2021

Using digital technologies to better support young people experiencing integration difficulties in the Mediterranean

A guide inspired by the good practices implemented during the Covid-19 pandemic.

MedNC Network

“ There is opportunity in each crisis ”

This publication aims to offer ideas for **digital solutions that are easy to replicate and that have already shown their worth** to **integration and vocational training professionals.** These aim to be relevant not only in the current health crisis, but also **in the long term** so as to make the most of the potential offered by digital technologies in support and training.

It also targets **technical and financial partners** wishing to act in favour of integration projects in that it defines the **main needs** in the field and provides **ideas for support.**

This publication is accompanied by a **slideshow presented in the form of an Excel table bringing together more than fifty digital tools** that may be useful for all types of structures managing support projects with young people, but more specifically for training and professional integration stakeholders.

Our thanks to the Drosos Foundation (*www.drosos.org*) for the support and trust it has shown the Mediterranean New Chance Network which has enabled the publication of this document.

All the tools presented in this guide and the links to access them can be found in a dedicated Excel table, accessible via the MedNC network website:

https://www.mednc.org/documents/9

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Preliminary definitions

Synchronous training: the training is organised during a period that is common to the trainer and the student, scheduled in advance.
Examples: traditional class, webinar.

Asynchronous training: the trainer provides the student with the training content: the student consults it at his or her own pace and can potentially follow it without an Internet connection.
Examples: manual, MOOC, correspondence course.

Classroom training: the training is organised in a place that is common to the trainer and the student.
Examples: traditional class, training session during a seminar.

Remote training: the training is organised entirely remotely without any need to use a specific technology.
Examples: webinar, MOOC, correspondence course.

E-learning: all the training is organised remotely via resources offered by new information and communication technologies, with the opportunity of synchronous and asynchronous training.
Examples: MOOC, webinar.

Blended learning: the training combines remote and classroom-based, synchronous and asynchronous training.

Glossary

AE2O: Associação para a Educação de Segunda Oportunidade - Association for Second Chance Education (in Portugal).

ASSET-H&C: Association of Southeast Asian Social Enterprises for Training in Hospitality & Catering.

E2O: Escuela de segunda oportunidad – Second Chance School (in Spain).

E2C: Second Chance School (in France).

E2O España: Asociación española de escuelas de segunda oportunidad – Spanish association for Second Chance Schools.

FabLab: Fabrication laboratory.

FIP: Training and professional integration.

IECD: Institut européen de coopération et de développement - European institute of cooperation and development.

MedNC: Mediterranean New Chance Network.

MOOC: Massive open online courses.

NGO: Non-governmental organisation.

CSR: Corporate social responsibility.

SaaS: Software as a service.

TAMSS: Tunisian association for management and social stability.

ICT: Information and communication technologies.

EU: European Union.

VETC: Vocational training and employment centre.

IVS: International volunteer service for development.

THE MEDITERRANEAN NEW CHANCE NETWORK

An alarming situation

By 2050, in **North Africa** alone, no fewer than 300 million young people will be joining the labour market[1]. If the present-day unemployment rates for these same countries – **which sometimes exceed 30%** – do not decrease, 90 million young people will be out of work, the equivalent of the current population of Egypt.
In the countries of the **northern shore of the Mediterranean**, unemployment rates among young people are equally alarming: 29% in Italy and 32%[2] in Spain.

Unemployed young people in North Africa

This concerns young people who have dropped out of school as well as graduates.

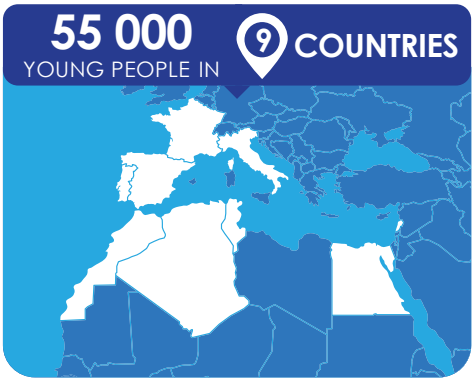
Everything suggests that the **Covid-19 pandemic** and its economic and social consequences (loss of jobs, increase in school dropout rate, inability for some schools to continue to teach) will worsen this situation.

Creating synergies between stakeholders from both shores

Coordinated by the IECD[3] since 2018, **the Mediterranean New Chance Network (MedNC)** brings together professional integration stakeholders which, on both sides of the Mediterranean, set up effective solutions to combat this phenomenon.

By **promoting synergies** among these stakeholders and encouraging the sharing of experience and good practices, the MedNC network encourages the replication of solutions that have proven their worth on a local level in order to enable them to **be scaled up** to a Mediterranean level and **thus increase their impact.**

Together, their action benefits more than:



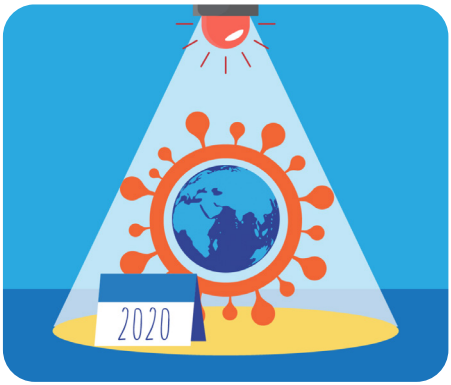
For further information, read:
L'insertion des jeunes en Méditerranée : une priorité, une urgence, une opportunité, published by the IECD via the MedNC network in May 2019.
https://www.iecd.org/iecd2/wp-content/uploads/2019/05/revue-de-litterature-mednc-v2.pdf

GENESIS OF THIS PUBLICATION

In April 2020, the Covid-19 health crisis was impacting all countries around the world. All the MedNC network's training bodies in its 9 countries of intervention were forced to close their doors.

A consultation was carried out among the network to identify the solutions set up to adapt to this new context, as well as the **needs and difficulties** faced by each one. Despite the unforeseen nature of the situation, all the members showed that they were able to act quickly and set up specific activities in order to **stay in touch with their students and ensure the continuity of their educational support.** In addition to this initial observation, other strong trends emerged:

- Few of these stakeholders had set up remote support methods before being forced to do so by the circumstances.
- Major disparities in terms of structure and the degree of sophistication of the responses were visible between courses on a national level and those on a more local level.
- Technical training could not be continued in most cases.
- All used **digital tools** to stay in touch with their young people.
- **All showed great interest in hearing what the other members had done during the lockdown in order to draw inspiration from them for their own experiences during and after the crisis.**



It is this last point in particular that is behind this study that aims to **capitalise** on, **promote** and share good practices that have helped MedNC network members tackle the Covid-19 crisis.

Furthermore, in view of the fact that they were systematically discussed during these different exchanges, **digital technologies very quickly became a relevant central theme:** for their simplicity in terms of replicability on one hand, but also for the many remote collaboration opportunities they offer that are particularly suited to the dynamic of the MedNC network.

In particular, this publication was inspired by a similar study by the ONG-FIP group to which the IECD also belongs: "TIC & FIP – Les TIC au service de la formation et insertion professionnelle dans les PED", December 2020: http://www.entreprendreausud.org/article/ticfip/

***NB:** given the extensive cross-cutting nature of digital technologies and the many fields of application, it is not possible for this document to be exhaustive, and it does not intend to be so.*

DIGITAL TECHNOLOGIES AND PROFESSIONAL INTEGRATION: UNEQUAL OPPORTUNITIES

Increasing use of digital technologies in the world of work

A study by the European Commission shows that **digital technologies are widely used in the workplace in the European Union.** The large majority of European workplaces use desktop computers (93%), broadband Internet access technology (94%), laptop computers (75%) and other portable devices (63%)[4].

Although this phenomenon is experienced differently according to the company's sector of activity, its place in the market, its size and its management methods, digital skills have become **cross-cutting skills in their own right** and **essential requirements** for accessing a growing number of jobs. Furthermore, the continuous economic growth of the information and communication technologies sector is generating many new jobs, especially in developing countries.

In an interview with the Financial Times in 2017, the Executive Director of the Bank of Lebanon estimated that about **25,000 jobs** would be created in the information and communication technologies sector (ICT) in the country between 2013 and 2025[5].

Following the same timescale, **the mobile telephone industry is expected to create up to 300,000 jobs in Sub-Saharan Africa** according to a survey by the *GSM Association*[6]. A trend that would primarily benefit young people, in this region where growth population is the highest in the world. To do this, technical skills acquired by the latter on leaving the study **will have to be matching** with those sought by the main operators. This is not yet the case, due to disconnection between industries and national education systems.

Definition

Digital accessibility means having access to digital resources and being able to use them, regardless of culture, physical or mental capacities, mother tongue, the quality of the network's infrastructure and that of the equipment available.

Digital divide refers to inequalities in accessing these digital resources, but also the inequalities in being able to use them. It is also often referred to as geographic or generational divides.

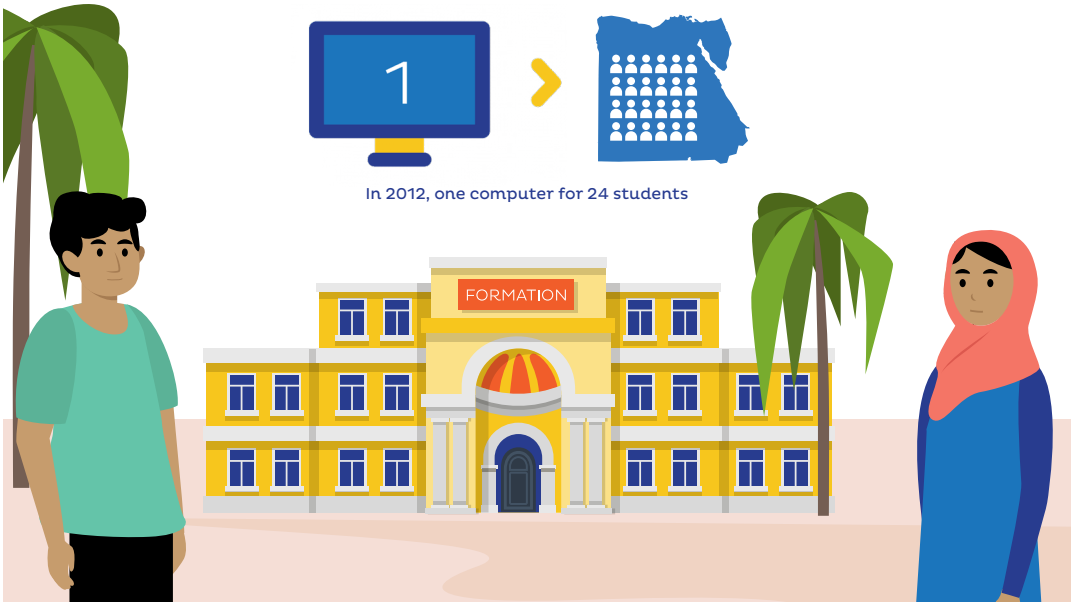
What is the added value of digital technologies for teaching and training?

Whether in the frame of training and teaching in the classroom or delivered remotely, the adapted use of information and communication technologies offers **three major advantages:**

- they often improve **students' motivation** by their entertaining and educational aspect;
- they help **to improve and update teaching practices** thanks to the new opportunities and innovations they offer at regular intervals;
- they are often more **effective** in the help they provide either through their ability to **automate** repetitive tasks or data analysis.

In this sense, information and communication technologies help to g**reatly increase the success rate** of the structures in which they are already used. Two conditions are necessary for the success of any project that includes ICT in its teaching methods. The first, of course, is that **the trainers have the necessary equipment** and there is still much progress to be made in this area in certain countries. For example, in 2012, it is believed that only half of secondary establishments in Egypt had Internet access and only had one computer for 24 students[7].

The second is that **the trainers themselves are trained in these technologies.** In a study published in 2014 on the integration of ICT in education in Morocco, 75.7% of Moroccan school directors believed that the lack of basic computer skills was the main obstacle that dissuaded teachers and administrative staff from using ICT in their professional practices[8].
These two conditions often imply a structural and **organisational change** in the organisation concerned and major human and financial costs.



In 2012, one computer for 24 students

" The new digital era requires flexible teaching that favours students' creativity and innovative spirit "

Testimonial by Daniel Morales Gutiérrez,
Director of the Orange Foundation in Spain
and of CSR for Orange Spain

« Quality education is one of the greatest challenges in the world. It is a crucial element for achieving all the sustainable development goals and a fundamental right for attaining a sustainable society.
For companies, and for Orange in particular through its Foundation, improving the development of people and the professional prospects of future generations is a key issue.

In the frame of our Foundation's social action, we feel that we must be involved in a responsible manner and we believe that providing good quality educational practices, promoting the outstanding work of many teachers, and creating meeting spaces where these experiences can be shared is crucial for ensuring success. That is why the Orange Foundation in Spain has been a member of the Spanish Association of Second Chance Schools since 2017, the first company to accept this role.

Digital inclusion as a driving force for the employability of young people

At the Orange Foundation, we are aware that the new digital age is complex and requires a flexible education that fosters students' creativity and innovative spirit whilst also providing them with the skills they need to face a period of change.

In particular, in the frame of "*Jóvenes con Futuro*"(Youth with a Future), we encourage initiatives in the field of digital education that generate opportunities among young people, especially those who, for various reasons, find themselves in a vulnerable social and educational situation.

One of our Foundation's lines of action is "digital inclusion": we want to ensure that no-one is left behind in this digital revolution and education is the key to this.

In this respect, in the educational centres where we work, we have several specific programs that have managed to integrate a digital ecosystem that improves teaching and learning processes as well as student motivation.

For example, the *"GarageLab"* program is designed for students who have difficulty adapting and succeeding in the traditional education system. It aims to increase student motivation, promote improved academic performance thanks to the Fab Lab environment and the "maker" movement, and has succeeded in reducing the dropout rate by more than 12% among its participants.

Another project is the "Fibre Optic Home Installer Technician" training path that aims to provide students with the knowledge and skills needed to assemble optical fibre home installations. This training includes professional internships in different companies and institutions, with experience in a professional context and the hands-on application of the knowledge acquired during the training period.

Another initiative is the "EDYTA" program, a national project on education and digital transformation which targets both women and third sector associations working with groups of women in vulnerable situations at risk of exclusion and with low employment prospects. The initiative is intended to be a tool for empowering these women, increasing the social impact of their actions and promoting their socio-professional integration through the development of digital skills.

Connectivity in view of the consequences of the health crisis

Finally, the "*Gigas Solidarios*" program is also very important in the context of the current health and social crisis. Thanks to the agreement with the Ministry of Education and the Departments of Education, it aims to facilitate connectivity and provide equipment for families who do not have access to such tools. This allows children from these families to attend classes remotely without falling behind their classmates.

To help overcome the consequences of the crisis caused by the Covid-19 pandemic among low-income families without Internet access, in the frame of this program, we offer free connections and equipment to more than 5,400 families throughout Spain. These have been distributed with the help of the Second Chance Schools and organisations such as the Red Cross and Aldeas Infantiles.

This initiative allows low-income families with children under the age of 18 to stay in touch and complete the tasks that teachers set up to ensure their progress throughout the school year. This allows them to take full advantage of all the opportunities that technologies can offer for their development, education and entertainment, making technologies a unifying element and not an additional obstacle in these difficult times. »

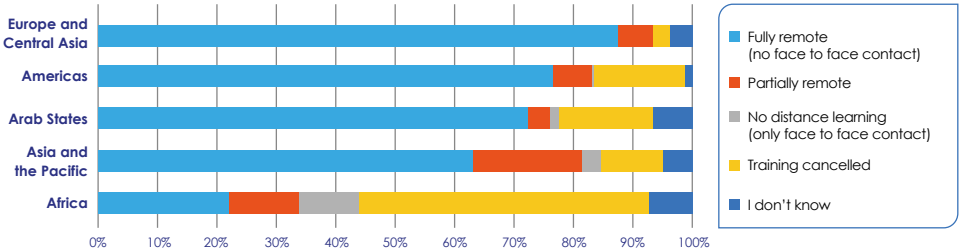
www.fundacionorange.es

The Covid-19 pandemic: exacerbating the effects of the digital divide

"The Covid-19 pandemic has generated a shockwave among education systems, disrupting the lives of nearly 1.6 billion students in more than 190 countries on every continent. Closures of schools and other learning spaces have impacted 94% of the world's student population, up to 99% in low and lower-middle income countries[9]."

Naturally, the use of ICTs has been favoured in order to adapt all types of activities to the new paradigms dictated by this health crisis. This trend has immediately highlighted the **digital divide** that exists at all levels: between the most and least developed countries, between urban and rural areas, between different generations and social categories within a same country; but it has also **worsened the consequences** of these.

How is training being provided in this period of the COVID-19 pandemic? (% of respondents)



This graph shows great regional disparities in the way in which vocational training continued to be delivered during the lockdowns in spring 2020[10].

One of the most notable consequences has been the **almost systematic marginalisation** of already marginalised groups, especially vulnerable young people who are struggling to find work or who have dropped out of school and who, for social and economic reasons, are often the most removed from the digital world.

However, this transition to digital, sometimes driven by the pandemic, sometimes already in progress but accelerated by it, has also been a **real opportunity** for trainers working with these same groups. It has allowed them to train in new tools, obtain new funding, but also, above all, to reinvent their working methods and create new relationships with their students.

However, despite these combined efforts, it is estimated that, due to the economic impact of the pandemic alone, some **23.8 million children and young people** (from pre-school to higher education) will have dropped out of school or have been deprived of access to education at the start of the 2020 academic year[11].

DIGITAL TECHNOLOGIES AND ACCESS TO EMPLOYMENT AND TRAINING: URGENCIES AND OPPORTUNITIES

7 out of 10 jobs in the European Union require some basic digital skills. In this case one third of European workers are at risk of finding themselves in difficulty due to a lack of adequate training and education[12].

91% of human resource departments in **France** recruit through job websites[13]. At the same time, **74%** of non-graduates in France **do not consider themselves competent to use a computer[14].**

Of the 8.2 million students for whom school is compulsory in **Spain, 10%** do not have the opportunity **to take courses online:** a figure that is even as high as **20%** in some of the country's cities[15].

Before the pandemic, **Greece** digital capacities were among the lowest in Europe: nearly **20%** of the working population **did not have any skills or access to the Internet,** while the Region average was standing at 10% in 2019[16].


In 2019, more than 40% of households in Tunisia did not have a fixed Internet connection[19].
En 2020, pour 40 millions In 2020, there were 3 million computers for 40 million inhabitants in Algeria : 40% of which were owned by businesses or administrations[20].
The implementation of online courses during the lockdown in Lebanon encountered many obstacles : in particular the instability of students' Internet connections.
In 2016, in the Middle East[17], it was estimated that women were 20% less connected than men. This situation is all the more alarming since the gap has widened since 2013 when this figure was 19.2%.
By 2025, the cell phone industry may have created up to 300,000 jobs in Sub-Saharan Africa[21].

GOOD PRACTICES

Choice of themes

Even if limited to the fields of professional integration and vocational training for young people, digital technologies offer a huge number of fields of application and possibilities.

This guide focuses on themes for which some members of the MedNC network have expressed **specific needs and difficulties** for which other members have provided relevant solutions. Furthermore, priority has been given to themes that **directly concern these structures' beneficiaries,** namely, students, trainees and learners.

In view of these different criteria, a list of 4 themes was drawn up, each one divided into 2 sub-themes. Among these **4 themes,** themes 1 and 2 can be considered as cross-cutting themes: forming the requirements without which the more specific themes covered by points 3 and 4 cannot be addressed.

N°1 Equipping yourself and your beneficiaries with connected equipment

- **1.1.** Having the keys for equipping yourself with hardware and software.
- **1.2.** Being able to provide an Internet connection to all your students.

N°2 Acquiring digital skills

- **2.1.** Obtaining the support of teams for digital technologies.
- **2.2.** Training your students with basic digital skills.

N°3 Staying in touch despite the distance

- **3.1.** Building and mobilising a virtual community of learners.
- **3.2.** Exchanging and pooling resources among professionals.

N°4 Integrating digital technologies into your training modules

- **4.1.** Accessing existing online training.
- **4.2.** Creating your own digital training modules.

For each of these themes, we have tried to propose:

- **recommendations and good practices** suggested by the members of the MedNC network and the IECD;
- **digital tools:** software, platforms, applications, devices; that respond to these issues and which are listed in detail **in a dedicated Excel table.**

With a view to offering sustainable solutions that remain relevant in the post-crisis phase, we have endeavoured to identify initiatives and tools that, although they were developed in a very specific context, continue to be beneficial to their structures since the lifting of the lockdowns.

Methodology

From the beginning of June to the end of July 2020, **a second series of semi-directive one-to-one interviews** was conducted with the members and privileged partners of the MedNC network. These offered the opportunity to review with them certain elements they had highlighted during the first consultation, but also to discuss new initiatives based on the 4 themes of the study.

This second series of interviews took place as these structures **were preparing for the lifting of lockdown and the resumption of their face-to-face activities**: they were more willing to look to the future. Therefore, they show an opposing trend to the first phase during which everyone was still caught up in the urgency of crisis management. These second interviews allowed them to provide initial **feedback** concerning the initiatives taken in the previous weeks and suggest recommendations formulated in light of what they had experienced.

Still with a view to identifying and proposing solutions **likely to be useful to the greatest number** of people, the decision was made to also involve other IECD programs. Therefore, a questionnaire was sent to its fifteen country delegates with a view to shedding light on their use of digital technologies before and during the crisis, as well as their future development plans in this area.

Limits

The exceptional circumstances imposed by Covid-19 have allowed many professional integration and vocational training stakeholders to experiment and push back the limits of their use of digital technologies within the frame of their activity. However, they have also been an opportunity **to test some of its limits,** which we would like to recall here. Far from wishing to present digital technologies as a universal and absolute solution, we will continue our reflection bearing in mind the positive and negative aspects of them.

All the educators contacted for this publication insisted on emphasising one point: however efficient and well-used remote learning digital resources may be, they can **never replace face-to-face teaching.** This is true for all types of training in which time spent face-to-face with the trainer and peers is necessarily constructive and beneficial for the learner. This is all the more true for technical training courses that require learning how to handle more or less complex materials and apply specific procedures that cannot be taught remotely. Finally, it is important to mention the **social bond** created by face-to-face encounters with both the support staff and peers, **a particularly important part of a reintegration process.**

The subject of digital technologies and their professional use, combined with that of their omnipresence in today's society, especially in private circles, necessarily raises the question of the **"right to disconnect".** This expression is defined as the right for any employee not to be connected to a professional digital tool outside of working hours. The inclusion of this right in the labour laws of a growing number of countries raises several questions, especially in view of the fact that many of the solutions proposed during this crisis involve devices often intended for private use: smartphone or Facebook page.

N°1

Equipping yourself and your beneficiaries with connected equipment

The integration of ICT into a support structure firstly requires the installation of technological equipment and devices fitted with the appropriate software essential for the implementation of such a process. However, the methods for ensuring support and remote teaching are more difficult to implement because they require all the parties involved having access to an Internet connection.

1.1. Having the keys for acquiring hardware and software

Equipping a structure with digital equipment is generally a costly operation, even if the price of such equipment is falling and many institutional and private donors appear to be increasingly willing to cover these expenses. However, several paths should be studied in order to reduce these costs.

• Favouring SaaS

SaaS *(Software as a Service)* is a distribution method by which a provider makes its software or application accessible directly via a web browser either free of charge or in return for payment. Facebook, Google, Open Classroom[22] are just a few of the many examples.

For small organisations with little or no human resources to devote to their information systems, these **solutions offer several advantages:**

- they **do not need to be installed** and set up on the user's computer or smartphone to work;
- they **can be used on any type of hardware:** regardless of brand, operating system, or internal set-ups;
- hey are **updated** without requiring any intervention by the user.

Of course, as a web solution, an Internet connection is necessary for accessing them.

• Submitting group requests for equipment (consortium, network, etc.) and knowing how to present the advantages:

Multi-player actions systematically help to pool costs whilst also increasing impact and visibility.

The consultation carried out among the members of the MedNC network shows that the major cell phone and Internet operators are generally more inclined to respond favourably to requests made by groups of stakeholders. This trend was seen in particular in the cases of the **E2C France network** and of the **Apprentis d'Auteuil** in France; the **E2O España** network in Spain; and **CNOS-FAP** in Italy. Each of these four structures brings together and federates several dozen training and integration support structures, all managed to **mobilise major telecom operators** and obtained smartphones, tablets and mobile Internet packages for several hundred of their young people during lockdown.

Such group actions are often able to identify schools that should be prioritised, sometimes even going so far as identifying individual learners in situations of digital exclusion, and manage the equipment's distribution, all this on a regional and even a national scale. These **are all arguments that can be presented to donors,** who will be more willing to discuss a large endowment with one sole representative rather than with several of them which involves many deliveries.

Facilitating access to the Internet for young people in vulnerable situations : successful collaboration between the Private Foundation Nous Cims and E2O España

In Spain, one of the countries most affected by the pandemic in Europe, a lockdown was declared on March 15, 2020 and lasted 99 days. It was in this very specific context that the Private Foundation Nous Cims[23] decided to support young people in second chance schools (E2O). A project designed to tackle the emergency was quickly set up with the **Spanish Association of Second Chance Schools (E2O España*)** and was launched in mid-April. Its objective: to enable young people to continue their training and socio-professional integration by providing them with direct or indirect support in obtaining a good-quality Internet service at home or via a cell phone.

Thanks to its extensive network (E2O España brings together 43 Second Chance schools in 9 regions), **more than 500 young people** received assistance for up to 3 months to cover their Internet connection needs. The schools also played a key role in identifying young people in particularly vulnerable situations during lockdown and provided personalised support (the amount and duration of the aid varied according to each young person). **Also, to ensure continuity of training, the aid facilitated contact with the young people thus providing remote emotional support.**

"With the help we received, we were able to pay for the Internet connection which is one of the most important things we have at home. Without it, my brothers and I would not have been able to follow the courses or stay in touch with our loved ones."

Ali
20 year-old, E20 student
from Fundación Tomillo, Madrid

"During the lockdown, we saw that that many of our students were completely isolated, not only physically but also virtually, with all that this implies for their educational and personal development, and that they could not continue their training because of a lack of resources (connectivity, computer equipment, etc.). For these families, these aids meant the difference between not being able to successfully complete the course and being able to complete it and obtain the corresponding certificate"

Bárbara Muñoz
Guidance Department,
Fundación Tomillo, Madrid

** Member organisation of the MedNC network. See description page 54.*

1.2. Being able to provide an Internet connection to all your beneficiaries

The lack of an Internet access for learners was mentioned by all members of the MedNC network contacted for this study as being the main obstacle to their continued support during the different lockdowns. While this lack of connectivity was systematically a result of financial difficulties in countries on the northern shore, it was more often due to structural issues in countries on the southern shore: in particular major geographic inequalities in network coverage.

• Financing mobile data top-ups at a lower cost:

Whether managed by major telephone operators themselves or by private players, there are **solutions for topping-up several phones at the same time.** In most cases, it is simply necessary to send a list of numbers. These solutions offer several advantages in terms of practical and financial management: only having to administer one contact list instead of having to manage each telephone number individually; and only having to make one group payment instead of several. In particular, this solution was used by the **Al-Jisr Association*** in Morocco.

It should also be noted that some operators offer the chance to buy **mobile data top-ups that can only be used for Facebook and WhatsApp.** Although these top-ups have a very limited use, they are offered at very competitive prices compared to standard subscriptions. Insofar as a very large majority of the network's member structures used these platforms as their main remote support system, sometimes using only them, this type of subscription appears to be an interesting solution.

• Having your own hotspot:

In the absence of being able to offer an individual connection to all its learners, a training and support structure can, at the very least, start by equipping its premises **with a hotspot**, thus providing free and open access to the Internet via a Wi-Fi terminal and/or the provision of connected workstations.

While such a solution cannot be used in a strict context of restricted movement or limited gatherings or allow remote training sessions to be organised at the same time, it can allow downloadable content to be made available which learners are then free to consult and follow offline at their own pace at home. Also, a hotspot can provide a useful solution for introducing young people not very used to ICT to its uses.

** Member organisation of the MedNC network. See description page 54.*

Tools

Name	Editor	Year	Description
Spotbox	**Spot LMS**	**2016**	Autonomous router allowing courses, including videos, to be delivered via the local network or via its own router without an Internet connection. This solution only works locally (at the level of a class-room) when connected to a computer. It depends greatly on the equipment used.
► ***https://www.spotlms.us/spotbox/spotbox.html***			

Koombox	**Bibliothèques Sans Frontières**	**2015**	Digital library; battery-operated device that streams video content, text, images, online courses via a Wi-Fi router.
► ***https://www.librarieswithoutborders.org/koombook/***			

Acquiring digital skills N°2

Clearly, simply having an item of connected digital equipment is not enough to develop remote support methods for beneficiaries in the long-term. Although their uses have become more widespread in the private circle, their use in a professional or training context requires the acquisition of basic and specific skills : as much for learners as for teachers.

Definition

On its website, *Emmaus Connect*[24] , a key player for digital inclusion in France, **defines basic digital skills as follows :**

Internet : log in / browse / search / complete a form
Email : create my mailbox / send and consult e-mails / send and receive documents
Equipement : use a keyboard / use a mouse / use a USB key
Office automation : know my way around a computer / manage documents / use the word processor
Security : log in safely / protect my personal data / recognise fraudulent sites and messages

2.1. Obtaining the support of teams for digital technologies

The lack of knowledge and skills of trainers in ICTs is a major obstacle to the use of ICTs in teaching. In this sense, the level of skills among trainers is the most important factor for the success of any project that includes the use of ICT in teaching.
Yet in this field dominated by human relationships, these tools that imply distance and dematerialisation, often generate a certain amount of reticence. Therefore, several precautions must be taken to facilitate this type of transition.

• Considering digital tools as structuring tools and not as gadgets

Structures that have successfully made the transition to digital technologies have one thing in common : they have completely **rethought** their action with the digital, starting by drawing up an exact inventory of their needs, difficulties, opportunities, margins for progress and possibilities for optimisation, and then identifying the solutions best suited to them. These steps are regularly skipped and often the choice of tool comes before the need.

Furthermore, the integration of ICT tools generally brings about **deep-seated changes** in the way an organisation works which staff may find difficult to accept. Hence the need :

- to **involve the staff** in the analysis process that precedes the deployment of any technical solutions;
- to accompany this transition with **clear communication**, if possible from the organisation's management.

• Relying on your digital ambassador

Apart from the usual reluctance to make changes in an organisation, digital technologies tend to upset **those who are not used to it.** One solution for combatting this phenomenon could be to appoint an in-house **digital ambassador.**

Many organisations have one person among its staff who **is more connected, more convinced and more comfortable** with the digital world than the others either because of a personal interest or because of his or her position.

If this is the case, this person could be asked to **play an active role** in the digital transition: either as an occasional trainer or as a reference person.

Specifically in Italy...

CNOS-FAP: training of trainers at a national level

The CNOS-FAP* confederation, founded in 1977, brings together more than 58 schools and training centres in 16 regions of Italy . This structure decided to use digital technologies **and digital learning** as early on as 2010 **and equipped its structures** and teachers extensively with digital equipment, and more particularly with iPads. This initiative was made possible thanks to a **long-standing partnership** with *Apple*[25] but also thanks to a structured strategy for training trainers in digital technologies.

All CNOS-FAP's schools and training centres have a digital technologies **referring teacher** in their teams. Together, they ensure cohesion between the methods and tools used for remote teaching at a national level.

Three or four times a year, **exchanges and experience-sharing sessions** are organised that bring together all these reference teachers. They discuss new tools, methods and approaches they have found and tested, as well as any special needs that may have been identified. For example, **a one-week seminar** is organised every summer, during which the referring teachers benefit from training sessions with external experts that are designed to meet their needs.

At **a local level,** these referring teachers are in charge of deploying the solutions at their own schools and among their colleagues and ensuring that they are used in a **homogeneous manner.** To that end, they can, in particular, use **a methodological teacher training guide** that was written in 2016 and which is due to be updated in 2021.

** Member organisation of the MedNC network. See description page 54.*

2.2. Training your students in basic digital skills

Although often described as the generation «born with these tools in their hands», many young people enter the job market without some of the computer knowledge or skills deemed to be essential in a professional context, especially in service sector jobs. In particular, this trend can be explained by the gap that exists between the software and apps used by these same young people in their free time, which are mainly recreational and social, and the tools commonly used in professional life. The latter are generally no more complex to use than the former, but, as for any digital device, they require a certain amount of knowledge.

• Knowing the skills that are essential for young people

The **IT skills most commonly mentioned in job offers** are Microsoft Office, web browsers, and standard professional messaging tools, which often include other apps such as those for organising meetings.

However, the list of these essential skills tends to vary according to country and professional field. **This is particularly true for technical professions** which may sometimes require **the use of specific software or apps.** It may be interesting to conduct surveys among local companies or partners from the integration structure to identify the software and digital skills they prefer.

• Remote digital training

Compared to other technical fields, digital technologies is **undoubtedly the one that is easiest to learn remotely.** And rightly so: here, the technical equipment that the student must learn to use is the same as that which will be used to follow the said training. In this way, training in remote digital learning tools helps to **combine the correct amount of practice and theory,** which is not always the case for technical training (see our paragraph on Limits on page 15).

It is partly for this reason that online training courses in digital technologies are the most common and the most developed: whether they concern office automation, web programming, image retouching, or the development of new technologies. Moreover, most of the time, these online courses are **free** of charge and when they are not, they often lead to **recognised certifications.**

• Working on digital soft skills

Beyond these technical aspects, IT practices in the business world are **very different** from those used by most young people in their daily lives. Again, this is especially true for messaging solutions.

Sending a professional email, however ordinary it may be, involves a certain number of codes: social this time, that are specific to this type of communication. These **codes are very different** from those used for instant messaging apps that are popular in private circles. They are also far from intuitive.

Knowing how to present oneself properly in an email, using the correct tone and language, concluding and signing it in the correct manner, which could be described **as digital soft skills**, are all professional skills that may require specific training activities or a cross-cutting working method. In particular, this is what some schools in the E2C France Network* are setting up thanks to their classrooms equipped with connected computers. Thus, trainees are often asked to submit homework assignments by sending a formal email to their teacher, who also returns it to them by email.

Tools

Name	Editor	Year	Description
LesBonsClics	WeTechCare	2017	LesBonsClics is a 100% free platform that offers entertaining and intuitive training modules in basic digital skills.
► *https://www.lesbonsclics.fr/fr/*			

OpenClassrooms	OPC	2013	Online training content (mainly coding and computer science oriented) : some paid training courses can lead to a diploma.
► *https://openclassrooms.com/fr/*			

** Member organisation of the MedNC network. See description page 55.*

How to improve the digital skills of young people in order to facilitate their socio-professional integration?

The study carried out by the Orange Foundation in Spain, in collaboration with the Spanish Association of Second Chance Schools (E2O España) , from October 2019 to March 2020, had the following main objectives: to **better understand the needs of young people** and professionals in Second Chance Schools (E2O) in terms of **digital skills**; to analyse the level of **digital literacy** in E2O schools; t**o identify and share good practices.**

The study combined research in the field and co-creation workshops and was carried out in close collaboration with different players from the training and technology sectors. A total of 33 E2Os representing more than 7,000 young people took part in the study.

State of play

Although young people at E2O schools are part of a generation of digital natives, their skills in this **area are poorly developed.** 100% of the professionals consulted consider it necessary to develop the digital skills of young people at E2O schools, and 81.8% believe that their level is very varied. This situation can be explained in particular by the varied personal situations regarding access to the digital world (equipment and Internet connection) and also by the varied levels of training. 96.7% of the E2O schools surveyed provide **implicit basic training in digital skills** as part of their courses and 57.5% provide **explicit basic training alongside** their training courses. Most E2O school representatives (42%) see the digital level of their entity as a resource and identify three paths for improvement: access to equipment (hardware and software), **training of professionals in digital teaching and active methods, and training for young people in digital skills for better integration** into the job market.

Lines of action

The study identified **8 lines of action** for improving the digital culture of E2O schools and developing the digital skills of young people. These recommendations are useful for all training organisations and can be replicated in a variety of contexts. They are all the more relevant today in the context of the Covid-19 crisis. These lines of action are divided up into two levels: the first corresponds to the **classroom**, and the second, more strategic level, to the **entity** itself.

First level: the classroom

To improve the digital skills of young people, it is necessary to turn the educational model into a more **practical and participatory** model that associates content with the real lives of young people: on the one hand, active methods that improve young people's participation and promote "learning to learn" such as project-based work; on the other hand, content and formats that connect with young people, their daily lives and their needs, so that they find the content more useful which improves their

motivation to learn. This could create a virtuous circle by helping young people develop a vocation for digital careers. Furthermore, it is necessary to fully understand the **point at which young people are starting out** (level and training requirements).

1. **Understanding young people's level of digital skills.**
2. **Working on digital skills by project according to their needs.**
3. **Developing their digital vocation.**
4. **Continued training in active learning methods.**

Second level: the entity

It is necessary that entities become actively involved and define a **global vision** for digital technologies, as well as concrete strategies for its implementation. Even if a shortage of equipment is a fact (hardware and software), there are alternative strategies for promoting the active learning of digital skills. For example, **opening the school to the community,** collaborating with neighbouring entities with specialist equipment, or turning spaces into **creative classrooms with multi-purpose equipment for more flexible learning.** Finally, it is necessary for entities to support professionals by facilitating **continuing education** and the creation of a collaborative environment.

5. **Adopting a global digital vision.**
6. **Designing creative rooms with flexible equipment.**
7. **Facilitating continuing education and collaborative learning for training and guidance professionals.**
8. **Opening the school to the community.**

This study is fully available on the Orange Foundation in Spain's website : *http://www.fundacionorange.es/estudio-jovenes-con-futuro/*

"The Covid-19 crisis has revealed the importance and urgency of developing digital skills among the most vulnerable young people who are faced with seeing their social and professional integration become even more difficult. This is now a priority for second-chance schools in Spain. Digitalisation is not just a new constraint in a difficult context, it is a real opportunity for offering new opportunities to young people in difficulty."

Guillaume Thureau,
Advisor to management, E2O España

Staying in touch despite the distance N°3

For many students (both in the formal and informal sectors) the lockdown measures imposed by the Covid-19 crisis had the **negative effect of severing ties with school.** Sadly, this trend was all the more pronounced among students already in difficulty, who are at the highest risk of dropping out. In a survey of MedNC network members in autumn 2020, 84% of organisations (including 100% of those in the South) said they had experienced difficulty staying in touch with their students during the lockdowns.

Therefore, actions are often necessary in order **to stay in touch** with these young people.

Owing to their flexibility and adaptability, ICTs are essential during such difficult times when habits are changing. Digital tools are essential for **ensuring continuity of training and professional integration.** They are a means not only for staying in touch, but also for strengthening ties and improving motivation, creating new and more stimulating ways for learning and exchanging.

3.1. Building and mobilising a virtual community of learners

The adapted use of digital technologies to implement support systems has the advantage of making them much more entertaining. This characteristic can be particularly interesting for a remote system – which, by nature, tends to be less immersive than face-to-face systems – especially when used in a very difficult context which itself is very disheartening.

• Knowing how to use the flexibility of digital tools

The advantage of blended learning (or entirely remote) training courses is that they **are more flexible** than face-to-face training. Thus, many variables (schedules, delivery method, even content) can be adapted from one class to another according to its specific needs and constraints. It can be extremely interesting knowing how to make use of this flexibility since it can allow programs to be adapted in order to ensure **that learners remain fully mobilised and committed.**

To that end, classes can be **consulted** before the start of the training session; then at regular intervals during the training sessions: these consultations may be focus groups or questionnaires. On this point again, **many adapted digital solutions** already exist for collecting and analysing opinions (for example: see the Kobotoolbox, on page 35).

• Using tools already familiar to young people

The **penetration rate** of a digital solution for a given population always depends on the **technical and economic accessibility** it offers that population. If this is true for recreational solutions, it is even more so in an educational context.

That said, to disseminate training content, it is recommended to use software or platforms that are **already known and largely used** by learners for exchanging information. This approach can have several positive effects on students' involvement in the remote teaching system available to them:

- the guarantee that they **already have access to the solution,** or can easily obtain it,
- **a shorter time required for getting used to and appropriating** the service due to the fact that the interface is already known by the learner,
- a major benefit in terms of making the support system more **entertaining.**

A great example of this good practice is **the massive use of WhatsApp** seen during the lockdown: the most widely used instant messaging service in the world.

Once again, it may be advisable to consult learners before launching the support system in order **to identify the most suitable digital solution** for them.

Specifically in Lebanon...

An extensive consultation of its beneficiaries in order to organise the best possible training support

In March 2020, having anticipated the announcement of a lockdown that would start a few days later, the Lebanese NGO Semeurs d'Avenir* took the decision to carry out an **extensive consultation** of its beneficiaries in order to organise the best possible training support for the following weeks. Conducted via individual telephone calls and an online KoBoToolBox questionnaire, this survey helped to better understand the expectations, needs and motivations of learners, and assess their possibilities/means of accessing the Internet.

Thus, a weekly schedule of activities **most in line with the opinions expressed** was set up and WhatsApp - unanimously referred to by all the learners - was chosen as a communication tool for distributing educational content and other practical and entertaining information to help them cope with the lockdown.

A few weeks later, after conducting a second consultation of a similar type, the Semeurs d'Avenir's trainers realised that their support offering was no longer adapted to the needs and agenda of their audience which had changed with the start of Ramadan. Thus, all they had to do was change the dates of their simultaneous training sessions so as to make them accessible and ensure that they were adapted to the greatest number of people

** Member organisation of the MedNC network. See description page 55.*

• Using Facebook

In 2019, Facebook had some 1.79 billion daily users. Known by all and used by all, it is extremely accessible and equipped with many features and tools that **facilitate and improve the flow of all kinds of interactions.** Although the use that this platform makes of its users' private data is questionable, it remains a very interesting solution for ensuring the link between the coach and the learner that should definitely be considered.

Also, as already mentioned in chapter 1-1, some operators offer the opportunity of buying mobile data top-ups that can only be used for Facebook. Although these top-ups have a very limited use, they are available at very competitive prices. Therefore, the c**hallenge is knowing how to turn these tools,** already used massively by young people for entertainment purposes, into platforms for **the purpose of education and professional integration.**

Such a process can be approached in several ways, in particular by setting up a group contract between learners and trainers so that all the interactions on the platform can be controlled: respect for privacy, appropriate exchanges, etc. This approach can also be beneficial at other levels: in particular in terms of **digital soft skills** and **virtual identity management.**

Specifically in Morocco...

Facebook and WhatsApp groups in order to continue distributing educational content

In March 2020, in the few days preceding the announcement of a first lockdown in Casablanca, the trainers from the different Heure Joyeuse* CFAs (apprenticeship training centres) took the initiative of **creating several Facebook and WhatsApp groups** in order to continue distributing educational content despite the distance.

Initially, these tools were used mainly for **sharing static content** in the form of pdf and image files that learners were free to consult at any time; as well as for collecting and responding to any written comments and questions. However, gradually, the training session modules evolved towards increasingly interactive formats, including videos produced by the supervisors, greater and more frequent use of voice messaging, as well as live training sessions via dedicated Facebook tools.

Before deploying these services, the educators interviewed their learners individually to identify those that had a smartphone with an Internet connection, those who could borrow one from a family member for a few hours a day, and those who needed the Heure Joyeuse to provide them with a phone (a minority of them). For learners who were unable to connect to the Internet, Heure Joyeuse **helped finance Facebook and WhatsApp mobile data top-ups.**

** Member organisation of the MedNC network. See description page 55.*

• Knowing how to be creative

Breaking free from the four walls of the classroom and using tools such as sound, image and video recording opens up new avenues that are very interesting to explore for adapted remote learning systems: a voice presentation, a practical exercise or a technical gesture that has been filmed... there are many avenues to be explored and the learners themselves can sometimes help do this.

Although the lockdown measures around the world have contributed to generalising their use in education and training, these communication tools are still not used a great deal. However, they are very popular with young people who are familiar with social media and, in this sense, they have a strong mobilising power in addition to being very easy to use. Therefore, it is recommended to include them in the support activities you offer whenever possible.

It should also be noted that, at certain critical times, these types of media can be particularly beneficial, especially for populations who are not comfortable with writing.

Specifically in Portugal...

From the end of the year show to collaborative movie

During the lockdown in March 2020, the Second Chance School in Matosinhos, managed by the association AE2O , **was forced to cancel its traditional end-of-year show:** this decision was far from being a minor incident since arts play a key role in the structure's teaching model. The teaching team quickly adapted and offered its students the chance to produce **collaborative movie** to replace the show.

On a weekly basis, the students were invited to complete short **"creative assignments"** with their smartphone: filming themselves - mostly at night or at weekends - reading poems, rapping, dancing or acting out scenes from plays. These activities **generated increasing enthusiasm and motivation** over the weeks to such an extent that the teaching teams even noticed a **higher level of** participation in online courses on core subjects.

CIRCUM-NAVEGAR, the 53-minute film on Magellan's travels, the result of this joint work, can be seen on the Vimeo platform : *https://vimeo.com/437044423*

** Member organisation of the MedNC network. See description page 54.*

Recruiting young people via social media: IECD's experience in Lebanon

The popularity of social media makes it an extremely accessible tool that offers many opportunities for interaction and contact with an audience that has already been acquired, but also for creating ties with new people.

Since 2018, the Lebanese branch of the IECD has greatly developed its **communication on Facebook and Instagram**[26] in particular with a view to making itself known to young people targeted by its actions. One of the aims of this communication is to improve recruitment by the training centres with which the association works.

Thus, in 2019, 42% of the young people who attended an IECD training course in Lebanon reported **having heard about the association via social media.** In some parts of the country, this figure even exceeded 60%.

The keys to this success:

- the **variety and regularity** of the posts: a minimum of three publications per week showing a representative range of the activities proposed by the association;
- **adapted publications:** visuals (photos or videos) in square or even vertical format featuring beneficiaries, with a minimum amount of text, prompts and contact information;
- **use of the complete range of publication tools** provided by platforms: publication threads, hashtags, stories, live;
- **strict and prompt management of all interactions on the platform: i**n particular replies to comments and private messages.

Generating content

Communication on these two social media platforms necessarily requires the p**ublication of images and videos:** formats that are more effective at attracting users. This is true for Facebook, and even more so for Instagram.

However, the production of such materials sometimes comes at **a cost, particularly in terms of time** (coordination and availability of field teams) that not all structures are willing or able to invest.

To overcome this obstacle, IECD Lebanon, with the help of its communication officer, conducted a major **awareness-raising campaign** on these issues, not only among its teaching teams and those of its partner centres, but also among learners. As a result, each of these stakeholders now regularly and spontaneously provides «raw material»: photos and videos taken on a daily basis. A method that not only provides a wealth of content, but also and above all, more authentic content better in line with the social media codes known to its users.

Daring to boost !

On several occasions in recent years, IECD Lebanon has also **"boosted"** some of its publications on specific issues : particularly those relating to recruitment campaigns. **From 1€ per day,** this option allows you to increase the diffusion of content via the Facebook or Instagram algorithm according to defined objectives and a defined audience.

Indeed, Facebook's targeting tools are extremely powerful, very effective and very LEefficient. While they are certainly not a miracle solution : they require that the page already has a certain acquired audience for their use to have a real impact; they often provide an extremely interesting return on investment.

In 2019, these sponsored publications represented a budget of $135 for IECD Lebanon, the association's **only item of expenditure** (excluding HR) for its recruitment campaigns.

Tools

Name	Editor	Year	Description
Facebook	Facebook	2004	The most used social network in the world. It offers the chance to create private groups, in which users can share documents, images and videos; and organise live sessions. Facebook is paired with Messenger, a free instant messaging service that allows group conversations and calls, as well as the sending of audio messages. These are all tools that can easily be used for educational and support purposes.
► *https://www.facebook.com/*			
Whatsapp	Facebook	2009	The most widely used free private messaging service in the world, it allows group conversations in which documents, images, videos and audio can be shared. It also allows group calls for up to 8 participants.
► *Available on any App Store*			
FrontLineCloud	Occam Technologies	2013	FrontlineCloud is a monthly subscription-based phone messaging program that offers the same functions as the offline version but hosts contacts, activities, and interactions on cloud.
► *http://cloud.frontlinesms.com/*			
TextIt	Nyaruka	2013	Open source software allowing the creation of interactive SMS messaging apps.
► *http://textit.in/*			
Kobotoolbox	Harvard Humanitarian Intitiative	2014	Suite of open source tools for creating forms and for mobile data management that can be used in particular to conduct follow-up/satisfaction surveys among users.
► *http://www.kobotoolbox.org/*			
Viamo	Viamo	2012	Solution allowing the management of information campaigns and data collection by questionnaires via SMS and IVR
► *https://viamo.io/services*			

3.2. Sharing and pooling of resources among professionals

The Internet offers a wealth of training content. While this can certainly be a great opportunity, it can also put users in difficulty: either in terms of identifying content that really corresponds to their needs, or in terms of assessing its quality and relevance.

In this sense, recommendations from peers, whether local, national or international, can be extremely valuable.

• Opting for sharing tools adapted to your resources

ICTs offer countless solutions for **pooling resources.** These can range from a simple document sharing platform: such as DropBox or Drive; to tools **offering more possibilities of interaction and dynamism:** such as Trello, Evernote, or Slack.

All of them have their own specifications based on community and collaborative operating modes, or on accessible interfaces better suited to certain types of content. As such, the solutions tend to dictate the uses that will be made of them.

In this sense, a platform should be developed **according to the resources** to be shared and the uses to be made of them by its users. The solution should only be chosen once all these questions have been asked.

• Collecting, but above all classifying and referencing your resources

This is the flaw in many digital platforms that are designed to collect and disseminate resources: the **excessive amount of disorganised content** often discourages users as soon as they log in.

However, whatever the technical solution used, some simple precautions can be taken to overcome this. The first of these is the design of a **clear and logical tree structure** in which each of the selected resources will be classified.

Such work also necessarily involves the strict selection and curation of the content made available. One good quality and accessible resource is always more useful than three mediocre ones.

Tools

Name	Editor	Year	Description
Evernote	Evernote corporation	2008	Note-taking app/*Plugin* that allows a web page to be saved in dedicated folders and consulted offline.
► *https://evernote.com/intl/fr*			
Dropbox	Dropbox, Inc	2008	Document sharing solutions that can be used via a web or desktop browser after downloading the software. The documents can be consulted offline. Does not allow multiple users to work on the same document at the same time.
► *http://www.dropbox.co/*			
Sharepoint	Microsoft	2003 (updated in 2019)	Paying solution for document sharing and collaborative work on any type of Microsoft document via a web browser or desktop app. Included in the Microsoft 365 package.
► *https://www.microsoft.com/fr-fr/microsoft-365/sharepoint/collaboration*			
Teams	Microsoft	2016	Video conferencing, meeting management, content sharing solution. Business accounts can be linked to and synchronised with Sharepoint and accept guests. Included in the Microsoft 365 package.
► *https://www.microsoft.com/fr-ch/microsoft-365/microsoft-teams*			
Zoom	Zoom Video Communication	2011	A video conferencing and meeting management solution, it includes many functions: division into sub-groups, interpretation, whiteboard.
► *https://zoom.us/*			
Trello	Atlassian	2011	A collaborative project management solution that allows the interactive sharing of content and information, as well as deadline management.
► *https://trello.com/*			
Slack	Salesforce	2013	Solution allowing interactions between groups of users in the form of chats organised by thematic channels. It also allows the sharing of content.
► *https://slack.com/*			

A Trello platform designed to provide activity ideas and educational resources

In March 2020, at the start of the first lockdown, Apprentis d'Auteuil* created **a Trello platform designed to provide activity ideas and educational resources** so as to continue supporting young people despite school closures.

Called "Confinactivités" (from the French words for "activities" and "lockdown"), this platform was intended both for the organisation's professionals - particularly within the frame of its child protection mission - and for the families of the young people it supports. As such, it was designed in a **participative, completely open and freely accessible manner:** thus providing educators and parents not only with the opportunity to consult the content, but also to share it themselves. Note that particular attention was paid to ensuring the platform's accessibility and clarity. The activities and **resources were classified by different broad categories** so that they could be easily identified: sporting activities, educational and training activities, books and stories, interactive teaching aids, etc. Also, a simple colour code makes it possible to see, at a glance, the different age groups targeted by the published resources and activities, as well as those that require an Internet connection or not. Seemingly innocuous but very beneficial provisions for the appropriation and use of this platform by all the audiences for whom it is intended.

** Member organisation of the MedNC network. See description page 54.*

Depending on the country, schools in Southeast Asia have been closed for two to more than six months. For many hospitality and catering training centers that are members of the **ASSET-H&C**[27] network, efforts to maintain the relationship with learners have therefore been sustained over time.

Adopt a flexible, fun and engaging educational approach

The pedagogical teams had to establish new learning routines that took into consideration both connectivity issues and students' time constraints as they are often called upon to contribute to the economic activities of the family and/or household chores during the day. For this, the trainers alternated online lessons with offline homework. For online learning sessions, they also favored frequency over duration. These shorter interactions gave teachers more flexibility to set up personalized moments for each youth. For instance, the English teacher of **Bayon Pastry School** organized one-on-one short conversations adapted to each student's level.

By integrating more creative or playful elements into their teaching approach, pedagogical teams have also been able to reinvent their methods of continuous evaluation of students by asking them to carry out practical exercises at home, to film themselves and to send the video to their teachers. Students of **EGBOK**, for example, were requested to set the table as in a fine dining restaurant, while those from **Sala Baï Hotel & Restaurant School** had to show their house as they would have shown a hotel room to a client. Even if these methods naturally came up against a lack of material, they nevertheless allowed teachers to maintain a pedagogical continuity beneficial to the learners.

Seize the opportunities of the " new normal "

The tourism sector, severely affected by the COVID-19 pandemic, is undergoing reinvention and thus requires new skills. Employers are increasingly looking for workers who are comfortable with technology and specifically can create a menu on Excel, make reservations online, and suchlike. Therefore, schools are adapting their programs. **An Rê Mai Sen Hospitality Training Center**, for example, involves learners in the school's income-generating activities. As groups, students are asked to create menus for special occasions such as Valentine's Day or Vietnamese Women's Day and have to promote them through the school's social networks.

Finally, digital technology is proving to be a tool of choice for providing professional development opportunities and remote support to former students, many of whom have unfortunately been affected by the crisis. The **Ecole d'Hôtellerie et de Tourisme Paul Dubrule** offers its graduates a job portal and career development resources on its website in order to allow them to access job offers and to improve their knowledge and skills. Meanwhile, KOTO provides technical support and social media exposure to alumni who run culinary vlogs as an alternative source of income and a means of raising their profile. To better prepare themselves for job interviews, alumni from **Hospitality-Catering Training Centre** attended distance coaching from industry professionals working in the school's partner companies.

N°4

Integrating digital technologies in your training modules

During lockdown, many structures were forced to rethink how they delivered courses, and thus to turn to remote learning. This transition has shown mixed results in terms of the motivation and attendance of many young people supported by the MedNC network's member structures. In particular, this is due to the fact that they were often already very distant from the school, even before the lockdown.

However, after the reopening of their training centres, several of the MedNC network's stakeholders declared that they wanted to continue with remote and non-simultaneous teaching methods, convinced that they are complementary to their traditional teaching methods.

4.1. Having access to online training

Tools

The table below lists the e-learning platforms selected and used by the stakeholders contacted in the frame of this study. It is not intended to be exhaustive.

Name	Editor	Year	Description
TVET Academy	**TVET Academy**	**2013**	Professional training modules available online or for download via an app (mobile or online).
► ***http://www.tvetacademy.org/***			
Duolingo	**Duolingo**	**2012**	Mobile app that offers interactive language learning modules
► ***https://www.duolingo.com/***			
Typsy	**Typsy Group**	**Unknown**	Training platform for hospitality and catering professions: offers many video tutorials, as well as articles containing advice from professionals.
► ***https://www.typsy.com/***			
Moumk'In	**Moumk'In**	**2018**	Designed as a mentoring and employment platform, Moumk'In also offers training videos on soft skills.
► ***https://moumkin.ma/***			
Life Skills	**Plan International**	**Unknown**	Interactive training on life skills proposed by the NGO Plan International.
► ***https://webshare.upsidelearning.com/Upside_FTP/group_1/Plan-International/Gold/index.html***			

Name	Editor	Year	Description
AFRIQUe-learning	**AFRIQe-learning**	**2018**	Platform supported by a Beninese start-up specialising in the production and management of e-learning courses.
► ***https://classes.afrique-learning.com/***			
AgribusinessTV	**AgribusinessTV**	**2017**	Platform that provides educational video content and information on agriculture.
► ***https://agribusinesstv.info/en/***			
Coursera	**Coursera**	**2012**	Online training content (mostly university level).
► ***http://www.coursera.org/***			
Access Agriculture	**Access Agriculture**	**2012**	A rich, community-based, easy-to-use platform that provides agricultural training videos in several languages (including local languages).
► ***https://www.accessagriculture.org/fr***			
Khan Academy	**Khan Academy, Inc**	**2008**	Online course platform: offers mainly math, science and computer coding. Can be used by students as well as teachers: possible to follow the class, recommended content, etc.
► ***https://fr.khanacademy.org/***			
Capacitate para el empleo	**Fundation Carlos Slim**	**Unknown**	Online training content in several subjects (primary, secondary and tertiary sectors).
► ***https://capacitateparaelempleo.org/***			

4.2. Creating your own digital training modules

Although there are a great many e-learning platforms and resources of all kinds, the technical training organisations interviewed often admitted that they had difficulty, or even failed, to find content relating specifically to their fields that could be shared directly with their learners. It is true that some areas of technical training are subject to different constraints and standards depending on country or region: electricity, market gardening, maintenance, personal care[28], etc.

This constraint could force trainers and teachers from these different structures to create their own remote learning modules and content.

• Focusing on blended-learning

All the stakeholders consulted in the frame of this study appear to agree that remote and/or non-simultaneous sessions with ICT will never be able to completely replace traditional training: synchronous and face-to-face[29]. However, it cannot be denied that they can be complementary.

In this sense, **blended learning,** designed in a **coherent manner and adapted to the different types of activities,** can be quite useful in certain contexts (especially health-related).

Thus, training courses could be developed in which the most theoretical aspects could be managed remotely: via **complete e-learning modules** (non-simultaneous) and e-class times with a trainer (simultaneous). All this could be completed by more summarised content (pdf files, video tutorials), created as a reminder or for revision, that could be consulted on smartphones at any time. More technical modules requiring the handling and use of specific equipment would still be delivered in person: even if, here again, summarised, interactive and constantly available content could be added to these sessions: videos showing a specific gesture, recalling different standards, etc.

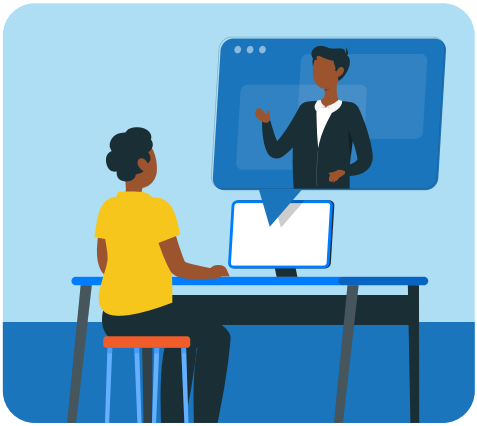
Such an approach would, in particular, help reduce the number of students present at training sites at the same time: offering the chance to **better supervise** the young people on site in a more personalised manner; whilst also ensuring better compliance with any potential health rules that may become standard practice.

Note: It should be noted that we are referring to the **creation of digital training modules** rather than the digitalisation of existing training modules

Indeed, a digital training module is well designed when it is done **so specifically for ICT:** this implies specific scripting and sequencing. The use of a greater variety of media over shorter periods of time is often favoured in order to offer learners greater flexibility.

• Using video

The last decade was marked by the **widespread use** of videos on the Internet. This trend can be seen in the development of platforms such as YouTube not only in terms of the number of subscribers but, above all, in terms of the number of videos published. The importance of this format on a growing number of other platforms and the publication of increasingly accessible **video editing tools,** especially on smartphones, also bear witness to this phenomenon.

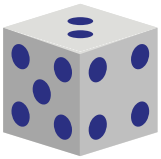


More entertaining than text, better able to **capture and above all maintain attention** than sound, video offers many virtues for education and it is useful to know how to take advantage of them. While it may be difficult to present a complete training module in video, this format could be used on an occasional basis. For a trainer, this may simply involve filming himself or herself performing a technical gesture (if such a video does not already exist), or in the process of explaining a more theoretical concept with a white board. As mentioned in the previous paragraph, it is advised to **use short, less intimidating formats that can be consulted at any time.** These will be particularly useful for revision purposes.

• Using gamification

The **effectiveness of play** in the learning process has already been proven: in particular for its benefits in terms of **knowledge assimilation and motivation.** However, this dimension tends to be overlooked by trainers working with adults (or young adults in this case).

Without going as far as mentioning serious games and other simulations, ICT offers many opportunities that help to make training more entertaining: the creation of online quizzes, online competitions, creation of avatars. As insignificant as they may seem, the impact of these methods can be very powerful if they **are used by trainers** who actually believe in them.



Specifically in Egypt...

Yeepa is a platform that enables the transcription of training content into interactive quizzes: thus, the learner is able to test his or her basic notions and technical knowledge by answering a series of multiple-choice questions within an allotted time. Correctly answering a maximum number of questions in a minimum amount of time earns points for the student and for the class. These points generate a ranking among learners and between classes, which greatly reinforces the entertaining and dynamic nature of the platform.

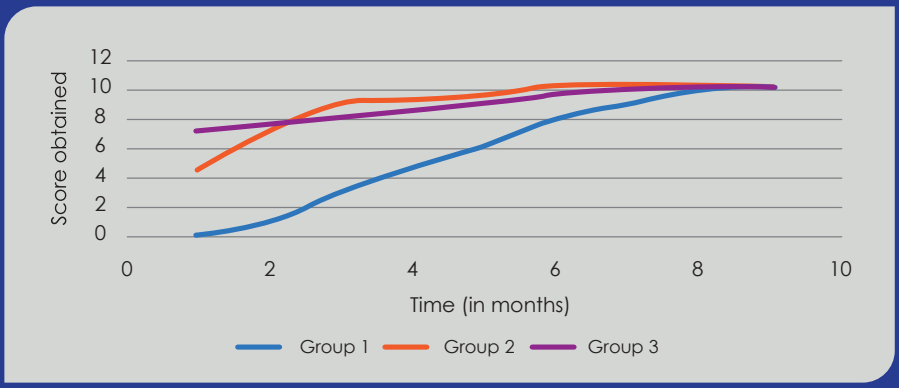
A training mode also allows learners to work on their own without counting points or time. When an incorrect answer is given, the learner is shown explanations and corrections.

Yeepa is developed by the atingi[30] agency and is available free of charge for all organisations with training projects in Africa. The platform is provided as a basis and it is up to the teaching teams

A promising experiment in Egypt

At the beginning of 2020, the Egyptian association VTEC* transferred its entire «Health and Safety at Work» training program to Yeepa. The platform's scoring tools were used to monitor the progress and motivation of 350 learners in three different test groups:

- a first group that never attended the face-to-face training and continued to work remotely: learning objective;
- a second group that started training in the classroom and continued it at the same time: objective of educational reinforcement and support;
- a third group that followed the face-to-face training last year: objective of revision/ reminder of notions.



** Member organisation of the MedNC network. See description page 55.*

Initially, the results obtained by groups 2 and 3 were better than group 1. However, over the following months, **a clear change** was seen in this trend : on the one hand, a stagnation in the results of groups 2 and 3 after a few weeks and a decrease in their regularity; on the other hand, the continuous progress of group 1, even going so far as exceeding the other groups' scores, and the constant participation of its members throughout the test period.

Admittedly, this case only concerns purely theoretical knowledge and role-playing. While the results do not formally show the relevance of Yeepa as a learning tool in its own right, they do highlight the **positive impact** of its use on learner motivation. However, in the context in which many vocational training stakeholders work, especially with regard to the fight against school drop out for **which the issue of motivation is key,** Yeepa is a very interesting tool.

During 2021, VTEC will create several new modules on the gamification platform, particularly associated with *Soft Skills*.

Tools

Name	Editor	Year	Description
Spot LMS	**Spot LMS**	**2016**	LMS portal for creating e-learning content, organising and delivering these courses, registering students, and monitoring and evaluating them.
► ***https://www.spotlms.fr/***			
Power point (create a video option)	**Microsoft**	**2010**	Available on the latest versions of Powerpoint, an option allows you to export your presentation in video format with voice and animations.
► ***https://www.microsoft.com/fr-fr/microsoft-365/powerpoint***			
Easy LMS	**Quizworks BV**	**2013**	Platform for designing e-learning content, exams and monitoring students.
► ***https://www.easy-lms.com/***			
Module LMS e-Learning	**Proactive academy**	**2017**	Module included in GoWizapp (collaborative SaaS application dedicated to work-study training and included in the Google platform).
► ***https://www.proactiveacademy.fr/offre/plateforme-lms-e-learning/***			
Yeepa	**Atingi**	**Unknown**	Gamification platform that allows the creation of your own training modules in the form of *quizzes*, with a point counting system and rankings between learners. It is available free of charge to all structures operating in Africa.
► ***https://www.yeepa.de/index.de.html***			
OMPT	**OMPT**	**2011**	English-speaking NGO that provides video material adapted to developing countries and training on how to use it.
► ***https://www.ompt.org/***			

RECOMMANDATIONS

We, the members of the Mediterranean New Chance Network, confirm the reality of digital exclusion and its effects on the many NEETs that we accompany every day on both sides of the Mediterranean. Given the scale of the challenge of youth unemployment in the region, further exacerbated by the consequences of the pandemic, we believe it is essential to jointly and multilaterally promote the access of young beneficiaries to these technologies and provide them with all the opportunities they offer.

In light of the needs identified in this study, we feel that it is important to prioritise 5 major actions.

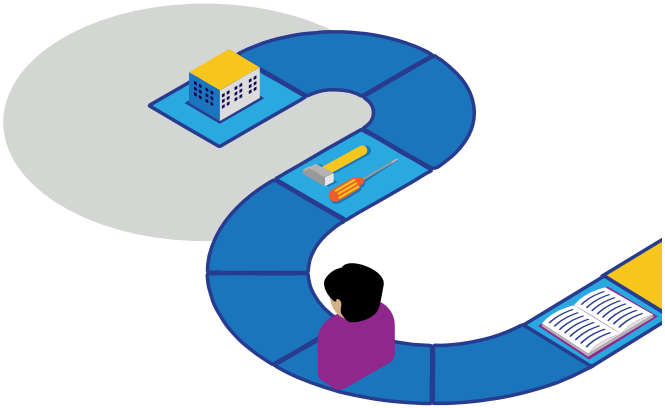
Action 1 Encourage the emergence of key players in the digital sector in the Mediterranean region.

Action 2 Improve the skills and technical capacities of local players.

Action 3 Act for greater digital inclusion directly with young people.

Action 4 Support the digitalisation of integration and vocational training services for young NEETs.

Action 5 Towards the ever greater involvement of private players.



Action 1

Encourage the emergence of key players in the digital sector in the Mediterranean region.

The Covid-19 pandemic has led to great interest in digital technologies by different stakeholders. In particular:

- **institutional players on the southern shore:** ministries and administrations wishing to develop digital technologies among public institutions and integration programs that lack the financial, technical and human resources to do so;
- **financial and technical players on the northern shore:** public or private financial backers and large companies (in particular hardware and software solution providers) willing to finance such solutions but waiting for needs to be clearly identified by players in the field and concrete proposals for solutions designed to meet them.

Therefore, the major challenge for youth players in the Mediterranean is to attract attention and be heard by both types of players so as to get the most out of this **dual dynamic**. To that end, they will have to strengthen their digital advocacy - in particular by collecting relevant data on the subject - as well as their capacity for implementing actions. In light of this, several types of activities can be set up:

1.1 The generalised **use of surveys on digital needs and feasibility** in Mediterranean countries to obtain a better understanding of local needs for the vocational integration and training of vulnerable young people;

1.2 The **identification** of new **digital good practices** that can be easily disseminated at a regional level;

1.3 The creation of an **international network of digital experts** that can be easily mobilised: this network could comprise independent individuals, civil society associations working on digital inclusion issues, as well as corporate sponsors;

Action 2

Improve the skills and technical capacities of local players.

The **equipment of infrastructures and collaborators** in hardware, software and Internet connection, is a sine qua non condition of the integration of ICT in an accompanying device for NEETs.
To ensure relevance, sustainability and the correctness of the answer which will be given to them, **assessment of the digital needs of these structures** should preferably be conducted individualized. The methodology used as for her, she could be generic.

Thus, the actions to be undertaken should focus on:

2.1 **Equipping training centres** with hardware, software and Internet connections according to their pre-identified needs;

2.2 The **training of these centres' trainers** in basic digital skills as well as in the use of digital technologies to ensure that they are able to train young people: both are necessary for ensuring the correct and sustainable use of this equipment;

2.3 **The creation and coordination of a Mediterranean community of good practices for national digital reference teachers.** Several methods could be envisaged for coordinating this community: creation of a platform for discussions and exchanging resources, organisation of sessions for exchanging good practices and/or international expertise assignments.

Action 3 Act for greater digital inclusion directly with young people.

Digital exclusion has a negative impact on many aspects of life that go way beyond issues of employability: difficulties accessing essential public services or information that allow them to fully exercise their rights as citizens.
This is true for populations of all ages.

Therefore, we believe it is important that all systems providing support for young NEETs should also include **activities aimed at improving their digital inclusion.**

These activities could involve:

3.1 The implementation of **training modules in basic digital skills**, as well as more specific modules: digital civic education, e-identity management, job searches on the Internet, discovery of online public services, that can be adapted for each structure;

3.2 The **identification of young people in situations of digital insecurity** and their equipment with hardware, software and Internet connections;

3.3 The **setting up of virtuous actions:** competitions, calls for projects, scholarships and grants; rewards for digital projects by young people targeting other young people.

Action 4

Support the digitalisation of integration and vocational training services for young NEETs.

Two of the main contrasts between countries in the northern Mediterranean and those on the southern shore in terms of support for the integration of young people are:

- The existence in the North of **public projects designed to help young people** (and often also the not so young) with career guidance and employment; whereas in the South, such initiatives are more likely to be managed by local associations;
- The **level of digitalisation of the services provided** by the latter is much more advanced in countries on the northern shore than those on the southern shore.

Therefore, one line of action that we feel would be relevant is to initiate the digitalisation of these projects in the south on the basis of a model similar to those in the north.

It should be noted that some of the MedNC network's members already have several projects in the south that could be interesting for the launch of such pilot projects: in particular in Morocco, Lebanon, Egypt and the Palestinian Territories. For this, the actions could be:

4.1 **The implementation of an international** benchmark for existing digital services to help the integration and vocational training of young people - mainly in countries on the northern shore;

4.2 Support for associations in countries on the southern shore to help them **digitalise their services,** and the promotion of these services among the target groups for whom they are intended;

4.3 The **active promotion and advocacy of these projects among public authorities** with a view to encouraging their transfer to the national level. d'encourager leur passage à l'échelle nationale.

Action 5

Towards the ever greater involvement of private players.

In the spring of 2020, **many large companies** - including Internet service providers and telephone operators - **took part in the emergency response** provided for the many young people in difficulty who had been further marginalised by lockdowns. The MedNC network's wish is naturally that these players **continue to play** this role and that, in particular, they extend the support provided to countries in the southern Mediterranean.

Therefore, **pro-active solicitation and canvassing actions** will be required targeting private players. These should be based on locally identified needs.

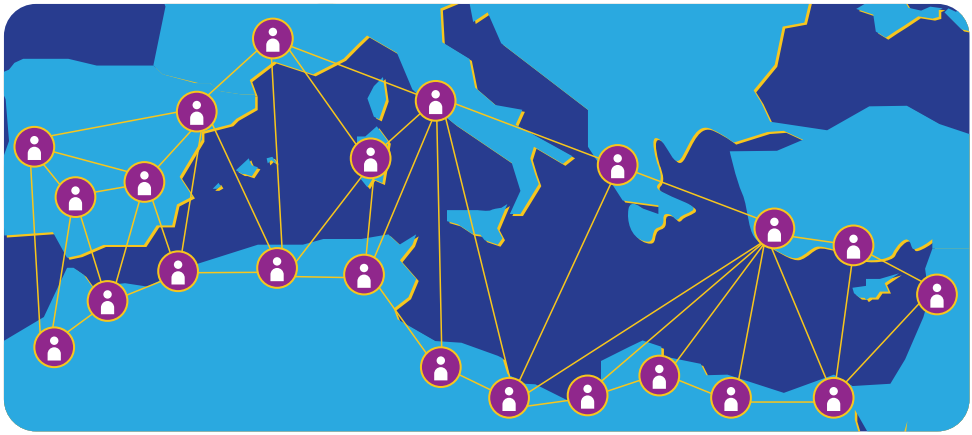
Regardless of the format they will take: whether **patronage** or a simple commercial partnership, we believe that the involvement of private players is an **essential condition** for the setting up of all the actions implemented, but also for their permanence over time.

The actions resulting from the implementation of such collaborations could be:

5.1 The **occasional supply[31] of equipment:** smartphones, computers, tablets; and Internet connections: mobile or domestic data; for training centres (2-1) as well as for vulnerable young people experiencing digital exclusion (3-2);

5.2 **Help in the design of training for trainers in digital skills** and, ideally, the supply of experts from these companies to deliver these training courses;

5.3 The **creation of school-business partnerships,** leading to the creation of technical training in digital and telecommunications professions in line with the needs of the local job market: a type of collaboration in which the IECD already has a great deal of experience.



THE MEMBERS OF THE MEDNC NETWORK

AE2O | PORTUGAL

Created in 2008, AE2O (Associação para a Educação de Segunda Oportunidade) manages the Second Chance School in Matoshinos, which assists vulnerable young people with low educational and vocational qualifications at risk of social exclusion. It has also developed an innovative coaching methodology based on the arts (painting, dance, music, theatre) to help young people regain self-confidence : a teaching model that was recognised by the Portuguese government in August 2019.

► ***www.segundaoportunidade.com***

Al Jisr | MOROCCO

Located in Casablanca, the Al-Jisr (The Bridge) association promotes the link between school and business via two major programs : the Greenship program, which consists of accompanying young people towards training and integration in computer and digital maintenance professions, and the 2nd Chance centre, which aims to support young people who have dropped out of school in different types of careers

► ***www.aljisr.ma***

ANC Tunisie | TUNISIA

The Association Nouvelle Chance Tunisie was founded by university teachers with the aim of improving the employability of unemployed young graduates and facilitating their professional integration. The «New Chance» program, implemented in six academic institutions comprises three lines of action : training, internships in companies, and personalised support.

Apprentis d'Auteuil | FRANCE

A French Catholic foundation created in 1866 and recognised as being of public interest, Apprentis d'Auteuil supports nearly 30,000 young people and 6,000 families in vulnerable situations in France. It intervenes through 240 establishments throughout the country : kindergartens, schools, children and family centres, vocational high schools and integration programs.

► ***www.apprentis-auteuil.org***

CNOS-FAP | ITALY

Through its 56 schools and training centres, the National Centre of Salesian Works/Vocational updating training (CNOS-FAP) offers various vocational training courses ranging from basic training for 14-18 year olds to higher and specialist training in the industrial sector. 28,000 young people were trained by the association in 2020.

► ***www.cnos-fap.it***

E2O España | SPAIN

Founded in 2016, Asociación Española de Escuelas de Segunda Oportunidad aims to provide concrete and effective solutions to unemployed young people through the development of an innovative and recognised model of Second Chance Schools (E2O) in Spain. During the 2018-2019 school year, the E2Os accompanied more than 8,000 young people.

► ***www.e2oespana.org***

Miftah Ennajah Sales School | ALGERIA

The Miftah Ennajah Sales School was created by the Cevital Group, Danone Djurdjura, Danone Ecosystem and the Algerian Chamber of Commerce and Industry in order to train young people who have dropped out of the school system and help them acquire the basic skills needed to work in the sales sector, in particular in the founding partner's companies. Four centres have been set in different parts of Algeria.

Municipality of Matosinhos | PORTUGAL

Since 2017, the Municipality of Matosinhos has set itself the target of helping to align Portugal with the main European commitments in the field of education. To that end, it organises several advocacy actions, in particular the promotion of moments of meeting and reflection and the construction of concrete measures that aim to reduce school drop-out rates and unemployment among young people at a local and national level

► ***https://www.cm-matosinhos.pt/***

L'Heure Joyeuse | MOROCCO

Founded in 1959 in Morocco, L'Heure Joyeuse combats social and professional exclusion. To do so, it offers support adapted to young people experiencing difficulties with integration via the COIP project (professional guidance and integration unit) and high-quality training within its own CFA schools and at partner schools.

► ***www.heurejoyeuse.ma***

E2C France Network| FRANCE

Created in 2004, the French Network of 2nd Chance Schools offers personalised and adapted support to young school dropouts in order to encourage them back into to school, training or employment. In 2019, the E2C France Network brought together 133 school sites throughout France that together trained more than 15,600 students.

► ***www.reseau-e2c.fr***

Semeurs d'avenir | LEBANON

Founded in 2010, Semeurs d'Avenir supports young people in vulnerable situations in order to improve their employability by helping them define their professional project, as well as by offering them access to short training courses, certified long training courses and self-employment.

► ***www.sda-lb.org***

TAMSS | TUNISIA

The Tunisian Association for Management and Social Stability was created in 2006 in Tunis with a view to contributing to the regional development of Tunisia through the economic, political and social integration of women and young people. Its activity is focused on education, childcare support and vocational training. Since 2011, TAMSS is also very committed to the institutional restructuring of the country and the strengthening of its skills.

► ***www.tamsstn.org***

VIS | ITALY

Founded in 1986, Volontariato Internazionale per lo Sviluppo is an Italian organisation that works in the Mediterranean (Palestinian Territories, Egypt, Tunisia, Syria and Lebanon) in the field of training and the vocational integration of disadvantaged, excluded, endangered young people, victims of violence and war. The NGO works with the Salesian congregation for the creation of schools, the training of teachers, and the fitting out of technical workshops for vocational training.

► ***www.volint.it***

VTEC | EGYPT

Based in Alexandria, the Vocational training and employment centre (VTEC) association works to bring job seekers and the labour market closer together by offering training and the improvement of skills, as well as job matching activities

► ***www.aba-vtec.com***

Consultations and proofreading

Wafa Berny Mezouar – Director - Al Jisr Association (Morocco)
Adélie Breil – MedNC Network Coordinator - IECD (France)
Guillaume Bordet – International Project Manager - Apprentis d'Auteuil (France)
Maya Boustani – Program Manager - Semeurs d'Avenir (Lebanon)
Emanuela Chiang – Program Officer - VIS (Italy)
Astrid Desjobert – Western Mediterranean Operations Manager - IECD (France)
Rodolphe de Tilly – Head of the Entrepreneurship Division - IECD (France)
Michel du Peloux – Director of Operations - IECD (France)
Pauline Escaron – Project Officer for Short Training Courses - IECD (Lebanon)
Zeineb Fourati – General Delegate - Nouvelle Chance Tunisie Association (Tunisia)
Véronique Garé – Reference Person in Training Quality - IECD (France)
Alberto Grillai – Director of the Venice Vocational Training Center - CNOS-FAP (Italy)
Hicham Habibou – Operations Manager - L'Heure Joyeuse (Morocco)
Poliksena Hardalova – Vice-President - AE2O (Portugal)
Marcelle Irany – Communication Manager – Semeurs d'Avenir (Lebanon)
Joseph Krysmann – Digital Training Project Manager - IECD (France)
Diba Medjahed – Treasurer - E2C France Network (France)
Oumaima Mhijir – Operations Manager - L'Heure Joyeuse (Morocco)
Reda Ahmed Oumerri – Director in charge of Vocational Training - L'Heure Joyeuse (Morocco)
Gabriella Petrina – Head of Remote Learning - VIS (Italy)
Guillaume Thureau – Advisor to management, E2O España (Spain)
Ivan Toscano – International Program Officer - CNOS-FAP (Italy)
Federico Valletti – Trainer and Digital Reference Person for the Venice Vocational Training Center - CNOS-FAP (Italy)
Clémence Yverneau-Metz – Agricultural Training Manager - IECD (France)

Editorial team and contributions

Ahmed Ebrahim – Operations Manager - VTEC (Egypt)
Thibault Fendler – Communication Manager MedNC network - IECD (France)
Sophie Hartman – Coordinator of the ASSET-H&C regional network - IECD (Vietnam)
Frédérique Herzog – Director - E2O España (Spain)
Bruno Scher – Director General - MerciLucy (France)
Lucie Verdure – Administrative and Financial Assistant MedNC network - IECD (France)

Agence Your-Comics – Layout and illustrations

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3. For 31 years, the IECD has supported human and economic development through education, training, the improvement of access to employment by young people and entrepreneurship. It has a presence in 15 countries in Sub-Saharan African and Madagascar, the Middle East, North Africa and Southeast Asia, where its action benefited more than 23,000 people in 2019. *www.iecd.org*

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Page 17

22. Online training platform, described on page 25.

Page 18

23. The Nous Cims Private Foundation is a non-profit organisation founded in Barcelona in 2015. It creates and develops innovative, transformative and sustainable social projects in the fields of employability, emotional well-being and overall development with a view to having a positive influence on the most vulnerable populations, especially women, young people and children, in the immediate area as well as in emerging countries. For further information: *www.nouscims.com*

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24. Emmaus Connect has been working since 2013 to enable the digital inclusion of the most vulnerable and contribute to a society based on solidarity in which digital technologies is a lever for social inclusion and not a factor of exclusion: *www.emmaus-connect.org*

Page 23

25. 6 CNOS-FAP schools have received the Apple distinguished schools label: *www.apple.com/education/k12/apple-distinguished-schools/*

Page 33

26. Also owned by Facebook, Instagram had over 500 million daily users in 2019: 58% of them were aged between 19 and 28.

Page 39

27. Created in 2016 by IECD and coordinated by it, the ASSET-H&C network brings together 15 hospitality and catering training centers in 5 countries: Cambodia, Laos, Myanmar, Thailand and Vietnam. This network allows the sharing of experiences, the pooling of resources, the promotion of good practices and the improvement of the results of each school: *http://assethc.org/*

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28. To mention only the areas of training that were mentioned during our consultation.

29. Moreover, without even going into the subject of feasibility, such a transition would not necessarily appear desirable.

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30. *atingi* is a digital learning operator developed in the frame of the global «Africa Cloud" project implemented by the German Society for International Cooperation (GIZ) in collaboration with the «Smart Africa Secretariat», an alliance of 29 African digital ministries: *www.atingi.org*

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31. *Given the speed at which digital tools are evolving and becoming obsolete, we believe that a partnership including recurring donations would be more interesting.*

The MedNC network is a UfM-labelled project and is co-financed by the Drosos Foundation, the Agence Française de Développement (AFD) and the International cooperation direction of Monaco..

iecd
Semeurs d'avenir

The Mediterranean New Chance Network, MedNC, is coordinated by the Institut Européen de Coopération et de Développement (IECD), an organisation recognised as being of public interest founded in 1988.

CONTACT

Thibault Fendler | thilbault.fendler@iecd.org

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www.mednc.org

Find all the news of the MedNC network on its social medias :