

DIGITAL 4ALL

BUILDING A DIGITAL
WORLD FOR ALL

WP2. Focus Group National Report

*A.3. Young Migrants Focus Group Analysis
Report from Sweden*

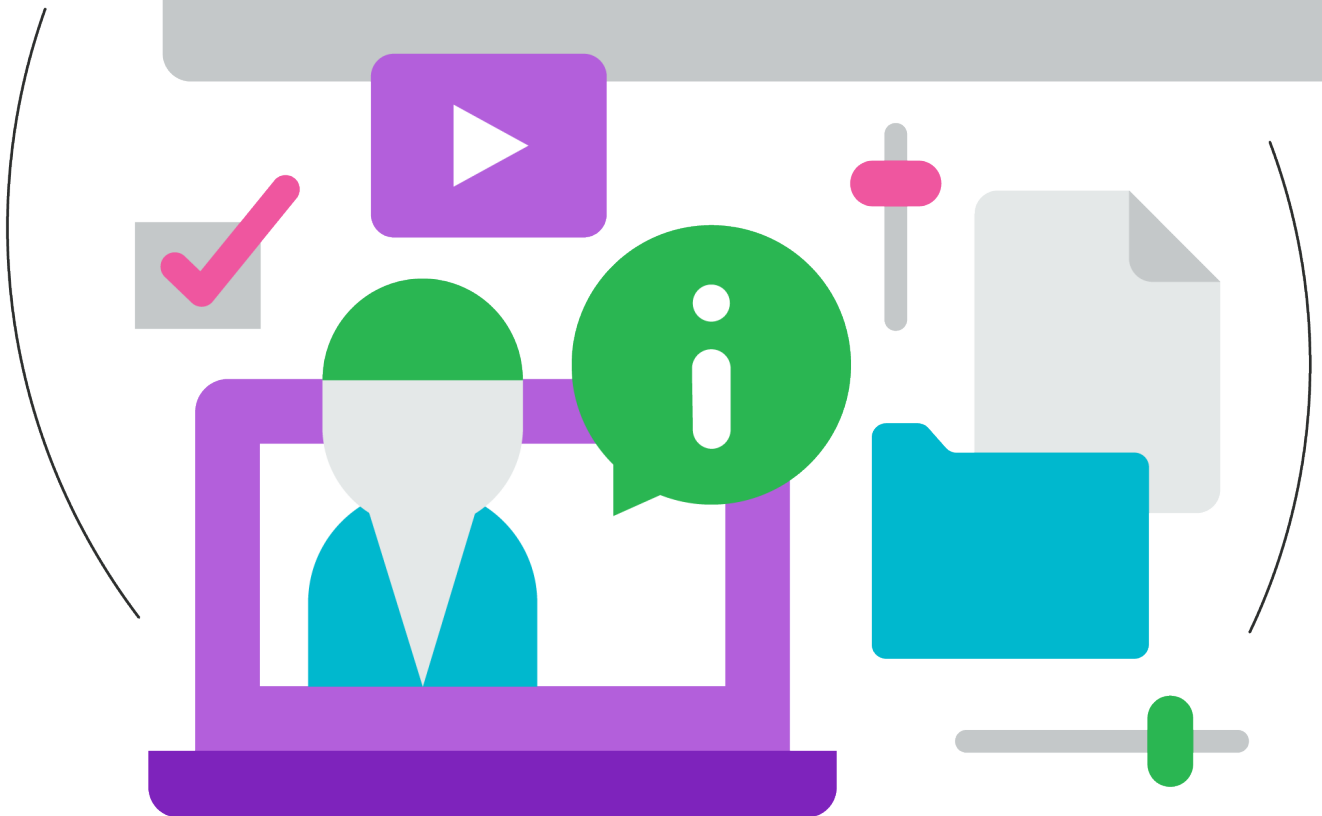


Table of Content

Introduction	2
Methodology	3
Results	4
Conclusions	7
Annexes	7

Introduction

The global expansion of the Internet has made knowledge and information accessible to almost everyone with a computer or smartphone, contributing to a more inclusive information landscape. This accessibility is particularly beneficial for marginalized groups, providing them with the opportunity to access pertinent information and engage in learning through informal channels. However, this widespread accessibility has also led to an increased dissemination of fake news and disinformation online. In an interconnected digital environment, effectively navigating the vast amount of daily information is crucial. Recognizing reliable sources becomes imperative for individuals to make well-informed choices in the realms of social, political and economic decisions, free from bias and malicious intent.

The Digital4All project is designed to empower youth workers with knowledge in critical thinking, tiny habits, and digital competences to support migrants in improving their ability to evaluate online information. In the project's second phase, focus group sessions were conducted in each country by internal workers from partner organizations. These sessions aimed to assess the digital experiences, habits, preferences and strategies of young migrants related to online information navigation, critical thinking, and media literacy. This report focuses on the key findings regarding the obstacles and facilitators that influence safe access and responsible navigation through digital information, as perceived by young migrants residing in Cyprus.

Methodology

Participants

Six young migrants took part in this focus group as outlined in Annex 1 & 2. Additionally, four youth workers who had previously participated in the youth workers' needs assessment were present and accompanied the focus group. Within this participant group, 50% were female, and the remaining 50% were male, with a mean age of 29.16. The participants hailed from diverse countries, including Turkey (1), Senegal (1), India (1), Luxembourg (1), France (1), and Kenya (1). Notably, participants mentioned that they had been in migration in Sweden for a minimum of two months.

Prior to the commencement of the focus group, participants were introduced to an informed consent process to ensure awareness of the focus group's purpose, the confidentiality of the gathered information, and the voluntary nature of their participation (refer to Annex 1). The consent forms are accessible here.

<https://drive.google.com/drive/folders/1u5wpRCUabl3UpUsUisZsAoE9J-TNlj8A>

Limitations

- Small Sample Size: The focus group includes only 6 migrants. This may not be representative of the entire migrant population, and findings may not be generalizable to a larger demographic.
- Homogeneity within Groups: Even though the participants are from different backgrounds, there may be underlying similarities or shared experiences that limit the diversity of perspectives.
- Age Bias: The average age of 29.1 may not capture the full range of experiences of migrants, particularly if there are significant differences between younger and older migrants.

Measures and Procedure

The focus group started with a short introduction of the participants. Then, the agenda and the content had presented them. After the presentation of the project and scope of the research, group shifted conducting the focus group. During this stage, participants received instructions outlining what they could anticipate from the focus group and guidance on their involvement. The focus group took place in person on November 23, 2023, at the Ideon Science Park, specifically at the Mexpert office.

Focus Group Moderation

The commencement of the focus group involved a short, informal dialogue with the participants. This initial discussion consisted of a few questions regarding the participants' daily lives and work fields to make them more comfortable. Subsequently, the focus group delved into a discussion centered around key questions aligned with the project's objectives. Throughout the focus group session, detailed notes were diligently recorded in minute format.

What were the main tools and methods you when you moved to Sweden?
What apps the migrants are using in their day to day lives?
How do you know if something is a scam?
Do you care about the GDPR?
Do you do research about Sweden before you came?
When you were searching and what are the problems?
Do you think immigrants need training about digital competences?
Who can be interested in this course?

Results

The focus group discussion was centered around the above-mentioned questions. The results obtained can be summarised as following.

The following question were asked to the migrants as first”**What were the main tools and methods you when you moved to Sweden? What apps the migrants are using in their day to day lives?”**

They generally stated that they need to use the app for local transportation as the cash is not welcome in Sweden. For instance, when they go to the bus, they can not pay cash. They can only use the app while they can not use their card. In France, they have a machiene which allows passengers can buy a ticket. However, in Sweden it is only in train station. This situation forces them to use and install the app.

On the other hand, they mentioned about 1177 app for health issues. They should use this app to book doctor’s appointment.

One of the participants said that finding housing is hard and there are lots of scams with accommodation. Therefore, she thinks that an app for this purpose would be really usefull.

When we asked them **how you know if something is a scam**, they stated different opinions such as;

- Too good to be true.
- They want money, this shows that they can be scam.
- They are cheaper than the correct ones.
- They have everything you want.
- They cannot physically be there, video.
- Transfer to private account.
- They can't give a sublet contract. They want to do it black.
- If you don't have person to be trust.
- When you notice it is a scam, there is nothing to do.
- Block and report.
- Booking scams requesting booking and redirect to another website.

"Do you care about the GDPR?" was another question asked to the participants. They explained their opinions as the following answers.

- No, I just click all the boxes on forms and enter.
- Sometimes you don't have a choice.
- Every time I don't have a choice, I go back in and lie about my information.
- Sometimes they give you choice, if physically it's easier to sign.
- There are consent forms, signature lists and consent forms.
- It's good to be clear, where they are sharing all their information.
- Some of the information is obligatory.

Moreover, to measure the participants online research skills, we asked the following question to them. **"Do you do research about Sweden before you came?"**

- No, I just followed my husband. I have never done research and have no skills on researching.
- Yes, I did. I wondered about the language; I searched in Instagram. I searched the address, the accommodation where I will sleep.
- I searched for things to do in Lund.

The location of the place I will stay, what I can do in Lund. Because someone did the research for me.

When you were searching what are the problems?

- Not good information as I expected.
- Out of date information, they were not up to date.

- Most of the links were broken website.
- I did not think that they are reliable.
- Not critically thinking about reviews online.
- Reading feedback, read between the lines and the information they are missing.
- Critical thinking can save us from being blind.
- As immigrants we are easily scammed because we don't know the context.
- Mail scams are happening a lot.
- Facebook messages. Were irritating.
- Netflix scams send a lot – email doesn't look right.
- I got scammed last year, I received an email, I sent all the IDs of my parents and information. I didn't send any money, but they had my IDs.
- Scam, they call and say they are from the embassy. They try to build trust and it shows the number. You need to update your security and the Microsoft of your laptop. When you question them, you realise, they are lying.
- Double check the information you have been given.
- They build on-top of your trust; they used the feeling of empathy and charity. Online and face to face.
- There's a new kind of scam, with crypto currency, they will help you make money fast.
- You are the best profile of the scammers, immigrants, entry point. When you give €5, they get you inside and then show that your money is multiplying. And then to get it out you must pay them €20,000.

In order to understand the exact needs of migrants the participants were asked: "Do you think immigrants need training about digital competences?"

- The migrants should learn how to contact emergency services.
- They need training about the daily life, banking, and ID Bank.
- Training on country rules is important. We can reach them digitally.
- Understand the hidden rules, about banks, doctors, etc.
- Being part of the community – digitally.
- They don't know most things in Sweden are free.
- Course – how digital education is more economically. Doing chats online, WhatsApp.
- Invoices – paper invoices.
- How to be prevented from scams.

- How to identify links, critical thinking in personal and professional life.
- Some of the scams are low quality, and some are high quality. (identify different qualities of scams)
- Scam identifying; copying the number on hitta.se
- People in Sweden don't often call you, unless from immigration board, school etc.
- We have all lost our time with the scammers.

Who can be interested in D4ALL training course?

Generally, all participants approached with positivity the development of a training program on critical thinking, digital literacy, and motivation strategies. They were all able to understand the potential of such training program. They stated that different targets can like physically training or online training. On the other hand, we need these different training but in a different format.

Conclusions

In conclusion, the insights gathered from the participants in our research paint a nuanced picture of the challenges and experiences faced by migrants, particularly in the context of their digital engagement and information literacy. The responses to inquiries about tools and methods utilized upon arrival in Sweden highlighted the essential role of mobile applications, especially for local transportation and health-related matters. Concerns regarding housing scams underscored a need for technological solutions to enhance safety in accommodation searches.

The participants' perspectives on GDPR revealed a varied understanding and approach to privacy regulations, ranging from nonchalant acceptance to deliberate misinformation. The exploration of online research skills unveiled a mix of experiences, from individuals relying on others for information to those adepts at critical thinking and identifying reliable sources. The prevalence of scams, both online and offline, emphasized the vulnerability of immigrants and the importance of education on digital competences.

Notably, participants expressed a unanimous endorsement for training programs on digital competences, emphasizing the need for practical skills related to emergency services, daily life tasks, understanding local rules, and preventing scams. The positive reception towards the prospect of a training course reflects the participants' recognition of its potential benefits, though they underscored the importance of tailoring such programs to different formats and audiences.

In essence, the data gathered underscores the multifaceted challenges faced by migrants in the digital realm and highlights the potential impact of targeted training programs in enhancing their digital literacy, critical thinking, and overall integration into the digital society.

Annexes

Annex 1

23rd of November 2023

Digital4All - Signat re List
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Project Code: 2022-2-DE04-KA220-YOU-000097732

Co-funded by the European Union

23rd of November 2023

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Annex 2

