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MASTER'S THESIS

DEVELOPMENT OF AN ONLINE TRAINING MODEL FOR THE CITIZEN INTEGRATION OF VENEZUELAN MIGRANTS INTO HOST COMMUNITIES

Desarrollo de un modelo de formación en línea para la integración ciudadana de migrantes venezolanos en las comunidades de acogida

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SABAL University

Title:

Development of an online training model for the citizen integration of Venezuelan migrants into host communities.

Presented by:

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II. ACCEPTANCE PAGE

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III. DEDICATION

To:

Gabriel Antonio

and

Martín Alejandro

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IV. ACKNOWLEDGEMENTS

To all the staff of **Sabal University**, my most sincere thanks for their accompaniment, solidarity and commitment to the achievement of the proposed academic objectives. Their consistent willingness to support and facilitate the process has been instrumental in making positive progress at each stage of the project.

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L'Aquila, Italy, July 2025.

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V. ABSTRACT

This article presents a proposal for the design of a digital model of training/education that aims to enable the citizen integration of Venezuelan migrants into host communities. Venezuelan migration is recognized as one of the most dramatic processes in Latin America in the twenty-first century, consequently, an education/training proposal is designed, which combines: critical theory; inclusive technology; and citizen participation as ways to overcome the discrimination and violence faced by migrants. The model is based on contemporary schools and pedagogical theories such as constructivism, connectivism, collaborative learning and critical pedagogy; alongside authentic instructional design principles and emerging technologies for situated learning. The planning is organized in four phases: participatory diagnosis; definition of competencies; modular instructional design; and pedagogical articulation with the public space, considered as an environment for the exercise of citizenship and cultural intermediation. The training/training program addresses content related to citizenship-citizenship; diversity and cultural intermediation; digital literacy; communicational action/political action in the public space; and formulation of projects with a territorial approach. The methodology combines active learning, collaborative work, problem solving and development of projects applied to the community public space. The methodology integrates qualitative-quantitative instruments, participatory techniques, accessible digital environments and hybrid modalities that allow adapting to conditions of connectivity and technological literacy. A situated pedagogy is privileged, with tutorials, personalized accompaniment and formative evaluation through digital portfolios and community projects. Thus, a replicable, sustainable and contextualizable model is proposed that articulates education, technology and citizenship from a transformative perspective. By considering migration as an opportunity to revitalize/democratize public space and strengthen the social fabric, the designed proposal promotes plural, ethical, visible and co-responsible citizenship, co-constructed between migrants, communities and institutional actors in a dynamic and democratic public space.

Keywords: Venezuelan migration, citizen integration, digital training, intercultural education, public space, critical pedagogy, instructional design.

RESUMEN

El presente artículo expone una propuesta para el diseño de un modelo digital de capacitación/formación que tiene por objetivo viabilizar la integración ciudadana de migrantes venezolanos a comunidades de acogida. Se reconoce la migración venezolana como uno de los procesos más dramáticos de América Latina del siglo XXI, en consecuencia, se diseña una propuesta de educación/capacitación, que combina: teoría crítica; tecnología inclusiva; y, participación ciudadana como vías para superar la discriminación y la violencia que enfrentan los migrantes. El modelo se sustenta en escuelas y teorías pedagógicas contemporáneas como: el constructivismo, el conectivismo, el aprendizaje colaborativo y la pedagogía crítica; al lado de principios de diseño instruccional auténtico y tecnologías emergentes para el aprendizaje situado. El planeamiento se

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organiza en cuatro fases: diagnóstico participativo; definición de competencias; diseño instruccional modular; y, articulación pedagógica con el espacio público, considerado como ámbito para el ejercicio ciudadano y la intermediación cultural. El programa de capacitación/formación aborda contenidos relacionados con: ciudadanía-ciudadanización; diversidad e intermediación cultural; alfabetización digital; acción comunicacional/acción política en el espacio público; y, formulación de proyectos con enfoque territorial. La metodología combina aprendizaje activo, trabajo colaborativo, resolución de problemas y desarrollo de proyectos aplicados al espacio público comunitario. La metodología, integra instrumentos cuali-cuantitativos, técnicas participativas, entornos digitales accesibles y modalidades híbridas que permiten adaptarse a condiciones de conectividad y alfabetización tecnológica. Se privilegia una pedagogía situada, con tutorías, acompañamiento personalizado y evaluación formativa a través de portafolios digitales y proyectos comunitarios. Así, se propone un modelo replicable, sostenible y contextualizable que articula: educación, tecnología y ciudadanía desde una perspectiva transformadora. Al considerar a la migración como oportunidad para revitalizar/democratizar el espacio público y fortalecer el tejido social, la propuesta diseñada promueve la ciudadanía plural, ética, visible y corresponsable, co-construida entre migrantes, comunidades y actores institucionales en un espacio público dinámico y democrático.

Palabras clave: migración venezolana, integración ciudadana, capacitación digital, educación intercultural, espacio público, pedagogía crítica, diseño instruccional.

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VI. TABLE OF CONTENTS

		Page.
I.	Cover	
II.	Acceptance page	1
III.	Dedication	2
IV.	Thanks	3
V.	Summary	4
VI.	Table of Contents	6
VII.	List of tables and figures.	8
1. Introduction		9
1.1. Contextualization and overview of the problem		9
1.2. Objective of the program		10
1.3. Justification		11
2. Theoretical Framework		13
2.1. Applied educational theories		14
Constructivism		14
Connectivism		14
Collaborative learning		15
Critical Education		15
2.2. Applied Technological Theories		15
Emerging technologies and situated learning		15
Authentic design of digital environments		16
Learning Connectivity and Networks		17
2.3. Theories on migration and education		17
Barriers and opportunities in integration		17
Community practices and social sustainability		18
Technology and the right to education		18
3. Design of the Digital Integration Program		21
3.1. Presentation		21
Phase 1. Situational diagnosis: analysis of the migratory and digital context		22
Phase 2. Definition of objectives, competencies and profiles		23
Phase 3. Theoretical foundation of the training model		25
Phase 4. Digital Program Instructional Design		27
3.2. Program Objectives		29

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3.3. Pedagogical approach and methodology 29
3.4. Modular program structure 30
Module 1: Citizenship and Migration 31
Module 2: Coexistence, diversity and interculturality 32
Module 3: Community Participation and Organizing 33
Module 4: Communication, Digital Media and Public Space 34
Module 5: Citizen Project 33
3.5. Digital Resources and Implementation Platforms 39
Basic Implementation Plan 37
Final Technical and Inclusion Assurance Considerations 38
3.6. Articulation with the territory and public space 39
3.7. Program Evaluation and Sustainability 39

4. Conclusion 41

5. Bibliography 44

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VIII. LIST OF TABLES AND FIGURES

Page.

- Table 1. Relationship between theories/applied schools and components of the training model 20
- Visual Scheme 1. Integrated theoretical model for digital migrant training 27
- Table 2. Overview: Modular Program Structure 36
- Table 3. Overview: Components and Operational Tools of the *Moodle* 38

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1. Introduction

1.1. Contextualization and overview of the problem

The impact that migratory processes have had on the world in recent years is undeniable, Latin America does not escape it, even more, it is a protagonist. In this context, the Venezuelan migration process emerges as one of the most dramatic and important in history. The number of Venezuelan migrants, according to the Interagency Coordination Platform for Refugees and Migrants from Venezuela, stands at more than seven million nationals, who, given the deep social, political and economic crisis in the country, have decided to leave the country. The report reads: "As of January 2024, more than 7.7 million Venezuelan refugees and migrants have left the country in search of a better life. This is one of the largest external displacement crises in the world" (R4V, 2024, p.1). However, the prestigious NGO, domiciled in Florida, USA, the Observatory of the Venezuelan Diaspora – ODV, which keeps a global record of the process, recognizes:

> The Venezuelan diaspora already exceeds 9 million people, with a growing presence in European countries such as Spain, Italy and Portugal. In these destinations, family networks, language facilities and the presence of European citizens favors faster settlement processes. (2023, p.5)

In addition, the exodus of Venezuelan nationals has had and has as its main destinations neighboring and/or nearby countries: Colombia, Brazil, Peru, Ecuador, for example, also Caribbean nations; of the Southern Cone: Argentina, Uruguay and Chile, as well as the United States of America. A plural diaspora is thus configured with diverse sociocultural, educational and economic characteristics of a global nature.

The challenges that arise from this reality have their stellar scenario in the host communities of the cities in the receiving countries, challenges that imply limitations and problems to achieve an effective integration process. See: *"Migrants often face multiple challenges on arrival, including language barriers, difficulties accessing housing, precarious or informal employment, and lack of information about rights and services in the host society. These factors often reinforce their marginality".* (Castles, De Haas & Miller, 2014).

However, some countries have designed successful comprehensive procedures to enable effective processes of socio-productive, civic, and cultural integration of arrivals, as in the cases of Brazil and Colombia or Ecuador and Argentina, for example. The truth is that the impact of the arrival of migratory groups and the associated integration processes generate tensions for both actors: migrants – communities, sometimes eroding social cohesion and hindering processes of democratic

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coexistence. This is the opinion of Castles and others, already cited: "The arrival of large numbers of migrants can generate anxietis and social tension among host populations, especially when resources are scarce or when migration is framed politically as a threat to national identity". (2014, p. 16).

What has been described is only part of the reality, perhaps the one based on prejudices and commonplaces, ignoring the possibilities, benefits of migratory processes and the opportunities that they generate in the host communities. As evidenced, it is a complex context, constituted, therefore, by innumerable interdisciplinary variables; a context in which digital technology is a strategic tool of the first order for the stimulation of the sociocultural, civic, productive and educational integration of migrants.

Thus, digital platforms are a flexible, accessible and scalable space for the promotion of learning processes, participation and linkage with communities, which makes integration processes viable, downstream. In this sense, the potential lies in the possibility of overcoming limitations of various kinds, immediate and structural, offering adequate environments for the development of diverse social groups. In this order of ideas, "Technology-enhanced learning environments provide the flexibility, accessibility and adaptability required to support diverse leaners, particularly in complex social contexts where formal education systems may not suffice". (Reeves, Herrington & Oliver, 2005, p. 100).

Therefore, the need arises to design non-traditional online educational-training models or to redesign the existing ones, which aim to effectively contribute to inclusion, integration, as well as the active exercise of co-responsible citizenship, integrating migrants – community – authorities – private business sector. These are understood as the main actors involved in the entire process.

1.2. Objective of the program

This proposal proposes the design and configuration of a digital training model of regional scope, which aims to facilitate and make viable effective processes of co-responsible citizen integration of Venezuelan migrants in host communities. In this sense, the aim is to articulate educational, technological and sociocultural community components, to configure a training environment, accessible interaction, multilingual, cultural intermediation, in which the main interested actors are involved. The proposed program is based on three axes:

- Education for citizenship.
- Training for employability; and

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- Revitalization of public space through actions of and for the exercise of democracy.

The proposal is based on a comprehensive approach that prioritizes the citizen, cultural and socio-productive inclusion of migrants, through the promotion of active and innovative participation in the life of the community, which allows the exposure and recognition of knowledge and experiences, generating support networks with local actors. public and private. The model also contemplates strategies for job training, digital literacy as instruments for autonomy, as well as the development of opportunities for socio-productive insertion of migrants.

As an innovative element in the construction of the model, the consideration of the public space or sphere as an indispensable environment for the dynamization of integration processes through the management of integrated migrant-community social agendas is highlighted. This is based on the theories formulated by the German political philosopher Hannah Arendt in her work "*The Human Condition"* (2009). The management of integrated social agendas as a mechanism for the dynamization of processes requires considering the various actors involved in both the processes of agenda formation and in the strategies of integration of migrants.

1.3. Justification

It is undeniable that the availability and use of technological platforms is a substantive and essential element to make viable the complex processes of integration of groups of migrants into host communities. Various studies, cited here, show that emerging technologies facilitate these processes through access to relevant and timely information; development of potential skills held by migrants; effective participation in social, professional and cultural networks. Thus, "ICTs[1], properly integrated into training processes, favor not only access to information, but also the development of communication and collaborative skills necessary to insert themselves in broad and diverse social networks." (Coll, et al., 2008, p. 79).

Finally, ICTs are instruments and tools that make it possible to design adaptable and flexible training itineraries, which meet the particularities of each user or groups of users. Siemens states in this regard: "In a networked society, learning is no longer an internal, individualistic activity. Learning can reside outside of ourselves. The ability to draw distinctions between important and unimportant information is vital. A networked model supports diverse and personalize learning paths". (Siemens, 2005a, p. 4).

1 ICT: Information and Communication Technologies.

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It can be seen how the approach of the model, oriented to the community/migrant binomial, proposes to exchange with the actors involved, becoming part of the social spheres of the host communities; but, not exclusively from training, but by stimulating intercultural dialogue, considered from the perspective of cultural intermediation. It is necessary, in this context of cultural intermediation, to promote strategic alliances with related actors; the responsible identification/description of the resistances and obstacles present in the integration processes. "Any integration proposal must be based on the honest recognition of the tensions between local communities and migrants. Identifying these resistances allows us to design pedagogical processes of cultural intermediation based on dialogue, active listening and mutual recognition." (Oropeza, 2023a, p. 9).

It is a dialogic approach that allows progress in the design of solutions based on local realities, addressing sustainability through the appropriation, recognition and legitimization of the program by the dimensions of the actors involved. "Authentic dialogue can only exist with the oppressed <the weak>, when they struggle to recover their humanity, usurped in the struggle for liberation. This dialogic relationship is the basis of any transformative action in contexts of oppression or exclusion." (Freire, 1970, p. 72).

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2. Theoretical framework

The development of a proposal for the design of a digital training model that effectively enables the citizen integration of migrants requires a theoretical-conceptual foundation that articulates two correlated dimensions: on the one hand, educational approaches, based on digital education and information technologies; on the other, an approach to the sociocultural processes that sustain the action that is the object of the training according to ends, therefore, instrumental. They are, then, educational, technological, sociocultural aspects and citizen integration strategies.

In this sense, the theoretical framework of support is formulated from the operational appreciation of currents that understand learning as an experience with several attributes, among them: focused on results, collaborative in two ways, critical and networked, with the possibility of adjusting to complex social environments, in this case, the processes of integration of migrants into host communities. Thus, theories such as constructivism (Vygotsky, 1978), collaborative learning (Salomon & Globerson, 1989), connectivism (Siemens, 2005b) and critical pedagogy (Freire, 1970) are processed and analyzed referentially, which provide essential foundations for designing training processes centered on the migrant subject, recognizing their particularities.

Elements of the field of educational technology are incorporated in this section, a bridge for the instrumentalization of possible [and ideal] digital platforms, among these elements flexible, scalable and culturally sensitive learning environments stand out, in the terms of cultural intermediation referred to in the introduction. In this way, aspects are raised regarding, for example, authentic instructional design (Reeves, Herrington & Oliver, 2005), emerging technologies (Coll, Mauri & Onrubia, 2008) and learning networks (Downes, 2006) that, as a whole, contribute to the conception of pedagogical devices that respond to the characteristics and variables that define the environment and real context of migrants. relevant inputs for the construction of rational models of representation of social problems.

Finally, aspects related to migration and integration, which underpin the contributions to effective integration (Castles, De Haas & Miller, 2014; Oropeza, 2023a), operationally and strategically link the educational dimension with a socio-political understanding that makes integration viable as a key aspect of migration processes. This highlights the need for co-responsible, community-based, critical and proactive approaches for the effective inclusion of displaced populations in host communities.

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2.1. Applied educational theories

Constructivism

Learning is conceived, from this so-called constructivist approach, as an active process through which individuals elaborate knowledge based on their relational interaction with the environment-environment-context. Jean Piaget, one of the most renowned thinkers of educational processes (1972), emphasizes that cognitive development requires the succession of universal stages, but, and this is the essence of his approach, that it occurs through assimilation [it seems to us the most pertinent term apprehension in this statement] and adjustment to new experiences.

For his part, Vygotsky (1978), founder of historical-cultural psychology, of Belarusian origin, proposes that learning is determined by the social and cultural environment, for which he introduces the concept of "zone of proximal development"; In this "zone" is where individuals learn with the accompaniment and support of other more experienced ones. In a context specifically determined by migratory processes and mechanisms of integration into communities, Vygotsky's approaches translate into the need to design environments for training: collaborative and relevant from the cultural perspective, which recognize the knowledge that migrants bring/contribute, as a potential for development, and promote dialogic learning. The author assures us that "What a child can do today with help will be able to do on his own tomorrow. (1978, p. 87).

Connectivism

The second theory or school considered represented by the Canadian professor George Siemens (2005), among others, in which a directly related theory of learning is formulated and typical of the digital age. "Knowledge resides in a diversity of opinions. Learning and knowing are processes that occur within networks." (Siemens, 2005a, p. 5), this phrase reveals the basic philosophy of the school. From where knowledge is no longer exclusively in the mind but is found in the networks and connections that can be established between nodes of information.

Therefore, the skills to make use of digital tools that allow navigating between various sources and thus updating knowledge permanently are emphasized. In the case of current human mobilizations, typical of the human race since its origin, in which access to information networks is decisive for incorporation and efficient integration processes, connectivism provides a base, it can be said that it is indispensable, for the design of digital learning platforms.

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Collaborative learning

Professors Salomon and Globerson (1989), who represent this school, consider that collaborative work makes optimal academic results viable, while promoting the development of social skills: empathy, active listening, collaboration, fundamentally. The ideological support of this school can be found in the statement: "Collaborative learning is not simply being together but learning together". (Salomon & Globerson, 1989, p. 91). However, in intercultural contexts, characteristic of the environments in which the dynamic processes of sociocultural/civic integration of migrants into host communities occur, this type of learning, the collaborative one, allows the key actors in these processes: migrants, communities, the private sector and authorities; share experiences, identify, resignify prejudices and design solutions, in opportunities, agreed upon.

Critical Education

"No one educates anyone, no one educates themselves, men educate each other mediated by the world." (Freire, 1970, p. 68). This phrase by the Brazilian philosopher and educator Paulo Freire, translates the essence of his thought: that education should be considered as a practice of freedom, which is based on an open dialogue between educator and learner. Freire argues that "*banking*" education, which deposits direct content without argument in students, must move towards an "*emancipatory" pedagogy*, whose axis is the critical reflection of reality.

This school lays the foundations for thinking operationally about the design of training processes in which those called to integrate or to generate effective strategies for the integration of migrants into host communities, not only acquire information, but can also understand the social, political and cultural structures, among others, that affect them and determine their possibilities. which calls for active participation in the transformation and impact of these structures, in the field of community public spaces in which the processes will evolve.

2.2. Applied Technological Theories

Emerging technologies and situated learning

Coll, Mauri and Onrubia are three authors who have had a strong impact on the field of education, in two substantial areas: the constructivist, briefly mentioned; and meaningful learning. The first of the authors, Coll, a psychologist and educator, has worked on constructivist theory, focusing his contributions and arguments on the construction of knowledge itself. Mauri and Orubia, in addition, have worked on collaborative learning, also succinctly exposed, and the significance of the negotiation

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of meanings in training and training processes. In general, it is argued in this theory that, when technologies are significantly integrated into training processes, they can be positively enhanced, under the condition that these processes meet the real needs of those who are trained.

The authors emphasize that the effective use of ICTs must be based on a relevant conception of learning that is effectively related and interdependent with the context in which students are inserted and in which they develop their activities. They state that "The educational use of ICTs does not automatically transform pedagogical practice; this transformation depends on how they are integrated into a coherent didactic proposal". (Coll et al., 2008, p. 7). As can be inferred, the postulates of this theory are pertinent to the context that surrounds and determines the action of training migrants in environments, often conflictive, for integration into host communities, in such a way that virtual environments, as direct complements of reality, must then respond to the sociocultural particularities of migrants. that operate and evolve in community spaces of integration.

Authentic design of digital environments

"Authenticity" is the characteristic element of this theory, a term translated operationally as: ability to represent real and important, decisive and meaningful tasks for users in digital environments. Its main representatives Reeves, Herrinton and Oliver, state that "Authenticity in digital learning is key to promoting effective transfer to the real world". (Reeves et al., p. 98). From what has been said, it follows that the possibilities of effective learning are related to the design of training contexts that allow understanding [to face and intervene in real complex problems], strengthen contact alliances and effective interrelation with allied actors to collaborate, analyze, evaluate and monitor the practices implemented in these complex contexts.

As can be seen, the proposal presented is pertinent to the complexities that characterize the contexts, the strategies to advance in effective processes of integration of migrants into host communities as well as to relate to the actors involved, which opens possibilities to develop content that faces and impacts on very specific realities of the daily life of each migrant. such as: processes to have a legal migratory status, effectively address incorporation into the labor market, insert oneself into the benefits and/or medical/health coverage of the host country, as well as being part [as members of organizations and/or as individuals] of processing mechanisms of two-way cultural intermediation strategies.

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Learning Connectivity and Networks

As previously stated, "connectivism", developed by Siemens, is presented as a new school/theory for learning, formulated as an alternative to theories such as behaviorist, cognitivist and constructivist to understand such learning processes, making use of digital networks to take advantage of them. In fact, in Siemens (2005b, p. 116) we read

> … Connectivism is the application of network principles to define both knowledge and the learning process. Knowledge is defined as a particular pattern of relationships and learning as the creation of new connections and patterns, as well as the ability to manipulate existing patterns/networks.

However, the contributions of the Canadian philosopher Downes, very close to the work of Siemens, underpin and complement the idea that knowledge is constructed, but also connected. Two dimensions that are useful for the digital education of our times [construction-connection] So, learning processes are not restricted exclusively to institutional contexts, they also and preferentially occur in extended networks, in which information and experiences are dynamically interacted, which implies an effective relationship of all participants.

From the statements considered in the previous paragraph, to thinking about the digital interaction of active migrants in processes of integration into host communities, we are one step away; which will depend on the possibilities and availability of technological resources to be inserted in the learning networks available; or create them. The scope of the community as a defining factor is ratified, which, following Downes, can be expanded or complemented, since "Learning is being part of a community and actively participating in it through its nodes of knowledge". (2006).

2.3. Theories on migration and education

Barriers and opportunities in integration

Not a few warnings have been raised regarding the challenges posed by contemporary migratory realities in the area of systems, educational processes and training. This is because it is questioned, traditionally stable concepts such as: citizenship, citizenship, cultural identity signifiers and interculturality, symbolic-anthropological and social sense of belonging, among others, are relativized. The work of Castles, De Hass, and Miller (2014) focuses on these challenges, arguing that integration processes cannot be assumed as a unilateral activity or operational strategy of migrants; on the contrary, it is a complex process in which, as has been pointed out, other determining actors intervene simultaneously. Consequently, it is a bidirectional or multidirectional process, given that the

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host communities and the receiving societies are transformed with the impact of the contributions of migrants.

In this sense, the authors point out that "Integration should be understood as a dynamic, long-term and bidirectional process, which involves adjustments both in immigrant populations and in receiving societies". (Castles et al., 2014, p. 247). This statement is pertinent to the above formulations, related to the complexity of the processes of integration of migrants, among them, those specifically related to the plurality of actors involved in such processes, of which we have identified four dimensions: migrants – communities – private sector – authorities.

Community practices and social sustainability

Oropeza, an expert in processes of citizen integration of migrants into host communities, points out that in order to achieve them, one of the determining variables is the recognition of migrant individuals as subjects of law, therefore susceptible to being holders of citizen rights-duties [a statement that integrates two aspects: the citizen rights-duties of which one is entitled in the country of origin, that accompany the individual; and, those who attribute themselves as migrant citizens in other societies]. These rights are complemented by knowledge, traditions, trajectories, expertise and capacities that are made available to the receiving communities.

This approach promotes the creation of new common public narratives, one of the means of which is the generation of shared social agendas. Through such narratives related to social agendas, communities and migrants are articulated in the recognition of public problems, demands and expectations, which successively reconfigures a more dynamic, plural and democratic public space. The basis for this is dialogue, recognition of the other and citizen co-responsibility. Oropeza assures "There is no citizenship without visibility. Only in the shared public sphere can migrants exercise their rights and be part of the community." (2023b, p. 102).

Technology and the right to education

"Technologies can be catalysts for inclusion when they are designed from a perspective of equity, respect, and cultural diversity." (UNESCO[2], 2021, p. 34). This statement by the organization emphasizes the strategic role of digital technologies, as an instrument to recognize, inform and guarantee the exercise of rights by migrants and refugees. In this sense, the organization recognizes the need to design public policies in states that promote inclusive, accessible, plural citizen public

[2] UNESCO: United Nations Educational, Scientific and Cultural Organization.

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spaces, with normative architectures that consider cultural and linguistic diversities. Such policies, which can be national or multinational in scope through bilateral or multilateral treaties, can stimulate the constitution of digital platforms for migrants to access training processes regardless of their migratory status, or the availability of documentation from the receiving country.

These recommendations and analyses of the United Nations constitute a foundation that can well stimulate processes of governance of the diaspora, relating State – Receiving Communities – Migrants, with a view to the emergence of an inclusive and democratic citizenship and an impact on the plurality of the public space. What we are talking about, then, is to consider the political process as a contributing factor for the mechanisms of citizenship of migrants, through the formulation of national, transnational and, why not, multinational public policies.

In summary, the theoretical framework developed allows to support the training proposal that is proposed, as an objective the effective citizen integration of migrants to the receiving communities, articulating contemporary educational approaches with the transformative potential of digital technologies and the critical understanding of migratory processes. The identified theories of constructivist, collaborative, connectivism and critical learning provide the basis for the design of contextualized and participatory pedagogical strategies in which the migrant subject does not appear as a passive element that only receives content but becomes an active agent of its training and integration process.

This theoretical-referential consideration is extended to organizations whose goals include making integration processes viable. The schools identified, in relation to the design of digital educational environments and the use of learning networks, configure an effective and strategic educational horizon in accordance with therefore instrumental purposes, which must also be flexible and culturally appropriate to diversity; with the capacity to respond to the challenges faced by people in mobility situations inserted in the complex integration processes.

Similarly, the conceptual frameworks on migration, sociocultural integration and citizenship, from a rights-based perspective, allow us to understand that education is not an end in itself, but a strategic tool for the inclusion, recognition and transformation of public space. In this sense, digital training aimed at migrants must be conceived as a dialogic process, co-created between diverse actors: migrants, host communities, the State and civil society that, from co-responsibility, make it possible to build new narratives of belonging. This holistic vision forms the basis for the development of

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innovative, sustainable and replicable training models, capable of influencing the configuration of a more plural, visible and democratic citizenship.

Table 1. Relationship between theories/applied schools and components of the training model

Dimension	Theory / School	Model-specific input
Educational	Constructivism (Vygotsky, 1978)	Recognition of previous knowledge and culturally referenced construction of knowledge
Educational	Collaborative learning (Salomon & Globerson, 1989)	Joint work between migrants and groups of migrants and communities, strengthening and democratizing the social fabric in the public community space
Educational	Connectivism (Siemens, 2005)	Networked learning and training processes, with digital tools such as refresher channels
Educational	Critical Education (Freire, 1970)	Reflection on specific contexts of exclusion and participation in transformation processes
Technological	Authentic Design (Reeves et al., 2005)	Training to address and impact real problems, focused on the needs and practical demands of migrants in their integration processes
Technological/Social	Learning networks (Downes, 2006)	Building democratic communities through nodes of participation and shared knowledge
Migratory/Social	Integrative approaches (Castles et.al. 2014)	Citizen integration as a bidirectional and multidimensional process
Sociopolitical	Active Citizenship in Emerging Public Spaces (Oropeza, 2023b)	Visibility, participation and exercise of rights in the shared community public space

Source: Authors.

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3. Design of the digital program for citizen integration of Venezuelan migrants

3.1. Presentation

This chapter presents the design of an online training model that seeks to promote effective processes of citizen integration of Venezuelan migrants into host communities. Based on the theoretical framework presented in the previous chapter, the principles, components, instruments/pedagogical dynamic tools that make up and operationally define the program are presented. In this sense, it is necessary to respond to the training needs of two dimensions that are recognized as vectors of attention.

The first of the vectors: migrants properly speaking as individuals, inserted as parts of the complex processes of integration into the host communities, who can well individually assume leadership over groups of migrants and lead integration processes. The second of the vectors: the members/managers of organizations whose objectives include responsibilities to work on the design of effective integration processes, from organizational strategies that are aimed at the actors involved in the process. All of this is based on the social, political, cultural, organizational and technological challenges that impact the representation model that assumes the integration of each migrant into the host community.

Three dimensions converge in the design of the proposed model:

- Pedagogical dimension.
- Technological dimension.
- Socio-community dimension.

The first dimension addresses the definition of the objectives of the training/learning of instruments to underpin goals, identifying organizational and civic competencies, as well as the methodological approaches required for the achievement of objectives. The second dimension, the technological one, includes the instruments, digital resources and virtual environments to be used. Finally, the socio-community dimension critically identifies the typologies of actors involved in the processes already mentioned, namely:

- Migrants immersed in integration processes.
- Members of the host communities.
- Private sector involved in general and/or interested in the viability of integration processes.

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- Authorities and the public sector in their various areas of government related to the administration and governance of migration processes.

Likewise, the socio-community dimension recognizes and assimilates existing communication networks, intervenes and has possibilities for managing public space, as a scenario for learning, appearance, citizen exercise, plurality and recognition in two ways: migrants – community; in addition, it is the area par excellence in which the processes of cultural intermediation are developed. Thus, the process for the design of the proposal has been sectioned into 4 phases to facilitate its evolution and the successive achievement of goals and objectives.

Phase 1. **Situational diagnosis: analysis of the migratory and digital context**

As expected, the starting point for the construction of the model is the identification/critical description of the sociocultural, political, normative, and economic productive reality of the community environment into which migrants must be effectively integrated. The phase is supported by quantitative methodologies, with participatory content (opportunities, risks, limitations, threats to the citizen-democratic incorporation into the public space), which entails knowing the characteristics of the target groups of the action, the trajectories of displacement outside and within the country, if applicable, the host community, as well as the identification of the variables associated with the possibilities of integration; finally, a key element, the realities of access, use and digital practices.

The preparation of a situational diagnosis that includes this phase must include aspects such as: educational level; skills for work; practical skills associated with technologies; propensity/willingness to participate and integrate the receiving community into the public space; knowledge-use of available support networks; access to connectivity, possession of electronic devices; and identification of barriers to integration: language, legal, cultural, etc.

The same must be done with the due adjustments in the other three dimensions of actors: communities, private sector, authorities. All this with the purpose of identifying and quantifying elements that allow the construction of a model of representation of reality, in which the dependent variable (y) is the real levels of possibilities of integration of migrants into the communities; The explanatory variables (x_n) are the set of associated factors identified in the situational survey that are functionally related: $y=f(x_n)$.

The stakeholder mapping and baseline diagnosis described is partially inspired by user-centred design strategies (Reeves et al., 2005) and action research methodologies, which give rise to locating

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the training/training model in a delimited context/environment [the host community], which emerges as sensitive and reactive to needs, capacities, expectations, demands and opportunities of each particular context. This initial mapping leads to the elaboration of a representation model, already mentioned, or policy model, on which intervention strategies are designed[3].

This phase is based on the collection of information through the review of pre-existing available data, interviews, digital surveys, focus groups and an exhaustive review of reports on the integration processes of international organizations (IOM).[4]UNHCR[5]OAS[6], UNESCO, etc.), to build a relevant and valid empirical base to guide instructional design. Similarly, the critical mapping of actors already identified is decisive to identify degrees of accompaniment, support and rejection of integration processes.

Phase 2. **Definition of objectives, competencies and profiles**

Once the diagnosis has been formulated, the general and specific objectives of the training program are defined, simultaneously advancing in the entry and exit profiles of the future participants. In this phase, the framework of competencies to be developed through the combination of basic digital competencies (UNESCO, 2021), citizenship and socio-communicative skills to make public participation viable are defined.

In this way, it is proposed to develop an approach based on integrated competencies, which will be understood as capacities to mobilize knowledge, instruments, attitudes and values in real environments of action. This perspective is understood as integral, for which it is convenient to consider that those real environments of action referred to refer to the community space, that is, the public space that operates in the community that configures the sphere of exercise of plurality and recognition in two ways, where the actions that determine the quality of the possibilities for an effective integration of migrants are developed.

From the proposed perspective, two aspects are decisive for the critical analysis of the community public space which, following Hannah Arendt, are defined as: communicative action and

[3] For this particular see: Oropeza A. (2009). *Context and modeling of social problems*. UCAB, who, in the material edited by the Andrés Bello Catholic University of Caracas, proposes a series of steps and methodologies to model and rationally represent public problems that can be the object of action and formulates the principles for the monitoring and evaluation of the actions undertaken for their attention.
4 IOM: International Organization for Migration.
5 UNHCR: United Nations High Commissioner for Refugees.
6 OAS: Organization of American States.

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political action, which integrate the program's operation strategies. These two actions are the fundamental engine of appearance, of action of the identified actors, in the public space in which the integration processes occur.

Let's look a little more closely at this relationship. It is understood that, for the development of the proposed program, it is important to incorporate the conception of political and communicational action identified, which Arendt proposes in her work *The Human Condition* (2009). The author affirms that "plurality is the basic condition of both action and discourse" (p. 242), and that plurality supposes and demands the recognition of others who are equal and different in turn. Thus, in the area that is served, integrating migrants into the host communities is not only about facilitating channels of physical access to the community public space, but fundamentally, about guaranteeing the right and opportunity to actively participate in that space as political subjects, as citizens.

On the other hand, the communicative action in the context of the public space under consideration acquires a protagonist character, by through speech, narrative and symbolic exchange, the political community is configured, in Arendtian terms. Arendt points out that "speaking and acting reveal this singular person" (p. 244), so the training program for the civic integration of migrants must promote instances in which migrants express themselves, give their opinions, intervene and construct a pertinent narrative(s) with the purposes and, complementarily, are recognized in their uniqueness.

The second category identified, political action, far from the traditional conception of coercive power, proposed and exposed, among others, by the German sociologist Weber (1987); and, closer to a complementary conception of power, understood as the possibility of successive agreements that converge in deliberation and consensus among equals, in the public space, more plural and democratic. It is this conception that is assumed as the substantive axis of the program. "Being seen and heard by others derives its meaning from the fact that all those who are present have their own opinion" (Arendt, 2009, p. 101), which calls for recognition of the importance of an institutional design that focuses on the visibility and listening to the opinions and proposals of migrants.

In this sense, politics, already speaking in terms of governance/management of migration from the perspective of the actors called "authorities", must be a public action of presence, in which the migrant, as an individual, as groups of associated interests, is an active agent (proactive) and not a passive subject, that is, silent, a recipient of humanitarian aid or basic health care. That is why, when the community public space emerges as a stage for processes of socio-economic, cultural, economic

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and civic integration of migrants, it is a dynamic space for collective deliberation, ergo, a framework for cultural activities of intermediation, sharing, a meeting place and the execution of community projects. Projects such as the one proposed are practices that operationalize Arendt's vision of plural action, in which the community public space is certainly so, with its attributes of common [community] diversity and instrumental political action, that is, according to ends.

As can be seen, the objectives that make up the proposal are oriented towards three dimensions to be known:

1. Inclusive digital skills. Forms of expression: functional and critical use of ICTs, participation of students in support networks and emphasis on media literacy processes.
2. Citizenship competencies. Forms of expression: identification of citizen rights associated with the condition of migrant, co-responsible and innovative participation in the community space, implementation of democratic practices to reach agreements and consensus.
3. Intercultural competences. Forms of expression: Communication, construction of empathetic narratives, management of plurality, diversity, intergroup collaboration, which involves the identification and recognition of interests that are not necessarily concurrent.

In this phase 2., the relevant criteria for the monitoring, evaluation and follow-up of the processes must also be established, as well as a critical observation of the operation of the modular structure of the program, considering

the requirements of autonomy, limitations and connectivity possibilities of the participants.

Phase 3. **Theoretical foundation of the training model**

This phase was already addressed in the corresponding chapter, where the currents and schools that support the model were identified as the basis of the operation, among them:

- Social constructivism (Vygotsky).
- Critical Pedagogy (Freire).
- Connectivism (Siemens)
- Collaborative learning (Salomón and Globerson).

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From the technological perspective, principles of user-centered training design, so-called mobile learning, learning networks and socially oriented gamification were incorporated. Thus, the migratory fact and the integration processes associated with them are incorporated through the novel approach of relational integration and the exercise of citizen rights, understanding the migrant [subject – interest group] as, in any other way, an active subject of citizenship (Castles et al., 2014; Oropeza, 2023), acting communicationally and politically in an emerging community public space.

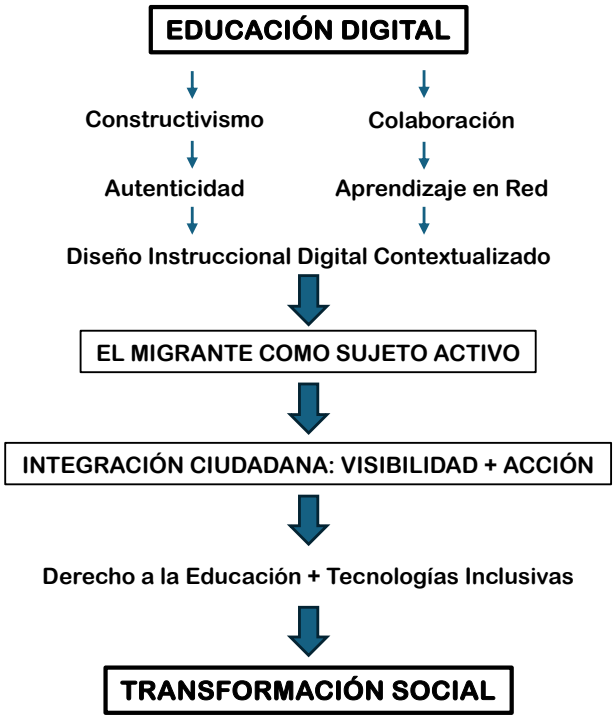
The theoretical basis, which is assumed as a relational architecture to support the actions resulting from the program, is logically not limited to a mere referential conceptual review, but operates as an orientation, justification for deciding contents, therefore, decisions that affect the structure and components of the program. From the pedagogical point of view, reference is made to contents, mediations, technological possibilities, evaluation formats, and community sustainability activities. Therefore, the necessary convergence between schools and the dimensions that have been addressed in their basic formulation, allow for a hybrid operational model, in which learning is, in addition to being relevant, autonomous, with digital accompaniment in effect, but contextualized; aimed at the individual, supported by collective action (communicational and political) within the framework of the community public space. In this way, this theoretical component becomes an ethical-pedagogical architecture for the formulation of the program.

It is ratified that the strategy that guided the theoretical framework already exposed, as the basis of this delivery, in Chapter II, necessarily corresponds to the one that must support the training model itself. In this sense, reference is made to the dual nature of it, of the theoretical support, in which, on the one hand, it considers the entire support scaffolding referred to digital education and training and the strategies associated with it; and, on the other, to the complexity of the processes of effective integration of migrants into host communities in receiving countries.

What has been stated in the sections referring to the establishment of the theoretical framework of references is represented below in a visual diagram:

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Visual Scheme 1.
Integrated theoretical model for digital migrant training



Source: Authors.

Phase 4. Digital Program Instructional Design

Stage that aims to structure the training program in terms of:

- Contents
- Methodologies
- Technology resources, and
- Assessment strategies

The starting point is a modular and flexible design strategy that allows adapting, as a program, to aspects that must be taken into consideration from the same preliminary design process. Among these aspects we identify:

- Different degrees of digital literacy,
- Diverse connectivity conditions and availability of minimum adequate equipment,
- Different learning rhythms of the participants, determined by factors in addition to those mentioned.

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Each module collects multi-format resources: videos, audios, infographics, short readings; as well as activities aimed at real problems of the migrant's community context. This particular is relevant, to the extent that the daily problems of migrants remain present. their solution and attention are not managed; to the same extent, integration processes will be negatively affected. Therefore, the characterization and description of problems that affect migrants, as individuals or as interest groups, as well as their evolution over time, is a determining factor in the training processes. Some of them include access to health services; immigration regularization procedures, registrations; insertion in the local/community through windows for citizen associationism; identify, access effective digital support networks; the requirements for banking, among others.

The guiding principle of the methodology is based on project-based and problem-based learning, known by the acronym PBL/PBL. PBL is an educational methodology in which students learn by solving real problems and working on collaborative projects. For migrants, this may include projects that connect them with their host community or their new community, such as working on social, economic or cultural activities that favor the integration and dynamization of public space.

This approach allows migrants to develop practical skills while actively participating in the identification-characterization of problems, in their resolution through the design of innovative solutions referring to demands, expectations, and/or problems present in the migrants' own social agenda and/or in the shared migrant/community social agenda, as well as in the development of their new life. PBL-related technology can include, for example, online collaboration platforms that facilitate work on joint projects between migrants and local citizens. This can include community projects that address local needs, such as creating content in multiple languages, or designing solutions to improve life in the community.

The pedagogical structure is supported by easily accessible platforms such as: Moodle, Google Classroom and/or lightweight mobile applications. Offline learning spaces are also contemplated as training channels, such as informative printed guides or pre-loaded USB devices. As can be expected, the evaluation of each of these platforms, their subsequent selection, their real action in the field referring to the impact on realities, is therefore quantitative-qualitative and participatory; with emphasis on digital portfolios, self-assessments, community impact activities, and communicative and political actions that take place in community public spaces. The creation of a digital environment of accompaniment (EDA) is contemplated, as a mentoring network, exchange of experiences and the

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dissemination of innovative initiatives-proposals resulting from the analysis of problems and demands, part of the social agendas.

3.2. Program Objectives

The general objective of the program is:

> Strengthen the citizen capacities of Venezuelan migrants and migrant organizations that serve Venezuelans, through digital training-training processes that transmit tools and effective instruments, to strategically make effective citizen integration processes viable in the host communities, energizing and pluralizing the community public space, favoring active, civic, democratic, critical, co-responsible participation.

This general objective is operationalized in three specific ones:

- To promote knowledge of the normative and cultural frameworks that make democratic coexistence viable in the host communities.
- Promote communicative, collaborative, and digital skills for interaction with those involved: institutions, organizations, authorities, private productive sector, local networks, among others.
- To stimulate the symbolic, plural and practical appropriation of the community public space as a scenario for inclusion, recognition, as well as the democratic exercise of a co-responsible citizenship.

3.3. Pedagogical approach and methodology

The proposed pedagogical design is based on a critical perspective of learning, which considers the thought of the Brazilian philosopher Paulo Freire, on the one hand; and, on the other, intercultural, citizenship and transformative education approaches. It is interesting to dwell briefly on the approach of intercultural education, since symbolic-cultural processes and cultural intermediation strategies play a stellar role in the strategies of integration of migrants into host communities. Intercultural education has as its starting point the recognition and appreciation of cultural plurality as an aspect that determines each society, this recognition promotes dialogue between cultures in conditions of equity. From this perspective, the approach seeks to transcend the isolationist model and tend towards a coexistence that is effectively articulated through mutual respect, the recognition of diverse or distinct identities and social justice, it is insisted, in a framework of equity.

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In addition, according to Aguado (2003), intercultural education "does not only consist of adding content about other cultures, but also of transforming school practices so that they respond to the diversity of the student body". (p. 28). The approach is then agreed as a critical instrument in the face of exclusion or cultural displacement, proposing as an alternative an inclusive circle, through an active pedagogy, by operational, of encounter, the recognition of the plural, making use of a battery of strategies to stimulate the evolution of spaces of exchange, collective recognition of meanings and the production of symbolic neo-meanings.

These postulates, recognized as indispensable for the proposed design, are complemented by the principles that define citizenship education, transformative training, which share the purpose of forming active, critical, ethical subjects, committed to the positive, democratic transformation of the environment. Citizenship education promotes the development of civic skills, critical thinking, and the co-responsible exercise of democratic rights and duties, according to the principles of UNESCO (2015). On the other hand, transformative education, which, as we have already recognized, is inspired by authors such as the Brazilian Freire, focuses on critical awareness, as well as on the liberating action of the individual on [his] environment, "True education is praxis, reflection and action of man on the world to transform it". (Freire, 1970, p. 40).

The proposal formulated recognizes the potential of education and training as engines for social change, stimulating the generation of a co-responsible, active citizenship that is not limited only to participating, but goes beyond this important fact, since it questions, proposes and seeks to transform structures based on injustice from an ethical-solidarity perspective. It can be affirmed, from this perspective, that useful knowledge is built collectively, based on the dialogue between knowledges, the critical analysis of the specific environments and contexts involved and, in our case, on reflection, on the experiences of the processes and mechanisms of migratory integration.

The methodology is structured around thematic modules that combine conceptual content, practices and areas of co-creation. Each of them assimilates and integrates, in turn, multimedia resources such as videos, podcasts, infographics, etc.; also asynchronous discussion forums, synchronous virtual meetings, allowing to adapt to different rhythms and capacities for learning, attending to connectivity problems and availability of technical resources.

3.4. Modular program structure

The program is made up of five training modules, each with a workload of 25 hours, for a total of 125 hours.

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Its contents are set out below:

1. Citizenship and migration: Introduction to a general theory of human rights, inclusive citizenship exercise and challenges and challenges of migrant integration.
2. Coexistence, diversity and interculturality: analysis of cultural plurality, intermediation, the apprehension of tools for dialogue and conflict resolution.
3. Community participation and organization: Forms of civic participation, integration and dynamization of the community public space, associativism and socio-community leadership: political action.
4. Communication, digital media and public space: Critical use of social networks for integration, narratives on migration and democratic appropriation of community space: communicative action.
5. Citizen project: Formulation of proposals for community intervention with a strategic-territorial approach for integration.

The modules are operationally integrated by theoretical and practical activities, self-assessment, collaborative exercises, individual or group accompaniment tutorials, with the aim of accompanying the training processes, promoting co-responsibility and interrelation with the actors involved.

The diagram is presented below:

Module 1: Citizenship and migration.

Duration: 25 hours.

Objectives:

- Introduction to fundamental concepts of human rights, co-responsible citizenship, citizenship from an inclusive perspective in dynamic democratic-community environments.
- Understanding of regulatory frameworks on migratory processes, ownership of rights and citizen access to community public space.
- Critical understanding of the challenges related to the processes of effective integration of migrants and migrant groups in the local context of the host communities.

Contents:

- Human rights and mobility.

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- Theories and concepts of citizenship: formal, democratic, substantive, co-responsible and inclusive; and of citizenship.
- Political Process Theory and Migration Policies (Migration Governance), Access to Rights, and Universal Normative Environments.
- Stigmas, prejudices, social narratives about migration, the processes of integration into receiving communities.

Activities: Participatory classes. (10 hours)

Documentary analysis, case studies and comparative studies. (5 hours)

Collaborative exercises: mapping theories of rights, citizenship and existing barriers in various dimensions of host communities. (3 hours)

Self-evaluation processes: diagnostic + reflective. (2 hours)

Individual and/or group tutorials, accompaniment and deepening of knowledge in attention to interests. (5 hours)

Module 2: Coexistence, diversity and interculturality.

Duration: 25 hours.

Objectives:

- Transmission of elements of analysis to recognize cultural plurality as a social value for integration and relationship with the other.
- Development of skills for cultural intermediation and, consequently, tools for intercultural dialogue and mediation and conflict resolution – culture of peace.
- Study and identification of stereotypes and critical dismantling of prejudices through pedagogical tools and instruments and revision of narratives.
- Prevention and transformation of sociocultural conflicts.

Contents:

- Theories of culture in migratory processes, processes of cultural intermediation, diversity and interculturality.
- Conflict, instrumental violence and coexistence: dynamics for democratic access to community public space – spaces of appearance.
- Stakeholder analysis: critical mapping. Strategies for coexistence, mediation and active listening.

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- Concepts, practices of racism, xenophobia, discrimination. The operationalization of instrumental violence.

Activities: Interactive workshops with case studies. (10 hours)

Dynamics of *role-play* and simulation of conflicts for their resolution. (5 hours)

Collective cultural cartography. (2 hours)

Self-evaluation processes (collaborative), monitoring + evaluation of actors and peers. (3 hours)

Individual and/or group tutorials, accompaniment and deepening of knowledge in attention to interests. (5 hours)

Module 3: Community Engagement and Organizing.

Duration: 25 hours.

Objectives:

- To transmit tools and instruments to explore forms and strategies of citizen participation in the local public space, from a community perspective.
- Promote social leadership for the integration of actors involved and collaborative work in networks, to stimulate the generation of segmented and integrated social agendas: description-characterization of problems, demands and expectations, rational representation, planning strategies.
- Promotion for the recognition of the community territory and its critical sections as a space for the development of political and communicational actions for migratory integration.

Contents:

- Theory and Practice of Democracy: Representation, Participation and Co-Responsible Citizen Exercise; forms and means of advocacy in public space.
- Organizational development for an effective integration of migrants, good organizational management practices, support networks.
- Community leadership by and for migrants and other related actors, for migration management and effective integration into host communities, with a gender and diversity perspective.
- Social Capital and Governance/Governability of Diasporas in Local Community Public Space.

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- Inclusive community associativism.

Activities:

- Panel with local community leaders, previously identified. (5 hours)
- Workshop on the design of participatory micro projects in the local public space, agendas. (10 hours)
- Group civic simulation on collective decision-making in adverse environments and contexts – positive crisis management. (3 hours)
- Self-evaluation and monitoring processes: group and individual. (2 hours)
- Tutorials and group follow-ups. (5 hours)

Module 4: Communication, digital media and public space.

Duration: 25 hours.

Objectives:

- Use and exploitation of social networks and digital media for communicational action in the public space and thus promote citizen expression.
- Critical reflection on migration narratives in the media; and identification of components to develop and create narratives of accompaniment to the processes of integration into the host communities (own voices).
- Identification, analysis of various strategic forms of symbolic-practical appropriation of public space, revaluation of public space as a place of meeting and recognition.
- Assimilation of instruments to stimulate agreements that evolve social pacts related to migration in the public space – management of complementary power.

Contents:

- Digital media literacy and critical analysis of social media, formal and informal, traditional and innovative.
- Narratives for and of migration: representation and invisibility.
- Production of content with a cultural relational approach.
- The community public space: a place for plurality, appearance, recognition and dispute. Communicative and political actions of symbolic appropriation as strategies for communication in the community space.

Activities:

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- Digital production workshop: creation of digital narratives, production strategies and management of videos, podscasts, posts, etc. (10 hours)
- Critical analysis of media content: communication campaigns on aspects related to the migratory fact. Definition and description of components for media campaigns that accompany processes of integration of migrants into host communities. (5 hours)
- Urban reconnaissance rounds and walks for participatory mapping of the community environment [urban mapping]. (3 hours)
- Evaluation through digital logs. (2 hours)
- Tutorials and content review. (5 hours)

Module 5: Citizen project.

Duration: 25 hours.

Objectives:

- Design a proposal to make viable processes of integration of migrants into host communities with a focus on the community public space.
- To implement the learning of instruments and tools [knowledge] transmitted for the formulation of a proposal for community intervention.
- Integrate the citizen-participatory territorial approach, based on plurality and intermediation for the effective integration of migrants into host communities.
- To stimulate collaborative work and the critical evaluation of the social processes associated with the migratory fact; the democratic citizen participation of migrants; the effectiveness of the integration strategies developed in the community public space.
- Assess the impact and sustainability of the project.

Contents:

- Formulation of a participatory diagnosis.
- Strategic design of community projects with a focus on civic rights and democratic participation in the community public space.
- Formulation of objectives, activities, management indicators and strategies for monitoring, evaluation and systematization of actions.
- Impact and sustainability strategies.

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Activities:

- Project formulation and planning workshop. (10 hours)
- Teamwork: design and formulation of collective proposals for intervention. (5 hours)
- Public presentation and feedback between groups. (3 hours)
- Final individual and group evaluation. (2 hours)
- Accompaniment and closing tutorials. (5 hours)

Table 2. Summary:
Modular program structure

	Module / Activities	Theory and Workshops	Collaborative practices	Evaluation Self-Evaluation	Tutorials	Total
1	**Citizenship and migration**	15 Hrs.	3 Hrs.	2 Hrs.	5 Hrs.	25 Hrs.
2	**Coexistence, diversity and interculturality**	15 Hrs.	2 Hrs.	3 Hrs.	5 Hrs.	25 Hrs.
3	**Community Engagement and Organizing**	15 Hrs.	3 Hrs.	2 Hrs.	5 Hrs.	25 Hrs.
4	**Communication, digital media and public space**	15 Hrs.	3 Hrs.	2 Hrs.	5 Hrs.	25 Hrs.
5	**Citizen project**	15 Hrs.	3 Hrs.	3 Hrs.	5 Hrs.	25 Hrs.
					Total	**125 Hrs.**

Source: Authors.

3.5. Digital Resources and Platforms and Implementation Plan

To implement the modularly designed program, open source or low-cost digital platforms must be used that support, allow, guarantee accessibility of users and ease of operation-use. The platform will be *Moodle*, which is adapted to a friendly environment that is decisive for the defined target audience. Among the advantages offered by the selected platform are the following:

– Flexible and multi-format access: which allows users to access various and located anywhere they have access to the internet. This goes hand in hand with the conditions of migrants: irregular working hours and, on many occasions, mobility limitations.

– It stimulates collaborative learning: which favors a determining aspect of the program, which is: to stimulate and sponsor the participation and inclusion of participants through accessible and multisensory materials, since the platform allows supporting videos, audios, infographics, among other didactic resources. These aspects support the possibility of understanding and positive

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integration into the course of participants with different levels of digital literacy, availability of electronic resources or language proficiency.

– Personalized and continuous evaluation: one of the central points of the proposal is based on this aspect, possible through the use of questionnaires, rubrics and tasks, which facilitates permanent monitoring of the quality of learning, having self-evaluations and personalized feedback available. This underpins a determining aspect considered for the design of the program, which is: to stimulate the autonomy of the student and the optimization of educational accompaniment.

– Spaces available for tutoring, accompaniment which, as can be seen, is a key component of the design, as it facilitates, promotes contact, permanent interaction with facilitators, tutors, colleagues, through messaging functionalities, private and/or group forums, integrated videoconferences, making use of tools such as *BigBlueButton* or *Zoom,* for example.

These practices stimulate a permanent close pedagogical bond and stimulate a sense of belonging to the training process. A point to highlight is that the selected platform allows a registration of participants in aspects such as attendance, participation, completion of tasks, which supports, favorably, individual evaluation, the production of reports, cuts, statistics, issuance of automatic certificates. Finally, *Moodle* allows its visual design, language and content to be adapted-adapted to values associated with interculturality, plurality, equity, which are values present in the very formulation of the program. As it is logical to suppose, the platform can be complemented, referred to aspect, through the use of tools such as *Zoom, Google Workspace, Canva* and *Padle*, as instruments for interactive, collaborative activities among participants and, of this, with some actors in the community environment.

As noted, the contents have the possibility of being designed in various formats: texts, exhibitions, presentations, audiovisuals, interactive concept maps, etc., which, in turn, are susceptible to optimization to be consumed from mobile phones/cell phones, considering the reality that a good part of the participants have the possibility of connecting to the internet from this medium. This is complemented by technical-pedagogical support strategies aimed at participants with less experience and/or expertise in the management of digital environments.

Basic Implementation Plan

In order to optimize the components of the selected platform, a draft implementation plan is proposed, which considers the modular structure, organizing a thematic section on the platform, with resources and the corresponding activities distributed over time. The five modules designed: 1) Citizenship and migration; 2) Coexistence, diversity and interculturality; 3) Community participation and

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organization; 4) Communication, digital media and public space; and 5) Citizen Project, will each include:

a) Welcome forum and discussion on the topics to be considered.
b) Information on the battery of support and didactic materials that will be worked on and/or applied in the development of the module.
c) Practical activities.
d) Processes, self-evaluation strategies, peer evaluation.
e) Space for tutoring, both individual and group.

Table 3. Summary:
Moodle Components and Operatic Tools

Component	Moodle Tool	Pedagogical objective
Theoretical contents	Resource "Archive", "Page", "Book"	To promote and facilitate autonomous reading and study
Collaborative activities	Forum, Wiki, Workshop, Chats	Encourage exchange and dialogues for cultural intermediation and collective construction
Project Design	Tasks and assignments, Group and intergroup forum, Glossary	Design, plan, define strategies, document, socialize and validate projects communicationally
Evaluation	Questionnaires, Scales, Rubrics	Provide feedback and value learning from theories, tools and instruments
Accompaniment	Messaging, Private Forums, Group Forums, BigBlueButton	Develop tutorials, follow-up and pedagogical monitoring
Multi-format resources	Videos (integration with YouTube or Vimeo), podcasts, SCORM	Learning support with accessible formats

Source: Authors.

Final Technical and Inclusion Assurance Considerations

Aspects to be considered and addressed to ensure equity in the access capacities of the participants in the program:

- Accessibility: The materials in their entirety will be reviewed in order to verify the satisfaction of the accessibility standards by the participants, including clarity of the language in the presentation of contents; titles, subtitles defined as guides; easy reading, offline download.
- Multilingualism: Based on the origin of the participants, even though since its initial call it is aimed at Venezuelan migrants and members of organizations that manage integration processes into host communities, if necessary, the modular structure of the program in other languages will be considered, as well as guidance regarding the contents: English, Portuguese or Italian.

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- Technical support: It will be designed by making available to accepted participants a technical help forum-tutorial, complemented by a support team via internal messaging.
- Optional synchronous sessions: Live tutorials will be made available to participants, e.g. bi-weekly via *BigBlueButton* or *Zoom* integrated into Moodle.

3.6. Articulation with the territory and public space

A distinctive element of the proposal is its direct link with the realities present in the community public spaces in which migrants immersed in processes of socio-cultural and civic integration into these communities live: problematic realities, demands, expectations, etc., which define and impact on the daily lives of these people. Thus, the design of the program incorporates critical mapping activities of the relevant actors to make these integration processes viable; or, the recognition-characterization of the selected urban spaces, the operational description of such community public spaces for their dynamization and pluralization, establishing links with community, educational or cultural organizations. Therefore, the spatial scope that articulates mediations, possibilities and challenges, is intrinsic to the design and implementation of the program.

The instrumental training of the online program should not be limited exclusively to the digital sphere but should be indispensably projected to face-to-face action in the public space: squares, community centers, churches, neighborhoods, commercial areas and other public and private scenarios, in which citizenship, plurality and democratic exercise are exercised in practice. This public space is appreciated as a pedagogical laboratory and a meeting place, recognition, in which migrant individuals, as citizens, can exercise civic rights, be recognized, recognized, heard and heard.

Finally, this spatial sphere, with the characteristics we have indicated, is the space on which the resulting intervention proposals prepared by the participants in the program are designed and executed, which aim to modify adverse realities to make viable processes of integration of migrants into these communities. This aspect, in addition to being an effective way to evaluate the apprehension of capacities and instruments by the participants, constitutes a stellar opportunity for the management of support that, downstream, can give sustainability to the project.

3.7. Program Evaluation and Sustainability

The model developed adheres to evaluation processes, permanent monitoring, operated through qualitative-quantitative tools, such as rubrics, surveys, satisfaction questionnaires, focus group meetings and analysis/possibilities of implementation of final intervention projects. The results of this

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toolkit will make it possible to modify/ratify/complement the modular structure, identifying good practices, building, and processing the levels of impact.

However, considering the sustainability of the initiative, a strategy is proposed to generate alliances with the local governments of the host communities, civil society organizations, universities, research centers, etc., as well as traditional or emerging media, with the aim of successively ensuring institutional support, dissemination processes, co-financing, possibilities of multiplying the program in other community spaces. In addition, the constitution of learning communities about migrants is pursued, which extends beyond the formal period of execution of the project, as well as the projects that arise from it, thus stimulating the emergence of strategies of mutual accompaniment.

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4. Conclusion

Undoubtedly, the Venezuelan migratory process constitutes one of the most dramatic population movements of the twenty-first century in the American Continent and in the world, due to its magnitude and the significant impact it has generated in reality. More than nine million displaced people, according to figures from the Venezuelan Diaspora Observatory (2023), make up a phenomenon that has overwhelmed the institutional and operational capacities of the receiving countries, impacting education systems, labor markets, health services, etc. However, beyond the logical challenges that the magnitude of mobility implies, it is decisive to recognize the enormous transformative potential that it entails, since throughout history migratory processes, channeled in a positive way, have strengthened the social fabric of the receiving countries, energized the public space, and opened possibilities for the constitution of a plural citizenship. co-responsible and democratic.

This proposal is aimed at contributing to this positive holistic vision of migration processes, through the design of a digital training model that promotes the citizen integration of Venezuelan migrants into host communities in the destination countries. In this sense, a pedagogically supported, technologically viable and socially linked modular structure has been designed, which seeks to operationally relate civic training; digital literacy; exercise of rights; and dynamization of public space, as substantive variables of an integration process. Integration cannot be assumed as a mere and passive adaptation, but, on the contrary, it must be admitted as an interactive process of transformation in two ways: migrants and receiving communities; mediated by multicultural dialogue, local political action, communication strategy and reciprocal recognition.

At the center of the model is located, as a guide, an expanded notion of citizenship, understood as the active practice of participation in the issues that make up the community's social agendas. From an Arendtian perspective that inspires the approach (Arendt, 2009), the public space or sphere is the sphere in which individuals appear, are made visible and are recognized as equals in their diversity. Integrating migrants into the public space does not mean limiting action to access to basic services, but rather guaranteeing conditions to exercise as citizens, developing narratives relevant to the social agenda and symbolically disputing the sense of belonging in the receiving public space. In this sense, citizenship is praxis, an operational collection of knowledge, rights, duties and responsibilities activated collectively through the word, the narrative [communicational action]; and the community support organization [political action].

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Thus, digital education is not limited to the transmission of content, it is configured as a practical instrument of empowerment and transformation. This is evidenced by the battery of schools and theories that support the proposed model, from Vygotsky's constructivism (1978), to Freire's (1970) critical pedagogical vision, through the principles of critical pedagogy, among others. They all converge in referencing the relevance of learning referred to real contexts, promoting reflection and guiding collective action. However, these perspectives have been complemented by contributions from contemporary technological-educational praxis, which proposes inclusive digital environments, centred on the individual. Consequently, a hybrid, flexible, if necessary, multilingual, more ethical learning/training environment is projected; while it must respond to cultural, language, and structural barriers that define migrants.

The strategic nature of the community public space as a laboratory for integration is emphasized, which is an innovative component. Thus, through concrete actions such as participatory mapping of actors, citizen projects, generation of digital narratives or meetings for intermediation and interculturality, the program seeks to reconnect the digital dimension [as a means], with the daily experience of occupying a geographical area, weaving networks and democratically disputing meanings [as an end]. The model adopts a territorialized approach that stimulates processes of symbolic appropriation of space in which migrants do not appear as mere recipients of humanitarian assistance, but transcend it by stimulating co-responsibility in integration processes, on the one hand; and, on the other, they strengthen democratic life in the public spaces where integration processes take place, in the locality.

It is pertinent to highlight the incorporation of formative, participatory, and contextual evaluation strategies [models], which support the monitoring of the program's impact: a) In terms of individual learning; and b) In community transformation. Portfolios, rubrics, logs, interviews and intervention projects support, as tools, a holistic vision of the training process, assuming that its impacts transform the capacities of the subjects to act, communicate, lead and generate innovative forms of social interrelation in the public space.

From the beginning, the limitations of connectivity, availability of technological resources and the varied levels of digital literacy of the potential participants were considered [as a warning]. For these reasons, it has been decided to select accessible platforms for execution [*Moodle*, for example], multi-format content [videos, audios, infographics] and complementary tutoring, accompaniment and offline download mechanisms. The observation of accessibility limitations and attention to equity

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obey the ethical principles that support the model, namely, recalling Freire: any proposal for social integration must be one of social justice, which eliminates barriers, prejudices and expands certain opportunities for vulnerable or excluded populations.

Particular attention has been paid to the sustainability of the model, in the sense that it does not depend exclusively on the pedagogical/technological structure but is associated with its capacity to generate territorial alliances with local governments, social organizations, universities, research centers, churches, cultural production centers, as well as the media. It is, in short, a strategy of community articulation that is assumed as indispensable to guarantee that the training of the model is translated into real specific actions, collective initiatives, lasting transformations in the community public spaces where the lives of migrants evolve.

Finally, the proposed training model emerges as an innovative response to the challenges posed by the civic integration of Venezuelan migrants. They are combined: critical educational theory; inclusive technology; territorial perspective; and, a rights-based approach, transcending the welfare logic [humanitarian aid] which, although necessary in the short term, must give way to processes of effective integration. Therefore, there is a commitment to transformative training that allows migrants to adapt and integrate into new public spaces, exercising the right to have rights (Arendt, 2009). Highly pertinent aspects that, in times of important migratory processes, narratives of hatred and social fragmentation, serve as the basis for initiatives such as the one presented, to rebuild the community social fabric impacted by prejudice and structural violence; this, from plurality, recognition and inclusive democratic exercise.

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