

'Signs' goes North

Signs in the city
in help of migrants'
and refugees'
inclusion



**O1 METHODOLOGY
AND TRAINING PROGRAMME**

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1. Introduction

This report provides an overview of the project methodology used for the development of all project intellectual outcomes and all project activities that led to their development. It includes the methods, toolkits and guidelines used for the development of all the project material. The report includes photos from project activities and graphs/images to illustrate the methods and tools used throughout the life of the project.

The '*Signs*' Goes North methodology has been based on the concept of the learning model '*Feel the City, share the feeling*' described in intellectual outcome 2 (see report of IO2).

The methodology for the development of the project outcomes included the following methods and tools:

- **Needs analysis** and target group assessment: understanding migrants' and refugees' specific needs in learning the host country's language and culture
- **Communicative competence model**: embedding the target groups in the development of the products
- **Mentoring and peer support**: partnership learning using the expertise of experienced partners and partners new to the 'Signs' concept
- **Development of toolkits and guides**: used as a mechanism to ensure all products were of the same quality, structure and shape irrespective of the language or country in the partnership

In following the methodology, the partners used the following steps for the development of the project activities:

- Building a project group in each target city
- Developing a mentoring and peer support approach
- Developing the same content and production approach to all city and language books
- Developing the digital stories of cities and migrants
- Delivering events in all target countries

2. Needs analysis

Needs analysis objectives

The **objectives** of the needs analysis focused on:

- Understanding the target group needs in each of the target countries (Denmark, Iceland, Netherlands, Sweden)
- Learning the policy context of migration in each of the targeted countries
- Identifying similarities and differences between the four targeted countries' migration and refugee policies and context
- Noting any differences between the needs of migrants and those of refugees,

those of women and men, young children and adults, employed and unemployed people

- Acquiring knowledge of the target group needs to inform the project material and shape their structure and content
- Learning about each of the partners' specific needs and the needs of their local associate partners to include policy makers, charities, organisations that work with migrants, adult education centres, etc

Needs analysis delivery approach

The needs analysis was **carried out** in two stages. Firstly, there was an online survey supported by two questionnaires (one for individuals and one for organisations), which were translated in all four targeted languages. Secondly, targeted workshops, discussions, interviews took place to support the needs analysis. This was particularly important for those respondents who either did not have a good grasp of the language in their host country or who did not have access to online means to carry out the survey. The survey was therefore completed either online or face to face at workshops and through interviews.

Image No 1: The Needs Analysis Survey



The partnership involvement in the needs analysis

All partners in the four targeted countries led the survey in their own countries, using the same questionnaires, which were translated in their own languages. The responses from all targeted countries were then collated, analysed using a comparative method and presented at the partners meeting in Rotterdam in April 2018.

The methodology lead (UK partner) led the development of the questionnaires with input from the partners, designed the online survey, collated all the responses from all partners and led the analysis of all answers using a comparative method.

The results of the needs analysis

A total of 214 responses were received from all countries exceeding the set target of 200 by 7%. These included 175 individuals and 39 organisations. The following image provides an overview of the typology of both the individual and organisational respondents both overall (all countries) and presented for each of the targeted countries:

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Image No 2: Survey respondents

Quantitative results and respondents' demographic information

Responses received: all targeted countries

Total: 214 (exceeded 200 target by 7%)

175 individuals (migrants/refugees)

Gender: 67.6% female, 31.3% male

Age: 49.1% aged 31-50, 21.7% aged 19-30, 10.1% over 51 years old

Family status: 42.5% in a relationship with dependants, 19.7% in a relationship without dependants, 12.6% single with dependants, 17.3% single without dependants

Nationality: huge variety to include European, US/Canada, Africa, Asia and the Middle East. To note more Syrian and Afghani in countries where there is a high response from refugees



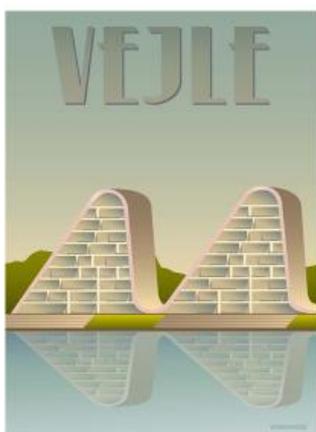
39 organisations

Type: mostly government organisations, NGOs/charities, network/membership organisations

Activity: most support migrants' integration or lead education/training activities



Responses received: Denmark



32 individuals (migrants/refugees)

Gender: 87.5% female, 12.5% male

Age: 56.3% aged 31-50, 34.4% aged 19-30, 9.4% over 51 years old

Family status: 40.6% in a relationship with dependants, 28.1% in a relationship without dependants, 15.6% single with dependants, 9.4% single without dependants

15 organisations

Type: 46.7% government organisations, 33.3% NGOs/charities, 13.3% network/membership organisations

Activity: 80% support migrants' integration, 33.3% education/training



Responses received: Iceland

48 individuals (migrants/refugees)

Gender: 85.4% female, 14.6% male

Age: 56.3% aged 31-50, 33.3% aged 19-30, 6.3% over 51 years old

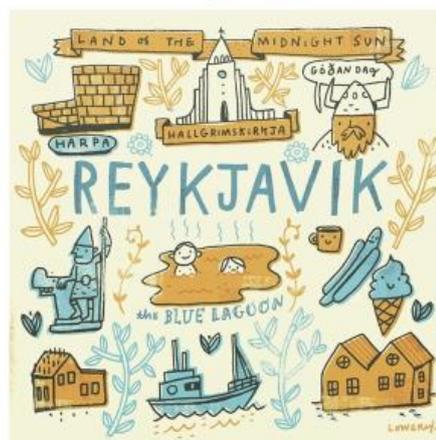
Family status: 52.1% in a relationship with dependants, 22.9% in a relationship without dependants, 12.5% single without dependants, 8.3% single with dependants

8 organisations

Type: 37.5% government organisations, 25% NGOs/charities, the remaining are volunteer or private organisations

Activity: 37.5% support migrants' integration, the remaining equally divided

Across other activities listed, e.g. education, training, policy, advocacy, etc



Responses received: Netherlands

45 individuals (migrants/refugees)

Gender: 55.6% female, 42.2% male

Age: 51.1% aged 19-30, 37.8% aged 31-50, 6.7% over 51 years old

Family status: 33.3% single without dependants, 33.3% in a relationship with dependants, 17.8% in a relationship without dependants, 6.7% single with dependants

6 organisations

Type: 37.5% government organisations, 25% NGOs/charities, the remaining are volunteer or private organisations

Activity: 37.5% support migrants' integration, the remaining equally divided

Across other activities listed, e.g. education, training, policy, advocacy, etc



Responses received: Sweden



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50 individuals (migrants/refugees)

Gender: 56% male, 42% female

Age: 46% aged 31-50, 36% aged 19-30, 18% over 51 years old

Family status: 44% in a relationship with dependants, 20% single with dependants, 14% single without dependants, 10% in a relationship without dependants

10 organisations

Type: 60% government organisations, 40% NGOs/charities including non-profit and network/membership organisations

Activity: 80% education and training, 60% support migrants, 30% political influencing



Qualitative results

The survey then looked at the length of stay of the individuals (migrants or refugees) in the host countries, the reasons for coming to the host country, their plans to stay in the host country, their language competence, their (cultural, social and educational) areas of interest and their social interactions. The following images provide the results of the survey in the above areas:

Length of individuals in host country

- Over 5 years: 58.3% IS, 37.5% DK, 22% SE, 13.3% NL
- **Over 2 years: 60% SE, 55.6% NL, 25% DK, 14.6% IS**
- Between 1-2 years: 34.4% DK, 18.8% IS, 13.3% NL, 12% SE
- 7 months to 12 months: 13.3% NL



Analysis: majority of respondents have been in the host country for over 2 years, with 5 years being second possibility

Assumptions: to note that we have not heard from newcomers to the targeted host countries and therefore the respondents may be providing a better informed, less spontaneous view but may be a more mature view

Reasons for coming to host country

- **Came to be with my family: 46.9% DK, 43.8% IS, 20% SE, 17.8% NL**
- Came for work: 33.3% IS, 15.6% DK, 15.6% NL
- Came for education: 13.3% NL, 12.5% DK, 6.3% IS
- **Refugee: 60% SE, 53.3% NL, 12.5% DK, 12.5% IS**
- Other: met a Swedish partner 8% SE



Analysis: majority of respondents are either refugees or came to be with family. To note refugee status is very high in SE and NL (over 50%) and significantly lower in DK and IS whereas came to be with family is vice versa

Assumptions: We can assume a high focus on family and relationships, which in most cases concurs with typology of family status (i.e. high % of family status being in a relationship = high responses in came to be with family)

Plans to stay longer in host country



- DK: very positive experience overall, plan to stay longer, like education and welfare system, have family ties (husband/wife and children, in some cases married to a Dane), strong focus on family and relationships
- IS: very positive experience overall, majority plan to stay longer due to quality of life, social security, work life balance and education and family ties, references to social inclusion and open minded society
- NL: mostly positive but more mixed responses, some wish to stay because of the difficult situation in own home country, some because they like the Netherlands, some feel they have no other choice though. Noted some low morale and uncertainty in some answers
- SE: lots of references to war and safety and positive experience about Sweden. As in NL, low morale and uncertainty in some answers.

Analysis: Overall, respondents plan to stay longer in host country

Assumptions: To note longer term commitment to stay in host country in all cases. Must note difference between DK/IS and SE/NL due to different types of experiences (migrants vs refugees)

Areas of interest for host country

- **Looking for work: 68.9% NL, 66% SE, 50% IS, 56.3% DK**
- Employment rights: 56.3% IS, 44.4% NL
- **Local language: 84% SE, 82.2% NL, 70.8% IS, 46.9% DK**
- History and nature: 46.9% DK and Education: 44% SE
- Entertainment and hobbies: 43.8% DK and Local people, way of living: 55.6% NL, 43.8% DK,
- Access to healthcare: 43.8% IS and Legal registration: 41.7% IS



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Analysis: Most popular answers are language learning and finding employment, with local culture, education and healthcare coming next

Assumptions: To note stronger interest in language learning in countries with higher number of refugees as respondents. We may assume that learning the language and finding work could be related objectives.

Language competence



- **DK and IS:** Either English or host language (DK, IS) in addition to mother tongue (in some cases this is Arabic)
- **NL and SE:** English or Arabic (with some Bulgarian in NL) in addition to mother tongue (very limited knowledge of Dutch, higher knowledge of SE)

Analysis: English is most popular second language so can be used as vernacular

Assumptions: In the countries with high number of refugees, Arabic features as the main language. There is a question as to whether we need to consider Arabic as vernacular for this audience. To note varying levels of knowledge of host languages.

Social interactions

- High interaction with migrants and refugees from several countries: 84% DK and SE, 81.3% IS, 64.4% NL
- Interactions take place mostly at work, school or social space (cafes, restaurants)
- Higher % of social media interactions in IS and NL
- Very high interaction with local people (lowest score is NL, highest IS) mostly at school or work

Analysis: High % of social interaction with other nationalities of migrants and refugees across all targeted countries

Assumptions: Must consider issue of multicultural interaction and multinational communities of migrants

The survey respondents were then asked to provide their best and worst experiences in the host country. This part of the survey aimed to test their experience as a whole, so did not specify any area in particular. Migrants therefore chose to speak about any experience from everyday life such as the weather and food to socio-cultural issues such as social interactions, communications and identity.

Best and worst experiences



Best experiences	Worst experiences
Kindness of local people: DK, NL, SE The city: NL Local celebrations, social life: IS, NL Nature, history, culture of host country: DK, IS Safety: NL, SE New cultures, meeting other migrants: SE	Rudeness and lack of respect: DK Discrimination: IS Fear of the unknown and new: DK Not speaking the language: NL, SE Integration: NL Cold weather in winter: SE

Organisational responses

The organisational intelligence supported the needs analysis in understanding the policy context for migrants' language learning and cultural experiences. The following image provides the overview of the organisations' responses to the survey:

Organisations' intelligence

- Language learning most important issue
- Importance of finding employment and understanding local system
- Emphasis on interaction with locals, understanding of local culture and ways of life
- Support of local cultural activities (language café in DK and SE, or projects for social inclusion, language training and support with employment (CV and interview training), civic education, local registration (IS), targeted training courses (SE), social counselling (IS), open house activities (IS)
- Challenges are language competence and cultural integration, limitations in funding (NL), lack of coordination in education (SE), serious housing issues (IS)
- Refugees need more support than other immigrants (IS)

Survey conclusions

The conclusions of the survey were as follows:

Regarding the typology of the respondents, they were mostly:

- women, fairly young, in a relationship
- from a variety of nationalities and linguistic/cultural backgrounds
- either migrants from EU or US/Canada or refugees from Afghanistan or Syria
- recent migrants: between 2 and 5 years in host country
- fluent in English or Arabic (particularly refugees) while some spoke the host country language
- interacting heavily with other migrants
- interested in multiculturalism

Regarding the experiences of the migrants:

- Most wanted to stay and had invested in relationships
- There was a sense of security and safety for refugees, work and education opportunities for migrants
- Most people had had a positive experience with people kindness and the country's nature being the highlights, cold weather and discrimination the main challenges

Regarding the interests of the migrants:

- Mostly interested in learning the language
- Interested in employment rights and practices and finding work
- Keen to understand the healthcare and education policies
- Curious to find out about local people, everyday culture, ways of life

Using the needs analysis to shape the project material

The results of the needs analysis shaped and informed the structure and content of all project material.

Regarding the books, the needs analysis informed all book sections. For instance, due to the needs analysis, we included in the books sections about healthcare and education, which seemed to be of high interest and importance to migrants. We also increased the emphasis on contemporary culture and every day as opposed to heritage and history information alone.

Regarding the films, the needs analysis informed the story telling scenarios. For instance, we asked migrants to talk about their best and worst experiences, specifying themes that came out from the needs analysis such as local food, language difficulties, changes in attitudes, the weather, etc.

Regarding the policy workshops, we ensured the themes that came up as part of the needs analysis formed the questions that we asked policy makers. In some cases, we shared our knowledge from the needs analysis with local policy makers to inform their thinking.

3. Communicative competence model

The communicative competence model part of the methodology ensured that the target groups were involved in the development and testing of all project material.

As part of the project visits to each of the targeted countries, the project team ensured that local migrants were engaged in all project activities.

For instance, migrants and refugees (the target groups):

- participated in project partner meetings
- were invited to local workshops
- were presented with the project methodology
- were involved in the development of chapters of the books
- were the main actors of the digital storytelling
- participated in dissemination activities

This part of the methodology ensured the involvement of the targeted audiences in the development of the project material, while it also helped to build the confidence of the target groups in engaging in EU project activities most of them had not heard of before, getting acquainted with local and European policy making, feeling engaged and listened to. This part of the methodology was highly appreciated as it encouraged migrants to get more engaged with other local activities in their town/city as a result of the project.

4. Mentoring and peer support

The project partnership worked as part of a group of partners that had worked on the 'Signs' methodology before to develop the first two 'Signs' projects and a group of new partners that were not familiar with the 'Signs' concept at all. The peer support method ensured that newer partners had a say in the development of the project material while they had the opportunity to be 'mentored' and supported by those partners who had tested and worked on the methodology in previous projects.

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The **peer support method** involved:

- The experienced partners developing guides and toolkits for the new partners
- The new partners testing an existing methodology in a new context and having the opportunity to compare findings with the previous projects
- The experienced partners participating in local activities supporting the new partners

The following section presents the workshops toolkit that was developed by the group of experienced partners to support the new partners to prepare the project workshops in their own countries.

5. 'Signs' Goes North – Workshops toolkit

Introduction to the project workshops

The project workshop will involve photography of the city signs, filming of the migrant/refugee stories and local dissemination and promotion events. All these three activities will need to take place in a short space of time (average 3-4 days) so planning ahead is key.

All partners in the targeted countries (Denmark, Iceland, Netherlands, Sweden) will need to do some preparatory work before the project workshops. This toolkit offers advice and ideas on what should be prepared in advance. Please note the information included is indicative and will need to be adjusted to the profile and needs of each city. Not all information below will be relevant to everyone and there may be specific areas you will want to consider yourself that are not included in here. The information is prepared in stages to help with the planning.

Stage one Selecting the signs and placing them on a map

The city signs form an important part of the project's outputs, they are relevant in particular for the book and can also be used as part of the filming or promotional material. You will first need to select the most appropriate signs to be photographed using the indicative list provided in the end of this section. You will need to place all signs on the map either online by using google maps (preferably) or on paper marking them on a printed map. This will help the project team navigate and find the signs more easily when visiting the city.

Decide which aspects of signs and street language you would like to be included in the book, films about your city and language. Examples need to come from different sources (road signs, shops, landmarks, public transport, monuments, posters, outdoor media, public buildings, hotels, restaurants etc). In order to do so you may choose to take several walks and 'look for' street language in your city with new eyes. Imagine what these words and phrases may look like to a newcomer who is unfamiliar with your language and alphabet. Which of them may be important for her/him? Which are important for your city or typical for your language? Taking a leisurely walk and reading bits of street language on the way or following the route and footsteps of visitors to your city can give you plenty of field knowledge in this topic.

Select many different places to be photographed during the project workshop. There may be about 60 - 80 photographs to be included in the book which means that we need to have a much wider selection to choose from (ca 200 - 300). When choosing the places, bear in mind the balanced proportion of photographs in each part of the book and their linguistic message. It may not always be possible to capture the three desirable qualities (linguistic content, practical function, historical or cultural significance) in every photograph but it is important to strive in this direction. The project photographer will take approximately 1000 shots following your list and you will be consulted which of them can be included in the book and other promotional materials.

The list below includes the signs you will need to consider including on your 'map':

Street signs and traffic

Street signs in the national language (e.g. including words such as 'street, avenue, lane, parc', etc)

Traffic signs (e.g. turn left/right, stop, no parking, entrance/exit, etc)

Means of transport: bus, train, taxi, bus stop, boat, etc

Welcome to [CITY] sign

Daily needs

Education: school (primary/secondary/university), language school, music school, adult education centre, relevant NGOs

Social and wellbeing: theatre/cinema/opera/concert hall, sport/wellness centre/swimming pool/local baths, cultural centre, art and crafts

Employment: job centre, employment centre, benefits centre

Civic services: local authority, registration authority, voting centre, police, fire brigade, recycling

Amenities: shops, secondhand shops, charity shops, bank, post office, launderette/dry cleaners, library

Health: hospital, medical centre, local doctor, pharmacy, opticians

Religion and belief: church, temple, mosque, synagogue, religious monument or symbol

Housing: flat for rent, estate agent, accommodation centre, hostel, social housing

Politics: parliament, local authority, ministry, etc

Charities: organisations specific to migrants and refugees

Include all centres that offer free access in particular (e.g. local library, church, museum, refugee centre, etc)

Architectural, cultural, natural landscape

Historical or contemporary sites: monuments, museums, galleries

Architecture: typical buildings, old city centre, harbour, unusual buildings

Nature: parks, forest, seaside, mountains and whatever is particular of the city and area around it.

Local people and life

Local hobbies unique to the city

Events, festivals

Areas where people gather (central square, harbour, etc

Local market

Stage two Seeking permission for photography

There will be local/national rules for photography of city signs. Please make sure you have taken all relevant precautions and seek permission to ensure photography is legal and allowed. For instance, you should ask your local authority and/or police about street signs and the owner of a shop about photographing his/her shop. It would be good if the owner was happy to be photographed as well. Please let the coordinator know if you require an official letter about the project to help with access. In all instances, it is helpful to inform the local authorities about the project in advance of the project visit.

Stage three Securing local contacts for promotion and dissemination

Local contacts are very important to the project's promotion, dissemination and sustainability during and beyond the project's funding. They also offer opportunities for the promotion of the work of the local partners. Please use already existing contacts, letting them know about the project objectives.

The list below includes authorities that will need to be contacted to inform them about the project. The list is indicative, and each partner will need to consider what is most relevant for their organisation and city:

Local authority to include preferably the mayor or most senior rep

Museum, library, gallery directors

Directors of schools, education centres, cultural centres

Charity, NGO organisations that work for migrants

A group of local migrants/refugees to include preferably those that took part in the needs analysis

Key personalities of the city (celebrities, people that could act as ambassadors)

Teachers and trainers, social workers and healthcare professionals Press and media representatives

Local businesses

Planning a local workshop event

A local promotion event/workshop will take place. The workshop may be photographed or filmed so permission will have to be sought in advance. This would last for up to two hours and the objective will be to present the project and discuss key issues from the needs analysis, seeking support for the product development and promotion of the project during and after the project's life. The workshops will be co-facilitated by the local partners and the project visiting team (UK, NL partners).

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When planning the workshop you need to:

Secure a date/time (duration up to 2 hours). You will want to consider what is the best time of the day to host this. In some occasions it may make sense to hold this in the evening after working hours, in other occasions during the lunch break, it will all depend on local context.

Identify the most suitable venue for the workshop (your organisation's premises or other central location)

Send out invites and advertise locally your workshop

Make arrangements for refreshments, access to venue

Agree the maximum capacity (10-20 people)

Have a responsible person from your team to lead on this activity and be present on the day

Contacting local press and media

A press release will need to be prepared in the national language and distributed to local press and media. If you do not have any contacts with local radio, press or TV and social media (twitter, Facebook, LinkedIn, Instagram) you will want to start making these now and invite them to the workshop event. If you require help with drafting a press release, please contact the NL partners.

Stage four Set up a local team

The project team from the UK and NL will include the project manager, Reneta Palova, project photographer, Jean-Francois de Kriek, film crew and Katerina Kolyva (apart from DK). The local partner team will need to ensure there is a local contact to guide Jean-Francois and the film crew while another person will be with Reneta and Katerina to facilitate the workshop. You may want to include migrants and refugees as volunteers. In total you will want to consider having a team of around 3-4 individuals during the project visit.

Stage five Making arrangements for filming

As part of the project visit, there will be filming of the refugees/migrants and representatives of a local organisation. The location of shooting film scenes may involve using the same sites as for taking photographs but may also allow for different places. The sites need to be accessible to the film crew (find out about special permission to film there and opening/closing times of venues); their selection will depend on the scenes in the script, the linguistic content of the scene as well as cultural and architectural background. The filming sites have to be numbered and marked on the map of the city.

When writing a script, you may want to consider two basic options:

- The film as a narrative visual presentation of a migrant's life in the city
- The film as a migrant's story of her/his journey

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The former option is straightforward application of the book structure to the media of the film or - in other words - a film adaptation of the guide. The latter is more like a story that is presented in the form of a film and may have a different pattern than that in the book. In either case, you need to prepare a detailed script along the following lines:

How many scenes are there?

Are they numbered?

Where is each scene taking place?

What is happening in each of them?

How many characters (actors) are there in each scene?

What are they doing and saying?

In what language are they speaking?

Will they need any props or objects?

Will they need an interpreter?

Will you need to plan for sub-titles?

How long are the scenes?

Is there a narrator?

What details of street language and architecture do you want filmed? One important thing to bear in mind is the length of the film and its pace. The approximate length is ca 8-10 minutes and the scenes need to be short in order to make the pace brisk.

You will need to select the individuals to be filmed and build a script with them. Suggested criteria for selection of the individuals to be filmed will include:

Being a migrant or refugee

Having lived in the host country for up-to 2 years or over 5 years (a mix is better)

Ensuring people speak in the national language or their local language with an interpreter in English or national language

Achieving cultural, ethnic, gender and age diversity

Being available on the dates of the visit

Agreeing to be involved in the script and working with the film crew

The film crew will be flexible to film either in a public space, at someone's home or in an organisation. Permission to film and consent from the individuals to be filmed will be required before the filming starts. The films will be disseminated widely so individuals being filmed will need to know in advance that their stories will be disseminated widely in the public domain in several countries.

Stage six Preparing an itinerary for the project team

Once you have selected the signs, indicated them on the map and planned your local contacts and workshop event, you will need to design a detailed itinerary using the attached template. This will help with everyone being clear about timings, venues and parallel activity. Photography can start as early as 8.30am and finish as late as 8.00pm you will want to ensure you plan lunch/dinner breaks in between.

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In designing your itinerary, you will want to consider the following:

Book timed visits to local buildings (e.g. museum, language school, hospital, restaurant, etc)

Arrange for transport for the team as required

Buy entrances to any places that need a ticket or seek permission for free entry

Look for local events/festivals and arrange programme

Check the weather forecast and adjust your programme accordingly allowing external photography to take place during times of good light

Check for permission for flash photography inside buildings

6. 'Signs' books toolkit

The following toolkit, presents the guidelines for the structure of each of the four books that the team used for their development. This resulted from the project methodology.

About the Signs Goes North books

We have agreed as a partnership that Signs Goes North books will be produced for the four targeted countries and languages in the project. These are: Denmark and Danish, Iceland and Icelandic, the Netherlands and Dutch and Sweden and Swedish. Apart from Iceland, who will be using English and Icelandic in the book, all other books will be in the targeted languages only. The targeted audiences are migrants and refugees so we must ensure that content, style and language in the books meet their needs as we analysed them in the needs analysis (see needs analysis findings).

Structure and format of the books

It is expected that the books will not exceed 62 pages. They will include limited and simple text, easy to understand supported by photography. We are expecting to use up to 60 photos per book so must be very selective on which photos we include. We would want to keep the balance between text and images to ensure it is neither too heavy on text or too heavy on photography.

Table of contents

All the books will follow the same design, structure and table of contents although some of the content will be different. This is to ensure we keep the branding and concept of the project and fulfil the objective of the European dimension. The following table of contents will be used as a guide to write the book and match the text with the photos selected:

Page	Theme	Photos	Type of text/ words to include in national language	Linguistic and cultural content written in simple national language
Front cover	Representative photo of the city	City	Signs in ...[name of city/ two cities in Sweden]	No other text other than the title
Page 1	Contents page	City	To be filled in the end	No other text other than contents
Introduction				
Page 2	About the signs	Signs	Text about the project to be provided by KK and then translated into national language	Learning about the European dimension of the project.
Page 3,4	About the city and immigration	Welcome to [...] sign migrants	Immigration, migration, refugees, welcome to our city, hospitality, open culture, tolerance, diversity, xenophobia	What is unique about the city, its approach to migrants and refugees. Learning about immigration culture and attitudes towards migration.
Page 5,6	About the language	Language	National language, what languages do you speak?, I am fluent in [language], I speak [languages] I learn [languages]	Short text about the national language(s), where it is spoken, which language family it belongs to, how old it is etc, main characteristics of the language and dialects if applicable
Page 7,8	About the alphabet and pronunciation	Language	Provide alphabet and one word per letter to assist with pronunciation	Learning how to pronounce
Social Relations				
Page 9,10	Greetings	Hello	Hello, good morning, good evening, etc	Learning how to salute and add anything particular about formality and being polite

Page 11	Useful expressions	Thank you	Welcome, thank you, please, sorry, cheers, etc	Learning basic words
Page 12	Family	People	Father dad, mother mum, children, grandparents, family	Learning about family and family values
Page 13	Ethnic groups	People of different ethnic groups	Name main nationalities living in the city eg. Polish, Eritrean, Afghani, Dutch, Danish, etc and their languages Ethnicity, nationality, citizenship	Learning about ethnic groups, nationalities, other languages, cultural diversity
Page 14	Dates of the week/time	Clock or calendar	Monday, Tuesday, etc Nine o'clock,	Being punctual
Signing the way				
Pages 15,16,17	Streets	Street signs	Street, avenue, square, parc, roundabout, traffic, etc	Specific information about circulation, city signs, streets. Learning about walking around the city/town
Pages 18,19	Road signs	Road signs	Left, right, straight on, turn left/right, entrance/exit, attention, north, east, west, south, in front of, behind	Understanding importance of road signs, traffic and local culture of circulation.
Pages 20-22	Transport	Transport	Bus station, train, boat, harbour, bike, cycling, cars, taxis	Learning about transport culture in the city, cycling where relevant, environmental awareness
Signing the needs				

Pages 23-27	Shops, bars, restaurants	Shops, bars, restaurants	Shopping, market, how much is it?, I would like a kg of.., bar, restaurant, vegetables, meat, etc, what is the speciality?, breakfast, lunch, dinner, coffee/tea	Shopping culture, food/drink culture, prices, tips for affordable items, second hand shops, charity, market culture, street food Learning about the coffee/tea culture Rules about drinking alcohol Tap water being safe to drink or not
Pages 28-32	Education	Schools, university, pupils	School, university, college, education, adult education, language learning centres, studying, student, teacher, books, authors, library	Learning about the education system, free education, education for adults and migrants, language centres
Pages 33-36	Health	Doctor, nurse, medical centre, pharmacy	Doctor, nurse, hospital, medical centre, healthcare, how are you feeling?, do you need help?, accident and emergency	Learning about the national health system, costs, how to get help in an emergency, health and safety
Pages 37-40	Civic life	Municipality, elections, charities	Elections, civic rights, registering in the country, getting involved in civic life, charities, civil society, municipality, mayor, parliament, government	Learning about the political system, immigration law, what a migrant needs to do when arriving in the country, learning about their rights
Pages 41-43	Accommodation	Housing	House, accommodation, place to live, furniture, floor, garden, hostel, hotel	Learning about how to find accommodation, social housing, benefits for migrants, support to find accommodation
Signing the places				

Pages 44-49	Natural and heritage	Heritage	national heritage, statue, museum, cultural club, gardens/zoo, national parc	Learning about the city's historical and contemporary heritage
Pages 49-51	Architecture	Buildings	Buildings, architecture, styles and design, house, church, landmark	Learning about the city's architectural style
Signing the atmosphere				
Pages 52-55	Sport and leisure	Sport and leisure	Music, concert hall, theatre, cinema, hobbies, football, skateboard, tennis, cycling, team, games, playing [...], fishing	Learning about the city's sports and leisure culture
Pages 55-58	Art	Art	art, ceramics, painting, festival, fair, celebration, graffiti, street art	Understanding the city's artistic feel
Pages 59-62	City uniqueness	Depends on the city	Denmark: design and the environment Iceland: weather and natural landscape Netherlands: street art, graffiti, multiculturalism Sweden: archipelago	Learning about the city's unique atmosphere and style: from street art and graffiti/artistic style to traditional/nature,

7. 'Signs' digital toolkit

The Signs digital toolkit involved the development of the storytelling method as part of filming. The following guide/toolkit was used for the delivery of this output by all partners.

The purpose of digital storytelling

Digital Storytelling can provide educators with a powerful tool to use in their classrooms. An engaging, multimedia-rich digital story can:

- serve as a way to retain new information
- help with the comprehension of difficult material
- facilitate discussion about the topics presented
- make abstract or conceptual content more understandable

Normally, the method associated with digital storytelling offers the potential to:

- promote deep reflection
- review, analyse and absorb information (e.g. a project, a topic, an experience)
- value emotional / personal input
- create a sense of experience
- encourage cooperative activity
- create powerful end products that can have a transformative effect on makers and viewers alike

Within education, digital storytelling has the potential to:

- build and use technology / media skills
- stimulate critical thinking
- promote deep learning
- trigger engagement and motivation
- enhance the learning experience.

The 'Signs' Goes North project will follow specific criteria in two aspects of the process of educational use of digital storytelling: Story finding and Storytelling.

Criteria for the selection process (finding stories)

Relevance	Selected stories would need to be relevant to the target group - new incoming migrants, migrants and refugees already living in the country, locals who professionally interact with migrants and refugees through support organisations. They need to introduce to the public migrants with the challenges that they met and the solutions they found. They need to be relevant to the educational content - enrich knowledge of the languages, cultures and countries presented through host cities, promote intercultural understanding and competencies. They need to share experience with and educate the public, to build a community of many cultures within the host city, and to help migrants to present their own voice and vision to the community.
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Confidence building	We will explore the stories of people "like you", migrants who already experienced the integration process, from similar backgrounds, who talk in a language and location that resonates with the target groups and enable them to see social inclusion as real and possible.
Equality and diversity	The stories would need to take into consideration issues around equality and diversity. It would not be appropriate for any story to provide space for discrimination against any particular group (eg. of particular gender, religion or belief, ethnicity, etc). Different cultures and countries in the partnership would have different levels of tolerance against equality and diversity so this is a rather important issue to bear in mind.
European added value	We are looking for success stories that will add value to the European partnership. As such it is important to celebrate and promote local culture but at the same time balance this out with a more wide European group.
Innovation	We are looking for material that will bring innovation to the project results. As such, any story that is widely known would not form part of what we are looking for. Ideally, we want to find stories that are either untold or not widely known and promote them to the wider group.
Data protection	The interviewed people have to be aware and agree that their interviews will be published in internet - in the website or social networks. It is important to make people aware that the material form part of a European project and will be published.

Criteria for the development process (telling stories)

Purpose	The story establishes a purpose early on and maintains a clear focus throughout.
Reflection	The story is clearly reflected on the experience.
Economy	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.
Image quality	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.
Voice clarity	Voice quality is clear and consistently audible throughout the presentation.
Narrative pace	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story
Language and grammar	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.