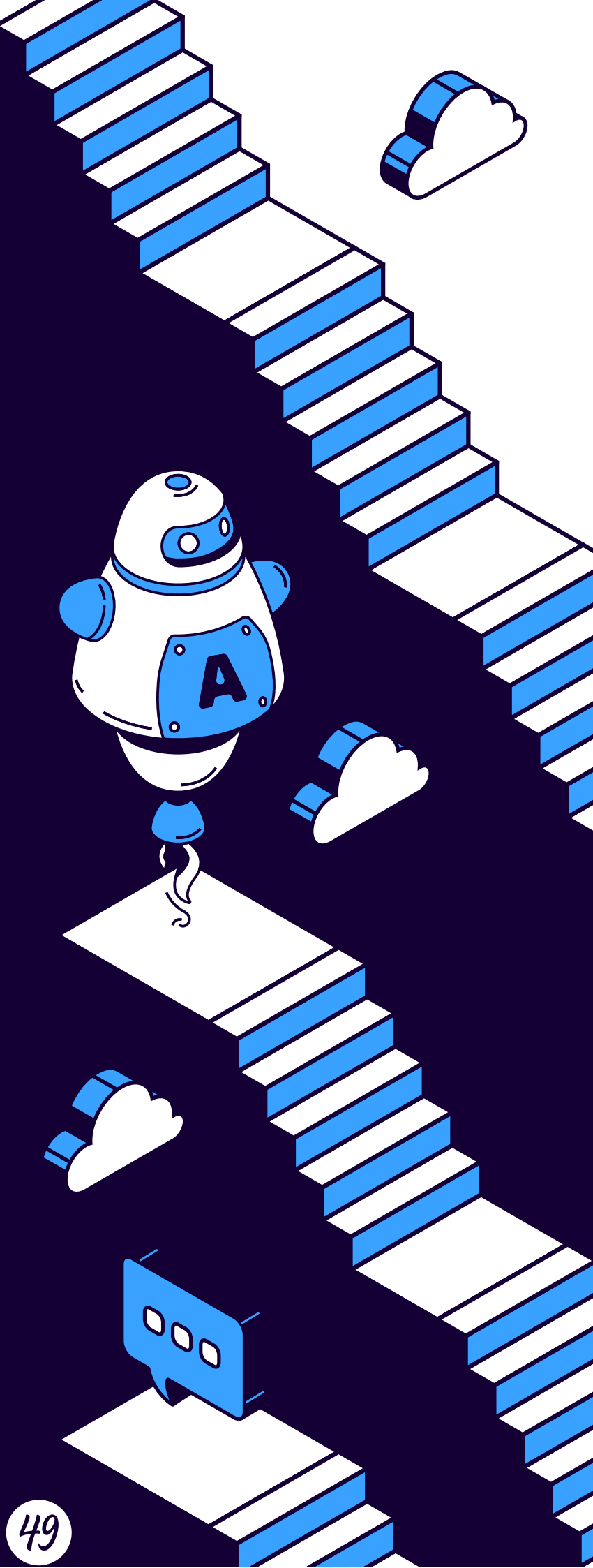


The Erasmus+ program covers 5 main areas of education and training, as well as the area of youth. Erasmus+ in the field of youth aims to strengthen the quality of youth work and informal learning for young people in Europe. It offers young people the possibility of mobility for the purpose of learning throughout Europe and outside Europe, and people who work with young people the possibility of developing interpersonal skills, increasing employability and networking within and outside Europe.

Program for the period 2021-2027. is strongly focused on social inclusion, green and digital transition, and promotion of youth participation in democratic life. It supports priorities and activities within the framework of the European Education Area, the Action Plan for Digital Education and the Skills Program for Europe. The program also supports the European Pillar of Social Rights, serves to implement the EU Youth Strategy 2019-2027. and develops the European dimension in sports.

Erasmus+ has its own guide which is essential for understanding the Erasmus+ program and is an integral part of the call for project proposals under the program. Young people who want to participate in Erasmus+ activities can get information through Eurodesk, which serves as a European information service that provides young people with information about international opportunities for volunteering, travel, internships, studies, etc. The European network contains 38 Eurodesk centers across Europe, and its headquarters are in Brussels.

The Erasmus+ program enables young people to participate in various international projects and activities in order to acquire learning, new knowledge and skills on a professional and personal level. It also offers opportunities for active involvement in society, starting socially useful initiatives or getting involved in the creation of local, national or European policies for young people. The costs of participating in the activities are covered by Erasmus+, and participation for young people is free.



RESOURCES

[1] REFERENCE NUMBER: 2022-2-HR01-KA220-YOU-000096214

[2] <https://nationalpolicies.eacea.ec.europa.eu/youthwiki/chapters/sweden/overview>

[3] For more information please visit the following link: <https://fritidsledare.se/>

[4] <https://publications.iom.int/books/world-migration-report-2022>

[5] <https://ecre.org/2022-update-aida-country-report-sweden/>

[6] <https://www.migrationsverket.se/>



[7] Migrants (Economic): Persons who leave their countries of origin purely for economic reasons not in any way related to the refugee definition, or in order to seek material improvements in their livelihood. Economic migrants do not fall within the criteria for refugee status and are therefore not entitled to benefit from international protection as refugees. (UNHCR Master Glossary of Terms)

[8] <https://sweden.se/culture/history/sweden-and-migration>

[9] For more information, please visit the following link: <https://cutt.ly/2we5s5sN>

[10] <https://conflictandhealth.biomedcentral.com/articles/10.1186/s13031-022-00480-y?fbclid=IwARof22mXL9O9NqE7JYK-GFppIDedn7YpbMIXAxCvvzGLPxqxYpSHeyOEzba>

[11] <https://www.hhs.se/en/research/research-houses/house-of-innovation/research/projects/new-page/>

[12] <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0225684#sec018>

[13] https://www.vinnova.se/en/m/sustainable-built-environments/effort-on-ai-for-municipalities-and-civil-society/?fbclid=IwAR2GRwk8EqVqFY12-fXzqy11PAug30016RFk94XiaM-3Hg_BAolirnCFzDg

[14] For more information please visit the following link: <https://shorturl.at/CO479>

[15] Some of these alternatives can be found on the following website: <https://techlog360.com/best-open-source-alternatives/>



[16] For more information please visit the following link: <https://cutt.ly/6wegk3rX>

[17] For more information please visit the following link: www.informationsverige.se

[18] For more information please visit the following link: <https://www.digitalajag.se/>

[19] For more information please visit the following link: <https://ec.europa.eu/social/main.jsp?langId=en&catId=1412>

[20] For more information please visit the following link: <https://digitalalektioner.se/>

[21] For more information please visit the following link: <https://www.mucof.se/verktyg>

[22] For more information please visit the following link: <https://www.digg.se/en/about-us>



Impressum

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Ung Kraft/Youth Power
Teleskopgaten 10 | 41518
Göteborg, Sweden
<https://www.youth-power.org/>
info@youth-power.org

Editor in chief:

Emina Cerkez

Autors:

Elma Husnic
Armin Cerkez
Vedran Raic

Design

Štefan Šnaubert, Udruga Studio B

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