INVENTORY OF GOOD PRACTICES IN EUROPE THAT PROMOTE ICT FOR SOCIO-ECONOMIC INTEGRATION IN CULTURALLY DIVERSE CONTEXTS
THEMATIC NETWORK ICT FOR SOCIAL INTEGRATION AND CULTURAL DIVERSITY
Launched in 2005 following the revised Lisbon Agenda, the policy framework ‘i2010: A European Information Society for Growth and Employment’ has clearly established digital inclusion as a strategic policy goal in the EU. Everybody living in Europe, especially disadvantaged people, should have the opportunity, if they so wish, to use information and communication technologies (ICT) and/or to benefit indirectly from ICT usage by service providers, intermediaries and other agents addressing their needs. Building on this, the 2006 Riga Declaration on eInclusion defined eInclusion as meaning “both inclusive ICT and the use of ICT to achieve wider inclusion objectives” and identified, as one of its six priorities, the promotion of cultural diversity in Europe by “improving the possibilities for economic and social participation and integration, creativity and entrepreneurship of immigrants and minorities by stimulating their participation in the information society”.

In the light of these goals, DG Information Society and Media, Unit H3 ICT for Inclusion included in its ICT PSP Work Programme 2007 (Call ICT PSP/2007/1) included the funding of a Thematic Network to establish dialogue, build an exchange platform for achieving consensus and sketch out political and industrial agendas in support of Best use of ICT for social integration and cultural diversity. One of the objectives of the Thematic Network was the exchange and identification of good practices. A consortium of a broad array of organisations that had previously worked together on this theme responded successfully to the call with the proposal Bridge-IT.

This Booklet is one of the main deliverables produced by the Bridge-IT Thematic Network. It presents an inventory of good practices to allow a better understanding of possible ICT enhanced approaches for and with migrants in the EU. Based on the classification of migrants’ situations and needs in Europe and on relevant criteria for good practices selection, this inventory offers an overview of the most relevant experiences, projects or applications using ICT in support of the social integration of migrants and cultural diversity in the EU. It is the result of continued efforts during two years to identify good practices, document and analyse them, with a view to present a collection of selected cases which comply with a selection criteria and shows the variety of aspects in which ICT are a tool for the integration and empowerment of people with immigrant or ethnic minority background (IEM).

This Booklet is equally aligned with the more recent European policy developments in this field. We refer in particular to the Digital Agenda for Europe (2010)\(^2\), one of the seven flagship initiatives of the Europe 2020 Strategy to make the European Union emerging stronger from the economic and financial crisis through smart, sustainable and inclusive growth. In its Pillar 6: Enhancing digital literacy, skills and inclusion it established that the digital era should be about empowerment and emancipation, where background or skills should not be a barrier to accessing this potential anymore, recalling the need to help members of disadvantaged social groups to participate on a more equal footing in digital society (including services of direct interest to them such as eLearning, eGovernment and eHealth) and to tackle their disadvantage through increased employability. Thus, the need of e-Inclusion actions in favour of socially disadvantaged target groups like those identified in Riga declaration –among with, the immigrants and ethnic minorities- was endorsed by the DAE, shifting the accent from inclusion to empowerment. This Booklet encompasses initiatives which are examples of both.

\(^1\) Available at http://ec.europa.eu/information_society/events/ict_riga_2006/doc/declaration_riga.pdf

**Policy context**

Launched in 2005 following the revised Lisbon Agenda, the policy framework ‘i2010: A European information Society for Growth and Employment’ has clearly established digital Inclusion as an EU strategic policy goal. Everybody living in Europe, especially disadvantaged people, should have the opportunity, if they so wish, to use information and communication technologies (ICT) and/or to benefit from ICT use by service providers, intermediaries and other agents addressing their needs. Building on this, the 2006 Riga Declaration on eInclusion defined it as meaning “both inclusive ICT and the use of ICT to achieve wider inclusion objectives”.

Increasing migration into the EU has raised the question of the potential of ICT for promoting the integration of migrants and cultural diversity in Europe. The participation of immigrants and ethnic minorities (henceforth IEM) in the information society is in fact one of the six priorities set by the Riga Ministerial declaration on digital inclusion. Under the generic goal of using ICT to “promote cultural diversity in relation to inclusion” the declaration sets out in particular the following three objectives:

1. “Fostering pluralism, cultural identity and linguistic diversity in the digital space. Promoting digitisation, the creation of accessible digital content, and wide and crossnational access to digital information and cultural heritage in support of European integration. Fostering multilingual and local content throughout Europe, as well as European values of freedom, tolerance, equality, solidarity and democracy. ICT innovation and good practice exchanges at all levels are important means to achieve this”;

2. “Improving the possibilities for economic and social participation and integration, creativity and entrepreneurship of immigrants and minorities by stimulating their participation in the information society. Particular efforts shall be made to improve the employability and productivity of minorities. Tailored ICT training and support actions can be important in this context”.

3. “Improving digital literacy and competences”, and more specifically under point 20 call for actions “tailored to the needs of groups at risk of exclusion, because of their social circumstances or their capacities and special needs, notably the unemployed, immigrants, people with low education levels, people with disabilities, and elderly, as well as marginalised young people, contributing to their employability and working conditions.”

---

3 ibid.
From policy towards the Thematic Network Bridge-IT

Pioneering initiatives aimed at tackling the issues listed above have already been started throughout Europe over the last few years. Previous research found that many initiatives were taking place, forming a rich and heterogeneous panorama of activities across the EU. Nevertheless, these initiatives were found to be highly scattered, and many of them were isolated, poorly known and often did not involve the stakeholders who could contribute to their development. These factors gave the impression that the wheel was being re-invented in different places at the same time. This is the case, for instance, for designed software, hardware configuration, knowledge on open content, and open source software standards, as well as for methodologies used for training personnel, addressing specific target groups, monitoring and impact assessment. These partly explain the need for a European thematic network to stimulate and facilitate “bridging” dynamics between agents and organisations acting and researching on the potential of ICT to improve integration and cultural diversity.

The ICT–PSP call from the Director General of Information Society in 2007 provided an appropriate framework for an initiative that addressed these issues. A consortium of a broad array of organisations that had worked together in previous similar initiatives took on this challenge, and responded successfully to the call with the proposal “Bridge-IT”. The Bridge-IT network aims to:

- Raise awareness among relevant stakeholders of the potential of ICT for social integration and cultural diversity.
- Facilitate networking activities for a better understanding among the key players of the value chain, whether at a local, national or European level.
- Provide key players with a better vision and tools of how to improve/deploy their own activities at a larger scale, or of how to transfer initiatives from other countries.
- Promote the development of better and more accessible ICT solutions, services and content that can contribute to the social integration of immigrants and to cultural diversity in Europe.
- Develop policy recommendations based on several project outputs.
**About this booklet**

This booklet presents 60 initiatives that aim to use ICT for better education, economic participation, civic engagement of IEM, thus exploiting the possibilities offered by the information society within a culturally diverse Europe. Initiatives are located in different places and Member States within the EU. Different motivations and different purposes are behind them, they target different audiences, and develop different uses of ICT to achieve their goals. Some use ICT to improve the socio-economic integration of IEM, others to support the operations of intermediaries working with them, and finally some intend to enhance mutual knowledge and social interaction with all members of the host society.

This inventory of practices is a basis for providing guidance to those who are interested in being involved in the further development of ICT-based solutions and approaches targeting immigrants’ and ethnic minorities’ needs. Furthermore, it presents practices that can become an inspiring bank of ideas for those working with IEM on the potential to integrate ICT into their services and daily work processes. Finally, it offers elements of reflection to all stakeholders dealing with ICT for social inclusion, economic participation, life-long learning, eGovernment and active citizenship.

**Chapter 1** introduces a literature review in order to lay down a comprehensive framework regarding the demand and supply of ICT for and by IEM inside the EU. Its purpose is on the one hand to shed light upon what is currently known about the uptake, use and appropriation of ICT by IEM (demand side), and on the other to present results of previous research that has sought to analyse the European panorama of ICT-driven initiatives and ICT services targeting IEM (supply side).

**Chapter 2** presents the methodology developed to produce this booklet, introducing the criteria taken into account in order to select initiatives, and a cross-cutting analysis of these.

**Chapter 3** is a presentation of the 60 practices selected for this purpose.

Finally, this booklet concludes with some key findings, research and policy recommendations to support ICT-driven initiatives for cultural diversity and the socio-economic inclusion of IEM. A further assessment of these experiences and the preparation of guidelines based on these and similar ones will follow in the next steps of the Bridge-IT project, in order to facilitate more cooperation and exchange between initiatives using ICT to improve the socio-economic participation of IEM.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>Setting the scene: Literature review regarding ICT for IEM in the European Union</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>Methodological considerations: Characterising initiatives into Good Practices</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>Good Practices: 60 ICT-driven initiatives for IEM and Cultural Diversity</td>
</tr>
<tr>
<td>Concluding remarks</td>
<td>Key findings, research and policy recommendations</td>
</tr>
<tr>
<td>Annexes</td>
<td>Bibliography, Glossary and other useful references</td>
</tr>
</tbody>
</table>
Chapter 1

Setting the scene: Literature review regarding ICT for IEM in the European Union
The purpose of this chapter is to set the scene for the thematic network by shedding light on what is currently known regarding relations between ICT and IEM. The literature review has been twofold. On the one hand, it presents knowledge regarding the “demand side”, understood as the uptake, use and appropriation of ICT by IEM inside the EU. On the other, it presents previous research regarding the “supply side”, defined as the provision of ICT services and ICT-driven initiatives aimed at fostering and enabling the socio-economic integration and participation of IEM. This literature review is the result of desktop research, a review of previous studies and research in the field of ICT for IEM, as well as the knowledge exchanged and shared among partners of Bridge-It.

1.1 State of the art of research

The literature on digital inclusion processes and eInclusion policies in general is relatively new but growing. The study of immigrants and ethnic minorities taken in its broadest sense is a vast and established inter-disciplinary field. A specific but sizeable segment of media and communication studies focuses on immigrants and ethnic minorities. Research in Europe on the use of ICT by immigrants and ethnic minorities, and its implications, has grown substantially in recent years.

In the currently available academic research, the manifold connections between ICT and migration flows have often been ignored or under-researched. This has led to the situation where even though the relevance of internet, mobile telephony and social computing have become widely acknowledged as crucial for accessing information, and for developing, finding and maintaining social and professional contacts, there is still a critical lack of empirical data and theoretically sound approaches to the existing interactions between ICT and migration processes. One of the reasons for this lack may be the widespread prejudice among researchers, according to which migrants represent the weaker and less literate stratum of the population, especially with regards to new technologies. For this reason, for quite a long time, the impact of ICT has only been studied in relation to niche groups, such as intellectual elites and highly-qualified migrants, thus leaving out the largest part of the migrant population. This prejudice has been widely refuted; as will be seen from the statistics and studies presented below (Guiral and Le Corvec 2006, Kluzer...
et al. 2008), migrants are often more proficient in using ICT than the local population at the same level of instruction.

Furthermore, the field suffers from theoretical and methodological shortcomings. As a recent report issued by the Internet Interdisciplinary Institute of Barcelona points out, “there is a lack of (empirical) knowledge on the shaping of information networks and the use of information and communication technologies in migration contexts” (Ros et al. 2007). The reasons for the shortcomings detected are manifold, but according to the authors they may be linked to three main causes:

- The very fast changes that affect structural conditions and the social reality of migrants and information and communication technologies;
- The absence of theoretical models which migration researchers can apply in order to explore and explain current and future trends of digital and transnational interconnectedness;
- The lack of empirical data based on publicly available statistical evidence.

1.2 The demand side: What we know about ICT uptake, use and appropriation by IEM

In 2010, according to the United Nations (2009), the total number of international migrants in the world is expected to reach 214 million. Within the EU, there are an estimated 50 million migrants (about 10% of the EU population) which constitutes a significant and growing component of the European population, contributing to its economic growth and cultural diversity. It should be noted that in 2001-2008, there was an increase of 9.2 million foreign citizens. In January 2008, foreign citizens amounted to 6.2%, when in 2001 they corresponded to 4.5%. Estimations from Eurostat indicate that by 2060, there will be a need for 58 million foreigners in order to maintain the current EU27 population level.
Some quantitative data about the uptake and use of ICT by immigrants and ethnic minority groups in Europe has been produced in specific EU Member States (UK, Germany, Spain, the Netherlands), but it is still limited, and not gathered systematically and comparatively. As the data presented below was produced according to specific methodologies and definitions of what should be measured, the analysis drawn from it can’t be generalized to the whole EU. It provides, nevertheless, interesting insights and enables us to identify some specific trends regarding the use and uptake of ICT by IEM.

### 1.2.1 United Kingdom

Four surveys (DFES 2003a; DFES 2003b; Ofcom 2007, 2008) have been carried out in the UK in recent years, all of which concur in showing that take up of mobile phones and the Internet is similar (earlier surveys) or higher (the most recent survey) among the main Ethnic Minority Groups (EMGs) as compared to the UK population as a whole.

<table>
<thead>
<tr>
<th></th>
<th>All UK Adults</th>
<th>Indian</th>
<th>Pakistani</th>
<th>Black Caribbean</th>
<th>Black African</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple platform ownership</td>
<td>53%</td>
<td>62%</td>
<td>65%</td>
<td>55%</td>
<td>62%</td>
</tr>
<tr>
<td>Digital TV ownership</td>
<td>82%</td>
<td>83%</td>
<td>89%</td>
<td>81%</td>
<td>82%</td>
</tr>
<tr>
<td>Mobile phone take-up</td>
<td>85%</td>
<td>90%</td>
<td>91%</td>
<td>88%</td>
<td>95%</td>
</tr>
<tr>
<td>Internet take-up (all)</td>
<td>62%</td>
<td>75%</td>
<td>72%</td>
<td>64%</td>
<td>69%</td>
</tr>
<tr>
<td>Internet take-up (under 45 years old)</td>
<td>74%</td>
<td>78%</td>
<td>82%</td>
<td>73%</td>
<td>71%</td>
</tr>
<tr>
<td>Willingness to get Internet</td>
<td>15%</td>
<td>25%</td>
<td>35%</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Table 1 - Digital media access by EMGs in the UK (2007)**

Source: Ofcom (2008)

Table 1 provides the latest UK figures and shows that Internet uptake may increase further among Ethnic Minority Groups (EMG), given their higher adoption propensity compared to the national average. When only younger people are considered (shaded row), Internet uptake rates become higher and more similar across groups, showing that the younger age profile is a key factor in explaining the difference in ICT uptake with the whole UK population and between EMGs groups (Pakistanis in the UK are on average much younger than the other groups).

---

8 The households panel survey, harmonised under Eurostat and carried out annually by statistical offices in all member states, which is the main EU wide source of data on the uptake and use of ICT by individuals and households, does not identify the nationality or the country of origin of the respondents (with partial exceptions such as Spain). A few ad hoc surveys have been carried out in Germany, the Netherlands, Spain and the UK, the findings of which are discussed here. Nevertheless, it should be noted that the annual Community survey on ICT usage in households and by individuals (Eurostat) from 2010 includes a question on nationality and country of birth of respondents, which should provide some sample representativeness regarding only EU vs non-EU groups. Yet, since it will be an optional question and some countries, e.g. France, are unlikely to use it, serious methodological questions regarding geographic distribution, mobility and dynamism of IEM population will be raised.

9 We use here the acronym found in the UK reports referenced in this section. Alternatively, the acronym BME (Black and Minority Ethnic) is also used in the UK.

10 Under-45s account for 62% to 83% of all adults in each of these EMGs, compared to 52% for the general UK adult population. By contrast, 19% of all UK adults is aged 65 and over, compared to 2% to 5% in each EMG.
Income and socio-economic position, household structure (presence/number of children) and skills level also contribute to variations in uptake of PC and Internet by different groups, but they have been found to be rather more significant in shaping usage patterns (breadth of media use, length of time spent online, simultaneous consumption etc.) than access per se. Beyond age and socio-economic factors, to some extent ethnicity also emerged as a factor in its own right, for on average, in some key aspects, South Asian and Black groups emerge as disadvantaged, particularly South Asian (Muslim) women’ (DfES, 2003: xvii). Lack of computer literacy combined with language and/or literacy difficulties are important barriers to PC use for some EMGs.

### 1.2.2 Germany

The ‘Migranten und Medien’ (Simon, 2007) survey on ICT adoption and use by six immigrant groups in Germany provides partly similar results to those seen above for the UK. Uptake of mobile phones and computers is higher among IEM groups, while daily usage of the Internet is higher among the German population (except for Polish immigrants), even when the younger segments are considered\(^\text{11}\). A significant age gap is visible from the last two rows, both within native and immigrant groups.

<table>
<thead>
<tr>
<th>Availability of cell phone</th>
<th>German Population</th>
<th>All Migrants</th>
<th>Late Ethnic German Repatriates</th>
<th>Turkish</th>
<th>Polish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of computer/laptop</td>
<td>86%</td>
<td>91%</td>
<td>89%</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>Daily internet usage (all)</td>
<td>69%</td>
<td>76%</td>
<td>79%</td>
<td>76%</td>
<td>78%</td>
</tr>
<tr>
<td>Daily internet usage (age 14–29)</td>
<td>28%</td>
<td>22%</td>
<td>23%</td>
<td>20%</td>
<td>29%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>German Population</th>
<th>All Migrants</th>
<th>Late Ethnic German Repatriates</th>
<th>Turkish</th>
<th>Polish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of cell phone</td>
<td>86%</td>
<td>91%</td>
<td>89%</td>
<td>93%</td>
</tr>
<tr>
<td>Availability of computer/laptop</td>
<td>69%</td>
<td>76%</td>
<td>79%</td>
<td>76%</td>
</tr>
<tr>
<td>Daily internet usage (all)</td>
<td>28%</td>
<td>22%</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>Daily internet usage (age 14–29)</td>
<td>46%</td>
<td>38%</td>
<td>n.a.</td>
<td>n.a.</td>
</tr>
</tbody>
</table>

**Table 2 - Availability and usage of digital media by IEM groups and German population (2006)**

Source: Simon (2007)

As stated by Silverstone (2006), the domestic space (mainly represented by the private home) is very important for the appropriation of ICT, and the availability of ICT at home is a key precondition.

<table>
<thead>
<tr>
<th>All</th>
<th>Age</th>
<th>Sex</th>
<th>Place of Birth</th>
<th>German language knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14-29</td>
<td>30-49</td>
<td>&gt; 50</td>
<td>male</td>
</tr>
<tr>
<td>Basis</td>
<td>500</td>
<td>198</td>
<td>236</td>
<td>66</td>
</tr>
<tr>
<td>Regular internet users</td>
<td>36%</td>
<td>62%</td>
<td>25%</td>
<td>9%</td>
</tr>
</tbody>
</table>

**Table 3 - Regular Internet use by Turks in Germany (2006)**

Source: Simon (2007)

---

\(^{11}\) It must be stressed that, compared to the German control group where respondents were an average of 47 years old, the questioned IEM are rather young. The IEM with Turkish migration background had the lowest average age (34 years), followed by late German repatriates (36 years) and the IEM with Polish migration background (39 years).
Age and other factors affecting Internet usage within IEM groups show up in Table 3, focused on Turkish immigrants. The number of regular Internet users decreases significantly with age; being born in Germany and mastering the language also make a big difference, and a strong gender gap is clearly visible (albeit smaller, gender gaps in ICT adoption and use are also present in the native population of many EU member states). So within the migrant groups, socio-demographic aspects to a certain extent shape media appropriation. It should be noted that “appropriation” means something more than “use” as it relates to a cultural explanation of the variety of models leading to innovation, diffusion, use and production of ICT. Whether they mainly use media in their native language or in German depends to a large extent on their age, gender, place of birth and their proficiency with the German language (Simon, 2007: 433).

1.2.3 Spain

In Spain, the National Statistics Institute (INE) started a few years ago to register the nationality (Spanish or foreign) of the respondents to the annual ‘ICT in households’ survey. Foreigners comprise people of all origins, including from the rest of the EU. The results are nevertheless consistent with those seen previously for the UK and Germany and can be further integrated with data from a regional survey carried out in 2006 in Catalonia, which also confirms the overall higher adoption levels of ICT and the existence of differences across ethnic groups (see Ros et al. 2007). The ‘EU and rest of Europe’ group and the Latin American group used the internet (78% and 77%, respectively) and e-mail (72% and 68%, respectively) more than the native population (56.6% and 43.4%, respectively). The ‘rest of the world’ collective, which includes immigrants from Asia and Africa, used this technology less (45% and 30%, respectively).

<table>
<thead>
<tr>
<th>PC users in the last 3 months</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>Δ% 2004-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>49.3</td>
<td>52.1</td>
<td>54.2</td>
<td>57.3</td>
<td>60.9</td>
<td>+23.5</td>
</tr>
<tr>
<td>Foreigners</td>
<td>40.5</td>
<td>51.0</td>
<td>51.3</td>
<td>55.4</td>
<td>61.9</td>
<td>+52.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internet users in the last 3 months</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>Δ% 2004-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>40.6</td>
<td>44.3</td>
<td>47.9</td>
<td>52.0</td>
<td>56.7</td>
<td>+39.6</td>
</tr>
<tr>
<td>Foreigners</td>
<td>34.5</td>
<td>46.5</td>
<td>46.7</td>
<td>52.1</td>
<td>56.8</td>
<td>+64.6</td>
</tr>
</tbody>
</table>

Table 4 - ICT users in Spain as % of national and foreign populations (2004-2008)
Source: Our calculations using data from INE.

12 The grounding paradigm is the so called ‘social-shaping of technology”; J. E. Katz & M. Aakhus (2002) have provided important evidences on how national cultures shape and domesticate the use of mobile phones.

13 In 2006, out of about 4 million foreigners living in Spain, 20% were from the EU25 member states and over 3 million were of other nationalities (including Bulgarian and Romanian). However, we do not know how this composition is reflected in the panel of the ICT in households survey.

14 The ICT household survey data can be found by querying for different years and variables on the INE website: http://www.ine.es/jaxi/menu.do?type=pcaxis&path=%2Ft25%2Fp450&file=inebase&N=&L=0
Nationals | Foreigners
---|---
VoIP (calls) | 8.3 | 25.2
Video/Webcam | 16.7 | 42.6
Chats, forums | 24.7 | 38.8
Instant messaging | 52.9 | 66.0
Reading blogs | 31.5 | 24.4
Managing blogs | 9.4 | 9.3
Other | 8.0 | 9.8

Table 5 - Internet use for communication purposes: nationals vs. foreigners in % (2008)
Source: Our calculations using data from INE

From a lower starting point in 2004, much higher growth rates meant that by 2008 foreigners had reached similar penetration levels of PC and Internet use to national respondents. As shown by Table 5, foreigners are much more extensive users than nationals of Internet-based communication functions, except those related to blogs. Among foreigners, including migrants, communication stands out clearly as the main driver of Internet use.

Internet usage patterns for leisure and entertainment are broadly similar for the two groups (foreigners and Spaniards), except for greater use of internet-based TV/radio and lesser use of video downloads and peer-to-peer services by foreigners compared to Spaniards. On the other hand, similarly to the results of the latest UK survey (Ofcom, 2008), breadth of Internet use for personal reasons is lower among foreigners (with the exception of ‘job searches’, mentioned by 31% of foreigners and only 21% of Spanish nationals).

### 1.2.4 The Netherlands

The last figures come from a report by the Netherlands Institute for Social Research/SCP on the daily life of ethnic minorities, including the use of media (van den Broek & Keuzenkamp, 2008). They confirm the differences in ICT/Internet use across different ethnic groups, but this time they show an overall lower level of use by ethnic minorities compared to the native population (possibly due to the earlier date of this survey). They also show very clear gaps within each group related to personal factors such as age (which broadly correspond to differences between first and second generations), education and knowledge of the Dutch language.

---

15 See footnote above.
16 Motivations for personal internet use envisaged in the survey are: reading e-mail, information search, travel information, downloading software, reading news, searching for jobs, health information, banking, e-commerce, information on education/training opportunities, doing online courses, learning purposes.
### Chapter 1 - Setting the scene: Literature review regarding ICT for IEM in the European Union

<table>
<thead>
<tr>
<th></th>
<th>Dutch natives</th>
<th>Antilles</th>
<th>Surinam</th>
<th>Morocco</th>
<th>Turkey</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All</strong></td>
<td>78</td>
<td>70</td>
<td>65</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>1st generation</td>
<td></td>
<td>65</td>
<td>56</td>
<td>37</td>
<td>36</td>
</tr>
<tr>
<td>2nd generation</td>
<td></td>
<td>90</td>
<td>88</td>
<td>83</td>
<td>81</td>
</tr>
<tr>
<td>Men</td>
<td>82</td>
<td>74</td>
<td>68</td>
<td>52</td>
<td>55</td>
</tr>
<tr>
<td>Women</td>
<td>75</td>
<td>66</td>
<td>62</td>
<td>42</td>
<td>38</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-24</td>
<td>91</td>
<td>85</td>
<td>89</td>
<td>86</td>
<td>83</td>
</tr>
<tr>
<td>25-45</td>
<td>88</td>
<td>73</td>
<td>67</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>45-65</td>
<td>62</td>
<td>45</td>
<td>42</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>45</td>
<td>34</td>
<td>30</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Junior secondary</td>
<td>61</td>
<td>61</td>
<td>51</td>
<td>57</td>
<td>58</td>
</tr>
<tr>
<td>Higher secondary</td>
<td>84</td>
<td>77</td>
<td>78</td>
<td>76</td>
<td>71</td>
</tr>
<tr>
<td>Tertiary</td>
<td>92</td>
<td>95</td>
<td>91</td>
<td>87</td>
<td>84</td>
</tr>
<tr>
<td>Good knowledge of Dutch</td>
<td>75</td>
<td>66</td>
<td>69</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Poor knowledge of Dutch</td>
<td>18</td>
<td>31</td>
<td>13</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

Table 6 - Internet use (at least weekly) by ethnic minorities in the Netherlands in % (2004/5)
Source: van den Broek and Keuzenkamp (2008: 140)

Interestingly, the report’s authors conclude that while on other aspects (social contacts, participation in sports and others) ethnicity plays a role, as regards media consumption, the differences across ethnic groups disappear or become very small after applying statistical adjustment for compositional differences.

#### 1.2.5 Final remarks

Different surveys in different countries concur to show that immigrants and ethnic minorities basically have on average similar and in some cases higher take up levels than the 'local' population as a whole. The higher than expected (by some) ICT take up by IEM can certainly be seen as a user driven bottom up process if we consider that we found no evidence of systematic policies and
programmes explicitly targeting the digital inclusion of IEM\textsuperscript{17}. The only exception, limited to the period 2000-2004, is the UK\textsuperscript{18}.

In this sense we can also talk about a bottom up process in view of the role played within non-regulated market dynamics by cybershops or cybercafés (names can vary). These small businesses are almost always set up by IEM entrepreneurs to provide low cost telephone and Internet access services, and a number of other useful products and services often to the benefit of specific ethnic communities\textsuperscript{19}. They compensate for the lack of home PC and Internet access suffered by the more disadvantaged segments within migrant and ethnic minority population\textsuperscript{20}, but they also respond to specific needs for greater privacy and autonomy (from relatives) and peer socialisation opportunities felt especially by younger IEM people, even when they have ICT at home.

<table>
<thead>
<tr>
<th></th>
<th>Home</th>
<th>Work</th>
<th>School</th>
<th>Friends</th>
<th>Public centre</th>
<th>NGOs</th>
<th>Cyber Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>78.6</td>
<td>45.6</td>
<td>12.8</td>
<td>25.7</td>
<td>3.1</td>
<td>2.1</td>
<td>7.0</td>
</tr>
<tr>
<td>Foreigners</td>
<td>62.3</td>
<td>19.9</td>
<td>5.9</td>
<td>18.4</td>
<td>4.2</td>
<td>3.1</td>
<td>35.2</td>
</tr>
</tbody>
</table>

Table 7 - Internet use in Spain in the last 3 months: from where (% of users: 2008)
Source: Our calculations using data from INE\textsuperscript{21}.

Table 7 shows the importance of these companies (called here ‘cyber centres’) for ‘foreigners’ living in Spain. Therefore, and contrary to stereotypical expectations, migrants and ethnic

\textsuperscript{17} The domain of immigration and integration policies has also been explored, but the few checks made mostly at national and regional level show that ICT are usually ignored, except for their use in back-office management of administrative procedures and control applications in the public sector. INE stats

\textsuperscript{18} In the UK within the work of the Social Exclusion Unit a focus on ICT was made in the period 2000 to 2004 through an ad hoc Task Force. The Unit report Bringing Britain together: a national strategy for neighbourhood renewal (Social Exclusion Unit 1998), led to the creation of 18 Policy Action Teams (PATs) to carry out further work in key policy areas and recommendations were produced in 2000 (PAT 15 2000). The separate PAT 15 (PAT 15 2000) was asked to produce a report on Information Technology, which was also delivered in 2000. The overall policy context derived from these reports has a local community focus – with policies, delivery and solutions to be expected and supported at a local level and also touching on ethnic minorities. In particular they defined the peculiar role of the Department for Education and Employment (designing UK Online Centre content specifically for minority ethnic groups; research and development activity to identify ways of supporting access to ICT for minority ethnic groups in deprived areas). So as early as 2000, ethnic minority groups (in particular Black and Minority Ethnic, or BME) were recognised as a target of ICT policies alongside other disadvantaged groups as long as they lived in deprived communities. In particular the DfES has followed up on the recommendations of PAT18 and in 2003 published a report with recommendations, entitled Supporting Access to ICT for BME Groups in Deprived Areas (DfES 2003a), based on two research projects: a) The Use Of and Attitudes Towards Information and Communication Technologies (ICT) by People from Black and Minority Ethnic Groups Living in Deprived Areas (DfES 2003b); b) Scoping the availability of software in ethnic minority languages (DfES 2003c). Since 2003, however, no other material has been published on the topic by the DfES or by its successor. In 2005 the UK Cabinet office published the national digital strategy: Connecting the UK: the Digital Strategy (Cabinet Office 2005), where no specific reference to BME was present at all. A new Digital Equality Strategy was released in October 2008, which did not contain any specific reference to BME.

\textsuperscript{19} See Maya-Jariego et al. (2009) for a rich description of Internet/phone shops and Ecuadorian users in the town of Vera in Spain.

\textsuperscript{20} It should be noted however that applying for a contract with an internet and/or telephony provider isn’t an easy task when one has non regular and/or undocumented status as a citizen or householder. It would be interesting to have data on how easy/difficult it is to obtain an internet access service at home in different EU countries. Besides, higher mobility of immigrants as compared with natives can explain why Internet at home is less widespread among the former.

\textsuperscript{21} http://www.ine.es/jaxi/menu.do?type=pcaxis&path=%2Ft25%2Fp450&file=inebase&N=&L=0
minority when taken in aggregate score in ICT adoption more or less at the same or a higher level as the ‘local’ population. Our findings belie the widely held assumption that immigrants and ethnic minorities are technologically backward and confirms the intuition anticipated earlier that, adjusting for educational level and other factors, they may be more or equally intensive ICT users as the local population (see also Guiral and Le Corvec 2006, Kluzer et al. 2008).

One explanation concerns the younger age profile of IEM as compared to the host society population, which may contribute to increasing their aggregate average level of take up. Strong motivations amongst all young persons irrespective of their background often offset potential barriers (cost, access, skills etc.)\(^22\). In this respect it is worth recalling that by 2020, while Europeans aged 16-29 will decrease by 10% (9 million), the proportion of second and third generations youngsters of immigrant background is expected to increase (Crul and Vermeulen 2003). This will have important socio-economic and cultural effects, and underscores also the importance of understanding how these groups within the immigrant and ethnic minority population use and appropriate ICT.

Previous studies indeed confirm that the very peculiar social trajectories and positioning of immigrants and ethnic minorities work as strong drivers for the take up of ICT. High transnational and local mobility are enabled by the use of ICT\(^23\), and in turn generate further needs to use ICT to better cope with their consequences\(^24\). Media and communication possibilities have always gone hand by hand with migratory movements. Starting in the 1990s the new possibilities of ICT and new digital media have amplified and partially re-shaped this “elective affinity” between immigration and mediated communication. The change and re-shaping effect brought by new digital communication functionalities with no or low costs (online content and information, VoIP, mobile phone calls and text messaging, audiovisual content) is their steady incorporation into daily life, as compared to earlier means that were used more sporadically and mainly for special events.

Immigrants’ strong perception that ICT are essential within the new society (bridging dynamics\(^25\)) can be explained by the fact that Internet and related services are understood and used as a means to move within the social fabric of this new social context. The issue of children’s education is a case in point and has been well documented. Some of the Ecuadorians interviewed in Spain (Maya-Jariego et al. 2009) affirmed that they started or wanted to learn to use the Internet in order to support their children in their homework. Immigrant women living in the very difficult context of an underprivileged neighbourhood in Bremen (Hepp et al. 2009) affirmed that being able to understand and help with children’s homework was an important reason for attending digital literacy courses. The adoption of computers and Internet at home to support children’s education has been found to be an important and distinctive motivation of IEM people compared

\(^{22}\) Access to and usage of Internet and mobile phones is common for almost all youth in Europe. They use communication media, chat services, online forums, internet phones, blogs, online communities etc. to establish and keep contacts with friends both locally and internationally, but also to gain information and to learn (See, for example, Castells 1996; Eurydice European Unit 2004; Fellitzen and Bucht 2001; United Nations 2003).

\(^{23}\) According to Vertovec (2007), ICT make it easier for potential migrants or recurrent migrants to find useful information and maintain social contacts and encourage policy makers to promote (regulated) circular migration schemes as they “believe they now have the technical know-how... to keep track of numerous eligible migrants as they come and go between homelands and foreign places of work”. p. 7

\(^{24}\) One of the three German case studies explored in detail the use of ICT to manage local mobility in migrant groups (Hepp et al. 2009).

\(^{25}\) “Bridging social capital refers to the building of connections between heterogeneous groups; these are likely to be more fragile, but also more likely to foster social inclusion.” (Schuller et al. 2000)
to all adults in the UK\textsuperscript{26}. So the Internet and related services are often required and used to explore and “bridge” into the ever more digital social context in which immigrants live.

“Connecting” and “go digital” are essential requirements for the employability and lifelong learning purposes of IEM. Through a survey to 375 female migrants born in 64 countries outside the European Union, a recent research has shown the importance of digital competence for the respondents. These recognised the need of digital competences, for example, to look for a job or write a resume. But digital competences alone are not sufficient to obtain employment; other requirements, like the domain of host language or the demonstration of other competences, need normally to be satisfied by job candidates. Digital literacy training can increase the employability profile of users, not only directly by providing digital competence to the learners, but indirectly as well: the referred study shows how ICT can play a catalyst role to increase other basic competences like language learning, interpersonal skills, ability to learn autonomously or sense of initiative, and how digital competences are an empowerment tool that helps IEM removing the barriers to exploit their own potential, for example to build a personalised lifelong learning path to cover personal learning gaps, to get formal recognition of the own competences, in other words to be better prepared to match the requirements of the job market (Garrido et al. 2010).

Finally, if IEM do not differ from the rest of the European population in terms of basic access, neither do they with respect to other well-known socio-economic and demographic (age) factors. As for other socially disadvantaged groups present in the European population at large, we can also identify clear situations of relative deprivation for IEM. Digital inequalities reflect socio-economic status, gender and proficiency in the host country’s language.

Lack of infrastructure (e.g. broadband networks, public internet access points) in deprived areas with high concentrations of IEM population is the rule rather than the exception. Online content and services adapted or produced ad hoc for IEM users are relatively limited, especially from public providers (Diminescu et al. 2009a, 2009b). Besides obstacles to access/ adoption, there are also obstacles to the development of stronger user capabilities. Advanced user capabilities can of course go along with usage patterns (such as for exclusive intra-ethnic purposes) that might increase segregation rather than reduce it. In summary, moving beyond the simple aggregate statistics on access to, and use of ICT, the situation becomes more nuanced and complex with the interaction of various factors pointing to deeper sources of digital inequalities in the ability to reap the benefits of ICT and possibly having divergent effects in terms of bridging and bonding social capital.

\subsection*{1.2.6 Conclusions}

Following the above, the following conclusions can be drawn:

\begin{itemize}
  \item IEM have similar PC, Internet, social computing uptake compared to the native population, although there are large differences regarding uptake and use of ICT within IEM profiles; the elderly and women appear to be more at risk of digital exclusion;
  \item The younger age profile of IEM as compared to the host society population may contribute to increasing their aggregate average level of take up of ICT;
\end{itemize}

\textsuperscript{26}Children’s education is the second reason (after email/messaging) for having an internet connection at home for 74\% EMG respondents compared to only 47\% of UK adults. EMG’s younger age and larger families play a role here. (Ofcom, 2007) p. 23.
High transnational and local mobility are enabled by the use of ICT, and in turn generate further needs to use ICT to better cope with the consequences;

Internet/phone shops have a crucial role for access, especially among newly arrived and young IEM;

The need to keep in touch with the origin country constitutes one of the key factors in the appropriation of ICT;

The need to "connect" and "go digital" of economically active IEM for education and work purposes in the host society.

Many problems yet remain unsolved, for example:

- Digital divides remain within IEM communities (age, new language proficiency, education, socio-economic status and gender-related barriers) in a similar way as in the native population;
- There is a lack of infrastructure (broadband, public access points) in disadvantaged and segregated areas;
- There is a lack of adapted digital content and services targeted to IEM from the host society; and,
- There is a lack of awareness, capability and use of available online services.

1.3 The supply side: What do we know about ICT-driven initiatives and ICT-services for/by IEM?

1.3.1 Past research on ICT-driven initiatives

The broad label “ICT-driven initiatives” includes a wide range of instances where ICT is used by different players (public sector, non profit and third sector organisations, private bodies, networks, research centres, as well as IEM associations or single individuals) to directly or indirectly target IEM in various ways: a) provision of information and services; b) support measures for ICT access and skills and other needs; c) content generation. A more precise typology of the domains of applications addressed by ICT is provided below in chapter 2. The Literature review enabled the identification of some mapping exercises of interesting ICT initiatives supporting cultural diversity and/or better socio-economic inclusion of IEM. We briefly summarize them below:

E-Migra\(^ {27} \) (2005): This EU funded project produced an overview of ICT initiatives for migrants in the following countries: Spain, Germany and France, and primarily focused on how to reduce the digital gap and gather initiatives and stakeholders to promote migrants’ digital culture. The main study areas were the acquisition of basic e-skills, the different e-learning programmes aimed specifically at migrants, as well as the existing initiatives to enhance self organisation and

\(^ {27} \) www.e-migra.org
participation of migrants in the digital world. Although the project ended in 2008, the website and the different products (a guide on practices and recommendations, and the database of good practices) are still available online. It constitutes an interesting starting point in EU funded projects on IEM and ICTs for social inclusion and can help to understand the evolution of the practices and the response from policy makers.

**ePractice.eu**\(^28\) (2007): An online portal created by the European Commission for the professional community of eGovernment, eInclusion and eHealth practitioners. It is an interactive initiative that empowers its users to discuss and influence open government, policy-making and the way in which public administrations operate and deliver services. The ePractice.eu portal combines online activities with frequent offline exchanges: workshops, face-to-face meetings and public presentations. Browsing eInclusion initiatives (the eInclusion section was launched in November 2007) targeting immigrants and ethnic minorities we can currently find 30 cases published. It should be noted that a specific community on “ICT for cultural diversity and local integration” was launched in April 2010\(^29\) (we provide more information about this in Annex 3). Finally, being a registered member of ePractice enables the submission of cases, although the portal has not established criteria to decide which cases can be considered as “good practices”.

**Integration.eu**\(^30\) (2009): An initiative of the Directorate General for Home Affairs of the European Commission, it aims to provide policy makers and practitioners working on integration in Europe with a tool for the exchange of information and good practice on integration across Europe. Good practices are collected on the European Web Site on Integration through a specifically developed template. For an integration practice to be eligible as good practice, it has to have a clear context description of the objectives and purposes, the actions/activities involved, and have a duration of at least one year. Its database of good practices doesn’t currently include “ICT” within its search categories, therefore it isn’t possible easily to identify ICT-driven initiatives targeting IEM.

**“Media4Diversity – Taking the pulse of Diversity in the Media, A study on the Media and Diversity in EU”** (2009)\(^31\): A study commissioned by the European Commission in order to indentify good practices to assist in the process of promoting diversity and fighting discrimination in the media on a pan-European level. A Euro barometer survey on attitudes of Europeans towards discrimination published by the European Commission in January 2007\(^32\) showed that, in terms of influence on society, the media rank in third place after parents and education.

**“Overview of Digital Support Initiatives for/by Immigrants and Ethnic Minorities in the EU27”** (Kluzer et al. 2008)\(^33\): Since very little was actually known about the adoption and use of new digital technologies and services by IEM in Europe, DG Information Society and Media of the European Commission asked the JRC-IPTS to carry out a study that would explore ICT adoption by IEM and how it affects their social and economic integration and participation in Europe. This report presents the results of the study’s first step, which aimed to identify and broadly characterise ICT-based initiatives carried out for and/or by IEM in all the EU27 Member States.

\(^28\) [http://epractice.eu/](http://epractice.eu/)

\(^29\) Please visit and join the community, registering first at www.epractice.eu and going on to: [http://epractice.eu/community/cultdiv](http://epractice.eu/community/cultdiv)


\(^31\) [http://www.media4diversity.eu/](http://www.media4diversity.eu/)


“ICT for the Social and Economic Integration of Migrants into Europe JRC” (Codagnone & Kluzer, 2011)\textsuperscript{34}: This report selectively analyses the main findings from 5 previous publications from the study: an overview of digital support initiatives for/by IEM in the EU27 (Kluzer, et al., 2008); a more detailed analysis of ICT supply and demand in IEM communities in France, Germany, Spain and the UK (Codagnone et al, eds. 2009) and three reports on case studies in France, Germany and Spain\textsuperscript{35}. It puts these findings into theoretical perspective, indicates the policy implications and makes recommendations.

\textbf{1.3.2 Analysis of ICT-driven initiatives in EU27}

We present below the analysis from the last study mentioned above, as it constitutes the most recent, systematic and exhaustive attempt to understand the current European panorama of ICT-driven initiatives aimed at the socio-economic integration of IEM.

This research identified two main roles attributed to ICT by initiatives addressing IEM:

1) Initiatives where ICT plays an \textit{instrumental role} as its use makes the activities cheaper to carry out (e.g. all communication functions), or add specific value (e.g. anonymity, privacy and distant outreach in critical counselling services) but do not constitute its main focus;

2) Initiatives where ICT plays a \textit{primary role} either by enabling access to equipment, the Internet, digital literacy and ICT skills training or by supporting purposeful activities (finding a job, learning a new language, lifelong learning support) (Kluzer et al. 2008).

Regarding those initiatives where ICT plays a primary role, the study found that there were three broad categories of ICT-driven initiatives and/or eInclusion measures related to their target:

1) Supporting IEM in their use of ICT: This category refers to all initiatives aiming at helping IEM to use ICT, in other words those initiatives whose goal is to remove barriers and which have been defined as ‘enabling’ for IEM (see European Commission 2007; Kluzer et al. 2008). This category includes, above all, actions that provide ICT access and basic levels of digital skills and digital literacy, or that address more advanced ICT skills with explicit employability aims.

2) Using ICT to support IEM: This category includes initiatives aiming at using ICT to support IEM. Usually, these actions involve the development or adaptation of online content and services that cater for different types of IEM needs and/or online support for intermediaries or service deliverers working with/for IEM (for their back office activities, training and education in the field of anti-discrimination and intercultural competences, for example).

3) Appropriation of ICT by IEM: This category gathers initiatives that promote and/or reflect the appropriation of ICT by IEM users, in order to enhance their visibility and ‘voice’. Here, the concept of technology appropriation goes beyond individual needs, and is usually developed formally - through associations and grass-root organisations - or informally - through bottom-up online and mobile platforms supported by individuals or communities. This kind of initiative aims to facilitate information exchange and ‘dialogue’ with the host society; creating and documenting the collective memory, identity and/or daily life and problems that IEM and other

\textsuperscript{34} Available here: http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=4019

groups in specific local communities face, through the use of digital media (mobile phones, digital cameras and video recorders, videogames etc.).

We finally here present an analysis of the initiatives from several perspectives:

**ICT usages:** Among the various initiatives we could identify 12 different types of uses of ICT, as detailed below (table 8).

<table>
<thead>
<tr>
<th>Category</th>
<th>% of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>a  Digital literacy/access</td>
<td>31.1</td>
</tr>
<tr>
<td>b  Fostering IEM interaction and dialogue with host society</td>
<td>26.9</td>
</tr>
<tr>
<td>c  Empowerment, visibility and “voice” of IEM groups</td>
<td>19.3</td>
</tr>
<tr>
<td>d  Training competences for employability</td>
<td>15.1</td>
</tr>
<tr>
<td>e  ICT-enabled learning, education</td>
<td>13.4</td>
</tr>
<tr>
<td>f  Delivery of introduction measures and information</td>
<td>13.4</td>
</tr>
<tr>
<td>g  Fostering intercultural competence in service delivery</td>
<td>11.8</td>
</tr>
<tr>
<td>h  Inclusive, anti-discrimination support and services</td>
<td>10.1</td>
</tr>
<tr>
<td>i  Better access to/delivery of public services</td>
<td>9.2</td>
</tr>
<tr>
<td>j  Local community regeneration or development</td>
<td>8.4</td>
</tr>
<tr>
<td>k  Support of ethnic entrepreneurs</td>
<td>5.0</td>
</tr>
<tr>
<td>l  Job finding and recruitment</td>
<td>4.2</td>
</tr>
</tbody>
</table>

Table 8 - Focus of ICT initiatives for/by immigrants and ethnic minorities in EU27

Source: Kluzer et al. (2008)

**Target users:** Out of the 119 initiatives analyzed, only 40% were exclusively targeted at IEM; 20% were general e-inclusion measures which also involved to some extent IEM (an explicit reference to this group was a requirement for including an initiative in the survey); another 20% were eInclusion measures which de facto involved primarily IEM people (usually as they targeted cities or neighbourhoods with a high concentration of IEM population), along with other disadvantaged groups; the remaining 20% addressed both IEM and host society actors with an explicit integration and dialogue perspective.

**Lead entities:** About 80% of the initiatives were carried out, often jointly, by third sector organisations (associations, charities, voluntary and local community groups etc.) and public administration. The majority of initiatives got most of their funding from the public sector, while private (profit-oriented) sector involvement was in general limited. In terms of scope, 45% of

36 The total exceeds 100% because most initiatives have two or more focuses.
37 The numerous ICT training and community development projects funded by Microsoft’s Unlimited Potential Initiative are an exception.
the initiatives had a local or regional focus, another 40% were national initiatives and the rest had a pan-European or international character. Table 8 shows the main focus of the surveyed initiatives and their recurrence in the whole set of 119 initiatives (most initiatives were classified as having two or more goals).

Other aspects: In spite of the existence of many pioneering ICT-driven initiatives by and for IEM throughout Europe, these are usually isolated, poorly known and often do not involve the stakeholders who could contribute to and benefit from them. However, despite a lack of systematic evaluation of initiatives, evidence shows they do have an impact on Inclusion.
Chapter 2

Methodology and cross-cutting analysis of practices
The thematic network Bridge-IT aims specifically to contribute to the production of knowledge and networking between stakeholders in order to tackle the challenges listed above. This chapter introduces the methodology developed to map ICT-driven initiatives, with an explanation of the criteria upon which the practices/initiatives referred to in this booklet have been selected and a cross-cutting analysis of these 60 initiatives.

2.1 Definition of Good Practices

Some key concepts found in the literature review of good practices help us to better understand how they can be identified and which elements should be taken into account when analysing them.

It should be noted that reviews and booklets presenting these practices can refer to them as "Best Practices" or "Good Practices" among others. Given our methodological framework, we prefer the label “Good Practices” definitive conclusions are thus avoided and because it captures the dynamic aspects of practices understood as “work in progress”. Practices may have more or less positive outcomes depending on the place and time in which they are implemented and on what is being analysed or evaluated.

In this sense, identifying a Good Practice (GP) is a tool which contributes to a broader methodological approach. The identification is not an aim in itself but a means to question a field of activity, analyse its particularities and generate an inspirational resource, linking practitioners and other stakeholders such as policy-makers, researchers and intermediaries.

A Good Practice (GP), in order to be defined as such, has to create an impact that can be evaluated, meaning it has to be felt by the people in charge of its development, and by the people who are targeted by it (target users and key users). In order to clarify these concepts, we refer to the "Vienna study on the economic and social impact of eInclusion" (Codagnone 2009) which states that "Inputs are the support initiatives with their costs. Outputs cover the final products of such initiatives, whose production is mostly within the control of those implementing them. Outcomes are the direct and intermediate changes produced for specific constituencies as a result of the initiatives. The nature of these outcomes depends on a number of intervening variables. The term Impacts is used to indicate broader and longer-term social and economic changes, primarily at the macro-level, to which policy initiatives contribute. These longer-term impacts are subject to a wider range of intervening variables" (Codagnone 2009). As an illustration in the field of ICT-driven initiatives targeting IEM: the input could be the overall budget allocated to ICT training and eInclusion by policies targeting IEM; the output could be the number of IEM trained; a possible outcome, the level of ICT skills achieved; and the impact of an educated labour force for new skills for new jobs, an increased system productivity and competitiveness and reduced exclusion costs.

Without systematic and regular impact assessment, lessons learned cannot be developed, dark spots cannot be removed, potential cannot be fully exploited. It should be noted that evaluating a Good Practice requires some critical distance, based on a correct mix between neutrality and ethics. It is therefore recommended that evaluators should not evaluate their own initiatives: “When asked what a GP case is and how GP is constituted, most practitioners emphasised its role as a means of (1) learning and (2) communication rather than a means for gaining reputation,
recognition or awards [...] What is perceived as a truly GP case is an honest description of problems encountered, even failures, critical success factors and lessons learnt” (Jarke 2007).

To sum up, a Good Practice is determined by its potential to generate social transformation, and should show evidence of: "Being innovative [...] capacity to develop new and creative solutions to common problems; Making a difference [...] attaining a positive and tangible impact on, for example, migrants’ living conditions; Having a sustainable effect [...] achieving a sustained eradication of problems, such as social exclusion; Showing potential for replication [...] as it can serve as an inspirational framework for generating policies and initiatives elsewhere" (Bendixsen and Guchteneire 2003).

It is also important to mention, as a final note, that interest in this field is very recent, and thus it is difficult to encounter good and best practices that can clearly be described as such. The portfolio of initiatives in this study results from the wish of all partners to show what is currently being done, even though some practices have room for improvement.

2.2 Criteria for selecting Bridge-IT Good Practices

The aim of this booklet is to identify, describe and analyse 60 Good Practices with ICT for the socio-economic integration of IEM. The selection criteria established by the project specifications were that practices should: cover any of the three thematic area (ICT for learning and education, ICT for labour and economic participation and ICT for civil society and social capital); be located within a broad EU geographical coverage; target different key users and life cycles of migrants; and represent as far as possible the heterogeneity and richness to be found in the field.

Nevertheless, Bridge-IT partners opted for the following additional “added value” criteria, in order to establish the selection of 60 good practices among the 88 initiatives initially identified. These criteria were selected through a literature review regarding good practices and eInclusion:

A) Involvement of IEM in the practice refers to the capacity of the initiative to actively involve IEM in its design, implementation, or delivery. This selection criterion has enabled the identification of two interesting types of initiatives: on the one hand, services that take into account the vision, feedback and participation of their IEM users, and on the other, bottom-up initiatives launched directly by IEM.

B) Impact assessment and monitoring refers to the capacity of the initiative to undertake monitoring activities and regular assessment of its impact on the targeted users, and on those in charge of its coordination. In general, these activities tend to take place once the initiative has been implemented and has some experiential capital behind it. Therefore, it can be said that the duration of the initiative and its capacity to implement impact assessment are inter-related.

C) Innovation and creativity refers to qualitative aspects arising during exchanges with the coordinators of the initiatives interviewed. The motivations behind the launching of an initiative and the ways it is implemented constitute useful ways of identifying its degree of innovation and creativity. For example, how does the initiative intend to tackle a problem by offering a specific service that was missing? In what way is the service innovative with respect to the context in which it takes place and/or the users it targets? What type of creativity does it demonstrate...
when using ICT and/or training for ICT? Does it apply new pedagogical approaches or use new ICT tools?

D) **Sustainability** refers to the duration of an initiative beyond the initial project phase and funding, and the adoption of effective solutions to achieve its financial sustainability (funding, selling services, volunteer activities, or other models). It should be mentioned that it was particularly difficult to gather precise information regarding these aspects due to actors’ reluctance to provide details on this specific topic.

By applying the above criteria, we have been able to obtain a rich, diversified and heterogeneous sample of initiatives ensuring broad Member States coverage, different IEM profiles targeted and/or involved, a variety of uses of ICT with several innovative and creative aspects among them. Sustainability and impact assessment were the most difficult criteria to illustrate systematically for each initiative identified.

### 2.3 Data Gathering

From an operational point of view, the identification and selection of practices was carried out thanks to the contribution of Bridge-IT partners. The Institute for Prospective Technological Studies\(^{38}\) (part of the European Commission’s Joint Research Centre\(^{39}\)) coordinated the development of the methodology and framework to identify and collect ICT-driven initiatives for/by IEM.

Each partner was asked to propose at least two practices which fulfilled the above selection criteria (see the list of partners in Table 9). This approach had consequences regarding the geographical coverage and distribution of practices identified in this booklet. Even though the practices selected are not representative per se of the current European panorama of ICT-driven initiatives targeting IEM at the EU27 level, the variety of organisations involved in the network made it possible to develop a wide mapping of its richness.

The next step consisted of phone interviews with the initiatives’ implementers and/or coordinators. These interviews provided interesting insights about what was done, why it was developed and by whom, and how it was implemented. The interview as a tool for data gathering was also meant to facilitate the collection of valuable information not generally described, or easily available, through traditional dissemination channels such as websites or brochures. Networking between actors helped them to get to know each other better and stimulated some self-reflection regarding each practice.

---

<table>
<thead>
<tr>
<th>Participant organisation</th>
<th>Type of entity</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universitat de Barcelona</td>
<td>University</td>
<td>Spain</td>
</tr>
<tr>
<td>Institute for Prospective Technological Studies, Joint</td>
<td>Research Centre part of the EC</td>
<td>Belgium/Spain</td>
</tr>
<tr>
<td>Research Centre, European Commission - IPTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federación Estatal de Trabajadores de la Enseñanza FETE-UGT</td>
<td>Trade Union</td>
<td>Spain</td>
</tr>
<tr>
<td>Fundación Privada Ciudad de Viladecans</td>
<td>Foundation</td>
<td>Spain</td>
</tr>
<tr>
<td>Délégation académique aux relations européennes et</td>
<td>Research Centre</td>
<td>France</td>
</tr>
<tr>
<td>internacionales - CASNAV de PARIS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fondation Maison des Sciences de l'Homme</td>
<td>University</td>
<td>France</td>
</tr>
<tr>
<td>Société Générale S.A.</td>
<td>Bank</td>
<td>France</td>
</tr>
<tr>
<td>IBM France</td>
<td>IT industry</td>
<td>France</td>
</tr>
<tr>
<td>Stiftung Digitale Chancen</td>
<td>Third Sector Organisation</td>
<td>Germany</td>
</tr>
<tr>
<td>DGB Bildungswerk e.V</td>
<td>Third Sector Organisation</td>
<td>Germany</td>
</tr>
<tr>
<td>ARBEITERWOHLFAHRT Bundesverband e.V</td>
<td>Third Sector Organisation</td>
<td>Germany</td>
</tr>
<tr>
<td>Projektwerkstatt Umwelt und Entwicklung e.V</td>
<td>Third Sector Organisation</td>
<td>Germany</td>
</tr>
<tr>
<td>Università degli Studi di Firenze</td>
<td>University</td>
<td>Italy</td>
</tr>
<tr>
<td>Dipartimento di Scienza Politica e Sociologia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regione Emilia Romagna</td>
<td>Public Administration</td>
<td>Italy</td>
</tr>
<tr>
<td>Associazione Interculturale di Donne Nosotras</td>
<td>Third Sector Organisation</td>
<td>Italy</td>
</tr>
<tr>
<td>Multikulturní centrum Praha o.s.</td>
<td>Third Sector Organisation</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>International Organisation for Migration - IOM</td>
<td>Third Sector Organisation</td>
<td>Romania</td>
</tr>
<tr>
<td>(Mission in Romania)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>London Advice Services Alliance</td>
<td>Third Sector Organisation</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Dublin Institute of Technology</td>
<td>University</td>
<td>Ireland</td>
</tr>
<tr>
<td>STICHTING MAROC.NL</td>
<td>Third Sector Organisation</td>
<td>Netherlands</td>
</tr>
<tr>
<td>STichting Nederland Kennisland</td>
<td>Third Sector Organisation</td>
<td>Netherlands</td>
</tr>
<tr>
<td>RESEAU MENON E.E.I.G.</td>
<td>Research Centre</td>
<td>Belgium</td>
</tr>
<tr>
<td>Microsoft Corporate Affairs Europe Middle East and Africa</td>
<td>IT industry</td>
<td>Belgium</td>
</tr>
<tr>
<td>(LCA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITpreneurs</td>
<td>IT industry</td>
<td>Netherlands</td>
</tr>
<tr>
<td>Mugak</td>
<td>Third Sector Organisation</td>
<td>Spain</td>
</tr>
</tbody>
</table>

Table 9: List of Partners of Bridge-It Thematic Network
2.4 Description of typologies

Some typologies have been developed in order to select and analyse the Good Practices among all the practices identified by partners. These are based on previous research work carried out in “Overview of Digital Support Initiatives for/by Immigrants and Ethnic Minorities in the EU27” by Kluzer et al. (2008), and aim to further develop and refine the typologies. As is usual in synthesis exercises, it was a challenge to create unequivocal typologies based on complex realities.

2.4.1 Thematic Lines

1- ICT for education and learning: This line refers to ICT for new immigrants’ early education and for life long learning in a multicultural Europe: how can eLearning and ICT applications for education facilitate immigrants’ education? and how can they support teaching in an increasingly multicultural environment? ICTs in education are supposed to promote more personalised learning pathways, adapting them to specific learning/teaching needs, etc.

2- ICT for Civil society and social capital: This line refers to ICT for the empowerment of civil society, social capital and cultural diversity: how can ICT stimulate the building of social-capital and the empowerment of immigrants and immigrant groups? Empowerment of civil society and social capital are needed as levers if one wishes to advance towards a better use of the potential of ICT, especially for overcoming specific barriers (distance, language, scarce economic resources), and to improve the capacity of public institutions, IT providers, NGOs, etc to understand immigrants’ needs for integration, to be able to adopt multicultural approaches and to be open to IEM’s ICT initiatives and be able to cooperate with them.

3- ICT for Labour and economic participation: This line refers to ICT for the labour market integration of immigrants and their participation in the economy: how can ICT contribute to immigrants’ re-skilling and re-qualification so as best to integrate them into the labour market?, (electronic) one-stop-shop employment and job search/matching services, business start up and new entrepreneurship, access to finance and banking services which can support entrepreneurial activities.

4- ICT for enabling further ICT appropriation: This line was not defined a priori like the three previous ones. Following the analysis, this additional thematic line was created to cover additional dimensions of ICT usage which were not initially considered, but were shown to be very relevant to eInclusion. It refers to initiatives which aim to empower IEM in the use of ICT for their own personal or collective purposes.

2.4.2 Geographical coverage and scope

The following categories were established:

- **Worldwide**: Initiatives at global level: i.e. they are present in the five continents
- **International**: Initiatives outside the European Union
- **European**: Initiatives inside the European Union
- **National**: Initiatives inside a Member State
- **Regional**: Initiatives inside a region
- **Local**: Initiatives within a specific city, town or neighbourhood.
2.4.3 ICT usages

Under each specific thematic line, a more refined typology has been defined that better characterises ICT usages:

- **ICT for education and learning**

  **Adult Education** consists of initiatives actively using ICT to enable adults with an IEM background to gain useful skills for their integration, economic participation and citizenship (including language skills) by improving their capacity to use ICT/internet, or gain language skills (Access to ICT for elderly migrants, Access to internet for migrant women, Alane Newsreader, TRIO Progetto Stranieri, ICT training for Bolivian women, Pane e Internet)

  **Informal learning** consists of initiatives which use ICT tactically to enable their participants to learn about different topics and at the same time gain communication and networking skills, social abilities and self confidence. It should be noted that these initiatives (Associació Joves TEB, IMES Digital Integration, Ravalgames and Roots&Routes) generally explicitly target young IEM and/or second and third generation immigrants, helping them to unlock their talents and gain confidence in their possibilities to learn and become more autonomous.

  **Online resources for IEM and/or intermediaries** refers to initiatives (Ethnokids and P.IN.O.K.I.O) which aim to produce contents which are available online in order to educate about cultural diversity and the second language training issues faced by intermediaries working with IEM.

  **PIAP/PESCE** refers to Public Internet Access Points and/or Public eServices Centres (The CH@VE project, La Goutte d’ordinateur, Integration@Partizipation.NDS and VET4e-I) which provide access to some specific ICT and/or related training, and specifically target IEM.

  **Teaching material for cultural diversity** refers to initiatives which aim to provide face-to-face training on interculturality (ACODDEN, Aula intercultural, Comparons nos langues and Learning Migration)

- **ICT for civil society and social capital**

  **Intercultural dialogue between IEM and their host society** refers to initiatives (Couscous Global, Crossing TV, FOMACS, Migrations à Besançon, Surprising Europe, Xenoclipse and Migrant.ro) which enable both sides to explore the IEM’s memory and cultural heritage, and make IEM’s voices heard by building and developing places and channels to express themselves. It should be noted that all these initiatives are being implemented either by third sector organisations or by public administrations.

  **Collective self organisation for dialogue and support** refers to bottom-up initiatives (Rete G2 seconde generazioni, Multikulti, Maroc.NL, Kaskosan and Brno Expats forum) launched by IEM directly and which use the potential of social computing/2.0 applications to enable the creation of online communities for the exchange of ideas, tips, and resources and of other channels for collective dialogue and self-support. During the research we detected a large number of these initiatives. We selected three of the most impressive and long lasting (Maroc.NL was launched in 1998, Multikulti in 2000 and RG2 in 2005).
Enabling local community regeneration/ development corresponds to initiatives (Cybersoek, SAMENET/Sámi Network Connectivity, TGD and AnimaNova) which aim to develop better opportunities for communication and exchange of information among members of a single ethnic community living in a specific territory.

Social engagement and volunteering refers to initiatives (Digital pioneers academy, Leva Giovani e Digital Divide, Réseau Education Sans Frontières) which use ICT to either leverage costs of entry into volunteering activities, or to articulate and promote activities of social engagement for IEM.

• ICT for labour and economic participation

Providing anti-discrimination support is similar to "teaching material for cultural diversity" but refers explicitly to initiatives (Migration Online) which produce content on specific Member States’ legal regulations against discrimination.

Training competences for employability refers to a set of initiatives (Arbete initiative, DO IT!, Itpreneurs and Key Competences for All) that focus mostly on skilling and re-skilling IEM in order to help them improve their employment possibilities.

Training and searching for a job refers to initiatives (Surfen zum Job, Integration exchange and Online Job Centre for Foreigners) which focus specifically on training to search for a job and creating services that enable a better matching of job demand and offers, specifically targeting IEM.

Competences assessment refers to initiatives (Ad astra, KEN, Nos Quartiers ont des Talents) which aim to help their participants identify, evaluate and assess their skills and competences. It has been noted that many IEM cannot identify their skills equivalents, either because their educational attainments are not recognised, or because their soft skills are hidden. Therefore ICT applications or professional networks which enable them to assess their competences and build a portfolio are a valuable resource.

Training for ICT and media and creative jobs refers to initiatives (Mixopolis, FIT, Create+) which aim to provide specific training in ICT skills related to the "media and creative sector", such as audiovisuals and graphic design.

Financial inclusion refers to initiatives (Votre banque ici et là-bas) which improve bank and remittance services by and for IEM. For example, increasing the transparency of the remittances market and reducing costs by allowing IEM to compare the rates for money transfers supports their contribution to the development of their countries of origin.

• ICT for enabling further ICT appropriation

Access to public services online refers to initiatives (FINFO) providing IEM with better access to public services by producing useful, first hand information, which is either translated into many languages, or else uses simple and accessible language for recently arrived IEM.

Communication needs refers to initiatives (e-Café Centro Enea, Video Bridge Europe, Rainbow radio, Media4ME and Téléphonie Solidaire) which enable a first contact and discovery of ICT and
Internet to IEM—for instance refugees and asylum seekers—who had no previous experience of them, supporting them in their communication needs through ICT.

### 2.4.4 Target users

The categories below have been established so as to provide a more precise analysis of the diverse IEM target group.

**IEM (general):** Initiatives that target IEM without specifying their ethnic and/or socio-demographic specificity.

**IEM (ethnic specific):** Initiatives targeting IEM and explicitly defining their ethnic specificity.

**Ethnic minorities:** Initiatives targeting specifically ethnic minorities (Roma for instance) whether or not they are natives of the Member States.

**IEM (young):** Initiatives targeting IEM less than 25 years old.

**IEM (elderly):** Initiatives specifically targeting elderly IEM, above 60 more or less.

**IEM (women):** Initiatives specifically targeting women with an IEM background.

**IEM asylum seekers/refugees:** Initiatives specifically targeting refugees and asylum seekers.

**IEM second/third generation:** Initiatives targeting young people who are nationals but have an IEM background.

**Host population and IEM:** Initiatives that simultaneously address IEM and natives.

**Intermediaries working with IEM:** Initiatives specifically targeting professionals working with IEM, such as teachers, doctors, social workers, third sector organisations, etc.

### 2.4.5 Lead entities

**Public Sector:** Initiatives/services implemented by public administrations.

**Private Bodies:** Initiatives/services implemented by private and commercial companies.

**Third Sector Organisations:** Initiatives/services implemented by non profit organisations.

**Research Centres:** Initiatives/services implemented by universities and private research centres.

**Networks:** Initiatives/services implemented by networks of organisations composed of different entities.
## 2.5 Analysis of initiatives

<table>
<thead>
<tr>
<th>Name of the initiative</th>
<th>Member State</th>
<th>Theme</th>
<th>ICT Usages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to ICT for elderly migrants</td>
<td>Germany</td>
<td>Education</td>
<td>Adult Education</td>
</tr>
<tr>
<td>Access to internet for migrant women</td>
<td>Germany</td>
<td>Education</td>
<td>Adult Education</td>
</tr>
<tr>
<td>Alane Newsreader</td>
<td>The Netherlands</td>
<td>Education</td>
<td>Adult Education</td>
</tr>
<tr>
<td>TRIO Progetto Stranieri</td>
<td>Italy</td>
<td>Education</td>
<td>Adult Education</td>
</tr>
<tr>
<td>ICT training for Bolivian women</td>
<td>Spain</td>
<td>Education</td>
<td>Adult Education</td>
</tr>
<tr>
<td>Pane e Internet</td>
<td>Italy</td>
<td>Education</td>
<td>Adult Education</td>
</tr>
<tr>
<td>Associació Joves TEB</td>
<td>Spain</td>
<td>Education</td>
<td>Informal learning</td>
</tr>
<tr>
<td>IMES Digital Integration - Internet Courses for Migrants in Hannover</td>
<td>Germany</td>
<td>Education</td>
<td>Informal learning</td>
</tr>
<tr>
<td>Ravalgames</td>
<td>Spain</td>
<td>Education</td>
<td>Informal learning</td>
</tr>
<tr>
<td>Roots&amp;Routes</td>
<td>Germany</td>
<td>Education</td>
<td>Informal learning</td>
</tr>
<tr>
<td>Ethnokids</td>
<td>France</td>
<td>Education</td>
<td>Online resources for IEM and/or intermediaries</td>
</tr>
<tr>
<td>P.IN.O.K.I.O</td>
<td>Europe</td>
<td>Education</td>
<td>Online resources for IEM and/or intermediaries</td>
</tr>
<tr>
<td>The CH@VE project</td>
<td>Czech republic</td>
<td>Education</td>
<td>PIAP/PESCE</td>
</tr>
<tr>
<td>La goutte d’ordinateur</td>
<td>France</td>
<td>Education</td>
<td>PIAP/PESCE</td>
</tr>
<tr>
<td><a href="mailto:Integration@Partizipation.NDS">Integration@Partizipation.NDS</a></td>
<td>Germany</td>
<td>Education</td>
<td>PIAP/PESCE</td>
</tr>
<tr>
<td>VET4e-I</td>
<td>Europe</td>
<td>Education</td>
<td>PIAP/PESCE</td>
</tr>
<tr>
<td>ACODDEN</td>
<td>Europe</td>
<td>Education</td>
<td>Teaching material for cultural diversity</td>
</tr>
<tr>
<td>Aula intercultural</td>
<td>Spain</td>
<td>Education</td>
<td>Teaching material for cultural diversity</td>
</tr>
<tr>
<td>Comparons nos langues</td>
<td>France</td>
<td>Education</td>
<td>Teaching material for cultural diversity</td>
</tr>
<tr>
<td>Learning Migration</td>
<td>Europe - Norway</td>
<td>Education</td>
<td>Teaching material for cultural diversity</td>
</tr>
<tr>
<td>Couscousglobal</td>
<td>The Netherlands</td>
<td>Civil Society</td>
<td>Intercultural Dialogue, raising voices, memory building</td>
</tr>
<tr>
<td>Crossing TV - The WebTV of new generations</td>
<td>Italy</td>
<td>Civil Society</td>
<td>Intercultural Dialogue, raising voices, memory building</td>
</tr>
<tr>
<td>FOMACS</td>
<td>Ireland</td>
<td>Civil society</td>
<td>Intercultural Dialogue, raising voices, memory building</td>
</tr>
<tr>
<td>Migrations à Besançon</td>
<td>France</td>
<td>Civil Society</td>
<td>Intercultural Dialogue, raising voices, memory building</td>
</tr>
<tr>
<td>Surprising Europe</td>
<td>The Netherlands</td>
<td>Civil Society</td>
<td>Intercultural Dialogue, raising voices, memory building</td>
</tr>
<tr>
<td>Xenoclipse</td>
<td>Spain</td>
<td>Civil Society</td>
<td>Intercultural Dialogue, raising voices, memory building</td>
</tr>
<tr>
<td>Migrant.ro</td>
<td>Romania</td>
<td>Civil Society</td>
<td>Intercultural Dialogue, raising voices, memory building</td>
</tr>
<tr>
<td>Rete G2 seconde generazioni</td>
<td>Italy</td>
<td>Civil Society</td>
<td>Collective self organization for dialogue and support</td>
</tr>
<tr>
<td>Multikulti</td>
<td>United Kingdom</td>
<td>Civil Society</td>
<td>Collective self organization for dialogue and support</td>
</tr>
<tr>
<td>Maroc.NL</td>
<td>The Netherlands</td>
<td>Civil Society</td>
<td>Collective self organization for dialogue and support</td>
</tr>
<tr>
<td>Kaskosan.com</td>
<td>Hungary</td>
<td>Civil Society</td>
<td>Collective self organization for dialogue and support</td>
</tr>
<tr>
<td>Brno Expats forum</td>
<td>Czech Republic</td>
<td>Civil Society</td>
<td>Collective self organization for dialogue and support</td>
</tr>
<tr>
<td>Initiative</td>
<td>Member State</td>
<td>Sector</td>
<td>Impact Area</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>Cybersoek</td>
<td>The Netherlands</td>
<td>Civil Society</td>
<td>Enabling local community regeneration/development</td>
</tr>
<tr>
<td>SAMENET/Sámi Network Connectivity</td>
<td>Sweden / Finland</td>
<td>Civil Society</td>
<td>Enabling local community regeneration/development</td>
</tr>
<tr>
<td>TGD, online communication channel of the Turkish community in Germany</td>
<td>Germany</td>
<td>Civil Society</td>
<td>Enabling local community regeneration/development</td>
</tr>
<tr>
<td>AnimaNova</td>
<td>Romania</td>
<td>Civil Society</td>
<td>Enabling local community regeneration/development</td>
</tr>
<tr>
<td>Digital Pioneers Academy</td>
<td>The Netherlands</td>
<td>Civil Society</td>
<td>Social engagement and volunteering</td>
</tr>
<tr>
<td>Leva Giovani e Digital Divide</td>
<td>Italy</td>
<td>Civil Society</td>
<td>Social engagement and volunteering</td>
</tr>
<tr>
<td>Réseau Education Sans Frontières</td>
<td>France</td>
<td>Civil Society</td>
<td>Social engagement and volunteering</td>
</tr>
<tr>
<td>Migration Online</td>
<td>Germany</td>
<td>Labour</td>
<td>Providing anti-discrimination support</td>
</tr>
<tr>
<td>Arbete initiative (Stockholm municipality)</td>
<td>Sweden</td>
<td>Labour</td>
<td>Training Competences for employability</td>
</tr>
<tr>
<td>DO IT! Initiative</td>
<td>Belgium</td>
<td>Labour</td>
<td>Training Competences for employability</td>
</tr>
<tr>
<td>Itpreneurs</td>
<td>The Netherlands</td>
<td>Labour</td>
<td>Training Competences for employability</td>
</tr>
<tr>
<td>Key Competences for All</td>
<td>Europe</td>
<td>Labour</td>
<td>Training Competences for employability</td>
</tr>
<tr>
<td>“Surfen zum Job – Digitale Chancen auf dem Arbeitsmarkt” (Surfing to the Job - Digital Opportunities on the Labour Market)</td>
<td>Germany</td>
<td>Labour</td>
<td>Training &amp; searching for a job</td>
</tr>
<tr>
<td>Integration exchange: online integration services for third country nationals</td>
<td>Europe</td>
<td>Labour</td>
<td>Training &amp; searching for a job</td>
</tr>
<tr>
<td>Online Job Centre for Foreigners-skilled workers</td>
<td>Czech Republic</td>
<td>Labour</td>
<td>Training &amp; searching for a job</td>
</tr>
<tr>
<td>Ad astra</td>
<td>Romania</td>
<td>Labour</td>
<td>Competences assessment</td>
</tr>
<tr>
<td>KEN (Kompetenz-Erfassungs-Notebook)</td>
<td>Germany</td>
<td>Labour</td>
<td>Competences assessment</td>
</tr>
<tr>
<td>Nos Quartiers ont des Talents</td>
<td>France</td>
<td>Labour</td>
<td>Competences assessment</td>
</tr>
<tr>
<td>Mixopolis</td>
<td>Germany</td>
<td>Labour</td>
<td>Training for ICT and Media &amp; creative jobs</td>
</tr>
<tr>
<td>FIT (“Fast Track to IT”). Migrant ICT Project</td>
<td>Ireland</td>
<td>Labour</td>
<td>Training for ICT and Media &amp; creative jobs</td>
</tr>
<tr>
<td>Create+</td>
<td>United Kingdom</td>
<td>Labour</td>
<td>Training for ICT and Media &amp; creative jobs</td>
</tr>
<tr>
<td>Votre banque ici et là-bas</td>
<td>France</td>
<td>Labour</td>
<td>Financial Inclusion</td>
</tr>
<tr>
<td>FINFO portal (Danish library centre for integration)</td>
<td>Denmark</td>
<td>ICT for enabling further ICT appropriation</td>
<td>Access to Public services online</td>
</tr>
<tr>
<td>e-Café Centro Enea</td>
<td>Italy</td>
<td>ICT for enabling further ICT appropriation</td>
<td>Communication needs</td>
</tr>
<tr>
<td>Video Bridge Europe</td>
<td>Romania</td>
<td>ICT for enabling further ICT appropriation</td>
<td>Communication needs</td>
</tr>
<tr>
<td>Rainbow-Radio: integration of migrants by mediation of media competence in the radio area</td>
<td>Germany</td>
<td>ICT for enabling further ICT appropriation</td>
<td>Communication needs</td>
</tr>
<tr>
<td>Media4ME</td>
<td>The Netherlands</td>
<td>ICT for enabling further ICT appropriation</td>
<td>Communication needs</td>
</tr>
<tr>
<td>Téléphonie Solidaire</td>
<td>France</td>
<td>ICT for enabling further ICT appropriation</td>
<td>Communication needs</td>
</tr>
</tbody>
</table>

Table 10: ICT-driven initiatives, by Member State and thematic line
Chapter 2 - Methodology and cross-cutting analysis of practices

2.5.1 Thematic Lines

Most of the selected initiatives relate to "ICT for education and learning" (20 cases) and "ICT for civil society and social capital" (19 cases), closely followed by "ICT for labour and economic participation" which accounts for 15 of the identified initiatives. The last and newly created dimension “ICT for enabling further ICT appropriation” accounts for the remaining 6 initiatives. Even though our sample cannot be considered to be statistically representative (indeed it was not built with such a purpose in mind), the wide variety of the organisations that deal with IEM, and are represented in the Bridge-IT thematic network, enables us to draw some conclusions regarding the field of ICT-driven initiatives and services for IEM. First of all, it can be affirmed with some certainty that ICT for labour and economic participation is the least developed and innovative field of action, although it should be promoted and enhanced in view of the current economic context. It is also important to mention that several of these practices could actually be categorized in one or more themes - for example, the line between education and labour can be very fine, as in training for competences.

Figure 2: thematic lines

2.5.2 Geographical coverage and scope

Initiatives are scattered across 14 Member States (MS), and there are also initiatives which take place at a European or worldwide level. The countries with most selected initiatives are Germany (11 initiatives), France (8), the Netherlands (8), Italy (6), Spain (5) and Romania (4). The number and geographical location of the initiatives selected reflects two elements. Firstly, it is related to the number of partners each MS has in Bridge-IT (for example, there are 4 partners in Germany, partially explaining the 11 initiatives identified for that country; see Annex 4 for more details on the composition of the partnership).

Secondly, the most represented MS are also countries with high numbers or proportions of IEM (either traditional ones such as France, Germany or the Netherlands, or recent ones such as Spain and Italy), which is a factor that surely motivates the development of specific initiatives targeting them. Other countries represented in our sample are: Romania, the Czech Republic, Ireland, the United Kingdom, Belgium, Denmark, Hungary, Sweden and Finland. Additionally, some projects are the effect of transnational cooperation inside European networks (6), and thus include an important variety of countries.
Regarding their geographical scope, we can see that the initiatives identified tend to be rather balanced between those with a national scope (32%) and those with a local focus (28%). These two levels, together with those acting at regional level (12%) account for 72% of our sample of initiatives, reinforcing the perspective that eInclusion initiatives take place primarily within MS borders. The prominence of the "local" dimension might reflect the fact that IEM often concentrate in specific locations, making it both more necessary and easier for local authorities and third sector organisations, including IEM groups themselves, to develop ad hoc initiatives targeted at the local community. At the same time, many eGovernment initiatives and eServices (e.g. multi-language introductory information), ethnic portals for specific IEM groups, and digital access and literacy initiatives which are part of broader eInclusion policies, tend to have a national or even European scope.
2.5.3 ICT usages

<table>
<thead>
<tr>
<th>Theme</th>
<th>ICT Usages</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Society</td>
<td>Intercultural Dialogue, raising voices, memory building</td>
<td>7 11,7%</td>
</tr>
<tr>
<td>Education</td>
<td>Adult Education</td>
<td>6 10,00%</td>
</tr>
<tr>
<td>Civil Society</td>
<td>Collective self organization for dialogue and support</td>
<td>5 8,3%</td>
</tr>
<tr>
<td>ICT for enabling further ICT appropriation</td>
<td>Communication needs</td>
<td>5 8,3%</td>
</tr>
<tr>
<td>Education</td>
<td>Teaching material for cultural diversity</td>
<td>4 6,7%</td>
</tr>
<tr>
<td>Education</td>
<td>Informal learning</td>
<td>4 6,7%</td>
</tr>
<tr>
<td>Education</td>
<td>PIAP/PESCE</td>
<td>4 6,7%</td>
</tr>
<tr>
<td>Civil Society</td>
<td>Enabling local community regeneration/ development</td>
<td>4 6,7%</td>
</tr>
<tr>
<td>Labour</td>
<td>Training Competences for employability</td>
<td>4 6,7%</td>
</tr>
<tr>
<td>Civil Society</td>
<td>Social engagement and volunteering</td>
<td>3 5,0%</td>
</tr>
<tr>
<td>Labour</td>
<td>Training and searching for a job</td>
<td>3 5,0%</td>
</tr>
<tr>
<td>Labour</td>
<td>Competences assessment</td>
<td>3 5,0%</td>
</tr>
<tr>
<td>Labour</td>
<td>Training for ICT and Media and creative jobs</td>
<td>3 5,0%</td>
</tr>
<tr>
<td>Education</td>
<td>Online resources for IEM and/or intermediaries</td>
<td>2 3,3%</td>
</tr>
<tr>
<td>Labour</td>
<td>Financial Inclusion</td>
<td>1 1,7%</td>
</tr>
<tr>
<td>ICT for enabling further ICT appropriation</td>
<td>Access to Public services online</td>
<td>1 1,7%</td>
</tr>
<tr>
<td>Labour</td>
<td>Providing anti-discrimination support</td>
<td>1 1,7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60 100,00%</td>
</tr>
</tbody>
</table>

Table 11: Frequency of ICT usages identified

The sample of selected initiatives shows that the domains of ICT application are scattered and heterogeneous. A fourth dimension, entitled “enabling further appropriation”, has been introduced to cover initiatives that do not fall explicitly within any of our three original thematic lines, such as those relating to "public services online" and covering "communication needs". The latter has been understood as a pre-requisite to enable further appropriation of ICT by IEM for their education, economic participation or social engagement. We present below an analysis of each of the above categories of ICT usage.

• ICT for Education and learning

One of the most important categories of initiatives is that of “ICT for education” which accounts for half of the initiatives providing a variety of learning opportunities to IEM, including adult education (i.e. training courses which are not able to deliver official recognition of competences...
acquired) and informal learning (i.e. learning by doing), and the other half providing resources — either to access and acquire ICT skills (PIAP/PESCE) or to support IEM and the intermediaries facilitating their ICT learning (online resources, teaching material for cultural diversity). Regarding the latter, it is worth noting that developing digital teaching material for cultural diversity and delivering it online can provide support to all stakeholders involved in activities with IEM, which might explain the large number of initiatives identified which produce materials for education in cultural diversity and anti-discrimination issues. It should also be noted that these initiatives are developed mainly by public administrations, third sector organisations and networks producing research and knowledge on the issue.

In the education field, emphasis should be put on the real efforts of different administrations and third sector organisations to enhance the creation of intercultural material online, thus making it more accessible to teachers, trainers, and the host population in general. This is one of the most common issues, which should not be surprising since in recent years, due to the increasing diversity in all European countries, many initiatives have been created to promote diversity and interculturality; for example, 2008 was the European year of Intercultural Dialogue\(^\text{40}\). Within this line, initiatives which aim to provide specific services and material to help second language training for IEM also appear to be a very useful and promising field of activity\(^\text{41}\). On a more specific aspect of ICT education, we have also found many different initiatives aimed at media literacy training for young IEM, which in general have quite innovative approaches in terms of their use of ICT and training methodologies. Finally, on the PIAP side, we can see that as the appropriation of ICT by IEM population increases, the number of initiatives which aim simply to provide access to ICT is declining.

• ICT for civil society and social capital

The most common category in this thematic line is made up of initiatives which enable intercultural dialogue between IEM and host society. Within the initiatives on ICT for social inclusion and civic participation (all under the civil society theme), we have also found a good number of initiatives which promote the use of ICT and social media to make the voices of IEM heard. These aim, on the one hand, to use ICT to create better understanding between IEM and the host country populations and improve their knowledge of each other (through digital storytelling, for example), and, on the other hand, to provide communication and media tools to help IEM, in particular younger generations, to express and organise themselves in order to know their rights and be aware of their duties as citizens, and provide them with spaces and opportunities to share experiences, discuss common problems and try to find solutions to problems regarding a range of issues that concern them (from legal status and citizenship to cultural and ethnic self representations, volunteering and community service or peaceful and cohesive coexistence with the native population and other ethnic groups).

• ICT for labour and economic participation

This is a field where the enabler role of ICT for IEM is increasing particularly, as IEM demand for help to better meet labour market requirements also increases (it is worth remembering that, in

\(^{40}\) www.interculturaldialogue2008.eu

\(^{41}\) See for instance the IPTS study, ICT for learning the host country’s language by adult migrants in the EU, available at: http://is.jrc.ec.europa.eu/pages/EAP/ICT-IEML2.html
recent years, most immigrants have come to the EU for economic reasons. Our sample includes some interesting initiatives, which aim either to improve the employability of IEM (by acquisition of specific competences to actively use ICT and social media, e.g. smart management of their own digital identities) or to help them look for jobs online and match the labour market offer better. It also includes a few isolated examples of initiatives that encourage economic participation by supporting entrepreneurship among IEM. Assessment of competences of foreigners and third country nationals is only recently beginning to be a promising field of activity and action, probably due to the IEM need to get formal recognition and credentials for their competences to satisfy job market requirements. In the same way, initiatives which promote financial inclusion —e.g. new banking, telecommunications and remittances services adapted to IEM-specific needs— are slowly beginning to be taken up (they include commercial ventures addressing IEM customers with ICT-based services which meet their specific needs, for instance for the transfer and management of remittances using mobile-based communications).

• ICT for enabling further ICT appropriation

Though the thematic network planned to work only on the above three thematic lines, during the development of this booklet we identified specific ICT usages which were not included in these thematic lines. They constituted ICT usages aimed at enabling further appropriation of ICT by IEM. “Access to public services on line” covers initiatives which aim to provide first access to online contents that can offer useful information to IEM, either before they leave their location of origin or soon after their arrival in the host country, about how to interact with public services and cover their most immediate needs such as obtaining social security, health services, lodging, education, employment and so on. In the same line, “communication needs” is related to services that enable access to and use of basic ICT tools (video communication, radio, mobiles) by IEM in order to be able to communicate with their peers and the host society in an effective way.

2.5.4 Target users

<table>
<thead>
<tr>
<th>Target users</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host population and IEM</td>
<td>34%</td>
</tr>
<tr>
<td>IEM (general)</td>
<td>20%</td>
</tr>
<tr>
<td>IEM (young)</td>
<td>12%</td>
</tr>
<tr>
<td>Intermediaries working with IEM (teachers, doctors, social workers, TSO etc)</td>
<td>12%</td>
</tr>
<tr>
<td>IEM (ethnic specific)</td>
<td>6%</td>
</tr>
<tr>
<td>IEM (women)</td>
<td>5%</td>
</tr>
<tr>
<td>Ethnic minorities</td>
<td>3%</td>
</tr>
<tr>
<td>IEM Second/third generations</td>
<td>3%</td>
</tr>
<tr>
<td>IEM Asylum seekers/refugees</td>
<td>3%</td>
</tr>
<tr>
<td>IEM (elderly)</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 12: Target users classified by frequency

Almost one third of our initiatives have specific activities and/or contents which simultaneously target "IEM and the host population", which aim to increase exchanges and interaction between them. This is an interesting result that can also be linked to the large number of initiatives (47)
which state they actively involve IEM in the design/development/implementation of the initiative. The second most common category targeted is "IEM (general)" understood as a generic label (20%). The third most important category is "IEM (young)" (11.66%). If we add to this the specific category of "IEM second and third generations" (3.33%), we see that 15% of the initiatives are oriented specifically towards young IEM or young nationals with an IEM background. This comes as no surprise since, as explained in the introduction, IEM include a large number of young people and initiatives targeting "youth at risk of social exclusion" are increasingly actively using ICT to reach out, engage and foster their socio-economic inclusion.

Also, it should be noted than 12% of the initiatives specifically target "intermediaries" working with IEM (such as teachers, education professionals, community professionals, social workers, youth workers, employment and qualification companies, teachers from the vocational and non-school education sector, policy-makers, third sector organisations, NGOs) in order to provide them with services and content which could help them deal more effectively with cultural diversity issues in their daily activities.

Some initiatives also target IEM by their socio-demographic characteristics such as gender (women) or age (elderly), IEM belonging to specific ethnic minorities (Roma, Sámi) or IEM according to their legal status (refugees, asylum seekers, undocumented). All these characteristics can constitute risk factors for IEM at risk of social exclusion, and therefore it is no surprise that they constitute categories targeted by the selected initiatives.

2.5.5 Lead entities

Research on eInclusion initiatives underlines the crucial role played by partnerships between public administrations and third sector organisations (also called "non profit" and/or "community and voluntary sector (CVS)"). Our sample confirms the important role played by the public sector (23%) in developing services and/or financing their development and highlights the role played by the third sector (52%) in implementing and co-ordinating the development of initiatives. Networks

42 European e-Inclusion Initiative, First Contributions to the Campaign, “e-Inclusion: be part of it!”, Lisbon, 3 December 2007. This document was prepared by the “ICT for inclusion” (INFSO-H3) unit of the European Commission, under the coordination of Miguel González-Sancho and in collaboration with the “Institute for Prospective Technological Studies” of the Joint Research Centre, also of the European Commission. They were supported by a group of experts, who focused in particular on the evaluation of the contributions received in response to the call and the deeper analysis of the 30 contributions laid out in this document. The experts were: Joe Cullen, Syb Groeneveld, Alexandra Hache, Stefano Kluzer, Hervé Le Guyader, Christine Leitner, Rasmus Shermer. Source: http://ec.europa.eu/information_society/activities/einclusion/docs/bepartofit/contributions_booklet.pdf
(which are normally expressions of multi-stakeholder partnerships, in which most of the other typologies are represented) account for 15% of our sample. Private bodies, such as commercial companies and enterprises, make up 7%, half of which fall within "ICT for labour and economic participation". Finally "research institutes" contribute only with a 3% of the initiatives.

2.5.6 Involvement of IEM

More than three quarters of the initiatives in our sample (78%) claim to involve IEM in their development. Precisely 47 initiatives actually show the leadership or active involvement of IEM individuals in the implementation and delivery process. Involvement of IEM is understood to enhance responsiveness, transparency, and the initiative’s capacity to adapt to the evolving needs of its “key users”. The reasons explaining this involvement are twofold. On the one hand, the drive towards user-content creation, prompted by web 2.0 services and applications (social networking sites, photo sharing services, wiki and blog sites), is clearly visible in many of these initiatives, which have “boomed” in the last few years. On the other hand, the involvement of users occurs, for instance, by taking into account their needs in terms of their socio-demographic, cultural, educational and economic specificities before and during the implementation of the initiative. Thus, financial and human resources are not wasted on services that could be unpopular or of limited use, due to a lack of understanding of real needs.

According to the interviewees, the major challenges faced in the involvement of IEM relate to the difficulty of deciding about the criteria of representativeness, what degree of involvement and management should be required, and what legitimacy should be attributed to the decisions or recommendations provided by IEM during their involvement.

The initiatives that did not specifically involve IEM in their design and application were often developed more than 5-10 years ago, when the involvement of IEM was not seen as a key aspect, even though they aimed to achieve a greater involvement of IEM. More predictably, many initiatives that did not involve IEM directly were those that fell into the category of online material for intermediaries and-or intercultural material for teachers, as the main users and producers in this case are intermediaries themselves (often, more precisely, teachers and educational communities).

2.5.7 Monitoring and Impact assessment

Monitoring is a key element of efficient modern governance and an essential step towards ensuring the sustainability, quality and adaptation of a practice. Monitoring involves two dimensions: the ability to measure and evaluate how precisely activities/tasks fulfil their original aim; and the capacity to communicate this evaluation to the agents concerned in order to adapt services to needs and available resources. Monitoring activities have to be completed with regular impact assessments, based on an evaluation of the results produced by the monitoring activities. Ideally, impact assessment should be carried out by the people in charge of gathering data and monitoring activities, and a professional from outside the organisation should also be involved.
Previous research\textsuperscript{43} on impact assessment of eInclusion initiatives (our initiatives would fall within this broad definition) has shown that most projects simply do not have the quantitative and qualitative data with which to validate their impact. Sometimes, even though they do gather data, they do not systematically apply monitoring and evaluation methodologies to their work. The analysis of the initiatives reported here shows that only 12\% of the sample did not carry out any monitoring or impact assessment activities at all. However, despite the large number of practices collecting data, only few have developed true impact analysis practices. Most of the projects, especially those using online websites or eLearning platforms, usually collect information about the direct results of their actions or outputs (e.g. numbers of visitors, numbers of people trained) but they fail to relate this information with the desired indirect results or outcomes (e.g. numbers of trainees who managed to get a job after being trained). Therefore, our sample confirms the limited number of impact measurement and assessment practices in the e-Inclusion sector, as already pointed out by the Vienna study\textsuperscript{44} in 2009.

It was recognised by the interviewees that evaluation and impact analysis in the field of initiatives targeting IEM was still relatively under-developed. They highlighted the following key challenges:

- A lack of accepted and tested methods, tools and indicators to assess the social and economic impact of ICT-driven initiatives;

\begin{table}
<table>
<thead>
<tr>
<th>Is your initiative undertaking monitoring and IA activities?</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>7</td>
</tr>
<tr>
<td>YES</td>
<td>53</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

Table 13: Is your initiative undertaking monitoring and IA activities?

\textsuperscript{43} The Dutch ‘Monitor Digitale ravelden 2003’ provides a framework for the measurement of the number of users, the appreciation of services by both users and providers and the fulfilment of policy objectives. A similar report is the ‘Evaluation of the Public Internet Access Point Initiative’. It clearly illustrates the impact of the 1,600 computers in 725 different venues in Scotland and assesses how well the programme has met its objectives. The March 2007 ‘Digital Inclusion Landscape in England’ report brings analysis one step further and measures the social impact of ICT. It concludes that there are many excellent examples of technology delivering social benefits for people and communities. Another research study conducted through a joint effort between several non-profit organisations, and supported by EC funding, to evaluate current typologies of ‘Public Internet Centres and education of @dults in Europe’ gives additional insights. This research developed a specific online database on best practices. Several studies focused on a precise subject such as ‘evaluation guidelines’, a ‘guide for non-discrimination’, and one report looked at ‘Monitoring and evaluation of services provided by Public Internet Centres in the Czech Republic, France, Germany, Italy and Spain’. The study also concluded that “despite the fact that monitoring and evaluation are not positively perceived by individual PICs, they are indeed necessary. If the quality is not monitored, a centre is not able to evaluate its strengths and weaknesses and thus it is not able to implement any remedy, if needed”. A recent report listing the main conclusions and findings drawn from an expert workshop held at IPTS and entitled: “ICT and Youth at Risk: How can ICT-driven initiatives contribute to their socio-economic inclusion and how to measure it?” points also to the current state of the art of impact assessment within ICT-driven initiatives targeting youth at risk (it should be noted that some of our IEM targeted initiatives also fall into this category) (full workshop report is available at \url{http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=3459}).

\textsuperscript{44} Codagnone C. (ed.) (2009), Vienna Study on Inclusive Innovation for Growth and Cohesion: Modelling and demonstrating the impact of eInclusion, European Commission/DG Information Society and Media
Impact assessment is still largely perceived as a “donor/funder requirement” rather than a “management tool”. As a consequence, impact assessment is generally not included in the design of the project;

A lack of resources (financial and human) to implement and maintain monitoring and assessment actions (Groeneveld and Haché 2008).

88% declared that they carry out monitoring and/or impact assessment activities; however, in doing so they use a variety of practices as detailed below:

- **Gathering quantitative data regarding the users** participating in training sessions or using e-Services provided by the initiative (generally consisting of data regarding age, gender, number of training sessions, number of times they come to the initiative, number of hits on the website, etc);

- **Gathering Website and eApplication statistics** (generally consisting of statistics offered by specific services such as Google analytics which make it possible to quantify the number of visits to the website, the pages most visited and the places from where people are connecting);

These are the most common output measurement tools, as they are the easiest to access and manage, and do not require extra resources. The tools listed below are used to a much lesser extent:

- **Surveys to identify the socio-demographic profile of users** (generally consisting of more specific and/or advanced data regarding age, gender, ethnic background, socio-economic characteristics and level of education);

- **Satisfaction surveys** (generally consisting of short surveys to measure the degree of satisfaction of people taking part in the activities organised by the initiative, in order to understand if participants have learned and/or if the activity has matched their aspirations);

- **‘Log analysis’ of the users using particular eApplications and intranet** (generally consisting of data regarding how many times a user logs on to a specific application offered by the initiative, for instance a moodle platform);

- **In-depth interviews/focus groups** with users and participants of the initiative (generally consisting of interviews and/or group discussions which highlight a set of specific themes about which the initiative wants to gather more knowledge and feedback from the participants in the initiative);

- **Participant observation** (generally consisting of the observation of behaviour and the ways of using and appropriating the services offered by the initiative);

- **Review of existing relevant statistics** (generally by indentifying a set of available statistics in a precise domain and comparing them with data gathered inside the initiative);

- **Production of external evaluation reports**, which in most cases are open to the public and published online.

---

45 [http://www.google.com/analytics/](http://www.google.com/analytics/)

46 [http://moodle.org](http://moodle.org) (last accessed May 2010)
Last but not least, we would like to point out that despite the lack of systematic impact assessment practices, there are several signs showing that this kind of practices are having positive effects. These signs are both quantitative and qualitative. Classified by thematic line, we highlight:

**General (whole sample):**

- The **average duration of the practices**, which is over 5 years for the whole sample;
- the **high percentage of initiatives (34%)** that address both the **host population and IEM**: this contributes to social integration between the two (multicultural groups help to eliminate/avoid discrimination and ghettoisation);
- the **high level of users and user activities** reported by many of the practices. For example the Multikulti initiative reports that almost 2 million IEM were helped in 2009 regarding their rights, options and support services; of which approximately 45% in education and employment, approx 27,500 IEM elders, 150,000 new immigrants and asylum seekers. This includes facilitating the work of 350,000 intermediaries.

**ICT for education and learning**

- The **increased pass rate in host country language** (L2) courses in the Netherlands facilitated by ICT, which formally unblock access to residence permits and job opportunities, as reported by the ITpreneur initiative (one of the organisations using its ICT application achieved the best pass rating results of all the existing L2 organizations in the country, which is between 78 - 97%);
- the **increased number of students applying for a second training course** (even in non ICT-related subjects) (Do it! initiative);
- the benefits from the training course experienced by intermediaries in their **daily work with disadvantaged youth** (Surfen zum Job initiative);
- the improved capacity of mothers to better **support their school-age children** with their studies, reported by the Do it! initiative).

**ICT for Civil society and social capital**

- The production of **social capital, shared knowledge and social cohesion** enhanced by the use of ICT reported by Crossing TV initiative;
- the outcomes produced like **keeping participants involved in the network, change of participants’ perceptions** about media representations and use and **continued use of ICT tools by the participants** after the project action was finished, as reported by the Xenoclipse initiative;
- the support given through ICT-based distance learning and information systems to nomad ethnic minorities which allows them to **keep their nomadic lifestyle**, reported by the Sami initiative.

**ICT for Labour and economic participation**

- The movement of **1,000 IEM from welfare to employment** in a period of 7 years of activity reported by the Arbete initiative;
Chapter 2 - Methodology and cross-cutting analysis of practices

- the outcome of 5% of initiative participants who gained access to jobs following a training course, and kept their jobs or even got a promotion as a result of this training, as reported by the Do it! initiative, despite the fact that the initiative’s aim was social rather than labour integration.

**ICT for enabling further ICT appropriation**

- The interest of students to keep on working in ICT after the training, and their new feeling of belonging to the information society, reported by the Do it! initiative.

### 2.5.8 Innovation and creativity

Although there is no quantitative evidence on innovation and creativity as such in the good practices we have gathered, we have studied these aspects with a more qualitative approach. We can divide the practices into three categories, which broadly reflect the degree of novelty of the technological solutions adopted:

**Traditional**: here we include the activities carried out over the past years, for example, basic eSkills training delivered in PIAP, or in migrants’ associations. These are essential to fight the digital divide, and often constitute the closest and only initiative available in specific socially-disadvantaged and deprived areas. They use creativity in order to optimise their own limited resources, although they do not have access to the most innovative technologies. Examples of these include the initiatives put in place by AWO (training for women and elderly migrants).

**Intermediate**: most of the practices fall into this category. They are innovative in their use of ICT, creating new ways of sharing experiences and contents, but at the same time they do not take advantage of the latest technological developments (usually because they lack resources and time) (e.g. Comparons nos langues, Aula intercultural) and/or methodological approaches (e.g.: using social networking sites).

**Leading new innovative and creative approaches**: Initiatives using state of the art technologies and media resources to create, produce, and promote innovative material and ICT uses. They are based on social networks and online media production, and set out either to introduce and confirm IEM in the digital society (Xenoclipse, Couscous Global, KEN, etc), or to take advantage of IEM’s own spontaneous creativity.

### 2.5.9 Sustainability

First of all, it should be noted that almost all of the selected initiatives are still ongoing as this was one of the selection criteria. Only finished 10 initiatives were included as being specifically relevant. Of the 60 initiatives identified, more than half (55%) started in 2006 or afterwards, while most of the rest started between 2000 and 2005; 4 initiatives began in 2000 and the oldest was launched in Spain in 1994. Because the field of ICT-driven initiatives for IEM is relatively recent, it should be noted that many of the initiatives it is made up of are still fairly new. Many are still in their implementation phase and/or have short-term funding and still have not found a sustainable perspective over time. We also highlight the fact that many initiatives were reluctant to give information about their models of sustainability (funding, sale of services and/or volunteer activities).
Finally, the table below shows the EU-funded projects and the type of ICT usage they stimulate. Regarding this element, we can see that the listed initiatives (17) represent more than a quarter of the total sample, of which more than a third deal with education and training (7). There are more EU-funded projects in the category ‘ICT for labour and economic participation of IEM’ (5) than there are in the category that deals with interculturality (4), which is opposite to the relationship found in the total sample (15 vs. 19), suggesting that for EU funding "economic participation" has more priority than "interculturality". Finally, only 1 project dealing specifically with ICT for enabling further ICT appropriation is in the list of EU-funded projects.

These initiatives generally take place at pan European and/or national level. It can therefore be underlined that the EU is currently playing a relevant role as a funding actor of many ICT-driven initiatives for IEM.

<table>
<thead>
<tr>
<th>Name of initiative</th>
<th>Type of EU Programs</th>
<th>Theme</th>
<th>Type of ICT Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trio Progetto Stranieri</td>
<td>ESF (EU)</td>
<td>Education</td>
<td>Adult Education</td>
</tr>
<tr>
<td>Roots &amp; Routes</td>
<td>ESF (EU)</td>
<td>Education</td>
<td>Informal learning</td>
</tr>
<tr>
<td>P.I.N.O.K.I.O</td>
<td>EU- Lifelong learning programme</td>
<td>Education</td>
<td>Online resources for IEM and/or Intermediaries</td>
</tr>
<tr>
<td>The Ch@ve project</td>
<td>EU - Socrates Accompanying Measures [Learning]</td>
<td>Education</td>
<td>PIAP/PESCE</td>
</tr>
<tr>
<td>VET4e-I</td>
<td>EU- Lifelong learning programme</td>
<td>Education</td>
<td>PIAP/PESCE</td>
</tr>
<tr>
<td>Aula intercultural</td>
<td>Life Long Learning - COMENIUS [Learning]</td>
<td>Education</td>
<td>Teaching material for cultural diversity</td>
</tr>
<tr>
<td>Learning migration</td>
<td>ESF- COMENIUS THEMATIC NETWORK- eTwinning [Learning]</td>
<td>Education</td>
<td>Teaching material for cultural diversity</td>
</tr>
<tr>
<td>Xenocclipse</td>
<td>EU- E-Learning Program [Learning]</td>
<td>Civil Society</td>
<td>Intercultural Dialogue, raising voices, memory building</td>
</tr>
<tr>
<td>Multikulti</td>
<td>EQUAL (EU) supported by private sponsors and UK local government associations [Employment]</td>
<td>Civil Society</td>
<td>Collective self organisation for dialogue and support</td>
</tr>
<tr>
<td>Cybersoek</td>
<td>National government and EU plus many sponsors</td>
<td>Civil Society</td>
<td>Enabling local community regeneration/development</td>
</tr>
<tr>
<td>SAMENET/Sámi Network Connectivity</td>
<td>EU Interreg IIIA Nord</td>
<td>Civil Society</td>
<td>Enabling local community regeneration/development</td>
</tr>
<tr>
<td>Migration Online</td>
<td>EU E-Learning - Culture 2000 [Learning]</td>
<td>Labour</td>
<td>Providing anti-discrimination support</td>
</tr>
<tr>
<td>Key Competences for All</td>
<td>EU- Lifelong learning programme</td>
<td>Labour</td>
<td>Training Competences for employability</td>
</tr>
<tr>
<td>Ad Astra</td>
<td>ESF (EU), EC funding programmes and National funds</td>
<td>Labour</td>
<td>Competences assessment</td>
</tr>
<tr>
<td>Nos Quartiers ont des talents</td>
<td>EU - European Regeneration Managers Network (ERMN)</td>
<td>Labour</td>
<td>Competences assessment</td>
</tr>
<tr>
<td>Mixopolis</td>
<td>National and ESF</td>
<td>Labour</td>
<td>Training for ICT and Media &amp; creative jobs</td>
</tr>
<tr>
<td>Media4ME</td>
<td>EC funding programmes</td>
<td>ICT for enabling further ICT appropriation</td>
<td>Communication needs</td>
</tr>
</tbody>
</table>

Table 14: EU-funded initiatives
The short timeframe of many of our initiatives makes it hard to determine their outcomes and impact in fostering the socio-economic inclusion of IEM. This context should be taken into account when determining which initiatives can be labelled as Good Practices in the field. There are many “interesting initiatives” but if a “good practice” is to be defined as one that has been able to demonstrate sustainability and impact on the living conditions of IEM and/or other intermediaries working with them, it would be hard to find many, - which is not to say that they do not exist, as the next chapter will demonstrate.
Chapter 3

Good Practices:
60 ICT-driven initiatives for IEM and Cultural Diversity
As anticipated in previous section (see 2.2) **60 good practices were selected from a total sample of 88 initiatives**. Those 88 initiatives were identified through four rounds of scouting and documentation, the last of which (September 2010 – March 2011) led to the final selection of the 60 good practices, based not only on the relevance of the selected practice but also on the accuracy and quality of the information gathered about it.

The practices, including the ones that due to lack of information are not presented here, are available on the BridgeIT website.

**Table of contents**

ICT FOR EDUCATION AND LEARNING .................................................................59

**Adult Education** ..........................................................................................59
Access to ICT for elderly migrants - AWO Duisburg ........................................59
Access to internet for migrant women - AWO ..................................................60
Alane Newsreader .........................................................................................61
Trio Progetto Stranieri (TRIO Foreigners Project) ...........................................62
ICT training for Bolivian women ....................................................................63
Pane e Internet..................................................................................................64

**Informal learning** .........................................................................................65
Associació Joves TEB ......................................................................................65
IMES Digital Integration - Internet Courses for Migrants in Hannover .............66
Ravalgames ......................................................................................................67
Roots&Routes TV ............................................................................................68

**Online resources for IEM and/or intermediaries** ..........................................69
Ethnokids ..........................................................................................................69
P.IN.O.K.I.O. ..................................................................................................70

**PIAP/PESCE** ..............................................................................................71
The CH@VE project .......................................................................................71
La Goutte d’ordinateur ....................................................................................72
Integration@Partizipation.NDS ......................................................................73
VET4e-I ............................................................................................................74

**Teaching material for cultural diversity** .........................................................75
ACODDEN ........................................................................................................75
Aula intercultural ............................................................................................76
Comparons nos langues ..................................................................................77
Learning Migration .........................................................................................78

ICT FOR CIVIL SOCIETY AND SOCIAL CAPITAL .......................................79

**Intercultural Dialogue, raising voices, memory building** ............................79
Couscous Global .............................................................................................79
Crossing TV - The WebTV of new generations ..............................................80
FOMACS ........................................................................................................81
Migrations à Besançon ...................................................................................82
Surprising Europe ..........................................................................................83
XenoCLIPSe ....................................................................................................84
Migrant.ro .......................................................................................................85
Collective self organization for dialogue and support .......................................................... 86
Rete G2 seconde generazioni .................................................................................................. 86
Multikulti .................................................................................................................................. 87
Maroc.nl .................................................................................................................................. 88
Kaskosan.com .......................................................................................................................... 89
Brno Expats Forum ..................................................................................................................... 90
Enabling local community regeneration/ development ......................................................... 91
Cybersoek .................................................................................................................................. 91
SAMENET/Sámi Network Connectivity ..................................................................................... 92
TGD, online communication channel of the Turkish Community in Germany ....................... 93
AnimaNova ................................................................................................................................. 94
Social engagement and volunteering ....................................................................................... 95
Digital pioneers Academy .......................................................................................................... 95
Leva Giovani e Digital Divide .................................................................................................... 96
Réseau Education Sans Frontières ............................................................................................ 97

ICT FOR LABOUR AND ECONOMIC PARTICIPATION ........................................................ 98
Providing anti-discrimination support ................................................................................... 98
Migration Online ....................................................................................................................... 98
Training Competences for employability ................................................................................. 99
Arbete initiative (Stockholm municipality) .............................................................................. 99
DO IT! Initiative ....................................................................................................................... 100
ITpreneurs ................................................................................................................................ 101
KC4all (Key competences for all) ........................................................................................... 102
Training & searching for a job ................................................................................................. 103
“Surfen zum Job – Digitale Chancen auf dem Arbeitsmarkt” ................................................ 103
Integration exchange: online integration services for third-country nationals ...................... 104
Online Job Centre for Foreigners- skilled workers .................................................................. 105
Competence assessment .......................................................................................................... 106
Ad astra ..................................................................................................................................... 106
KEN (Kompetenz-Erfassungs-Notebook) ................................................................................ 107
Nos Quartiers ont des Talents .................................................................................................... 108
Training for ICT and Media & creative jobs .......................................................................... 109
Mixopolis .................................................................................................................................... 109
FIT (“Fast Track to IT”). Migrant ICT Project ............................................................................ 110
Create+ ....................................................................................................................................... 111
Financial Inclusion .................................................................................................................. 112
Votre banque ici et là-bas .......................................................................................................... 112

ICT FOR ENABLING FURTHER ICT APPROPRIATION ...................................................... 113
Access to Public services online .............................................................................................. 113
FINFO portal (Danish library centre for integration) ............................................................... 113
Communication needs ............................................................................................................ 114
e-Café Centro Enea .................................................................................................................... 114
Video Bridge Europe ................................................................................................................. 115
Rainbow-Radio .......................................................................................................................... 116
Media4ME ................................................................................................................................ 117
Téléphonie Solidaire ................................................................................................................ 118
## ICT FOR EDUCATION AND LEARNING

### Adult Education

<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>Access to ICT for elderly migrants - AWO Duisburg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>Germany</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>Local</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2009-ongoing</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.awo-integration.de">http://www.awo-integration.de</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Third Sector Organisation</td>
</tr>
</tbody>
</table>

**Case abstract**

Arbeiterwohlfahrt (AWO) is a non profit welfare association/social service provider established all over Germany and which is active in the social field, organising activities with target groups such as children, people with disabilities, migrants, elderly or indebted people.

The Duisburg AWO integration service organises around 30 different training activities for everybody, especially for migrants (vocational training, health information especially for women, dance and sports activities for girls, self-defence for girls, theatre, choir, “care guides”/assistants/caring for sick and elderly members of the family, counselling services for migrants, etc.)

Within the professional services for migration and integration, there are differentiated promotion and counselling services for migrants who have been living in Germany for a certain period of time, for newcomers and for young people. This particular initiative, targeting elderly migrants, offers them the possibility to get familiar with ICT and thus avoid digital exclusion. They manage basic ICT and access to Internet. The teacher uses interactive methods, and is there to support the learning process, helping the trainees to resolve difficulties when using ICT. The relationships and the confidence established between the group and the trainer are very important. People come voluntarily. Therefore a good atmosphere in the training is important and the people need to see their progress in order to overcome their fear of dealing with computers and ICT.

As to the intercultural aspect and the involvement of IEM, it is important to point out that they currently have over 70 employees, of whom 50% have a migrant background. Intercultural dialogue is experienced as a crosscut issue in all areas of work.

**Target and key users**

IEM (elderly)

The training is open for all but frequented especially by elderly migrants and sometimes also by migrant women.

**Added value criteria**

Involvement of IEM in the practice

In the provision of this service the staff mainly consists of migrants.

During the training courses migrants play an important role since they decide the kind of topics they want to research on the internet themselves.

Impact assessment and monitoring

The information on the training courses is gathered by talking to each other, the needs assessment is done by the social workers and the staff in the different services, and direct feedback is obtained by means of discussions with the migrants during and at the end of the training.

As the training is on a low level (how to use internet in daily life for booking a train or booking cultural activities, for writing letters etc), the kind of evaluation that is carried out is referred to the extent to which the migrants continue to use Internet and ICT outside the course or after it is finished.

Innovation and creativity

Elderly IEM are often afraid of ICT. This programme allows them to become self-confident and to integrate ICT in their daily lives. The training is offered in the morning in order to reach this target group and its content is adapted to its target users needs, the use of ICT in daily life situations. Everything is done to ensure the participation of the users, and there is a clear involvement of IEM as teachers and as users. Also innovative is the interactive pedagogical method.

Sustainability

This training service managed to keep ongoing thanks to the interest of the hosting organisation to respond to a need that still exists. It started to be delivered by a paid trainer (2009) then replaced by a volunteer (2010) to now becoming part of the training offer of a Counselling Centre that AWO has recently opened in another quarter of the town (where beneficiaries have to pay a small fee to be trained).

**Last update**

March 2011
<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>Access to internet for migrant women - AWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>Germany</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>Local</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2006-ongoing</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.begegnungszentrum.org">http://www.begegnungszentrum.org</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Third Sector Organisation</td>
</tr>
</tbody>
</table>

**Case abstract**

The AWO community centre Friedrichshain-Kreuzberg in Berlin, Kreuzberg quarter, is located in an area with a significant percentage of IEM. This centre is a meeting point for people from different cultures, a counselling service for migration and integration, offering leisure and educational activities for everyone in regardless of culture or background. It also offers its services on a regional level and has international links. Training for migrant women to promote internet access is one of various activities that it offers to improve integration and participation in social and cultural life for all. These courses especially address migrant women who are unemployed and sometimes isolated, and aims at introducing them to ICT: ICT basics and internet access. The center also supports and helps maintain a bilingual website for German-Italian grade school children (www.mondoli.de).

**The goal of this specific training is to promote internet access for migrant women, especially women who stay at home unemployed and isolated from society.** The training is centred on a topic that is interesting for all of them as this promotes the cohesion of the group. For example, the topic health information was chosen, as this subject could be treated with more confidence within a women’s group. Very often women are the “health managers” of the family. The training also has the aim of improving contact with and access to migrant women, promoting their interests and encouraging them to participate in other activities of the centre. An important goal is to promote their self-confidence, their integration and their social and cultural participation. They are offered two types of training: training for beginners in ICT basics and access to the internet, and follow-up training in communication, such as e-mail.

**Target and key users**

IEM (women)

**Added value**

<table>
<thead>
<tr>
<th>Involvement of IEM in the practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The training is conceived as a participatory training, actively involving the women by addressing their interests, aiming at their autonomous interaction with the internet.</td>
</tr>
</tbody>
</table>

**Impact assessment and monitoring**

Participants already accessing services from the Centre are monitored by the counsellors and either gain access to further IT training at external mainstream training centres or are encouraged to continue using IT at home or in the Centre. Women who are new to the Centre are encouraged to participate in counselling and educational activities; this enables the counsellors the opportunity to integrate IT usage with other goals of integration into German society. Evaluation questionnaires are filled in by users at the beginning and at the end of the course. Regular reports on the utilization of the courses and the perceived impact (as indicated by the evaluation of the course by the participants) are produced.

**Sustainability**

Initially the training was conceived for multipliers (future trainers) in order to promote health information by means of the internet. Currently it addresses migrant women themselves as beginners. It also turns out that for some women, acquiring these competences is a means for them to become trainers. The centre is rooted in the neighbourhood, and courses have been running for the past few years. The courses are funded by the state of Berlin within the funding framework for the Centre.

**Last update**

February 2011
### Acronym of the case
Alane Newsreader

### Country of the case
The Netherlands

### Geographical scope
National

### Start date - End date
2007-ongoing

### Website
http://www.edia.nl/en/alanenieuwslezer.nl
Dutch only: http://www.alanenieuwslezer.nl

### Lead entity type
Private bodies

### Case abstract
In the Netherlands, all newcomers aged 16 to 65 who do not have certain educational certificates (or more than 8 years of schooling in the Netherlands) are obliged by law to do an “inburgeringscursus”, or integration course. A huge part of this course focuses on learning Dutch. **Alane Newsreader was designed to help newcomers learn Dutch, taking into account their current situation. This means that the tool combines topicality/news with pedagogical steps to learn a new language.** With the newsreaders, students learn new vocabulary by reading today's news. Often, news articles are too difficult to be used as learning material, but by using language technology they are able to select articles that fit with a learner’s (second) language proficiency, interests and learning goals. They select texts that are comprehensible, and at the same time provide enough opportunities for learning new vocabulary. Their level of vocabulary is tested and a profile of the user is made with their personal details, such as knowledge of other languages and preferably subjects that they would like to read about. Together with the Amsterdam library, OBA (Openbare Bibliotheek Amsterdam), Alane Newsreader is used for free language courses for newcomers. In the library they can access computers and learn to use them as they use Alane to learn Dutch. Since the beginning of the 2009 school year, Edia has cooperated with BOOM publishers in the distribution and licensing of the newsreader for learning Dutch as a second language. Edia has plans to release the newsreaders for a number of new languages, such as English, German, French, and in the near future also Spanish. In 2010 the newsreader for learning English is released as Knowble Articles. More information on this version can be found on www.knowble.eu.

### Target and key users
IEM (general)
Originally Alane Newsreader was developed for newcomers who needed to learn Dutch. At the moment the software is being adjusted to other target groups who want to learn Dutch and other languages.

### Involvement of IEM
End users have been an integral part of the process of development of a new version for low literate readers developed in cooperation with the Dutch association of public libraries (which has been awarded the prestigious national literacy award in 2010).

### Impact assessment and monitoring
The main monitoring & evaluation process reported is referred to the software itself. A number of studies into the learning effect of using the newsreader are published in scientific journals. The articles (mostly in Dutch, one in English) can be found here: http://edia.nl/en/knowble/science.

In 2008, the newsreader software has been adapted for second language learners in public libraries. In this subproject the software was qualitatively evaluated with a group of language learners (mostly library employees). A number of changes to the software have been implemented based on the results of this evaluation.

### Innovation and creativity
This practice allows language learning through an innovative approach, using learners’ interests, and the access given by public libraries.

### Sustainability
The newsreader was developed in 2008 and is still available for free at the Amsterdam public library. A new version for low literate readers has been developed in cooperation with the Dutch association of public libraries (which has been awarded the prestigious national literacy award in 2010). In developing this version, end users have been an integral part of the process. Newsreaders for learning English and German as a foreign language have been developed in cooperation with publishers of educational materials, which are now an integral part of the language learning methods for secondary education). A number of different business models have been used to sustain and further develop the newsreader software. There are license models for individual users, for inclusion with a method by publishers, and a number of different institutional licenses (for libraries and educational institutions). For a number of languages Edia is currently looking into a “freemium” model for individual end users.

### Last update
January 2011
Acronym of the case | TRIO Progetto Stranieri (Technology Research Innovation Orientation - Foreigners Project)
---|---
Country of the case | Italy
Geographical scope | Regional
Start date - End date | 2005-ongoing
Website | http://www.progettotrio.it
Lead entity type | Public sector

**Case abstract**

TRIO (Technological, Research, Innovation and Vocational Guidance) is a web learning system promoted and owned by the Regional administration of the Tuscany Region in Italy. It is a project born in 1998 as a learning content management system or learning structure that targets a wide range of user groups. It is a public portal giving free access to contents and services and gives learning opportunities to a wide audience at both regional and national level.

The initial aim of the project was to face digital divide and at the same time allow citizens to access contents provided through the TRIO portal. In the second phase, the project has developed involving a wide range of users, both individual users and public/private organizations in particular to the latter it offered a support for the development of vocational training and requalification programs. In the third phase, the attention has been drawn to the problem of certification of learning activities, regarded as a key factor for success in the labour market.

TRIO Progetto Stranieri (TRIO Foreigners Project) Project is a part of TRIO and is an eLearning project addressed to immigrants, promoted and financed by the Employment Ministry and the Tuscany Region. It aims as an instrument of integration for foreigners in Tuscany with the local population through e-learning. In particular it tends to improve language skills with different levels. It gives guidance about territorial services. It gives basic knowledge on cultural and institutional aspects. In addition, it provides information on the most important legislations regarding the rights and duties of workers.

The web site provides 26 online modules available online. 24 of those modules are Italian language modules and are divided in 3 levels (beginner (A1), elementary (A2) and intermediate (A3) levels), One of the modules deals with the Rights on Security on work places and the other module deals with the Guidance on the Territory (it furnishes information to immigrants regarding certain services provided on the territory on specific issues like work, social, cultural, health and training).

**Target and key users**

IEM (general)

Key users are immigrants living in the Tuscany Region.

**Involvement of IEM in the practice**

Immigrants were not involved in the design of the project as such. In that sense, we consider that the project does not sufficiently take into account the capabilities and needs of final users. However, according to the management, in some cases migrants were tutors of eLearning classes as linguistic mediators.

**Impact assessment and monitoring**

Monitoring activities are carried out by the Regional Administration of Tuscany which is the owner of the web learning system. Collected data shows a constant increase of registered users as well as an increase on the hours/time spent by users to view the modules on the TRIO catalogue (registered users were approximately 198,930 in March 2010, out of which 96,009 were active users, i.e. users that have completed at least a course. Research shows that after finishing one course most of the users starts a new one. Interviews show that 95% of respondents are satisfied with TRIO modules and 93% is willing to use or take advantage of TRIO’s modules in the future. From the analysis made from the project, it emerges that the majority of active registered users are females.

**Innovation and creativity**

The innovation of this project has to do with institutional aspects rather than technological aspects. It was one of the first attempts in Italy to make effective a public policy on web learning at large scale. At the very beginning thinking that a public body could have been a provider of free web learning services was itself innovative. Besides TRIO becomes a key component of the lifelong learning and labour market policies at regional and provincial level. This pushes the institutionalization of technology-based innovations in the field of e-learning. Currently the TRIO Portal system is developing along 3 environments, one devoted to institutional information, other devoted to e-learning, based on Moodle, and the third one devoted to the collection of pre-recorded virtual room events, podcasts, video resources on the You Tube model; hence, the system is going beyond the borders of traditional courses. This initiative is the only ongoing eLearning project that specifically addresses immigrants in Italy.

**Sustainability**

The initiative is funded by the Regional administration of Tuscany through the European Social Fund (ESF).

**Last update**

March 2011
<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>ICT training for Bolivian women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>Spain</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>Local</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2008-2009</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.uoc.edu/opencms/opencms/webs/projectes/dones_bolivianes/CA/index.html">http://www.uoc.edu/opencms/opencms/webs/projectes/dones_bolivianes/CA/index.html</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Research centre</td>
</tr>
</tbody>
</table>

**Case abstract**

This project, focusing on the relationship between ICT and immigrant women, started in July 2008. It consists of an analysis of the use and knowledge of ICT among a group of 40 Bolivian women who participated in a free training course entitled “New technologies at our service”, which took place over three months in a public library and in a centre of the Open University of Catalonia. Observations of the training sessions were made during the twelve-week course and 40 in-depth interviews and different group discussions were carried out with the participants. By means of this methodology, the research group was able to observe and analyse how these women, many of them mothers of children who were left behind with family members in Bolivia, place a great deal of trust, need and emotion in ICTs. More than 20 professionals from different fields have participated in this project, from experts in pedagogy to experts on Bolivian society and on mental health in the context of immigration. The project included the participation of scholars and technical experts from the Open University of Catalonia and researchers and students from the IN3 doctoral program. In addition, student interns whose education is centred on pedagogy were hired for the project. The research institute is currently working on several projects with these women and their relationship with ICT.

**Target and key users**

IEM (women)
40 Bolivian women living in Barcelona and surroundings

**Added value**

**Involvement of IEM in the practice**

Part of the project team had Latin American background, therefore they had a migratory experience. Some of them were Bolivians, so they had a direct socio-cultural knowledge of the target group. The Bolivian women participants in this project were involved in different phases of the process.

**Impact assessment and monitoring**

Different aspects of the project were evaluated: the training model, participation and abandon rates, satisfaction with the training course and extrapolation of learning extrapolation to trainees’ daily lives. The evaluation was based on a qualitative methodological approach which combined ongoing and final evaluation models, including the analysis of fieldwork diaries prepared by different members of the team, the evaluation of coordinating team meetings, and instruments such as questionnaire for trainers, for tutors and educators and for participants of training course.

All the training and research details are available online in written reports (in Catalan language only): http://www.uoc.edu/opencms/opencms/webs/projectes/dones_bolivianes/_resources/documents/Memoria_DonesBolivianes_DEFINITIVA.pdf

**Innovation and Creativity**

This action-research process has produced interesting results on the uses of ICT, and is a one-of-a-kind study in Spain. IEM are part of the team, as researchers or trainees, and are actively involved in the different aspects of research and training. The whole process and its results are well documented, and allow interested stakeholders to better understand migrants’ needs in communication and ICT.

**Last update**

February 2011
<table>
<thead>
<tr>
<th><strong>Acronym of the case</strong></th>
<th>Pane e Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of the case</strong></td>
<td>Italy</td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
<td>Local</td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
<td>2009-ongoing</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://www.paneeinternet.it">http://www.paneeinternet.it</a></td>
</tr>
<tr>
<td><strong>Lead entity type</strong></td>
<td>Public Sector</td>
</tr>
</tbody>
</table>

**Case abstract**

"Bread and Internet" is a basic digital skills training project, promoted and financed by the Emilia-Romagna regional government, in collaboration with various stakeholders that support the project in the territory (provinces, municipalities, schools and associations).

"Bread and Internet" provides digital literacy training through free 20-hour courses for those citizens who want to acquire the basic knowledge to use the Internet for everyday needs such as finding information, communication with others and gaining new knowledge. The project also pays particular attention to the use of online resources and services provided by public administration (e-government). The project's three main targets, apart from people who are already digitally excluded or at risk of social exclusion, are: mature adults and elderly people; women, especially housewives; and people with a migrant background. Already in 2009, 1200 people were trained in four provinces; during 2010 about the same number will be trained in the other five provinces of Emilia-Romagna. The current project is expected to be upscaled in the near future, in order to reach a much wider segment of the population.

**Target and key users**

Host population and IEM

**Added value**

Impact assessment and monitoring

Monitoring of management data related to the participants is regularly made in "Pane e Internet" initiative. Besides, a survey was conducted to identify the motivations and major barriers to the use of the Internet by those who actually attended the digital literacy courses. The survey responded to the need to identify the factors of interest and the specific difficulties in approaching the network by the project's target group (adults at risk of exclusion). The resulting data allowed for a first mapping of the "motivational" area to be used as a baseline knowledge to support promotional campaigns for the use of the Internet, or to promote services specifically related to foreign nationals. A specific analysis on the IEM students group was made and the conclusions were that there is a great interest by the immigrant group with respect to learning how to use the Internet, as well as a very clear perception of the opportunities that the network can offer in terms of knowledge, finding work and relating to public administration. Emerging issues from the analysis are also the high participation of migrant women (68%, a figure that exceeds even the high participation of Italian women, 61%) and the problem of costs (the cost of the PC and Internet connection are particularly significant problems for this group, while they are insignificant for the Italians).

Innovation and creativity

Although the project is about digital skills, its approach is innovative, since it really aims at its target group's interests, addressing the fears and resistance that computers often provoke among beginners and the associated perception that these tools are useless; enhancing usage motivations by highlighting the potential of the Internet to meet everyday needs and one's personal interests, to develop, be better informed and participate in the community.

Sustainability:

The Regional Government has given a further 3 years fund for Pane e Internet to continue. During these 3 years the project shall migrate to a model that can be easily implemented by single municipalities, local associations, NGOs and find local roots. At the end of the further 3 years the regional government will limit its provision to basic services (the curricula, the promotional materials, link with other similar experiences to improve, etc.) whilst organisation and deployment will be left to local instances.

**Last update**

February 2011
### Informal Learning

**Acronym of the case**: Associació Joves TEB  
**Country of the case**: Spain  
**Geographical scope**: Local  
**Start date - End date**: 1994-ongoing  
**Website**: http://jovesteb.org  
**Lead entity type**: Third Sector Organisation

#### Case abstract

Associació per a Joves Teb is a youth centre for people aged 12 to 24, open every evening from 5pm to 8pm, offering a wide range of activities centred on youth culture. Its principal aim is digital literacy and youth participation in the different dimensions and aspects of everyday life, promoting the autonomy and development of youth through significant methodologies using ICT related to their interests. They organise workshops with youngsters related to their current socio-cultural environment, the multicultural Raval neighbourhood in Barcelona, working with media such as music, sports, digital storytelling, video production, graphic design, web, and videogames (Raval surf, Bollywood workshops, Artescape, etc).

They work with different social issues that are very close to the different groups involved (violence, unemployment, social housing, public resources in the neighbourhood, racial and ethnic issues, gender and women’s issues and issues involving going back to the home land, trading and business in Raval, history and oral memories, etc...).

TEB also works on social skills and intercultural dialogue with their participants: people of different ages, cultural and social backgrounds work together or in small groups under an umbrella project, learning how to collaborate, live together, discuss and get to know other people and places in the neighbourhood.

Finally, the association's practice of using free software and applying Creative Commons licences to the audio-visual content produced by the youngsters ensures the dissemination of IEM-produced content and its use by other organisations working in the area.

#### Target and key users

**IEM (young)**  
Teachers, educational agents, community professionals, workshop leaders, social workers and youth workers also benefit from the association's projects.

#### Added value

**Involvement of IEM in the practice**  
Youths from different cultural and ethnic backgrounds have a key role in the decision making process regarding the activities to be developed, maintained and adapted. Youth assemblies are held every week and the decisions taken there are binding for the organisation.

**Impact assessment and monitoring**  
The association carries out internal evaluations and keeps diaries to follow up the different actions. The project blogs are used as an external and reflexive tool. They also contact professionals to do group evaluations.

**Innovation and Creativity**  
This experience is deeply embedded in the knowledge developed by the work group on the needs and motivations of the youth living in this multicultural neighbourhood of Barcelona. Some aspects of their methodologies can be reproduced in other contexts, such as involving youth in the decision making process regarding the activities to be developed, maintained and adapted.

**Sustainability**  
The centre is a reference point in Barcelona, and even in Spain, for its long lasting experience. It receives funding contributions from public and private sectors.

**Last update**: February 2011
**Acronym of the case** | IMES Digital Integration - Internet Courses for Migrants in Hannover  
---|---  
**Country of the case** | Germany  
**Geographical scope** | Local  
**Start date - End date** | 2003-ongoing  
**Website** | http://www.imes.info  
| http://www.projektwerkstattue.de  
**Lead entity type** | Third Sector Organisation  
**Case abstract**  
This initiative offers **free internet courses for migrants in the city of Hannover**. The promoting organisation, Projektwerkstatt Umwelt und Entwicklung e.V., works in cooperation with local partners (migrant associations, libraries, the city’s cultural centres), which provide the project with computers and free internet access. Courses are free of charge, and it is not necessary to register for the courses or to come regularly every week. Volunteers help to deal with the internet and other ICT-related topics on an individual basis. These “Internet pilots” are mediators (multipliers) who often have an intercultural background and work for free as important agents in the local network of Internet and computer access points in associations and public spaces. They are trained in technical skills as well as in intercultural competences. The project learned a lot from key users and it is on their own recommendations that it organised child care for users who needed it. The project also learned from key users that subgroups of different ethnic, socio-cultural and educational backgrounds have different learning needs with respect to digital skills.  

**Target and key users** | IEM (general)  

Involvement of IEM in the practice  
As it is an important mission statement of the responsible organisation, Projektwerkstatt, to include migrants and migrant organisations in all of their activities, IEM have been involved in the project from the first moment. Already in the design of the project a woman of Turkish Kurdish background was involved. She became the person responsible for the project at the organisational level. Migrants’ own organisations played a role as providers of infrastructure like rooms, computers and free Internet access.  

The involvement of IEM is clearly a key to its success, as the initiative takes into account the migrant associations’ points of view.  

**Impact assessment and monitoring**  
Weekly meeting of staff members and students, monthly meeting of staff members, students and volunteers, quarterly meeting of the association’s board to reflect the policy of the Projektwerkstatt. Ongoing participatory impact assessment and monitoring process showed that IMES needs a tool in order to strengthen the communication between involved actors on the different locations of the project. Furthermore the ICT-pilots (multipliers) mentioned that it would be very useful to have a kind of online-compendium in order to have a source where they could read what competences to teach and how to teach them.  

**Innovation and creativity**  
As the result of needs detected during the impact assessment and monitoring process, an online space called “Medienkoffer” (media-bag) was created to offer texts, exercises, instruction-videos and helpful links that are all concerned with different competences like how to use the Internet, programmes, Email, search-engines, etc., and also to facilitate connection to social-networks and experience exchange with other ICT-pilots. Part of the media-bag also is available as hard-copy that can be used by the migrants that participate in the IMES-courses. All the components the service includes are a result of joint working and co-operation of actors that are involved in the initiative. Another innovative aspect of the service is that it can be used by ICT-pilots that are not so competent with the German language, thanks to the provision of instructional videos. The new project-website is more dynamic and gives the involved actors the possibility to use it as an online space where different aspects of ICT-empowerment can be demonstrated.  

**Added value**  
**Sustainability**  
The fact that the service is free of charge facilitates its implementation and continuity. Also the fact the participating organisations (migrant organisations and public organisations) offer their infrastructure (computers, Internet connections, rooms) for free make the whole initiative relatively financially independent. But anyway the project has some costs that are financed by small public money as well as by private donations. The time investment and the practical involvement of many volunteers is another point to mention.  

Due to its success during the years, IMES is expanding since April 2010 from the local level (Hannover) to the regional level (Federal State of Lower Saxony) under the project title “Integration@Partizipation.NDS”. Using the approach that was developed in IMES, this new initiative now educates ICT-pilots in other cities in Lower Saxony as well as in a second step this ICT-pilots work as volunteer multipliers in migrant and public organisations in these cities in order to give local migrants the possibility to learn ICT-skills. The first phase of this new project is funded by the Federal State of Lower Saxony (Landesintegrationsbeauftragte) as well as by the Federal Media Institute of Lower Saxony (Landesmedienanstalt Niedersachsen). But with the same philosophy like in IMES, the sustainability is achieved through the fact that the courses in other cities are free of charge as well as the participating organisations offer their infrastructure for free, as well as all involved actors work as volunteers in the project.  

**Last update** | February 2011
Acronym of the case | Ravalgames
---|---
Country of the case | Spain
Geographical scope | Local
Start date - End date | 2008-2010
Website | [http://jovesteb.org/ravalgames](http://jovesteb.org/ravalgames)
Lead entity type | Third Sector Organisation

**Case abstract**
Ravalgames was a videogame project developed by 25 young people in the Raval neighbourhood of Barcelona. It was an interdisciplinary project that worked with different groups, community settings, media (radio, video, graphic design, web2.0, videogame design) and cultural practices such as music, hip-hop, maps, and interviews. The basic aim was to improve the social skills, self-confidence, and autonomy of the participants, by stimulating intercultural dialogue with the different agents contributing to the project. The youths involved carry out interviews and social interaction with other local agents and places in the neighbourhood. The design and development of the videogame was based on participatory workshops that entailed the following activities: mapping social actors and issues, developing dialogues and characters, composing music and video, and presenting the work developed by the youths themselves. The videogame was mainly set in the "Rambla del Raval" (a central and popular promenade in this multicultural neighbourhood) and the main character was Patel, a young Indian woman, who was looking for a job and a better life. To achieve this, she had to interact with different characters in order to transform her life in the following five years. Three different community centres were collaborating to include new characters, new images, posters, videos and dialogues.

**Target and key users**
IEM (young)
Key users were also teachers, educational actors, community professionals, social workers, youth workers, etc.

**Involvement of IEM in the practice**
There was a deep involvement of the youth in the decision making process. The experience of democratic frameworks such as general assemblies was a positive factor for their social inclusion and social engagement.

**Impact assessment and monitoring**
Weblogs of the project were used as an external and reflexive tool. Professionals were also consulted to do group evaluations.

**Innovation and creativity**
The video game was licensed with Creative Commons (Spanish 3.0) and uploaded for its free distribution and use by other social centres. The design of the videogame was based on a multi-disciplinary participatory process related to the activities, agents and media involved.

The participatory process was structured into workshops where decisions were discussed and negotiated with the youths and the group involved. All the actions involve a digital and social literacy process: dialogue, brainstorming, final presentations and evaluations. This constituted its main strength, and also its weakness, since in order to be successful, the project required a solid network of professionals who trusted each other and were able to share among themselves, showing flexibility, cultural and gender awareness.

It is also important to highlight the reproducibility of the initiative. It is currently running in other cities such as Berlin and Rio de Janeiro, apart from the project in Lavapiés (Madrid), where the initiative was born. See [http://www.bordergames.org](http://www.bordergames.org)

**Sustainability**
The project was funded with own funds, public funds from the local district council and private funds from a savings bank. Project’s outcomes are still being exploited by Fundació Joves TEB as a transversal pedagogical tool for their activities with the youngest, in order to promote debates about public space-neighbourhood interaction or issues like gender, culture of peace, violence issues, etc. Ravalgames integrates the Bordergames network, which allows a longer exploitation of the outcomes over time.

**Last update**
February 2011
### Acronym of the case
Roots&Routes TV

### Country of the case
Germany

### Geographical scope
International

### Start date - End date
2007-ongoing

### Website
http://www.rootsnroutes.tv

### Lead entity type
Third Sector Organisation

<table>
<thead>
<tr>
<th>Case abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>This initiative is a web-TV platform targeted at young people of migrant origin who make their own stories about youth, culture, music, lifestyle and cultural diversity. It started in six German cities, led by JFC Medienzentrum Köln, a youth and media educational centre, and involves young editorial crews in Germany and all over Europe. Young people with different cultural roots get together in workshops and young journalist groups, producing creative products and a web-TV magazine on urban culture and other subjects that concern them. The video clips are then uploaded on the website, where participants can make a profile, build a network of friends and professional contacts, and create work groups or project websites. Every year, showcases are presented at live events in the participating cities. At these events, the international groups have the opportunity to meet each other in an intercultural context. The initiative promotes professional media productions made by minority groups who often do not find the way to formal training due to their socio-economic situation, and whose voice is therefore not heard. The community grows every year, with currently more than 900 young media makers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target and key users</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEM (young)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Involvement of IEM in the practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost all participants are from a minority background within the context of their country of residence. The young IEM upload their audio-visual material to their profiles on the website as a showcase, but are also actively involved in improving the functions and features of the site. They provide feedback to the developers on international seminars, where youngsters talk about their experience with the website.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact assessment and monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematic impact assessment on users is planned, but depends on future funding. However, feedback sessions with target groups about the quality of the training and the organisation is carried out after each workshop.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Innovation and creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The project is an innovative web platform, as it is a mixture between a video hosting site and a social networking site. This way, young media makers can showcase their work publicly, and at the same time build a professional and personal network with ‘friends’ privately. IEM are at the core of the project, being the producers and developers of contents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>The web platform was built by JFC especially for this project and all the video material is hosted on JFC’s servers. This way, independence and technical stability as well as sustainability are guaranteed. Direct costs of maintaining the service are assumed by JFC Medienzentrum on a permanent basis. This project is a sub-programme of Roots&amp; Routes international initiative: <a href="http://www.rootsnroutes.eu">http://www.rootsnroutes.eu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last update</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2011</td>
</tr>
</tbody>
</table>
### Acronym of the case
- Ethnokids

### Country of the case
- France

### Geographical scope
- European

### Start date - End date
- 2000-ongoing

### Website
- http://www.ethnoclic.net

### Lead entity type
- Third Sector Organisation

#### Case abstract

“Ethnokids” and “Ethnologues en herbe” are non-profit associations created in Paris in 2000 and in Brussels in 2002 to promote cultural awareness in the classroom through methods inspired by social anthropology, particularly the ethnography of daily life and the use of ICT (websites and online networks). This work fosters intercultural education and other specific learning, such as language skills. Their portal, www.ethnoclic.net, allows participating groups to get in touch with each other and work together. **It shows all the results of the ethnographic fieldwork identified with key words and offers pedagogical resources allowing groups and individuals to start their own ethnographic research and display online what they have collected.** One of their most recent projects is carried out in classes for newly arrived children (CASNAV). Children are asked to create their own “ethnoclips” and “ethnodocs” on their city or country of origin. All this audio-visual material is shared and available online. In a different workshop, young participants learn to observe and describe their daily lives, as well as to express and share their points of view. In multicultural classrooms, where young students who have recently arrived in France are grouped together, this exercise not only helps the learning of French as a second language, but also strengthens the links between students as they get to know each other. After their personal involvement in the workshop (each student has their own notebook, takes their own pictures, etc.) and the sharing and collective organisation of these elements (through, among other tools, participatory cartography), the result of the ethnographic research is displayed on the association’s website where classmates of different countries have done the same kind of work in other cultural environments (classes from about 25 countries have participated over the years).

#### Target and key users

**Host population and IEM**
Classrooms of children from 7 to 18

#### Impact assessment and monitoring

They prepare specific evaluation in all of their workshops for students and teachers. They also monitor Website visits, but internally. A booklet will be published on the results of their work.

#### Innovation and creativity

The social anthropologists of the association, together with photographers, writers and other artists, conduct workshops in schools and youth centres, inviting participants to explore several aspects of their daily lives, and combine ethnographic interests with the use of ICT, enhancing participation and collaborative work between children of very diverse backgrounds and cultures. All workshops have digital aspects (virtual exposition, museum, ethno Docs, etc).

#### Sustainability

The project has been running since 2000, and has evolved into a broader one, from “Ethnokids” to “Ethnoclic”. The team is basically formed by 5 social anthropologists, 2 multimedia specialists and 2 professional photographers, all of them free lance, plus two full time resources (one director and one assistant). The association in charge (Ethnologues en herbe in Paris; Ethnokids in Belgium) gets its funding from different sources (on a project basis): public funds (local, regional, international), private foundations (Fondation de France, Fondation RATP, etc.). It changes every year according to the projects and their contexts. In 2009-2010 the French branch was mainly funded by the European Social Fund, the International Organisation of French speaking countries (OIF), the Direction des Affaires Scolaires from Mairie de Paris (DASCO) and RATP Foundation, while the Belgium branch was basically supported by the Regional French speaking organisation Cocof (Commission de la Communauté Française de Belgique)

#### Last update
- February 2011
<table>
<thead>
<tr>
<th><strong>Acronym of the case</strong></th>
<th>P.I.N.O.K.I.O</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of the case</strong></td>
<td>Europe</td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
<td>European</td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
<td>2009-ongoing</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://www.pinokioproject.eu">http://www.pinokioproject.eu</a></td>
</tr>
<tr>
<td><strong>Lead entity type</strong></td>
<td>Network</td>
</tr>
</tbody>
</table>

### Case abstract
P.I.N.O.K.I.O. aims at promoting intercultural dialogue against social exclusion, using fairy tales characters as a “way” of communication for pre-school and school children, migrant children and their parents. The project’ core activities are pre-primary and primary teachers’ training and the production of on line tools for teachers. Teachers’ training methodology has been settled to motivate children to learn and transmit cultural, civic and social value such as equality and gender equality, civil rights and non discrimination, awareness and respect of diversity.

At the end of the training the participants are expected to be able to use new tools in the classroom and attain a tangible impact on the behaviour of the pupils. Children and migrant children in 4 different countries are planned to share and explore different cultural backgrounds and learn to respect the diversity of the others through fairy tales characters and ICT tools. This project is expected to contribute to combat migrants’ exclusion and can lead to an improvement of migrants well-being promoting understanding and dialogue among the local and migrant children and their parents. The exchanging of traditional fairy tales will promote culture awareness, the creation of new stories through web tools will involve children of different countries in the process of creating new meaning and the use of ICT will train children on news skills facilitating the process of interpretation and creation and the sense of belonging to a group.

### Target and key users
**Intermediaries working with IEM and IEM (young)**
Teachers, local and migrants pupils and their families

### Involvement of IEM in the practice
IEM pupils and parents are one of the target groups of the project and they are directly involved in the project activities: intercultural workshops and creativity labs. The natural follow up would be that the local community will continue the human/cultural exchange where the internet communication can facilitate the intercultural understanding and the promotion of the integration of the IEM in the local community. This could be for EIM an inspirational framework for generating new initiatives.

### Impact assessment and monitoring
The project foresees different tools for monitoring and evaluating the impact on the targeted users: monitoring form every six months, internal and external evaluation twice during the project lifetime. The intercultural workshops are specific assessment actions planned to test the results of the project methodologies with the direct involvement of the IEM.

### Innovation and creativity
The project is about children’s literature and digital skills: bringing books, technology and children together it is a way to build bridges across cultures and support children in becoming aware of their own cultural experiences and imagine global experiences beyond their own. By immersing themselves in story worlds, children gain insights into how people feel, live, and think throughout the world and create new stories.

### Sustainability
P.I.N.O.K.I.O. is a project co-financed by the European Union’s Lifelong Learning Programme Comenius Multilateral Projects and promoted by the Carlo Collodi National Foundation (IT) in collaboration with other 7 European partners from Italy, Belgium, Greece, Portugal, United Kingdom and Switzerland.

After the funding is ended, it is foreseen that the National Secretariat of Education in Madeira will include P.I.N.O.K.I.O.’s activities into national curricula, and that an International Master course will be create by the three Universities involved in the project.

### Last update
March 2011
### PIAP/PESCE

#### Acronym of the case
The CH@VE project

#### Country of the case
Czech Republic

#### Geographical scope
Regional

#### Start date - End date
2006-ongoing

#### Website
http://www.internetovekluby.cz

#### Lead entity type
Network

#### Case abstract
Erudis, initiator of the CH@VE project, is a charity organisation in the Czech Republic. Its activities are mainly directed toward improving the quality of teaching in all types of schools in the Czech Republic. It aims at designing and implementing projects that give teachers and students the opportunity to fully develop their abilities and make their ideas become reality. The CH@VE internet clubs focus on the support for computer and information literacy, communication skills and study skills of students. The clubs are integrated within Prague primary and secondary schools and address pupils who have some difficulties in their education (worse conditions of access, etc.), especially Roma, but also and migrant students. A network of Internet clubs was established in 14 Prague schools and one community centre. The project uses games and courses to stimulate pupils’ creativity and interpersonal skills, develop their e-skills, and teach them how to use e-Learning programmes. The project is funded by the European Social Fund, the state budget and the budget of the City of Prague.

#### Target and key users
Ethnic minorities
Students (especially Roma) and teachers of Prague primary and secondary schools (students' ages 10-15)

#### Added value

<table>
<thead>
<tr>
<th>Impact assessment and monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>The &quot;Castle Quest&quot; game is used as a test of computer skills in the beginning of training. There's also plans to create an application which will allow every teacher to prepare tests according to his/her specific needs, topics, circumstances.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Innovation and creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The main objective of the project is to provide those in need with some essential knowledge: the opportunity to acquire certain skills and motivation for learning for high school students coming from specific social strata (impoverished circles, troubled families, students with special educational needs). In the centre of the initiative are the following points:</td>
</tr>
<tr>
<td>- to help get computer skills, to give the idea of the Internet as an excellent tool of communication, learning, opportunities, career for high school students who don't have any internet connection or computers in their households.</td>
</tr>
<tr>
<td>- to provide the pedagogical staff with the necessary know-how</td>
</tr>
<tr>
<td>Regular in-school (&quot;best of the best&quot;) and inter-school competitions (&quot;the Golden League&quot;) held throughout the academic year are supposed to motivate students to be creative and innovative. The computer game &quot;Castle quest&quot; used in Ch@ve clubs in order to test students can also be considered an attempt to innovate, to use ICT technologies. Due to its game form it's also an attempt to target specifically the users in question - adolescents.</td>
</tr>
</tbody>
</table>

Despite IEM not being specifically involved in the design, implementation, or delivery of the initiative, the project tackles the problem of multicultural aspect of the initiative by offering a special training course for teachers to deal with issues like multicultural education and education for Roma children. So, to some extent the peculiarities of IEM are taken into consideration.

<table>
<thead>
<tr>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>The project still continues. It is now called Internet Clubs, and has spread to High schools and Grammar schools across Prague and outside the city, being financed by the European Social Fund, the Czech government and Prague city council.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last update</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2011</td>
</tr>
<tr>
<td>Acronym of the case</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Country of the case</td>
</tr>
<tr>
<td>Geographical scope</td>
</tr>
<tr>
<td>Start date - End date</td>
</tr>
<tr>
<td>Website</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Lead entity type</td>
</tr>
</tbody>
</table>

**Case abstract**

The Publip Internet Access Point (PIAP) “La Goutte d’Ordinateur” offers access to computers and internet. It aims at raising digital literacy and knowledge tailored to respond to the needs of excluded groups: unemployed, elderly, foreigners, children, and students. This particular PIAP is located in an area named “la Goutte d’Or” with a very high proportion of inhabitants coming from Maghreb and Africa. It has received the label NetPublic, a national label granted to some access locations by local governments, besides it awards the “Passeport Internet et Multimedia” (PIM) to its attendees. The PIAP offers generic training workshops, and also a service called “SOS Computer” for those who might have trouble with a specific task. These sessions can be organized by appointment. Since 2006, the PIAP is managed by a Social Centre called “Salle Saint Bruno” whose goal is to promote and support all the initiatives - individual and associative - aiming at the integration and social promotion of the inhabitants of the area called “La Goutte d’Or”. Finally, the PIAP also plays an intermediary role for migrants. It directs them towards different associations and institutions depending on what their requests are: it could be a local association for people seeking to learn how to read/write in French, a public writer in the area for those seeking help writing a résumé, etc.

**Target and key users**

Host Population and IEM

**Added value**

**Involvement of IEM in the practice**

On the one hand, IEM are part of the staff of the organisation that manages the PIAP (Salle Saint Bruno). On the other hand, needs of local inhabitants are taken into account as they arrive, in order to involve them in the PIAP.

**Innovation and Creativity**

This PIAP plays a double complementary role by enhancing the possibility of IEM to access and train in ICT, and at the same time by developing a diagnosis of the evolution of the needs of the neighbourhoods’ inhabitants. In that sense, this practice fits with the common evolution of many PIAP that are changing from being simple ICT access points to becoming places that deliver several e-services. Besides, it offers a recognised certification of the ICT skills acquired during the training processes, which enhance the employability and assessment of skills acquired by its users.

**Sustainability**

The sustainability of this PIAP is ensured by several funding sources: city of Paris, “Caisse des depots”, Prefecture of Paris, ACSE (National Agency for Social Cohesion and Equal Opportunity). The “low” rates of the lessons also contributes modestly to the sustainability of the initiative.

**Last update**

February 2011
<table>
<thead>
<tr>
<th><strong>Acronym of the case</strong></th>
<th><a href="mailto:Integration@Partizipation.NDS">Integration@Partizipation.NDS</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of the case</strong></td>
<td>Germany</td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
<td>Regional</td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
<td>2010-ongoing</td>
</tr>
</tbody>
</table>
| **Website**             | http://www.projektwerkstattue.de  
                          | http://www.integrationatparticipation.net |
| **Lead entity type**    | Third Sector Organisation    |

**Case abstract**

After running many years in Hannover, IMES initiative (also documented in this booklet) was so successful that the promoting organisation, Projektwerkstatt Umwelt und Entwicklung e.V., planned to scale it up to the regional level. In this way, Integration@Partizipation.NDS was born to prepare ICT-pilots to work as volunteer multipliers in migrant and public organisations in different cities of the Federal State of Lower Saxony, in order to give local migrants the possibility to learn ICT-skills. This project is run in cooperation with local partners (migrant-associations, libraries, city-culture-centres), from which it uses available computers and internet access.

Integration@Partizipation.NDS is based on three pillars. First a program for the education of internet pilots is developed and implemented. Second and parallel to the first step a training curriculum and learning material are developed. Finally the initiative offers free Internet courses for migrants in 12 cities of Lower Saxony region in Germany. It is not necessary to register or to pay for the courses or to come regularly every week. Volunteer supervisors help on an individual basis to learn how to deal with the internet and other ICT. The Internet-pilots are mediators (multipliers) which often have an intercultural background and work for free as important agents in the local network of Internet and computer access points in associations and public places. They are trained in technical skills as well as in intercultural competences. The project learned a lot from the IMES project in Hannover and can be regarded as the advancement of it, but it has equally learned from key users that subgroups of different ethnic, sociocultural and educational background have different needs with respect to learning digital skills. On the software level the project use freeware programs that often have been programmed in Linux environments; indeed the project webpage and the content management system are programmed under Linux and runs on a Linux server.

**Target and key users**

IEM (general) and Intermediaries working with IEM

Target users of the training system are people who are not involved in formal learning processes, like old migrants, women staying at home, refugees or migrants without jobs. Key users are the staff working for the initiatives that take this internet-learning-model as a tool to start their own programme for general migrants in their cities.

**Involvement of IEM in the practice**

IEMs have been involved in the project from the first moment. The positive evaluation of the IMES experience in Hannover and the wishes expressed by its IEM participants were the basis for the project Integration@Partizipation.NDS. Besides, migrant self organisations play a role at local level as providers of infrastructure like rooms, computers and free Internet access, as well as providers of knowledge and competences on educational work with migrants.

**Added value criteria**

- **Impact assessment and monitoring**
  - Weekly meeting of staff-members, monthly online meeting of staff-members and volunteers, quarterly meeting of the associations-board to reflect the policy of the promoting organisations, which also cooperates with the University of Bremen and a private supervisor to get external evaluation. The project Integration@Partizipation.NDS includes some volunteer centers and which are active in the evaluation of the results in their cities. One annual evaluation meeting is foreseen to be held with project partners in each participating city.
  
- **Innovation and creativity**
  - The project combines different ways of eLearning and face-to-face trainings. A website offers eLearning training material to be used by trainers as well as resources for the participants of the internet training courses. A couple of videoclips explain the main objectives in an ‘edutainment’-way. More material is planned to be added for special interests. Special trainings for multipliers are offered if a city, or volunteer center is asking to use the training system. The volunteers who help and train the participants attend a training course to develop their intercultural, pedagogical and digital competences. The virtual training platform offers the possibility to keep the content updated. The difficult task is to find always a partner-association which is able to run the course- system at a new place.

- **Sustainability**
  - This initiative builds over the good local practice of the IMES project in Hannover in order to expand it to the regional level, thus is part of a broader sustainability process. Some funding is necessary for starting up the initiative in each new city (including the cost of training the local multipliers) and for updating the training materials. But after its implementation, the costs are low because it uses public internet points and volunteers as trainers for IEM participants. It is up to the local partners to find the way of funding those costs.

**Last update**

March 2011
<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>VET4e-I (Vocational and Educational Training Solutions for e-facilitators for Social Inclusion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>Europe</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>European</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2009 – ongoing</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.efacilitator.eu">http://www.efacilitator.eu</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Network</td>
</tr>
</tbody>
</table>

Telecentres and social organisations are increasingly using ICT to help IEM to build their paths to integration with their hosting societies, as essential public procedures (like the permit of residence) and job offers are each time more channelled online. This is leading to the emergency of a new professional profile who provides digital competence development and guidance to end users, the e-Facilitator of Social Inclusion, who in turn needs to be adequately trained for serving the IEM and other categories of disadvantaged users.

This project is aimed to promote the formal recognition of the e-facilitator profile and competences. An initial cross-country research phase has allowed identifying the type of educational background and level of competences they possess and their training needs and vocational expectations, to be addressed by an ad hoc a training curriculum adapted to their job. Tackling this issue, VET4e-I provides the construction of a learning environment based on Web 2.0 learning tools, which was already tested in four countries (Spain, Italy, France and Bulgaria) on nearly 400 students trained online. That training curriculum includes a module “Promoting ICT to migrants” tested by the Italian partner, ARCI, which selected for the testing phase 3 important networks playing a strategic role in Italy for migrants, asylum seekers and refugee’s integration: the network of Arci’s immigration infopoints, the SPRAR network and the PAAS network. The approach that characterizes these networks is the focus on the autonomy of migrants, asylum seekers and refugees in defending their rights, accessing to the existing services, carrying on their own integration process.

This training module methodologically responds to the facilitator’s training need expressed by these networks: learn how to use ICT for migrants integration and empowerment, easing their daily lives in Italy. Unit 1 of the modular course is focused on the acquired knowledge to interpret the public discourse and the media discourse on migration (“Stereotypes vs Reality”). Unit 2 is about intercultural communication strategies addressed to migrants and aimed at attracting migrant users to the telecentre (focus on the use of cinema, music and podcasts); e-facilitators as agents of social inclusion; conflicts resolution. Unit 3 is on ICT to learn languages, to ease daily life (focus on administrative e-services/procedures specifically addressed to migrants), to job search. Finally, Unit 4 is about migration, gender and ICT. This module, as well as the 11 other tested modules, are meant to be adapted to the four countries’ contexts.

Testing in four countries on nearly 400 e-facilitators students trained through an e-learning platform by professional tutors, the VET4e-I training process involves a remarkable work of continuous assessment of the training activities, contents and methods, with a view to better adapt the training curriculum to national and local realities. The project, which is not finished at the moment, will provide a study of the impacts after the evaluation of the training pilot, with a view to adequately plan how to reach a long-term impact that goes beyond the project’s consortium to reach other relevant actors across Europe.

The VET4e-I initiative provides a methodology which is based on a collaborative process of construction of the training, built on the experience and needs of different type of entities, such as telecentres’ network, training centres, NGOs and research centres. A completely distance learning experience is run simultaneously in four countries, and involving 4 national teams of multidisciplinary experts and 12 e-tutors. Each training module is localized by local teams following a “transculturalization” process which introduces a genuine local flavour to all contents. A large comparative work on languages, uses, contexts and methods, all different from one country to the other one, is continuously assessed and monitored by the team of experts and e-tutors. The innovative collaborative learning environment (Moodle combined with collaborative Web 2.0 tools) is completely adequate to the medium (Internet) in which the targets of the initiative, the on-line centres’ e-facilitators, are used to work and learn.

VET4e-I is a project co-financed by the European Union’s Lifelong Learning Programme Leonardo Multilateral Projects and promoted by Fundación Esplai and D-O-T (Spain) in collaboration with other 6 European partners from Italy, France, Germany and Bulgaria. The partners have already given the first formal steps to get the formal recognition of the new professional profile in each participating country, with a view to transfer its training curriculum to each national or regional vocational training system. The support and interest of large networks of organisations, such as the Telecentre Europe network, will help transferring the experience to other European countries with a view to create, on the long run, an European Academy of e-facilitators capable of offering a customisable training curriculum for each one.

**Target and key users**

Intermediaries working with IEM

Social intermediaries and ICT Facilitators providing adapted advice and guidance to IEM using ICT as a relevant tool for IEM’s social inclusion.

**Impact assessment and monitoring**

Tested in four countries on nearly 400 e-facilitators students trained through an e-learning platform by professional tutors, the VET4e-I training process involves a remarkable work of continuous assessment of the training activities, contents and methods, with a view to better adapt the training curriculum to national and local realities. The project, which is not finished at the moment, will provide a study of the impacts after the evaluation of the training pilot, with a view to adequately plan how to reach a long-term impact that goes beyond the project’s consortium to reach other relevant actors across Europe.

**Added value criteria**

**Innovation and creativity**

The VET4e-I initiative provides a methodology which is based on a collaborative process of construction of the training, built on the experience and needs of different type of entities, such as telecentres’ network, training centres, NGOs and research centres. A completely distance learning experience is run simultaneously in four countries, and involving 4 national teams of multidisciplinary experts and 12 e-tutors. Each training module is localized by local teams following a “transculturalization” process which introduces a genuine local flavour to all contents. A large comparative work on languages, uses, contexts and methods, all different from one country to the other one, is continuously assessed and monitored by the team of experts and e-tutors. The innovative collaborative learning environment (Moodle combined with collaborative Web 2.0 tools) is completely adequate to the medium (Internet) in which the targets of the initiative, the on-line centres’ e-facilitators, are used to work and learn.

**Sustainability**

VET4e-I is a project co-financed by the European Union’s Lifelong Learning Programme Leonardo Multilateral Projects and promoted by Fundación Esplai and D-O-T (Spain) in collaboration with other 6 European partners from Italy, France, Germany and Bulgaria. The partners have already given the first formal steps to get the formal recognition of the new professional profile in each participating country, with a view to transfer its training curriculum to each national or regional vocational training system. The support and interest of large networks of organisations, such as the Telecentre Europe network, will help transferring the experience to other European countries with a view to create, on the long run, an European Academy of e-facilitators capable of offering a customisable training curriculum for each one.

**Last update**

March 2011
# Teaching material for cultural Diversity

<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>ACODDEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>Europe</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>European</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2000-2008</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.ceji.org/acodden">http://www.ceji.org/acodden</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Third Sector Organisation</td>
</tr>
</tbody>
</table>

**Case abstract**

This project was aimed at gathering and examining national experiences in the field of citizenship and diversity education, with a view to recommending a framework and guidelines for the development and strengthening of curricula at national levels across Europe. Outcomes included the creation of an inventory of existing practices in citizenship education for diversity in 5 European countries (Belgium, England, France, Hungary and Latvia) and operational guidelines on how to implement diversity education in the school curriculum. It was financed through the Socrates Accompanying Measures. All the material is downloadable from the website.

CEJI, the association promoting this initiative, has been working in recent years on several projects enhancing cultural diversity and interfaith understanding, and preparing material and training for intermediaries.

**Target and key users**

Host population and IEM

Key users are teachers and teacher trainers

**Impact assessment and monitoring**

Internal and external reports have been made on the project, and are available online: http://www.ceji.org/acodden/ced_resources.php. The main outputs in addition to the ‘Guidelines’ and the ‘Inventory of Best Practices’ – which contains over 40 detailed descriptions and source material - are 5 national reports on ‘Citizen Education for Diversity’ in Europe and 5 papers on this topic. There is no systematic data on the project impact, since the focus of this initiative was on knowledge production and networking rather than direct ‘behaviour change’ for beneficiaries. The main intended impact was to facilitate a change in ‘mind-set’ for policy-makers and educators on how diversity education should be implemented. How effective this has been is however not clear.

**Innovation and creativity**

The initiative can arguably be classified as ‘innovative’ not because it adopted new or sophisticated technology – the ICT component is a basic web-site enabling discussion forums and resources downloading – but because it explored new pedagogic approaches in the complex field of diversity education. The EU-South American collaboration was innovative, as was the blending of ‘radical pedagogy’ originating from the Paulo Freire Institute – with ‘mainstream’ educational practice form the EU. The development of the ‘Ten Key Principles for Education for Diversity’ is an attempt to provide coherence and unity in a field that is highly eclectic.

**Sustainability**

Although the project has now finished, the learning and tools from this initiative have provided inputs to continuing work carried out by the co-ordinator – CEJI. Later initiatives building on the work of Accoden include the following: The European Peer Training Organisation (EPTO) educates youth leaders to discuss issues related to prejudice and discrimination, to lead workshops that challenge stereotypes, and to become activists against exclusion within their youth organisations and schools; the Teaching Religion in a multicultural European Society (TRES) network; the Network on Intercultural Learning in Europe (NILE); the European Network Against Racism (ENAR); and the ‘Reaction’ Network, a one-year initiative managed by the Fondation pour la Solidarité.

This project aimed to bring together organisations working for the promotion of active citizenship and the elaboration of a civil dialogue within the European Union.

**Last update**

February 2011
<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>Aula intercultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>Spain</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>National</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2003-ongoing</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.aulaintercultural.org">http://www.aulaintercultural.org</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Public sector</td>
</tr>
</tbody>
</table>

**Case abstract**

Created by the education federation of the Spanish trade union UGT, this website offers a rich source of teaching materials and information for teachers at primary and secondary schools with IEM pupils. It provides: (a) best practices of how to manage intercultural relationships at school; (b) networking opportunities through an e-mail list; and (c) examples of how to address cultural diversity at school. Resources support in particular second language acquisition and intercultural communication. It is now available in 8 languages, and is consulted and used from all over the world, although it is to note that not all is translated in the 8 languages.

More in detail, the web page provides news, articles, research, studies, bibliography or didactic tools related to intercultural education. There are tools on how to fight racism and intolerance, how to improve knowledge of other cultures, and on immigration. The online library provides the user with bibliography, didactic lessons, guides and handbooks, and reports.

The page is divided into areas such as Second Languages, Racism and Xenophobia, ICT, Coexistence, Intercultural Education, School and Education, Spanish for foreigners, Gender, Interculturality.

The educational community can exchange information, reflections and experiences concerning intercultural education on the website through its different links, but also linking one’s blog to the portal.

**Target and key users**

Intermediaries working with IEM

**Involvement of IEM in the practice**

Since many years ago Aula Intercultural hosts an initiative related to the life stories of IEM students in Spain (how they feel, how they live in their host country and any interesting information they want to share with others), which is interesting also for natives to better understand their reality and to promote awareness on diversity and immigration.

On the other hand, Aulaintercultural has involved IEM in the implementation of its website and today hosts their articles, researches and other multi or intercultural contributions.

**Impact assessment and monitoring**

Every year, a report is made on the uses of the website: which materials are most ‘popular’ (number of downloads), profiles of users, web statistics. The evaluation process is key in assessing real information needs and the definition of key users, and is being carried out since its very beginning in 2004.

Aulaintercultural main target and key users are host population and IEM. It is a website used by teachers, students, investigators and anyone interested on intercultural education. The number of monthly visits (more than 3.000) as well as the kind of questions received, the websites which syndicate its contents and the requests received for presenting Aulaintercultural in conferences, courses, show the interest expressed by educational actors.

**Added value**

**Sustainability**

This site was launched in 2004 and despite some contents could look somewhat outdated, the increasingly intercultural context of Spanish society show the need for such a resource, becoming a reference point (even outside Spain). This project is regularly funded by the Spanish Education and Employment Ministries (even in time of crisis), as it is considered a consolidated one. Funding allows paying for a coordinator, the development of different pedagogical and methodological tools with different experts and the participation to many conferences related with intercultural learning.

**Last update**

March 2011
### Acronym of the case
Comparons nos langues

### Country of the case
France

### Geographical scope
Local

### Start date - End date
2004-ongoing

### Website

### Lead entity type
Research centre

| **Case abstract** | The Common European framework describing the competencies of a multilingual person encourages mutual comprehension, and recognises unbalanced but developing competencies within different competences. A research group at the University of Montpellier designed this initiative, aimed at **transferring abilities from one language to another, using grammar or cultural skills**. Skills are considered as a resource and not as a deficit or a handicap. The activities consist of comparing the different languages and cultural communication habits that co-exist in classes. It makes the pupils more active in the learning process, and reinforces their ability to observe syntax, ways of writing, consonants and vowels, lexicon, gender and numbers, gestures, phonetics, relationship to space and time, social representations... The project aims to spread this practice.
| **Target and key users** | IEM (young)
Key users include teachers from primary and secondary schools
| **Added value** | **Innovation and creativity**
This initiative provides teachers with a new perspective on language while using pupils’ own skills in a more positive way. It mobilises first languages as resources to help pupils entering the school major language (in conformity with “CECR” and “Plateforme de ressources pour l’Education plurilingue et interculturelle”, COE). The project is recognized as a collection of strategies for change management in the field of plurilingual majority language teaching in order to improve majority language teaching with regard for plurilingualism. A DVD and a teacher book with activities to initiate multilingualism in class and activate transfers from one language to another (focussing on school language) were developed. In them, the empowerment notion is very important for the pupils as well as their teachers –in contrast with traditional learning and teaching culture. Thanks to these activities, teachers and pupils have their negative representations about first languages transformed. Pupils improve readily thanks to their teachers who were trained with the DVD. Creativity is as well demonstrated by both teachers and pupils when using new activities including pupils’ mother tongues as resources.
| **Sustainability** | As the applied methodology is reflexive, it starts from the context study, then offer pedagogical tools which are tested to be improved once again. The project has identified, thanks to Bridge IT French seminar, the need to develop new materials: website, activities on line, information on first languages in order to reinforce the DVD. The laboratory behind this initiative (Université Montpellier 3) sustains the project, and some students can help in the ICT development as part of their student condition. It is expected to partly achieve financial sustainability thanks to the 2011-2015 ECML call on majority language.
<p>| <strong>Last update</strong> | February 2011 |</p>
<table>
<thead>
<tr>
<th><strong>Acronym of the case</strong></th>
<th>Learning Migration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of the case</strong></td>
<td>Norway</td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
<td>European</td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
<td>2005-2008</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://www.learningmigration.com/lm">http://www.learningmigration.com/lm</a></td>
</tr>
<tr>
<td><strong>Lead entity type</strong></td>
<td>Network</td>
</tr>
</tbody>
</table>

**Case abstract**

This project was a Comenius web-based network on intercultural education with partners from schools and teacher training institutions, from educational authorities, NGOs, and from pedagogical research institutions. The project aimed at **incorporating successful experiences in the field of mentoring, youth activities, adult education, etc., into the day-to-day teaching of multicultural classrooms.**

The main objective of the network is to establish a web-supported framework for effective collaboration between different types of institutions in the field of Migration and Intercultural Relations. It aims at looking for good practices in the field of transversal intercultural teaching. During the project, various international conferences were organised, together with transnational seminars and national working groups (11-13 groups in total). Main outcomes are the creation of dissemination material, apart from the conferences, and the different reports published.

**Target and key users**

Intermediaries working with IEM
Teachers, policy makers, schools, NGOs

**Added value**

**Impact assessment and monitoring**

LearningMigration supports students, teachers, teacher trainers, schools, research groups and educational authorities in promoting the understanding of the phenomenon of migration in daily learning. 170 partners from 19 countries collaborated face-to-face and virtually in national and transnational groups. They also met through conferences, training courses and film festivals.

Frequent and thorough evaluation reports are available on the site. The portal allows users to access all reports and specific aspects of the projects, showing a clear intention of being transparent and sharing results. The abundant documentation is the main added value of this initiative.

**Innovation and Creativity**

LearningMigration was awarded the price of best Comenius project for 2010 at the LLP conference in Barcelona: Lifelong Learning Programme, 2010 annual conference, 'Looking beyond 2013'; this award was connected to The European Year for Combating Poverty and Social Exclusion 2010. LearningMigration is also cited as a best practice example of excellent collaboration between "networks" (LearningMigration, coordinated from Norway) and "projects" (MentorMigration, coordinated from Sweden).

**Sustainability**

The project is part of the University of Stavanger Learning Migration programme, and has organised a series of successful pieces of research. As a result of its network interaction, seven new European projects have been set up. The Youth and Migration project, for instance, created a film festival and a website for young people on the history of European migration. It included a family exchange project that encouraged students to live for a time with a family of different ethnic background, recording the discussions they had with the family on themes of universal interest. Local artists helped these students transform their pictures and videos into works of art, which were then displayed in an exhibition.

**Last update**

March 2011
**Intercultural Dialogue, raising voices, memory building**

<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>Couscous Global</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>The Netherlands</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>International</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2008-2009</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.couscousglobal.com">http://www.couscousglobal.com</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Third Sector Organisation</td>
</tr>
</tbody>
</table>

**Case abstract**

Couscous Global was a platform of discussion and debate for teenagers and young adults around the world, addressing the first ‘globalised’ generation. The web project was organised at the request of this target group. After the Couscous and Cola television show (a show about young pupils from different social origins debating their ideas and values) had finished, a lot of young people wanted to continue the show, online! In general, social networks are used to find friends, people who think like you and like the things you like. This way, the lack of knowledge about others and the prejudices remain. Connecting opposites is much more exciting. Couscous films debated with opponents or helped young people to get debates filmed, subtitled and uploaded. The short film clips gave a realistic view of their lives with positive elements and hardships. Couscous Global wanted to use the online platform to connect someone with their opponent, so there was a true debate on line.

The watching of the DVDs and the reactions were filmed. This was the first output for the platform. The output was, when possible, edited on the spot, or transferred to the Netherlands for editing. Next a debate in the Netherlands was organised and recorded. Through an anti-tag system (through which one could find an opponent) opponents were found and invited for a debate. The ambassadors made sure the film clips were actually recorded and uploaded. The website used web 2.0 applications such as YouTube for uploading and storing all videos, and also open source software, anyMeta, a community management system that offers a sustainable information structure for internet projects. The system allowed visitors to actively participate on the website, while the resulting information automatically appeared in the right place, within a relevant context. This made anyMeta extremely suitable for social networks, knowledge management, collaboration and storytelling.

The experience came to an end in 2009, but its initiative takers are hoping to find a new future.

**Target and key users**

IEM (young)

They focus on young people all over the world and manage to reach a diverse group. Most users are Dutch and international youth aged 16-24 with multi-ethnic identities and from different migrant communities.

**Added value**

**Involvement of IEM in the practice**

The web project was organised at the request of the target group. After the television show stopped, a lot of young people said they wanted to continue the show online. This was the start of the project. A core of the community was active in the design, testing and implementation of the platform before it went live.

**Impact assessment and monitoring**

The project was monitored solely online by measuring (web statistics). The project had over 200 profiles on the website, all videos have been viewed 1,243,232 times on YouTube, the amount of unique visitors are 1,600 per day, there were youngsters from 14 countries participating and there have been made 235 movies.

**Innovation and creativity**

The organisation is constantly in dialogue with the group about their wishes, and clearly involves them in the creation of material, and in the debates. There is a real creative use of e-video and open source software, like anyMeta. It’s innovative because it initiates the debate among young people with different backgrounds around the world about ideas and values.

This model can be used internationally, not only in the Netherlands.

**Sustainability**

The initiative started in 2008 and ended in September 2009 at the International Documentary Festival in Amsterdam (IDFA). The project run on different subsidies: Digital Pioneers, Film Fonds, Mondriaan Stichting, Stichting Democratie en Media, Radio Nederland Wereldomroep, NCDO and omroep.nl.

**Last update**

January 2011
**Acronym of the case** | Crossing TV - The WebTV of new generations  
**Country of the case** | Italy  
**Geographical scope** | Local  
**Start date - End date** | 2008-ongoing  
**Website** | [http://www.crossingtv.it](http://www.crossingtv.it)  
**Lead entity type** | Third Sector Organisation

**Case abstract**

Crossing TV positions itself as the TV of the new (cross) generations. It is made and addressed by young people whose universe has never been represented by the mainstream media. It tries to eliminate prejudices and contrast stereotypes that youngsters are facing nowadays. Crossing TV deals with issues like love, passion, music, culture, fashion, food, news etc.

It is a Web TV established by a young editorial whose age ranges from 16 to 30. It is composed of young people whose geographical origin is diverse. The intercultural editorial staff is composed of 16 young men and women (8 Italians, 8 foreigners). Young migrants, as part of the editorial staff play a substantial role in the conception and production of the video available on the web TV. Their ICT knowledge is deepened with digital video recording techniques. All the learning process is practical, given the fact that they learn by doing new things. Alongside, all the digital video production, all the interactive applications of ICT are used. Web TV, blog and Facebook are Web 2.0 tools used several times a day in order to communicate, exchange new information, write articles and make decisions regarding staff editorial activity. Interaction with these applications is critical given the absence of a stable physical place to meet, discuss and work.

As its main objective it aims to give a voice, especially to the young people of the second generation of migrants, where official media do not talk or do not give full representation. It also aims at transferring ICT competencies to Italian and non-Italian students in Bologna, through a web television. They are engaged to describe, recode and account for the multicultural society they live in and they experience day to day.

Crossing TV services are specialized in audiovisual and multimedia communications to teenagers and youngsters. They realize video news, spots, video clip, documentary and particular products which attract youngsters. The services are specialized in interventions with intercultural methodologies. They conduct laboratory addressed to teenagers on the conscious use of internet and web 2.0, on video and writing creativity. They promote workshops for suppliers on the use of audiovisuals, web 2.0 and creative writings. Also, they offer consultancy on projects that deal with the expression of youngsters mainly/especially of the second generation of immigrants.

**Target and key users**

<table>
<thead>
<tr>
<th>Involvement of IEM in the practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young migrants, as part of the editorial staff, play a substantial role in the conception and production of the video available on the web TV.</td>
</tr>
</tbody>
</table>

**Impact assessment and monitoring**

Crossing TV is an educational tool since it embraces a digital video recording technique, writing creativity and the laboratory for the conscious use of internet, video and web 2.0. It has shown a positive result of group work and an increased participation of users (young host population and IEM) on the web especially by the use of web 2.0. The use of such tools enhances production of social capital, shared knowledge and social cohesion. Crossing TV is also a communicative tool contributing to social integration since there is an increased participation of host population and IEM which as a result gives the possibility to learn and share in a multicultural society, setting the basis for a future stability while eliminating/avoiding ghettoisation in the society we live in.

**Added value**

<table>
<thead>
<tr>
<th>Innovation and creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migrants are most of the time represented in such a way that a sense of insecurity associated to their presence is mistakenly generated among the local population. Crossing TV motivation is to offer an ideal instrument adequate to show the right image of culturally diverse people and vice versa, to create culturally innovative contents and while favouring alternative communicative methods.</td>
</tr>
</tbody>
</table>

The use of web 2.0 affordances constitutes one of its many strengths, as it enhances the production of social capital, and shared knowledge can be transferred to other youth groups wishing to incorporate digital and multimedia creation practices. A balanced editorial team of migrants and host population is actively involved in the production of content, allowing for learning more about migration as well as contributing to social cohesion. In few words, this project offers a specific service which is missing in others.

<table>
<thead>
<tr>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crossing TV is promoted and sustained by CrossLab Association, which is a Non for profit organisation offering paid services to the Society (user laboratories, workshops for suppliers, projects consultancy). The CrossLab concept makes reference to a pan-academy platform for technology and digital media, which goal is to inspire students from every course and to encourage them to explore, acquire skills and develop a personal vision regarding digital media (in other words, promoting high-quality multi-media education that combines and crosses the borders of all creative disciplines.</td>
</tr>
</tbody>
</table>

**Last update** | March 2011
Case abstract

The Forum on Migration and Communications (FOMACS) is a collaborative public media project, producing film, photography, digital storytelling, radio, animation and printed stories on the topic of immigration and integration in Ireland. The project aims to reach and engage with diverse audiences.

The central objective is to amplify the voices and personal stories that have heretofore been sensationalised or marginalised in dominant media representations of immigration. FOMACS documents the challenging pathways and social, cultural and political networks laid down by migrant workers, asylum seekers, refugees and their families.

Many FOMACS projects can be seen in their website, and consist primarily of educational packages, usually accompanied by resource packs and educational/outreach toolkits (e.g., video on undocumented people, on migrants’ voices, etc). It also participates in initiatives such as Learning Lab, opening itself to international partnerships and discussions about a cross-sector learning environment for a focused discussion on the theme of identities aligned with the concept of social justice.

The project is now entering a dissemination phase which aims to increase public access to media content produced through various participatory media projects. In the coming months, the project’s website will be transformed into a public media hub. This will distribute content under a creative commons licence. The aim here will be to support a broader public conversation in Ireland about matters of race, migration and social justice. It will also be employed as a link to build international collaborations.

Added value

Involvement of IEM in the practice

The involvement of migrants, asylum seekers and ethnic minorities is central to FOMACS’ work. FOMAC’s projects in education, digital storytelling and media advocacy have involved members of migrant and ethnic minority populations from their beginnings. About two thirds of FOMACS projects have directly involved members of ethnic minority populations. Examples of projects where migrants and members of minority communities have been directly involved in training and production include:

- Digital Storytelling
- A Sikh Face in Ireland
- Having Your Voice Heard

Impact assessment and monitoring

FOMACS has undergone a detailed impact assessment as part of its funding through The Atlantic Philanthropies. As planned, after its initial four funding period, the centre’s activities are now successfully moving towards dissemination strategies.

Innovation and creativity

FOMACS engages migrants and ethnic minorities by giving them a voice and by telling their personal stories in the creation of critical dialogue on migration in society and in the media. Importantly the project creates channels of access to mainstream media for populations who might otherwise be excluded or misrepresented.

The project has innovated in pedagogic practice by using media training and media productions as tools for transformative learning. This has contributed to the creation of an enhanced public discussion around migration and cultural identity.

A recent community project has worked with Educate Together to create a shared website for use in classrooms in conjunction with interactive whiteboards.

This May (2011) the project’s website will be re-launched as a public media hub. The project has also used more traditional methods of dissemination such as DVD’s, television and film festivals.
<table>
<thead>
<tr>
<th><strong>Acronym of the case</strong></th>
<th>Migrations à Besançon</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of the case</strong></td>
<td>France</td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
<td>Local</td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
<td>2006-ongoing</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://migrations.besancon.fr">http://migrations.besancon.fr</a></td>
</tr>
<tr>
<td><strong>Lead entity type</strong></td>
<td>Public sector</td>
</tr>
</tbody>
</table>

**Case abstract**

This **collaborative website** was created in order to promote the Internet as a local means of communication that could facilitate civic commitment by residents regarding the history of migrations in Besançon. It offers the possibility for anyone to submit contents (text, audio, and video) and it contains a collection of testimonies about the various migration flows that have occurred in this medium sized city.

In Migrations à Besançon, all individuals can be users and agents at the same time, meaning that users not only visit the website but can also publish documents/testimonies on it. Currently about 60 people regularly take part in the project; paid staff represent around 20% and voluntary workers 80% of the total. One third of the voluntary workers involved are immigrants. As it is a collaborative project, the decision making process is not centralised and decisions regarding the topics to be dealt with are left to the work teams. Roughly, we can divide the type of agents as follows: migrants who provide testimonies (directly or by way of interviews), the editorial board that decides whether a testimony can be published or not, the “memory gatherers” who help in giving shape to the contents, and finally the "work teams" (composed of academics, activists) who deal with specific topics such as migration and work, languages, cultural diversity, youth, etc.

**Target and key users**

Host population and IEM

More specifically: migrants, scholars and professors, ethnologists, journalists, activists (Individuals can belong to several of these groups)

**Added value**

**Involvement of IEM in the practice**

Migrants do not play a role in the website design but their contribution is, of course, essential to the content of the website. There are, at the moment, few spontaneous contributions by migrants. Testimonies are generally collected by way of interviews. There are also some migrants among the voluntary workers in the work teams (about one third).

**Impact assessment and monitoring**

Quantitative web analysis (number of visits, geographical location of users, technical profile, etc). Measurement of the quantity of contribution (spontaneous or not) to the websites: number of published testimonies. No other formal methods of impact assessment and monitoring have been developed.

**Innovation and creativity**

The project is an interesting initiative of a medium sized town who wants to present its migration flows and challenges by using an open platform where everybody (including IEM) can contribute. The project also includes volunteers, some of whom are migrants.

**Sustainability**

The project is funded by national and local institutions, firstly by the city of Besançon. Its sustainability depends both on the durability of these funding (and the search for new fundings) and on the participation of users, inasmuch as they are also the content creators.

**Last update**

February 2011
<table>
<thead>
<tr>
<th><strong>Acronym of the case</strong></th>
<th>Surprising Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of the case</strong></td>
<td>The Netherlands</td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
<td>International</td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
<td>2008-ongoing</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://www.surprisingeurope.com">http://www.surprisingeurope.com</a></td>
</tr>
<tr>
<td><strong>Lead entity type</strong></td>
<td>Third sector organisation</td>
</tr>
</tbody>
</table>

### Case abstract

This platform is partly a reaction to the restrictive immigration policies that have been implemented in the Netherlands and all over Europe. African labour migrants often come to Europe with high expectations, but their view of Europe is largely determined by false rumours and prejudices. In most countries below the Sahara there is a serious lack of reliable information about Europe. Migrants often have problems after arriving in Europe: it is hard to get a residence permit or to find work, and returning is not possible because of the fear for loss of prestige.

**Surprising Europe shows another side of migration and integration: it gives information to people in Africa about the reality of migrants in Europe.** It tells the stories of immigrants to other immigrants, or potential immigrants. It aims to tell people who have not yet migrated what they can expect when they arrive to "the promised land". It also gives practical tips, like how to get there, what to do when you are there, permits, and stories about returning.

The project consists of: a television serie with a linked debate programme for use in Africa; an international website in English; a documentary about the project for a Dutch audience.

**Surprising Europe does not aim at discouraging anybody from coming to Europe, but rather supports people in Africa in better analysing their options before they leave their homeland.**

### Target and key users

**IEM (general)**

Key users are migrants from Africa in the Netherlands

### Involvement of IEM in the practice

The initiative was launched by an African journalist, together with a Dutch filmmaker, and is addressed at other African immigrants who are thinking of moving to The Netherlands or who have recently arrived. African migrants’ stories and testimonies are presented in short interviews or reports. It is a reflection of the realities of migration by immigrants for other (potential) immigrants.

### Added value

**Innovation and creativity**

This practice is very innovative in its way of addressing a crucial issue: Europe’s restrictive migration policy contrasted by the diffusion of imagery about Europe in African countries. The idea of this site is to provide potential migrants with information – visual and textual – and with reflections that can help them to decide and/or prepare their migration to the EU.

The mix between web 2.0 tools, a collection of documentaries and a magazine provides IEM with a variety of formats that can be used in different ways.

**Sustainability**

The project is (still) running based on the passion of the people involved. The sustainability of the project is successfully based on the energy and time put into it by volunteers.

### Last update

January 2011
<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>XenoCLIPSe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>Spain</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>European</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2005-2009</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.xenoclipse.net">http://www.xenoclipse.net</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Network</td>
</tr>
</tbody>
</table>

Case abstract

XenoCLIPse is an action-research project for ethnic minorities regarding media and representation. It was set up by an international partnership of European universities with funding from the eLearning programme. After the successful experience of the consortium’s first project, eCLIPse, which focused on raising awareness among university students about xenophobia in the media, this project envisaged the empowerment of IEM themselves through access to media. The main tool is digital video and its distribution on the net. The idea is to allow people who have difficulties accessing new media to make and distribute their own information (documentaries, reports, video clips...) in an easy way and to pass on this knowledge and skills to their peers. In this project, an on-line course and face-to-face workshops on digital video were developed and organised by the partners in each country. Participants produced video clips and distributed them on the net through a server (all still available on the website).

Additionally, a database of contacts between journalists and people from minority groups or different ethno-cultural backgrounds was created. This “alternative address book” aims on the one hand to improve the visibility of minorities in the media, and on the other to promote the involvement of minority groups as media makers. In general, the objective is to naturalise IEM’s presence and participation in society. For each participating country, participants are involved, thanks to the collaboration of associations and non-governmental organisations and grass-roots groups, which have been working on these issues for years. During the project follow-up a network was established, xenoclipse.net, with the aim of disseminating and promoting these tools as a call for more diversity in the media (http://www.xenoclipse-net.eu).

Target and key users

IEM (general)

In Spain, members of the Roma community and first-generation migrants from Senegal, Latin America and Northern Africa were involved. In Germany, the main target was the Turkish community.

Added value

Involvement of IEM in the practice

They were the key users of the project, deciding the topics of the documentaries and acting as multipliers in their own communities

Impact assessment and monitoring

Impact was measured qualitatively by conducting individual in-depth interviews with participants, group discussions during and after the project, and involvement of participants in follow-up projects and activities. Outcomes that were measured include the degree to which participants kept involved in the network after the project action was finished; the way participants’ view on media use changed; the way other stakeholders’ views on media representations changed; the degree to which participants continued using digital video after the project action was finished.

Innovation and creativity

Xenoclipse makes innovative use of blended learning methodologies: the model developed by the project consortium combines hands-on workshops and an interactive learning environment. The course script, pictures and exercises are all collaborative developments, including an online video-editing simulator.

The address book makes use of web 2.0 tools to facilitate more contact between journalists and IEM news sources.

Sustainability

A network has been created to assure the sustainability of those tools through further dissemination and implementation: www.xenoclipse-net.eu.

Last update

February 2011
<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>Migrant.ro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>Romania</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>National</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2009 – ongoing</td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Third Sector Organization</td>
</tr>
</tbody>
</table>

**Case abstract**

Migrant.ro is an interactive platform established in 2009 under the leadership of the Romanian Intercultural Institute of Timisoara. It is a resource portal for immigrants, social operators and stakeholders working in the field of migration. As a result of a series of local seminars implemented during the initiative, five local work groups have been established in Bucharest, Cluj-Napoca, Constanta, Iasi and Timisoara. These working groups facilitate the identification of problems regarding the integration of Third Country Nationals (TCN), the development of common activities and the involvement of TCN in the public consultation processes at local level. Along the initiative an online database was developed, focusing on three sections: 1. Statistical data (distribution of TCN citizens with a permanent residence right in Romania according to socio-demographic criteria); 2. Information regarding organizations, religious communities, informal groups of the different TCN communities in Romania; 3. Other relevant data regarding TCN demands, at the request of the interested parties (NGOs with activities in the field, companies which carry out activities relevant to TCN or offer facilities to TCN, Internet sites with relevant data).

The “Migrant in Romania” Magazine published online on the platform reflects different aspects of the problem of migration and integration of TCN citizens in Romania. In the period September 2009 – January 2010 the magazine appeared monthly, while its current frequency is more limited (five issues per year).

**Target and key users**

IEM (general); Ethnic minorities; Intermediaries working with IEM

As intermediaries it targets professionals working with IEM, social workers, practitioners, third sector organisations.

**Added value criteria**

- **Innovation and creativity**

  The platform was established in order to reach the IEM target group, so the content is adapted to its target users and their use of ICT in private and public life. Its innovative and creative online platform tries to capture the qualitative assets on socio-professional integration that can be provided by the main users themselves. It also offers training courses (ex: Romanian language courses offered by the Institute as part of the initiative implementation), counselling and information regarding Romanian legislation and labour force mediation. Being the only platform of this kind in Romania, the initiative tackle TCN requests by offering prompt responses to their demands, using both the platform as a forum of expression but also the network established along the initiative (third sector organizations, local authorities, individuals as volunteers, intermediaries working with IEM)

- **Sustainability**

  The platform was established in order to reach the IEM target group and its content is adapted to its target users, the use of ICT in private and public life. Since its launch the project ensures and facilitates the participation of all users interested in the field, who are a main resource to guarantee its sustainability.

**Last update**

March 2011
Collective self organisation for dialogue and support

<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>Rete G2 seconde generazioni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>Italy</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>National</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2005–ongoing</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.secondegenerazioni.it">http://www.secondegenerazioni.it</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Third Sector Organisation</td>
</tr>
</tbody>
</table>

**Case abstract**

Rete G2 - Second Generation is a National organization founded by kids of immigrants and refugees born and/or raised in Italy. Each one of those who make part of this organization auto defines himself/herself not as an immigrant but as a kid of an immigrant (even though until they reach 18 years they are considered as nationals of their country of origin). Rete G2 is a network of people whose origins are from Asia, Africa, Europe and Latin America. Such a group works together on two fundamental points. 1. Italian citizenship issues on denied rights to the second generation 2. Identity as a form of gathering.

The motivations behind the creation of the network include sharing experiences, discussing common problems and trying to find solutions to problems regarding legal status, documentation, citizenship, but also discussing cultural and ethnic self representations and how users feel about their multiple identities in everyday life. The network has grown, it is now recognised by institutions (such as the Italian Ministry for Internal Affairs and Welfare) and is involved in diverse immigration and integration debates. Although there are only 3 or 4 entries a month on the blog, the forum is active, and the network is also present on social networks such as Facebook, where they have more than 2000 members. Finally, it is important to point out that the group insists on the network's management being democratic, horizontal, leaderless, politically neutral and uses the website to enhance this thinking.

**Target and key users**

IEM Second/third generations

Year by year the number of the second generation increases. The teenagers and youngsters born in Italy or arrived during the 1980’s/early 1990’s, the new born babies and family reunifications increase such number year by year. People aged 18 to 35 whose origins are from Asia, Africa, Europe and Latin America are those habitually networking via Rete G2. Key users also include newly arrived immigrants.

**Added value**

Involvement of IEM in the practice

IEM-driven initiative, founded by kids of immigrants and refugees born and/or raised in Italy

Impact assessment and monitoring

Rete G2 reached up to date more than 140,000 visitors, out of which 75,000 for a total of 1 million pages visualized and discussed on the Forum G2 where there are around 800 users registered. On Facebook they have more than 2000 members. Its original instruments to communicate (like Radio broadcasting, Web 2.0, video etc) were involved in diverse immigration and integration debates.

Innovation and creativity

This is a one of a kind project, a grassroots initiative using ICT as a mean to raise awareness, and draw the attention to challenges for future generations. It focuses on second generation IEM and attempts to raise their social capital by actively using social computing, and uses the most up-to-date communication tools (wikis, blogs, social networks, etc) to reach its audience. It fights for citizenship rights and other fundamental rights and draws challenges for future generations. The organization insists on the network's management being democratic, horizontal, leaderless and politically neutral and deifuses and enhances such thinking. It uses cultural instruments like music, books, film, fotoromanzo (stories told in pictures), and websites etc to accompany and sustain the activity and the initiative of Rete G2 in order to obtain a maximum result and thus realize its objective and mission.

Sustainability

The original and horizontal way of managing the network allows the project to keep going, and promotes its sustainability. Just as an example, the Sportello Legale online (opened 1st of March 2011) which is promoted by G2 in collaboration with ASGi and Save the Children, is funded by the Department of Equal Opportunities and National Office for Racial Discrimination (UNAR) due to its positive action.

**Last update**

March 2011
<table>
<thead>
<tr>
<th><strong>Acronym of the case</strong></th>
<th>Multikulti</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of the case</strong></td>
<td>United Kingdom</td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
<td>National</td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
<td>2000-ongoing</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://www.multikulti.org.uk">http://www.multikulti.org.uk</a></td>
</tr>
<tr>
<td><strong>Lead entity type</strong></td>
<td>Third Sector Organisation</td>
</tr>
</tbody>
</table>

**Case abstract**

Multikulti is a portal that provides accessible, accurately translated advice and information in community languages on the following areas: debt, employment, health, education, immigration and racism & discrimination. It provides information in 13 languages including Albanian, Bengali, Chinese, Farsi, French, Gujarati, Arabic, Turkish, Urdu, Spanish, Somali, Portuguese and English. Multikulti’s emphasis is on creating job opportunities for its users. The community provides: translators and proof-readers; expert specialists in subject areas, drawn from organisations that work in areas such as immigration; an editorial board (which decides on strategy and checks quality); user groups (mainly providing feedback). This is the most extensive on-line service of its kind in the UK providing information for ethnic minority groups and immigrants in a range of indigenous languages. It also has a page on learning materials and training for refugees and a page for Europeans citizens in UK in a range of European languages. It is particularly important because it provides help and support on crucial technical matters - such as citizenship rights - that affect people’s legal and citizenship status. It also provides interesting insights on partnership arrangements and funding. The site is still running, although funding difficulties did put its continuity at risk.

**Target and key users**

IEM (general)

IEMs from the following language groups: Albanian, Bengali, Chinese, Farsi, Gujarati, Arabic, Turkish, Urdu, Spanish, and Portuguese.

**Involvement of IEM in the practice**

The initiative is mainly IEM-driven. Multikulti is known particularly for its work hands with hands with local community language groups – translations are created and evaluated by advisers working within community groups and evaluated through their direct engagement with clients seeking advice. IEM can and do provide contents for the website.

**Impact assessment and monitoring**

In general, IEM and intermediaries (advice/case workers and community workers) are the main Multikulti’s targets groups. User numbers have grown from just under 1 million visitors in 2005 to over 2 million in 2009. By providing information and advice on translated document helped 1,984,259 IEM regarding their rights, options and support services; of which approximately %45 on Education and employment, approx 27,500 IEM elders, 150,000 new immigrants and asylum seeker and facilitating the work of 350,000 intermediaries. User number for 2010 has dropped by %8, due to lack of new translated documents on the site caused by funding shortage. Beside the statistical tools, impact of MK work is monitored via a user group, feedback from users and surveys. Currently there is a survey for users on the site.

**Innovation and creativity**

Multikulti has been the first comprehensive one-shot site in community languages (at the moment 20 languages) which brought together in a unique place the most needed advice and information materials demanded by IEM. The involvement of target users in decision making and in the service tasks is the core of the Multikulti conception and structure. The methodology used to select new content encompasses the relevance of the topic to user needs, catering for diversity of cultures, language and writing style (source content needs to be in ‘plain English’), completeness and clarity. Expert’s advice/case workers from local communities act as translators and proof-readers to secure accuracy, fluency and culturally appropriated translations. Multikulti was the first community language site that used Unicode. This is especially useful for advice/case workers for searching and editing materials for their clients. Besides, the site features an ‘Agency Finder’ facility that enables people locating local advice services with appropriate language skills and links to other useful websites.

**Sustainability**

The funding streams of Multikulti consist of direct funding, paid services, interaction with other projects run by LASA (its promoting organisation) and direct participation in funded projects (e.g. the KC4all project, also documented in this booklet). During the last two years, Multikulti funding from the first two sources of funding (direct fundraising and paid service) reduced considerably. This led to consider some appropriate changes in the Multikulti site to generate incomes based on its services. Hence, Multikulti managed to survive on the base of the other two streams, which are mainly dependent on the synergies that can be created with other projects at LASA (as service provider or partner in projects).

**Last update**

February 2011
<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>Maroc.nl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>The Netherlands</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>National</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>1998-ongoing</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.maroc.nl">http://www.maroc.nl</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Third Sector Organisation</td>
</tr>
</tbody>
</table>

**Case abstract**

The website Maroc.nl is a pioneer initiative launched in 1998 as an extension of an existing Dutch speaking chat room (IRC), which had become very popular after its appearance one year before. The chat room evolved into a Dutch speaking website developed by the IEM themselves for the benefit of other IEM located in the Netherlands and Belgium. Maroc.nl is a non-profit foundation, founded in 2000, which now manages the initiative. Main target users are IEM of Moroccan origin but other ethnic groups and non-IEM users make use of the platform. The website is an interactive platform set up to respond to a serious challenge. The Moroccan community in the Netherlands has difficulties when it comes to: education, finding a (good) job or work that they find meaningful, and social interaction (with natives, but also with other ethnicities). The people that run the website believe that in order for the IEM to integrate within the host society, it is imperative that they first emancipate themselves. Maroc.nl permanently experiments with leading edge technology to find new ways of communicating with the target group and has thus become an important link between Moroccan and Dutch youth and society. The website is also used as a yardstick by many professionals working with its target group. As of now, the foundation aims for pan European cooperation, by creating an international News Exchange Network for media run by IEM.

**Target and key users**

**Host population and IEM**

Although they target the whole Dutch population, they get most feedback from youngsters of Moroccan background. Their web analysis shows that IEM represent 75% of their users.

**Involvement of IEM in the practice**

IEM-driven initiative. Members of the staff are all migrants themselves.

**Impact assessment and monitoring**

The website manages to attract over 15 thousand unique visitors daily. It generates over 7 million page views each month. Monitoring resources include periodic surveys asking the visitors what they like from the website and what improvements they would like to see implemented in the near future; feedback functionalities, using third-party tools and services; online focus-groups on main services and new projects.

**Innovation and creativity**

The initiative and the development of ICT have gone side by side, and have had an enormous effect on each other. The more features developed, the more Maroc.nl could evolve. The practice began as a private initiative and grew due to demand from the community, with high sense of ownership. IEM are the core developers of the project and they always find a way to offer services free of charge. A list of examples: IRC / Chat room (1997); Website and forums (1999); Voice chat (2000); Personalised SMS services (2000); Free e-mail (2000); Dictionary on sexual education and preventing STD’s (2001); Video forum (2006); Digital magazine (2007); News portal run by their own editorial office (2007); Online helpdesk for youth with social problems (2008); Implementation of several other social media, like RSS, Twitter, etc. (2008); Political instrument helping you decide which party to vote for (2009); Updated version of voice chat combined with video chat (2009).

**Sustainability**

Their funding comes from a variety of sources, such as national and European grants, which allows for continuity. Also costs are kept low by working with volunteers, as were the founders themselves at the beginning.

**Last update**

March 2011
<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>Kaskosan.com</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>Hungary</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>European/International</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>May 2009 – ongoing</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://Kaskosan.com">http://Kaskosan.com</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Third Sector Organisation</td>
</tr>
</tbody>
</table>

**Case abstract**

Kaskosan.com is a web 2.0 platform aimed at bringing together Roma people from around the globe; as well as disseminating information about the culture of the Roma people worldwide. Users may contribute or browse online audio-visual content; participate in competitions; upload their own photos; and virtually, but also physically, meet with other Roma people. A concrete goal of Kaskosan.com is to channel employment, business and education opportunities primarily to community members and also to educate them on how they can better engage with the larger society.

Kaskosan.com is also a platform for non-Roma to communicate with the Roma community, in the aim to connect the grassroots with the European Commission, governments and private foundations. The overall objective is for the funders to understand the problems and design inclusion programs that reach into the communities and respond to real needs of the people.

**Target and key users**

IEM (ethnic specific) Roma community portal

**Involvement of IEM in the practice**

Members of the Roma minority are present both on the operation as well as the user side. The vision of Kaskosan.com was established by young Roma eRiders, non-profit technology consultants. Roma users contribute adding thousands of music songs, photos, videos and thus user generated content dominates the entire site. Each communication campaign is planned in collaboration with the users. Several volunteers from the Roma communities participate in Kaskosan campaigns but they also communicate about them to their families and peers and several times would act as local implementers. Online consultation takes place on a daily basis on the website.

**Impact assessment and monitoring**

Metrics as well as community management tools are used to track and measure the success of campaigns (e.g. the number of female users a Roma woman campaign recruited by the end of its period or the number of all users that signed up to an educational competition etc). At the same time, online community managers who are in charge of responding to user queries, regularly forward user suggestions to the management team. Some of the major results comprise 200,000+ unique visitors since May 2009, close to 20,000 registrations with more than half being active, half million+ video views, 50,000+ photos, thousands of music and videos, 1000+ registrations per month, and registrations coming from most EU countries as well North and South America.

**Innovation and creativity**

With a marketing approach, Kaskosan is the first project that manages to engage a global Roma community on the Internet. Rromanipe, the traditional values of the Roma people has so far been celebrated only on the family level; however, through Kaskosan.com it is now shared globally. The web 2.0 platform provides the means for users to connect the hubs of the global culture into a trade, business, educational and employment network that creates opportunities for local talent to achieve the career s/he intends anywhere in the world.

The Web 2.0 platform –although developed internally- had the features one can normally find with any social networking platform. However, what makes the difference is the content used and the way target audiences are reached out. Kaskosan is a platform with tools to communicate with the entire base from all countries that signed up to the site, and to have a face-to-face exchange of ideas with several local communities at the same time. The addition of online training opportunities, set up virtual conferences and workshops for the base are planned for the near future.

NGO project results, Roma cultural events, the assets of Rromanipe, the traditional values and culture of the Roma people, that have only been presented to a few or hundreds of people at conferences and exhibitions before now reach several thousands of Roma people worldwide every day. Moreover Roma people react by commenting on them, generating content and sharing them online.

**Sustainability**

With a grant of 25 thousand Euros from the Carpathian Foundation, the site was established with a social networking platform operating in 7 European languages. Kaskosan received more than 200,000 thousand unique visitors since May 2009. The user base continued to increase without any funding available. Nonetheless the increase of the user base and the site activities result in an increased server load that requires additional resources both in terms of management, development as well as operation. Kaskosan.com aims to sustain the operation through the introduction of paid online services and products in the long run. Despite the lack of market researches targeting the Roma people, Kaskosan goal is to reach 100,000 thousand registered users while help them develop and market their own products to the entire base. Until the website becomes self-sustainable and even profitable, it is being maintained by its founders on a voluntary basis (without extra funding).

**Last update**

March 2011
### Acronym of the case
Brno Expats Forum

### Country of the case
Czech Republic

### Geographical scope
Local

### Start date - End date
2008-ongoing

### Website
http://www.brnoexpats.com/

### Lead entity type
Private bodies

---

#### Case abstract
Brno Expats Forum is currently run by a private company, G&G Group, s.r.o., but it was initially developed and maintained by an eExpatriate who had lived in Brno for 3-years, imitating the web portal Expats.cz (which was a Prague-based selling services site).

This site is designed to provide a forum where Expats living in Brno can meet, share experiences and knowledge to help one another. Brno Expats Forum is a website developed on creating communities and links, and organising events to share experiences. It is trying to interact with the host society (creating events for the expats in Brno to meet Czech people). Its approach is more of a social network.

The site includes a number of useful features and resources including:
- a discussion forum;
- various news and website feeds from around the web;
- a full services directory for local businesses in the Brno area;
- a blog with interesting and humorous views on ExPat life in Brno;
- an ability to network with other ExPats via the friends functionality embedded in the site; and,
- useful articles designed with the ExPat in mind.

Over time and as the community builds, new useful features are planned to be added.

#### Target and key users
IEIM (general)
Foreign professionals living and working in Brno (host society).

### Involvement of IEM in the practice
This bottom-up initiative was launched and maintained by an expat living and working in Brno for a relatively long period of time. Based on its presumable interactivity, the Brno Expats Forum is oriented to actively involve IEIM in the process of content generation: there are some topics for discussion launched by administrators of the site, the interested visitors are supposed to make contributions: develop those topics, start new treads, leave comments, give their feedback, exchange their various experiences, get useful information, resolve practical issues.

#### Impact assessment and monitoring
Regular assessment of targeted users participation is done with the help of statistical data (number of views, comments, articles, etc.), which also facilitates a monitoring process.

### Added value criteria

<table>
<thead>
<tr>
<th>Innovation and creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>While some questions have been raised about the usefulness of the format of the forum, it is worth mentioning that outside of the online community the forum also provides events in order to generate shared actions between the host society and the newcomers. The idea of creating a community (and not just selling services) lies at the very core of the initiative; it’s expressed in its slogan: “Brno Expats Forum. Discovering Brno Together”. It tries to introduce some services that were missing before, which are specifically demanded by its target users. For instance, as it is not easy for a newcomer to interact with the host society, one of the goals of the initiative is to create and promote events where expats and Czech people could meet and interact. Its approach is more of a social network.</td>
</tr>
</tbody>
</table>

### Sustainability
The Brno Expats Forum is financially independent as it sells advertisement spots (banners). It has also its service directory where various businesses can get their space which is also a paid service.

### Last update
January 2011
Cybersoek is a community and training centre in the ‘Indian quarter’ (Indische Buurt) of Amsterdam, where local residents learn to work with computers and meet each other. For more than eight years the staff have organised various projects, training sessions and workshops in the fields of internet and new media. Cybersoek is open to everyone, young and old alike. As it is located in an area where many migrants live, they are an important target group for the range of activities.

It is now a spot where new and experienced web-users have all sorts of useful tools and training programmes readily at their disposal and where people of different backgrounds can meet each other, participate in courses, work together on specific projects and start cross-cultural friendships.

Cybersoek offers specific projects and training to people looking for a job, or keen to improve their knowledge of Dutch. It aims at reducing the digital gap, works on social cohesion in the neighbourhood and improves participation and integration of its citizens, both through physical and virtual spaces. One of their projects is Stitch&Bitch (knitting groups: www.stitchnbitch.nl), an initiative that brings people together to knit. People who don’t know how to knit get professional training from a ‘knitting coach’ while people with less advanced levels of Dutch can practice the language. Various groups have been formed in different Dutch cities, and the website created for it provides information and details on the groups, their activities, meetings, books on knitting, etc, so they can also consult and get closer to ICT.

Cybersoek uses ICTs as a means to increase social cohesion and stimulate the participation of different target groups, using their own interests to attract them instead of pre-set topics. The project has been working for quite a few years, and is well rooted in the neighbourhood, as shown by the active participation of many residents.

Cybersoek has found a good diversification of funding sources in order to ensure continuity. Funding sources for Cybersoek projects are the Municipality of Amsterdam East, the Ministry of Traffic, Public Space and Environment, ‘Ruimte voor contact’ project, Jobs and Income Service of the Municipality of Amsterdam, ‘Digivaardig Digibewust’ project and the public housing cooperation Ymere. At the same time, its replicability stands out, as it is easily applicable to other areas/communities.
<table>
<thead>
<tr>
<th><strong>Acronym of the case</strong></th>
<th>SAMENET/Sámi Network Connectivity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of the case</strong></td>
<td>Sweden/Finnland</td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
<td>Regional</td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
<td>2000–ongoing</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://same.net">http://same.net</a></td>
</tr>
<tr>
<td><strong>Lead entity type</strong></td>
<td>Public Sector</td>
</tr>
</tbody>
</table>

**Case abstract**

Sami people are unfortunately often subject to social and political exclusion, as well as at risk when it comes to the digital divide due to the lack of infrastructures. Sámi Network Connectivity (SNC) addresses issues about accessibility to technology. A solution has to address topographic circumstances (mountains), the fact that major areas are environmentally protected (which puts constraints on installing fixed infrastructure such as antenna towers and limits the availability of power sources), and the semi-nomadic nature of reindeer herding. The vision of SNC is to play an active and positive role in bringing the potential of ICT into current use, in a contemporary re-establishment of nomadism, a “post-modern nomadism”. The SameNet server was set up, and is owned and administered by Samernasutbildningscentrum (Sámi Education Centre) in Jokkmokk. Sámis can connect to Internet with the FirstClass Client or through the web browser. The key ethos in both SAMENET and SNC is to provide a collaborative social networking environment that supports the already existing cultural interaction and democratic structures of the Sámi people. Decision-making is therefore essentially democratic and based on participatory consultation.

SAMENET uses relatively ’low tech’ technology - First Class - that is stable, reliable and user friendly.

**Target and key users**

IEM (ethnic specific)
The specific target group is the Sámi people, who are geographically dispersed across different countries around Lapland. The target group includes a number of different types of stakeholders: individual Sámi; Sámi institutions, Samebys (Sámi villages), Sámi organisations. The initiative specifically targets Sámi women to support gender equality and entrepreneurship.

**Involvement of IEM in the practice**

Sámi Network Connectivity is developed in collaboration with the Sirges Sámi Village, in Northwest Sweden. It provides a base to enable the Sami community to fully participate in developing and implementing the initiative. This case provides a different take on IEM communities. It focuses on a nomadic people who over the past few decades have been increasingly marginalised. It also raises broader questions about how exclusion can be interpreted in terms of estrangement from citizenship and democratic participation.

**Impact assessment and monitoring**

An evaluation was carried out following the 2006 pilot of the Sami Network Connectivity (SMC). Data from Luleå tekniska universitet suggests the following benefits for users:

- Education/ distance learning: children and adult. Many of the families who live in communications challenged areas for part of the year are subject to family stress due to educational requirements. Adding the potential for distance education will allow for improvement in the circumstances of family life while maintaining social cohesion and existing modes of living.
- Cooperative business: ‘remote agent’ usage/market knowledge.
- Customer contact: both from in-region and with the rest of the world
- Resource management
- Reporting and forecasting of weather and other natural phenomena
- Disaster and other emergency management situations
- Maintaining safety and disseminating on-site information for eco-tourism

**Added value**

Innovation and creativity

First, SameNet adds a dimension to social inclusion that is not often covered – exclusion from democratic participation, and exclusion through ‘cultural threat’. Second, it adopts a low-cost flexible solution to e-inclusion, via the use of First Class, which allows each organization to choose how best to utilize the system and customize it to meet their unique needs. Third, the pedagogic and empowerment model and approach is unusual, allowing a voice for all members of the virtual community. This is supported by the use of Unicode in the technology platform, which allows the use of Sámi characters.

**Sustainability**

SameNet is based on a FirstClass server, which is an easy system to use, enhancing communication, collaboration, and knowledge sharing within educational and corporate environments. SameNet was originally financed by the Interreg programme during the period 2005-2008. It is now financed by EU Interreg IIIA Nord (measure 6.1 Sámi society development), The Sámi Parliament Cultural Council, the County Administrative Board (Länsetyrelser) in Norrbotten, Jämtland and Lappi Län (Finland), Samernas utbildningscentrum (main operator in the project), Norwegian governmental interreg and Norwegian governmental co-financing bodies. Other operators are Årran, Lulesámi centre, Norway, Sámi university college, Norway, and Sámi oahpahusguovddás, Enare, Finland.

**Last update**

January 2011
<table>
<thead>
<tr>
<th><strong>Acronym of the case</strong></th>
<th>TGD, online communication channel of the Turkish Community in Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of the case</strong></td>
<td>Germany</td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
<td>National</td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
<td>2003-ongoing</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://www.tgd.de">http://www.tgd.de</a></td>
</tr>
<tr>
<td><strong>Lead entity type</strong></td>
<td>Third Sector Organisation</td>
</tr>
</tbody>
</table>

**Case abstract**

The Turkish Community in Germany (TGD), created in 1995, is a group of entities that is deeply committed to legal, social and political equality and the equal treatment of Turkish and other immigrants in Germany. It advocates a policy of integration of cultural minorities in the host society while developing their own cultural identity, and seeks to contribute to the peaceful and cohesive coexistence of all people. Their online portal was launched in 2003, to provide users with news, documentation, information on their projects, etc.

This online communication channel of the Turkish Community in Germany helps to shape public opinion, by conducting panel discussions, commenting on current political affairs and so on. It provides users with news, mainly related to the Turkish community in Germany. TGD also promotes specific educational and training projects and other initiatives. The web is divided into different sections: General information (about us, partners, etc.), Theses, Projects, Initiatives, Press, Partners, and Interactive. Although not all the sections are updated frequently, the home page and the news section are very lively.

**Target and key users**

IEM (ethnic specific)

Although initially targeted at the Turkish community, the site is used both by IEM and the host population, and in particular by people working in media organisations, politics or journalism, as well as the subgroups of the umbrella organisation, TGD.

**Involvement of IEM in the practice**

Staff members are from diverse backgrounds (Turkish, but also Spanish, Polish or Cuban). However, there is limited evidence of interaction with IEM users.

**Innovation & creativity**

This web portal is part of a migrant organisation initiative that grew to be able to reach a broad audience, and which is now a respected institution by governments, political institutions and other bodies. The web portal brought a new tool to add to their efforts. Thanks to sponsorships, a new redesigned portal will be launched in June 2011 with a view to satisfy the expectations of end users, who are looking towards a more user-friendly and accessible portal to spread their activities and debates. In this redesigned web, users will have access to multimedia content, the use of Google map applications to find the nearest Turkish community and a greater understanding of the Turkish community for non-Turkish visitors.

**Sustainability**

TGD is the biggest umbrella organisation for the Turkish community in Germany. It has been active over recent years, and continues to provide very helpful and practical information for the community. As a non-profit organization, it uses public funding to support its activities, but has also developed a strategy towards private sponsor to keep the web active (already online for more than 7 years). By creating specific features (like the football game between Turkey and Germany in 2010 World Cup), they attract new companies to invest in publicity in the website, so it is sustainable.

**Last update**

March 2011
### Acronym of the case
AnimaNova

### Country of the case
Romania

### Geographical scope
Transnational (Romania – Italy)

### Start date - End date
2009 – ongoing

### Website
http://www.animanova.ro

### Lead entity type
Third Sector Organization

### Case abstract
The Animanova project aims to enhance skills and knowledge of Italian and Romanian workers and experts involved in preventing and combating the trafficking in human beings (immigrants and minorities), by sharing their experiences, information and best practices. Started in 2009, the Animanova project established permanent thematic groups, with the participation of Romanian and Italian practitioners in the field of trafficking in human beings, asylum seekers and refugees.

Within the portal www.animanova.ro a practice community tool was developed in order to stimulate discussions between intermediaries working with IEM, dealing with the trafficking victims and work in different areas and with different methods of intervention: for identification, medical psychological, social and legal assistance, development of autonomy, social inclusion and integration on the labor market.

A main objective of the portal is to analyze possible new strategies applicable to the stages of identification, assistance and socio-professional integration of trafficking victims, using the Italian operators' best practices, which could be adapted and replicated to the Romanian operators. Being the first project of its kind in Romania, Animanova furthermore analyze important documents from the field, discussing them on the forum, taking into account the different opinions and answering questionnaires, identifying successful ideas and measures from the organizations which are part of partnerships/networks in the field of trafficking.

### Target and key users
IEM (women); IEM Asylum seekers/refugees; Intermediaries working with IEM

Victims of human trafficking, potential victims, social operators, individuals working in the field of human trafficking, stakeholders

### Added value criteria
#### Involvement of IEM
The involvement of IEM refers to the capacity of Animanova initiative to offer solutions for a socio-professional integration of target group taking into account the initiatives launched during the implementation: study and work visits, seminars, workshops (ex: transnational study visit in Bologna, one of the events organized during the project implementation: http://www.cpe.ro/romana/index.php?option=com_content&task=view&id=259&Itemid=1)

#### Impact assessment and monitoring
The project uses tools like enrolment forms, integrated learning plans, evaluation of learning skills at the beginning and end of the training, seminars and study visits.

#### Innovation and creativity
The AnimaNova is a unique and creative transnational project which combines the use of innovative technologies with the involvement of IEM and the methodology and experience of more than 150 experts working in the field of human trafficking, asylum seekers and refugees from both Romania and Italy.

### Last update
March 2011
### Social engagement and volunteering

<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>Digital Pioneers Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>The Netherlands</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>National</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2006-2010</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.digitalepioniers.nl">http://www.digitalepioniers.nl</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Third Sector Organisation</td>
</tr>
</tbody>
</table>

**Case abstract**

The Digital Pioneers initiative is a project of the Netherlands KnowledgeLand Foundation (Kennisland). It is funded by a grant from the Dutch Ministry of Education, Culture and Science and PRIMA, within the Program Implementation Agenda for ICT Policy. The incubation approach of Digital Pioneers – offering financial as well as professional support to IEM willing to entrepreneur, ensuring fast procedures and selecting strictly on quality – ensures that frontrunners in digital and social trends know where to find them.

This is shown by the statistics of Elsevier Subsidietotaal (Dutch subsidies database), in which the Digital Pioneers project is regularly found within the top ten most popular funding programmes (non-profit category). Digital Pioneers is able to reach a broad audience because of its relatively small contributions of €32,000 maximum. In 2007, all the Digital Pioneer projects received between them two million visits.

The Digital Pioneers Academy was established in 2006. The academy supports a selection of social internet projects, helping them to develop their services and to become less dependent on government funds and other subsidies. For six months, the developers work on a project plan in which they describe the future strategy of their project. This way, various initiatives have gained a sustainable basis.

<table>
<thead>
<tr>
<th>Target and key users</th>
<th>Host population and IEM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Involvement of IEM in the practice</strong></td>
<td>Involvement of IEM is a prerequisite for a project to be granted financial support.</td>
</tr>
<tr>
<td><strong>Impact assessment and monitoring</strong></td>
<td>All projects are monitored by maintaining personal contact with all supported projects. However, an official instrument for monitoring does not exist, so there are no statistics or other impact results available. A flexible instrument like Digital Pioneers gives pioneers within target groups - or people otherwise connected to social challenges in the field – who are in need of social innovation, an opportunity to receive organisational and financial support to create change in their own environment.</td>
</tr>
</tbody>
</table>

**Added value**

**Innovation and creativity**

This initiative clearly stimulates innovation and creativity within the social projects it funds, and provides them with support and opportunities for the participation of IEM. The involvement of IEM is a pre-requisite, and projects are monitored and given regular contact with the organisation to ensure support.

**Sustainability**

The Academy ended in 2010 when the public grant from the Dutch Ministry of Education, Culture and Science and PRIMA that was supporting the project, stopped to fund it.

| Last update | January 2011 |
### Case abstract

Youth have been shown to be generally more expert and interested in ICT than the rest of the population. The Leva Giovani initiative therefore focuses on them as volunteers to **transfer their knowledge of ICT to other groups** at risk of digital exclusion, such as the elderly, migrants and women. This action is supported by Reggio Emilia municipality and aims at **stimulating and encouraging young citizens to volunteer in different activities through some kind of symbolic and/or material incentive** (vouchers for cultural consumption, cultural trips and internships). Previously, in 2004, the local institution created a welcoming centre - Il Punto di Incontro Madreperla - for women coming from Eastern Europe, and in 2006 Leva Giovani for the Digital Divide was activated to help these women with their ICT related problems and issues. Leva Giovani aims at: reducing the digital divide experienced by a set of social groups; stimulating youngsters to opt for volunteering and spending time in social and helping activities; matching people with different backgrounds, since the learning experience acquires more profound nuances inside a more complete human relationship and contributes therefore to deeper social integration dynamics. ICT play a central role; although the learning process is not restricted to ICT, these are seen as an important instrument for the needs of those marginal groups (e.g.: writing a CV and looking for a job; using Skype to reach and communicate with family abroad; learning to look for relevant information). The initiative has had a great impact; it became so popular among young people living in Reggio Emilia that the municipality encouraged its extension to the whole Reggio Emilia Province.

### Target and key users

**Host population and IEM**

**Impact assessment**

Since the beginning of 2010 the Municipality has made an agreement with the local university (Dept for Education) for it to monitor and evaluate the initiative and its results in relation to its different targets. Questionnaires have been developed and the evaluation methodology in under way. The results from this activity will be used to improve readress and improve the Leva Giovani in its course.

**Innovation and creativity**

Innovative aspects are various. From a pedagogical point of view, teaching here is not based on a typical "frontal" classroom, with a teacher in front of various rows of students. Single youth act as "angels" for restricted groups of learners (2 or 3) and develop a personal path to learning. This is very useful whit women carers coming from eastern Europe, since it helps overcoming linguistic and ICT difficulties all in once. Also the timing of the course is flexible, to allow reconciliation with working needs.

This initiative is part of more general policies for the Youth to reinforce their participation and sense of community. Youth are part of the local social capital and their capabilities are recognized and valued in that frame.

Recently the Leva Giovani has increased its reach, and not only inside Madreperla meeting-point: mobile PCs have been bought and –thanks to the wi fi connectivity that the Municipality has introduced in the city – training can happen “on the move” and is acted also by former students that go and propose the experience to friends, colleagues or even other women form their original country.

**Sustainability**

As per its great success, and the positive response both from the youngsters and the promoters of the initiative, its sustainability is ensured. The Municipality of Reggio Emilia has obtained co-financing from the Regional Government, and a sponsorship from Coop that invests in this initiative part of its "social budget".

### Last update

January 2011
<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>Réseau Education Sans Frontières</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>France</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>National</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2004-ongoing</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.educationsansfrontieres.org">http://www.educationsansfrontieres.org</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Network</td>
</tr>
</tbody>
</table>

**Case abstract**

Illegal immigration is defined as the presence on national territory of foreigners that either do not possess documents authorising them to stay, or hold expired documents. The Education Without Borders Network (RESF) was created following a meeting at the Labour Council that included teachers and staff from the National Education Department, students, parents, educators, associations, unions and human rights organisations. **All parties were alarmed by the situation of undocumented children ("sans-papiers") and adolescents who had received schooling in France and decided to create a “solidarity network” in order to monitor, spread information, and mobilise people in favour of giving these children a legal status.** RESF includes associations and trade unions, but the members of the organisations act first and foremost as individuals. All its members are voluntary workers. RESF members are often teachers or students’ parents who are eyewitnesses to the threat of expulsion faced by undocumented migrants and decide to become their godparents. This “republican” sponsoring entails offering them day to day help. The participation of undocumented immigrants in RESF’s meetings, as well as in online activities (discussion list) is rare. Most of the exchanges between sponsor (Godparent), and sponsored (Godchild), are done face to face or over a mobile phone. For RESF, the Internet is an amplifier, a tool that enables rapid (inter)national coverage, obtaining support from teachers’ unions, associations specialised in foreigners’ rights, and most importantly from the many individuals for whom the Internet constitutes in some cases their first form of engagement.

**Target and key users**

Host population and IEM

**Added value**

<table>
<thead>
<tr>
<th>Involvement of IEM in the practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undocumented immigrants are occasionally present at local events (which include gatherings and protests). However, their participation is limited by the risk of being arrested.</td>
</tr>
</tbody>
</table>

**Innovation and creativity**

The republican model of godfathering constitutes an original way of sharing and exchanging between immigrants and the host population, as it also provides some clues as to what social capital and social engagement can do for social inclusion. Finally, the fact of being an informal network without centralised structures encourages a light and flexible organisational form that can last without needing funding by tactically using internet and mailing lists. For RESF, the Internet is an amplifier, a tool that enables rapid (inter)national coverage, obtaining support from teachers’ unions, associations specialised in foreigners’ rights, and most importantly from the many individuals for whom the Internet constitutes in some cases their first form of engagement.

<table>
<thead>
<tr>
<th>Impact assessment and monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>The success of the initiative relies before all on the successful prevention of expulsion of illegal migrants. There are actual pedagogical effects of the use of ICT but they are “peripheral”. No methods of impact assessment and monitoring are applied.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>As an informal network of individuals, the initiative does not require too manyuch financial resources. It receives no funding and depends entirely on voluntary participation.</td>
</tr>
</tbody>
</table>

**Last update**

February 2011
## Case: Migration Online

**Acronym of the case**: Migration Online

**Country of the case**: Germany

**Geographical scope**: National

**Start date - End date**: 2001-ongoing

**Website**: http://www.migration-online.de

**Lead entity type**: Public sector

### Case abstract

The Website contains useful information for the integration of migrants as it offers them different opportunities to share their experiences and act against discrimination. The target group includes migrants as well as “multipliers”, understood as persons, actors, advocates, representatives, etc. who work in the field of migrant integration. The website composes a database on good practices; a library with material for integration matters; law and regulations; and statistics. The database on “good practice” (www.migration-online.de/good-practice-center) offers examples that combat discrimination and foster integration and equality in the working environment. This includes, for example, company agreements for fair partnership and equal opportunity activities in business. The website is run by DGB Bildungswerk, whose main activities involve labour law, health and safety, European workers councils, social and cultural competencies and the integration of migrants. It offers information and organises seminars and conferences for a variety of actors and stakeholders. Relevant topical issues focus on: migration, integration, participation, antiracism, antidiscrimination, German and European migration law, equal opportunity of migrants, and other topics concerning migration policies. The website can be used to become informed about topic relevant trainings and conferences, and it can additionally be accessed during these training sessions and seminars, enabling participants to access specific additional information on migration issues.

### Target and key users

**Host population and IEM**

Target group of the website are migrants as well as "multipliers" (people who work in the field of the integration of migrants). These multipliers could be, for example, workers councils as well as personnel managers, employees in employment agencies or people with a migrant background.

### Added value

**Involvement of IEM in the practice**

In the “Migration and Qualification” department, the staff is composed of people with different migrant backgrounds. In addition, a large majority of those accessing the internet site and best practice database are also migrants or actors involved in migrant issues.

**Impact assessment and monitoring**

Qualitative impact assessment is done through ongoing activities to measure both direct and indirect outcomes of equal opportunity activities, legislation, and projects. The good practices database and internet site provide ongoing assessments and reviews of pertinent migration-relevant information. There are more than 1,000 visits per day on migration-online; nevertheless reports are not available online.

**Innovation**

This initiative provides current online information relevant to both migrants and other actors working with migrants or who are interested on integration issues. This site offers multiple pedagogical and ICT strategies, ranging from statistical information, seminar documents, training tools, methodology for teachers, including videos which can be used to combat discrimination, or advice on carrying out publicity and advertising tactics, just to name a few. This site reaches a wide public audience.

**Sustainability**

The initiative is managed by a trade union organisation, whose knowledge on how policies impact immigrants’ daily life and needs is extensive, which is a good basis for maintaining and providing updated data and information that fosters the integration of migrants and also combats discriminatory activities and behaviour on the work floor. The good practices database and internet site provide up to date and relevant information for IEM, who keep referring to the site for facts and work-related opportunities. The initiative is still ongoing; just as an example, in January 2011 a new element was edited on migration-online, incorporating a collection of exemplary migrants considered to be good integration examples. Regarding the finances, this is covered by various projects and with the support of DGB Bildungswerk.

**Last update**: February 2011
### Training Competences for employability

<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>Arbete initiative (Stockholm municipality)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>Sweden</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>Local</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2009-ongoing</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.stockholm.se/Arbete">http://www.stockholm.se/Arbete</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Public sector</td>
</tr>
</tbody>
</table>

#### Case abstract
The Stockholm municipality, through its Social Welfare and Employment departments, initiated a project targeting newcomers, and in particular refugees. Through its close collaboration with potential employers, it trains migrants for specific job profiles, using, among other tools, mobile phones to teach the necessary language, vocational and cultural skills. In 7 years, 1000 immigrants have been enabled to move from welfare to supporting themselves. One of the main applications is linked to language training on the mobile phone. They first used the MyVocab system (Vocab company), a mobile learning interface, also further developed with the help of a special consultant, adapting the tool to specific learning scenarios. When users enter the job market through internships, they can use the tools to progress in their language skills, and also benefit from the support of 5 “language supporters” or tutors, who are very accessible for them (they can go to the workplace to help solve difficulties if required). Finally, they also work with the Open College Network to provide and exchange knowledge, creating new learning modules and giving trainees the possibility to gain OCN credits while following their courses.

#### Target and key users
**IEM (general)**
The IEM key users are refugees from Somalia, and other Arab countries

#### Added value

<table>
<thead>
<tr>
<th><strong>Involvement of IEM in the practice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The “language supporters” all have migrant backgrounds.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Impact assessment and monitoring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Apart from their collaboration with the Open College Network, they ask the pupils to evaluate the programmes, and during the last two weeks, two researchers are invited to join and follow up the progresses of the users. In 7 years, 1000 immigrants have been enabled to move from welfare to supporting themselves.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Innovation and creativity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of mobile learning and the strong support given to the trainees are key aspects of this innovative practice. IEM are involved both as learners and as teachers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sustainability</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The courses are monitored and evaluated and the collaboration with the Open Network College can also be seen as a key to ensure the quality standards of the courses and their continuity in the future. It is an initiative organised by the public administration (Municipality of Stockholm) which guarantees its continuity over time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Last update</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2010</td>
</tr>
<tr>
<td>Acronym of the case</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Country of the case</td>
</tr>
<tr>
<td>Geographical scope</td>
</tr>
<tr>
<td>Start date - End date</td>
</tr>
<tr>
<td>Website</td>
</tr>
<tr>
<td>Lead entity type</td>
</tr>
</tbody>
</table>

**Case abstract**

Eight percent of women in Belgium between the ages of 25 and 49 are unemployed. Of these women, non-European residents have a higher unemployment rate than their European counterparts. In response to the growing issues of immigrant social exclusion and long-term immigrant unemployment, eleven organisations united in 2006 under the Do IT! initiative to offer programmes in both French-speaking and Dutch-speaking regions of Belgium. Initially, Interface3 is a training centre for women, especially in the field of languages, ICT and management. The centre focuses primarily on training women, and in recent years, due to the greater demand, has also focused on ICT training in order to promote women in sectors normally dominated by men. The centre offers ICT training to unemployed non-European residents. The project trained 5,000 women in 2006 and provided 4,500 more people with ICT skills training in 2007. Currently, the training programme is not gender-bound. **The Do IT! programme fosters social cohesion and offers a stepping-stone to formal vocational training for participants.** Mothers come to the courses to be able to help their children with schoolwork. Currently, the training programme includes both men and women.

**Target and key users**

Host population and IEM. Key users in reality are IEM (75% of users, both women and men). According to the initiative takers, Do IT! activities are now mainly focused on this target group.

**Added value**

**Impact assessment and monitoring**

Officially, only the number of people and the “man-hours” (hours x trainees) were measured (as requested by the donor organisation, Microsoft), finding that over five years there were 12,131 “unique” trainees and 398,000 training hours produced. For internal impact assessment, a number of qualitative samplings were done among trainees, including personal phone calls to all participants to evaluate their training experience. The satisfaction rate was generally very high, with many students feeling that after the training they were ready to keep on working in “IT” (either by taking additional classes or by individual study), and that they are now “part of the information society”. Many mothers were grateful because they could now join their school-age children and thus better support them with their studies. For training centre partners, as well as for Interface 3, the people who followed an initial training were candidates for a second, longer training course (indeed a number of them kept being in training). In 2008, Interface3 took a small sample and found that 5% of the students had gained access to a job or had kept their job or even got a promotion achieved through the initiation programme (despite the social rather than labour integration aim of the initiative).

**Innovation and creativity**

The innovation was mainly in the launching of the programme itself. This was a new and lower threshold (entry level) of the “IT knowledge pyramid” and was addressed mainly to jobseekers who had never touched a computer in their lives.

**Sustainability**

The initiative has been running for a few years now, and its initiators have been able to maintain, update and improve the courses, adapting them to users’ needs. The evaluation and the follow up of users’ progress have helped to maintain the project. The program has always been co-funded by Microsoft (from 47% during the first year to only 15% in the fifth year). With Microsoft funding ended in 2010, Interface3 decided to continue this programme at its own expenses during 2011, fulfilling its social role and as an entry point for further courses/lifelong learning (as described above).

**Last update**

March 2011
<table>
<thead>
<tr>
<th><strong>Acronym of the case</strong></th>
<th>ITpreneurs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of the case</strong></td>
<td>The Netherlands</td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
<td>National</td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
<td>2008-ongoing</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://www.itpreneurs.nl">http://www.itpreneurs.nl</a></td>
</tr>
<tr>
<td><strong>Lead entity type</strong></td>
<td>Private bodies</td>
</tr>
</tbody>
</table>

**Case abstract**

ITpreneurs designs, develops and markets innovative and effective multimedia educational tools touching on social problems. Priority areas are citizenship, participation and integration. The tools include game-based learning, e-learning and scenario-based learning, combined with teacher/coach interventions. In all its activities, ITpreneurs sees the enjoyment of both participants and coaches as essential. Concerning specific training for IEM, it develops training tools to prepare immigrants for the Dutch integration exams, mandatory for attaining residence permits, and thus to work in the Netherlands. A blended course combines e-learning, television, classroom, practical assignments, coaching and an Exam Preparation Guide. In a 3D virtual neighbourhood, for example, students are placed in situations where they can practise their language skills, start a dialogue with the residents of the neighbourhood, visit a virtual bank, school, library, local government, etc.

**Target and key users**

**IEM (general)**

Key users are unemployed IEM

**Involvement of IEM in the practice**

Migrants participate in the development of the programmes, even if universities and other partners that have more knowledge about the issues (language, training) are involved in designing the modules and content.

**Impact assessment and monitoring**

The courses are evaluated critically, and this serious assessment has permitted the continuous adaptation of the materials. The innovative partnership, including many different experts, for example the University of Amsterdam, consolidates the learning material and tools. Teachers’ competences were measured in 2009-2010 on an entire course (6-12 months). Research is in progress to see what the impact of the integration course is, not only in terms of language but also participation in the Dutch Society and the use of ICT. Research will end in June 2011. Students are measured at the beginning of the course and at the end of the course. Duration of courses ranges between 3, 6, 9, 12 and 18 months. The pass rate is used as evidence of impact of the program. An independent organization is checking the quality of second language (L2) courses. All the results are published online: http://www.blikopwerk.nl/applications/zoek/bedrijf/inburgeren/Slagingspercentages.aspx?id=5887&bedrijf=Agens%20Special%20Products%20B.V. For instance one of its biggest customers, Agens (7212 licences) has the best pass rating results of all the existing L2 organizations, which is between 78 - 97%.

**Sustainability**

The initiative taker is a company, so the initiative is sustainable thanks to its commercial activity.

**Last update**

March 2011
Case abstract

A cross-country research made at the beginning of this project has confirmed that an important part of online centres/telecentres users are IEM. In particular, migrants/users born in other countries represent 71 and 55% of surveyed end users in United Kingdom and Belgium respectively, while important numbers of migrant users in Spain and Roma users in Rumania were also identified. The only participating country where they are not a significant number is Latvia. The same survey showed that on average, half of the surveyed users were looking for a job (percentage that rises up to 86% in Belgium).

IEM, like other users at risk of social exclusion, are frequenting online centres to get their support in areas like job assistance and guidance (assessment of own skills and interests, job guidance, online job seeking, CV preparation and assessment, interview skills, e-communication with potential employers, help and advice for ex-offenders and other target groups with special needs such IEM, resources for self-employment and entrepreneurship) as well as training (access to vocational training opportunities, to training programs for unemployed people, help for students with disabilities, training on literacy and numeracy for those lower skilled, certifications like ECDL and other proofs of qualifications) and personal and social issues linked to Employability (child caring, online banking, at distance communication, etc).

Several online and blended resources already available in the participating networks were identified, a selection of which were used as a basis for the development the Employability Toolkit, star product of this initiative which intends to support the enhancement of the basic key competencies of low qualified adults to improve their employability. For this aim, KC4all project has developed a brand new solution for the delivery of employability-related contents and guidance to those at a risk of exclusion which is based on alternative learning approach inspired by Constructivism and Web 2.0 (ICT-based, user-centered, interest-oriented and multilingual) and is being delivered through national Telecentre networks and other adult education actors (civic centres, adult education centres, worker unions, etc.). The kit delivered by this project consists on an Employability Toolkit for End user, a Handbook for Facilitators and Guidelines for New Actors. The key competences trained by the toolkit are Digital skills, Learning to learn, Social and civic competencies and Sense of initiative and entrepreneurship.

Target and key users

Host population and IEM
End users are adult learners looking for a job or interested to improve their employability. In particular, non-EU migrants in Belgium, UK and Spain and ethnic minorities (Roma) in Rumania are relevant target groups.

Involvement of IEM in the practice
An aim of the toolkit’s pedagogical design is to make users feel identified with the examples and situations exposed in it; for this reason, the feedback from IEM who participated from the pilot phase is being into account for the final edition of the toolkit (under development), particularly to address cultural diversity issues and to assure a good understanding of the concepts and behavioural code behind each explanation.

Impact assessment and monitoring
Being the toolkit built collaboratively in an open source application (WordPress), a continuous assessment of the resources proposed was easy to implement. Being and it is user oriented to be self-administrated or supported by a facilitator, all that makes easy its adjustment to user’s expectations and needs. It was tested in 5 countries, where 10 facilitators (per country) were instructed to use the tool with 5 end users each, being in total: 50 facilitators and 250 end users. Questionnaires for facilitators and end users were delivered, and online monitoring was provided during the whole testing phase to monitor the process, as well as a face to face meeting with facilitators. An analysis of the impact reached will be provided, with a view to support the future exploitation of the toolkit in other networks.

Added value criteria

Innovation and creativity
The main innovation is, in one hand, the itinerary structure of the toolkit that allow users to get profit of it, no matter their previous level of ICT, and on the other hand, the compilation of already existing resources that reach the most local needs and contextualized information (all in one). The itinerary consists of three steps, each one combining e-learning sessions, additional learning materials, online resources and workshops. The user can choose a profession based upon their skills and interests, learn to apply online for a job, improve his/her ability to use office software, or promote him/herself using web 2.0 tools and presentation software. The open source platform allows adding new tools and languages in an easy way, making the toolkit easily scalable and open to incorporate external resources.

Sustainability
This is a project funded by the Lifelong Learning programme of the European Commission (under Grundtvig action line). The idea of building an Employability toolkit for Telecentres was born from a real need expressed by many telecentre networks across Europe, which are willing to incorporate it to their services portfolio. This will be implemented through the Exploitation plan of the project, which counts with the support of Telecentre Europe umbrella organisation. Even if adopting the toolkit requires few investments (particularly in terms of staff hours), the potential beneficiaries (telecentre networks) belong in several cases to public administrations, and if not, get fundraising from public or private institutions.
Chapter 3 - Good Practices: 60 ICT-driven initiatives for IEM and Cultural Diversity

Training & searching for a job

<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>“Surfen zum Job – Digitale Chancen auf dem Arbeitsmarkt” (Surfing to the Job - Digital Opportunities on the Labour Market)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>Germany</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>National</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2005-ongoing</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.surfen-zum-job.de">http://www.surfen-zum-job.de</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Third Sector Organisation</td>
</tr>
</tbody>
</table>

**Case abstract**

In Germany, around 20% of young migrants abandon school before graduation. This implies that they have fewer opportunities in the job market. Surfen Zum Job is a training campaign to **teach these young migrants digital literacy through job searching online**. The underlying idea is that the more relevant an internet service becomes, the more likely people are to invest time in learning how to make use of it. **The training enables social workers to use the Virtual Job Market and to train their clients in surfing for a job.** Particularly socially disadvantaged youth with a low level of education benefit from the possibility of publishing their profile, describing their non-formal competences and soft skills as well as their formal education level. For a successful job search they need to learn in advance not only how to use the internet in general, but also how to use it for online profile building and job search. Designed as a Private-Public-Partnership with AOL Germany and the German Labour Agency, the Digital Opportunities Foundation succeeded for the first time ever in bringing together all major German welfare organisations in a comprehensive effort for Digital Inclusion. IEM were involved in the development of the training curriculum and the training material. Besides, www.surfen-zum-job.de was set up as an exchange platform for the participants in training. It provides general information on the labour market and on the training campaign. In order to also address the needs of the two biggest groups of migrants in Germany, information is provided in Turkish and Russian, both online and offline (leaflets, etc) as to easier reach them in youth clubs, etc. The website is completed by a 21-step guided tour through online job search, especially designed for the needs of inexperienced users.

**Target and key users**

**Intermediaries working with IEM**

Key users are social workers (in libraries, youth clubs, mutual aid organisations for the unemployed, trade unions, advice bureaux for the unemployed, adult education/further education organisations, social services) as multipliers. Key users in the general target group are unemployed youth without a school certificate or an apprenticeship.

**Added value**

**Involvement of IEM in the practice**

IEM were involved in the development of the training curriculum and the training material.

**Impact assessment and monitoring**

Needs assessment: before the project started, a survey was carried out to measure the need for a training campaign (: a questionnaire for 6.200 Public Internet Access Points in the field of social work was issued in May 2004).

Concerning impact assessment of the initiative itself, the training campaign was evaluated by several feedback forms prepared for the participants and the trainers, as well as an evaluation conducted by telephone 6 to 8 weeks after the training. This follow-up showed that nearly all of the participants made use of their newly obtained knowledge to train young people themselves in digital literacy, for example, in online job seeking. All participants reported benefits from the training course as well as from the training material (online and printed) in their daily work with disadvantaged youth. The feedback of participants and the results were recorded in the content management database.

**Innovation and Creativity**

The project’s innovation lies in the approach to enable social workers for the use of ICT in the process of job search and apprenticeship. Although these people know their clients competencies, they are usually less acquainted with the use of ICT. The training equips them with the tools to do a successful job search online but leaves them also enough space to develop their own strategies to make their young clients interested in setting up an online application or a job search profile on the most relevant platforms. The claim of the project “Gut gefunden werden” has a double sense in German language meaning both: being found by employers and also being judged as a good and adequate applicant. Thus the claim also appeals to the young users’ creativity as a talent they have to bring forward to the labour market.

**Sustainability**

The nation-wide roll-out of the training campaign was limited to 12 months (2005-2006), although some trainings were still carried out up to now. Thereafter the project’s sustainability is based on the well established training curriculum, the accompanying documents and the Guided Tour online. By virtue of the multiplier strategy the trainings outcomes are still effective to the benefit of young people.

**Last update**

March 2011
This project was launched within the European INTI call for proposals (Integration of third-country nationals). It consisted in constructing 9 online platforms in 9 European Union cities to provide basic crucial information to migrants who are newcomers as well as to long-term residents. The portal contains information, resources and contacts in 6 domains (Knowledge of the host society, Working in the city, Learning in the city, Living in the city, Access to health, Participating in the host community). Access to employment is one of the important sections on the portal. The themes in this section address one of the most crucial issues concerning access to employment for migrants, inspired by the European Commission’s concept of “active inclusion” in the labour market. Active inclusion addresses not only the job search itself but also all the other issues that can prevent a migrant from obtaining an adequate job (child care in the case of single parents and migrant women, recognition of qualifications, lifelong learning, enterprise development, help for employers).

All these themes are included in the website to make sure that a user will not only have access to lists of job offers but a range of other services that can help her/him to access the labour market. The section on enterprise development is particularly important, as research shows that few migrants use mainstream support services for enterprise development, simply because they are not aware of their existence, and when they do visit these services they do not find an adequate response to their needs. So the objective behind adding this section to the portal is to reach migrants and provide them with the necessary information in different languages on how to create their own enterprise. Enterprise development is seen as an alternative to employment for migrants.

The portal offers a homogenised access to available resources in the partner languages and depending on the local context, in IEM languages too (e.g. Somali in London platform or Turkish in Amsterdam platform). However, two out of nine links to local resources (Lecce and Crotone) are not appropriately addressed to targeted local services/municipality homepage.

Involvement of IEM in the practice

The participation of IEM is achieved either through migrants’ organisations who are members of the Local Action groups, for instance in Huelva (Spain), or through organisations who have migrant clients and who are already aware, on the basis of their daily interaction with migrants, of the most important information for IEM.

Impact assessment and monitoring

Three peer review thematic workshops (Employment, Education and access to Health and Housing, Intercultural dialogue and participation) were organised through the project (between February and November 2008), as well as an evaluation report. Workshop presentations can be found at: http://www.qec-eran.org/projects/inti_prew2.htm

Innovation and Creativity

The creation of multilingual portal allows access to resources for IEM in 9 European cities (distributed in 5 countries). The initiative uses the so-called peer review workshops and local mapping in order to examine what are the services available for migrants, particularly newcomers and women, in relation to the themes of the project; assess the dissemination mechanisms of these services and if they are reaching the target groups; identify the kind of information and services newcomers need and that are not already provided by other information channels. Three mapping reports are produced: on Employment and induction programmes, on education and access to basic services such as health and housing, and on intercultural dialogue, civic participation and respect. The initiative also uses the Local Action Group that is responsible for implementing the agreed transnational activities and is involved in monitoring and evaluating the project. Each group selects a local coordinator. Members of the LAG also form part of the on-line mentoring network of professionals who have considerable experience of working in the field of integration. Each member has created a professional profile describing his/her main expertise and interests.

Last update

March 2011
<table>
<thead>
<tr>
<th><strong>Acronym of the case</strong></th>
<th>Online Job Centre for Foreigners - skilled workers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of the case</strong></td>
<td>Czech Republic</td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
<td>National</td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
<td>2004-2010</td>
</tr>
<tr>
<td><strong>Lead entity type</strong></td>
<td>Public sector</td>
</tr>
</tbody>
</table>

**Case abstract**

This initiative was the *centralised website for online job seekers focused on immigrants in the Czech Republic*. The Centre also provided other services such as on-line information about the Employment Act, on-line posting of individual applicants’ CVs and messages sent to mobile phones.

This online job centre for foreigners was a new phenomenon in the Czech Republic. Until this website was established, there were limited possibilities for foreigners to search for a job in this country. Websites existed where some advertisements aimed at immigrants were published, but at a small scale. This was the first universal online server, where immigrants of all nationalities can search for a job and state in advance that they were foreigners.

This way employment was easier both for foreigners and for the state. It was accessible from everywhere and it supported users’ self-reliance – the role of foreigners is an active one. The website did not only offer jobs; there was also a possibility for foreigners to insert their CV or job applications. By its end about 206 job applicants from abroad (both EU and non-EU countries) were registered on the Online Job Centre with their job requests. Notably, one of the most substantial problems was the lack of job offers, especially of skilled jobs. Most of the job offers were connected with unskilled occupations on the secondary labour market and some of them were really unreliable offers (this is also clear from the results of public inquiry).

**Target and key users**

Host population and IEM  
The real users of this practice were migrants from non-EU countries who were looking for a job in the Czech Republic.

**Added value**

**Impact assessment and monitoring**  
Web statistics were used to analyse user profiles, numbers of visitors per month and uploads of CVs.

**Innovation and creativity**

While some questions had been raised about the jobs offered on this site, it is important to note the different applications that were available, for example the text messages sent every Sunday to registered users with their five most suitable job offers. This facilitated immigrants’ access to up-to-date information, as most of them used a mobile phone, but not all of them had access to the Internet. Another advantage of the initiative was the wide range of languages available on the website.

**Sustainability**

It was an initiative organised by the public administration (Ministry of Labour and Social Affairs), which guarantees its continuity over time.

**Last update**

March 2011
**Ad Astra** is an online project devoted to the Romanian scientific community aimed at the younger generation. Its origins lie in a formal meeting that took place in 2000, when a small group of participants agreed to create an online journal as a first delocalised “agora” of young Romanian scientists. Ad-Astra journal was created one year later as a result. Two major aims were set: to ensure a greater national and international visibility of the scientific results of researchers with a Romanian background and to significantly improve the quality of the research activities carried out in Romania. From the beginning, the mailing list of this initiative proved to be a particularly adequate tool of communication for the setting-up of the project. Dispersed in the United States, Sweden, France, Spain, Switzerland and Romania, the founders needed an extraterritorial means of permanently keeping in touch. As a next step, in 2001 the network created the website www.ad-astra.ro. Established as an electronic format for the Ad-Astra journal, it became the main platform for scientific exchange and a pool of expertise and skills. The website hosts not only the electronic journal, but also a Romanian ‘Science Library’, an up-to-date calendar of scientific events, funding opportunities and a Who’s who database of Romanian scientists. Apart from the new members contacted through personal social networks, an interactive database developed within the Ad-Astra website allows each student, junior or senior researcher, to freely adhere to this online community by registering their main scientific publications. This activity serves as a catalyst for community organisation and facilitates visibility of research results of young researchers in Romania and abroad. This is an innovative and creative activity because its focus is on disseminating scientific knowledge regarding Romania to a wide audience.

**Target and key users**

**IEM (ethnic specific)**

<table>
<thead>
<tr>
<th>Case abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ad Astra</strong> is an online project devoted to the Romanian scientific community aimed at the younger generation. Its origins lie in a formal meeting that took place in 2000, when a small group of participants agreed to create an online journal as a first delocalised “agora” of young Romanian scientists. Ad-Astra journal was created one year later as a result. Two major aims were set: to ensure a greater national and international visibility of the scientific results of researchers with a Romanian background and to significantly improve the quality of the research activities carried out in Romania. From the beginning, the mailing list of this initiative proved to be a particularly adequate tool of communication for the setting-up of the project. Dispersed in the United States, Sweden, France, Spain, Switzerland and Romania, the founders needed an extraterritorial means of permanently keeping in touch. As a next step, in 2001 the network created the website <a href="http://www.ad-astra.ro">www.ad-astra.ro</a>. Established as an electronic format for the Ad-Astra journal, it became the main platform for scientific exchange and a pool of expertise and skills. The website hosts not only the electronic journal, but also a Romanian ‘Science Library’, an up-to-date calendar of scientific events, funding opportunities and a Who’s who database of Romanian scientists. Apart from the new members contacted through personal social networks, an interactive database developed within the Ad-Astra website allows each student, junior or senior researcher, to freely adhere to this online community by registering their main scientific publications. This activity serves as a catalyst for community organisation and facilitates visibility of research results of young researchers in Romania and abroad. This is an innovative and creative activity because its focus is on disseminating scientific knowledge regarding Romania to a wide audience.</td>
</tr>
</tbody>
</table>

**Added value**

<table>
<thead>
<tr>
<th><strong>Impact assessment and monitoring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The website is monitored, and several studies have been done on the impact of the e-diaspora network. Such studies are to be found both in the Ad Astra Journal – a well known Romanian scientific publication (<a href="http://www.ad-astra.ro/journal/?lang=en">http://www.ad-astra.ro/journal/?lang=en</a>) but also as separate researches published on the Ad Astra platform (<a href="http://www.ad-astra.ro/research/?lang=en">http://www.ad-astra.ro/research/?lang=en</a>).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Innovation and Creativity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The project combines the use of new technologies with IEM interest in accessing researches, public policies and analysis concerning their socio-professional integration both in the countries of destination or origin. Thus, ICT-enabled service is an innovative one in Romania, being the only one of this kind to provide free access to those kind of services the platform offer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sustainability</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The initiative allows for continuous monitoring and analysis of relevant scientific topics and practical strategies in Romanian policies. The action assured its sustainability through consultancy services regarding access to funding in Romania (European Social Fund, EC programs, other funds offered by the Romanian Ministries; example of a guideline for improving funds accession and implementing procedures <a href="http://www.ad-astra.ro/docs/2008_01_sugesti_PNCDI2.pdf">http://www.ad-astra.ro/docs/2008_01_sugesti_PNCDI2.pdf</a>). Also, the sustainability was assured through gaining local projects, sponsorships, donations and 2% action which means that a profit entity could assign 2% of its annual income tax for this kind of initiatives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Last update</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2011</td>
</tr>
<tr>
<td><strong>Acronym of the case</strong></td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Country of the case</strong></td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
</tr>
<tr>
<td><strong>Website</strong></td>
</tr>
<tr>
<td><strong>Lead entity type</strong></td>
</tr>
</tbody>
</table>

**Case abstract**

New instruments and processes are needed for improving career opportunities for highly skilled and low-skilled migrants and for recognising their previous qualifications. Migrants often have work experience or university degrees from their own country that are not officially recognised in Germany. Therefore, they have to be enabled to make all of their competencies visible and to document them systematically for potential employers in order to be considered for a position. There is a need to disseminate information regarding opportunities to have their competencies officially recognised in Germany so that they can access the labour market more easily. To support this need to capture the competencies of migrants in Germany and to document their qualifications, Ken was developed. Ken refers to the Notebook that captures the competencies of migrants. **KEN could be classified between personal management-systems and e-learning.** KEN covers three elementary points: “Activities”, “workbook” and “curriculum vitae”, completing them with an “infopool”. Occupational qualifications, skills as well as personal and social competencies are collected by assessment (self-assessment and external assessment). There is a demo version of KEN: http://demo.kompetenz-erfassungs-notebook.de (User: testnutzer, login: tester) that gives a deeper insight into the software. The key users are employment and qualification companies and their participants (especially migrants). Therefore, KEN was developed through a process of exchange with these companies in order to fill the absence of official assessment tools for certification and qualification assessments. The software was tested by migrants and many helpful suggestions were given by them, which have be en incorporated in the website. KEN was developed on an Open Source Licence (Ruby, Ruby on Rails among others.). It has to be emphasised that KEN exists only in German, in order to ensure that the compilation of competencies can be used directly in the German labour market.

**Target and key users**

Host population and IEM

- Key users are employment and qualification companies and their participants (especially migrants)

**Involvement of IEM in the practice**

Although KEN was developed in a process in and with companies, the software was tested in practice with migrants and useful suggestions were provided by the latter. Migrant organisations and employees (with and without migrant background) of employment and qualification companies gave helpful input.

**Impact assessment and monitoring**

With the involvement of migrants in the development of this site, the impact has been assessed and valued. Being the software developed with funding from a governmental organisation, there is an ongoing evaluation but the reports are not public, so there is no public information on how many people have used the system up to now.

**Added value**

**Innovation and creativity**

Considering the development of an instrument that measures competence assessments, the question is not if ICT is being used, but how ICT can be used in a way that technology allows and promotes access. What is meant in this regard is that users can understand and take advantage of ICT. For this to occur, the technological threshold often needs to be designed simply and user-friendly. Generally, it is helpful to accompany users in their initial application of ICT as this encourages their access to computers and continued use. By supporting them during this initial phase, it is conducive to reduce emotional and technological barriers that often arise if not entirely skilled in computer usage. When these concerns are taken into account, as it is in KEN, the target group is strengthened and encouraged, hereby serving to foster their experience in using this medium. This was viewed as highly positive especially among older migrants.

Also the initiative KEN is a product which assists, for example, adult education institutions in participants’ work-oriented-skill-acquisition as they relate to qualifications. This also focuses on quality of standards in acquisition of competencies and further contributes to developing ongoing competencies. In the field of educational software concepts, KEN can be categorized somewhere between personnel management systems and e-learning, but in this regard, it is more oriented toward skill development processes as it is only used to manage data.

**Sustainability**

The initiative is still ongoing, running with the cooperation of various institutions supporting the initiative, and funded by the European Social Fund.

**Last update**

February 2011
<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>Nos Quartiers ont des Talents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>France</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>Regional</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2005-ongoing</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.nosquartiers-talents.com">http://www.nosquartiers-talents.com</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Third Sector Organisation</td>
</tr>
</tbody>
</table>

**Case abstract**

Nos Quartiers ont des Talents is a bridge between companies and young graduates (Master’s and above) from disadvantaged areas. The association accompanies and supports them in their search for employment. Nos Quartiers ont des Talents uses concrete actions to promote equal opportunity to give everybody the same chances: access to employment based on merit and not on connections.

The aim of the founders was to create stronger links between the companies located in the working class areas around Paris and local population. The best way to establish real connections was to introduce more diversity into the top management of the local businesses to reflect the population surrounding them.

The programme allows graduates to present their profile to the 500 partner companies; to be sponsored by one of the 1300 mentors of the operation, senior managers or company leaders; to benefit from coaching sessions, allowing them to adapt their professional project to the recruiting sectors and the professions, etc.

The programme also offers the partner companies an original alternative for the recruitment of their future managers, with a CV database offering motivated young talent, available immediately and from outside the traditional recruitment circuit. There is also the possibility for managers to become mentors. The mentors are gathered in a ‘Club des Parrains’, launched in November 2007. Through quarterly meetings and with the creation of an extranet, the Club’s purpose is to help the diffusion of good practices and the development of a network of managers supporting diversity.

**Target and key users**

IEM Second/third generations

Nos Quartiers ont des Talents allows companies to recruit their future managers among graduates from disadvantaged areas. The criteria to take part in the programme are the following: to have a qualification level equivalent to a Master degree, to be under 30, and to live in a disadvantaged area.

**Added value**

**Involvement of IEM in the practice**

IEM are involved in the conception and the implementation of the initiative, through evaluation of their needs and adaptation of the delivery of the service.

**Impact assessment and monitoring**

Several impact assessment actions have been undertaken. The project has been assessed and evaluated, allowing improvements and better adaptability.

**Sustainability**

From a local experiment that became a departmental initiative, Nos Quartiers ont des Talents has now grown into a program at regional level. Due to this success, the desire is to achieve a national expansion in large built-up areas in France. Several communities and eligible employment areas have been identified, such as Lyon, Marseille, Toulouse and Lille. This deployment to four new sites will enable the integration of between 1200 to 1500 additional graduates, and illustrates its high reproducibility.

**Last update**

Sept 2010
**Chapter 3 - Good Practices: 60 ICT-driven initiatives for IEM and Cultural Diversity**

**Training for ICT and Media & creative jobs**

<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>Mixopolis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>Germany</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>National</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2009-ongoing</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.mixopolis.de">http://www.mixopolis.de</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Public sector</td>
</tr>
</tbody>
</table>

**Case abstract**

Schulen ans Netz e.V. is a voluntary, non-profit organisation, founded in 1996 by the Federal Ministry of Education and Research together with Deutsche Telekom AG. It provides innovative internet-based educational models to support teachers and students in the responsible and critical use of new media. Their intercultural youth portal Mixopolis pursues the approach of positive reinforcement of young migrants in Germany and aims at the participation (in education, work and cultural/social life) of young immigrants in Germany in multimedia areas. To ensure this the project seeks to motivate participants in vocational education, in order to reduce social barriers and to promote **intercultural potential in a vocational context**. Mixopolis co-operates closely with schools, youth associations and participants in vocational education. It supports the youth with a variety of services in order to improve their career chances. In the ‘magazine’ users can comment on several news items about work, education or cultural life and can also give input about interesting themes. The ‘community building’ provides the opportunity for online exchange - the most active participation is found here in clubs and threads; users can also create their own profile in the section ‘My Mixopolis’. The ‘training centre’ offers different interactive learning modules and educational games about e.g. application or career. E-Mentors as personal contact persons with similar experiences of socialisation are available for the users to give individual advices.

**Target and key users**

IEM (young)

Mixopolis is primarily directed at young people with migrant backgrounds, who want to improve and present their vocational skills, but also targets: young adults who have already started training or studies and want to take part as eMentors; participants from the economic and university sector with successful integration concepts; and teachers from the vocational and non-school education sector, in an intermediary function.

**Added value**

**Involvement of IEM in the practice**

Before the project started, staff from migrant organisations and young migrants themselves were interviewed about their needs and wishes. During the development process they were permanently involved (especially the eMentors).

**Impact assessment and monitoring**

The project will be evaluated externally in 2011. The assessment will include surveys of the target groups youths and educational staff and also of the users of the platform. First results are expected in autumn 2011.

**Innovation and creativity**

The project is based on innovative internet-based education models and offers various online tools (courses and games). The involvement of IEM prior to the beginning of the practice ensured the identification of the features and options considered really useful by youth and young adults with migrant backgrounds. The approach to engage E-Mentors with similar experiences of socialisation as role models for the users stimulates the youths to emulate their career.

**Sustainability**

Mixopolis has been funded since 2008 by the Federal Ministry of Education and Research and was extended in 2011 (by the end of 2012) for two more years. Continuity is ensured through internet use and updated publications.

**Last update**

March 2011
<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>FIT (“Fast Track to IT”). Migrant ICT Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>Ireland</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>European</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2007-2009</td>
</tr>
</tbody>
</table>
| Website | http://www.fit.ie  
| | http://migrantict.ning.com/ |
| Lead entity type | Network                                       |

**Case abstract**

FIT (Fasttrack to Information Technology) is a unique industry initiative involving major local and international companies (AIB, Alchemy, AOL, Sisk Healthcare, Accenture, Lionbridge, WE Localize, NTR, SAP, Origin Enterprises, Version 1, DELL, Eircom, HP, IBM, ICT Ireland, Microsoft, Siemens, Skillsoft and Symantec) who are actively committed to the integration of marginalised job seekers into the workforce through the acquisition of marketable ICT skills. A significant arrival of workers from Poland and Lithuania motivated this entity to submit a project targeting migrants. This project was conceived as a way of integrating migrants into a new culture and also helping them to develop IT skills and secure a relevant job or go on to further education. The project has developed a model for adult education providers to attract, engage and deliver initial adult education programmes to migrants; tools and programmes for tutors to deliver effective programmes to the Polish and Lithuanian community in the UK and Ireland; bilingual materials and courseware for Polish and Lithuanian learners who assist them in attaining recognition of prior learning, gaining ICT competences and improving their English language skills. All the material and information on modules are available online. The Migrant ICT model has great potential to be used widely in the adult education sector across Ireland and in the UK.

**Target and key users**

Host population and IEM  
Key target is also more specifically Polish and Lithuanian migrants who have recently arrived in Ireland and in the UK.

**Added value**

Involvement of IEM in the practice  
Institutions from Poland and Lithuania were involved in the project, for example to provide cultural background and translation work. IEM are involved in the design and implementation of the courses, as home country institutions also permit a better knowledge of their needs.

Impact assessment and monitoring  
Monitoring of the initiative is done through evaluation questionnaires and reports.

Innovation and creativity  
The project has developed an original model for adult education providers to attract, engage and deliver initial adult education programmes to migrants; tools and programmes for tutors to deliver effective training. The START programme is the project’s training programme.

Sustainability  
The products and results of this project will be of particular interest to adult education authorities and providers, tutors and guidance counsellors working in education centres and in the community, and lay a good basis for the continuity of the project. Another factor of sustainability is the direct participation of companies.

**Last update**

March 2011
<table>
<thead>
<tr>
<th><strong>Acronym of the case</strong></th>
<th>Create+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of the case</strong></td>
<td>United Kingdom</td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
<td>National</td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
<td>2007-ongoing</td>
</tr>
<tr>
<td><strong>Lead entity type</strong></td>
<td>Third Sector Organisation</td>
</tr>
</tbody>
</table>

**Case abstract**

Vital Regeneration is a charity working to transform London’s most deprived neighbourhoods. They develop social, environmental and economic programmes, so that people and communities can fulfil their potential through learning, employment and enterprise. **Studio+ is an initiative to capture young people’s interest through the ‘hooks’ of music and event management, using industry-standard equipment and high quality learning facilities.** The programme provides a bridge for 14 to 19 year olds who have not achieved qualifications, to enable them to engage with ongoing training and employment opportunities. **Studio+ develops the literacy and numeracy skills of young people who are not in education, employment or training (NEET), and effectively reconnects them with mainstream education or work.** The main goal is to bring these young people back to learning processes, and they use a holistic approach, using fun learning to develop transferable skills. The tutors have great experience in re-engaging young people through fun learning, and are very active in the learning and accompanying process. They work with participants to develop their technical and communication skills. The programme enhances their team building capability and networks. **Studio+ also builds up young people’s confidence, motivation, aspirations and resilience.** This practice does not specifically target IEM, but youngsters at risk.

**Target and key users**

**Host population and IEM**

Particularly addressed to youngsters aged 14-19 who are not in education, employment or training (NEET)

**Involvement of IEM in the practice**

The youngsters are involved in the design and implementation of the training process.

**Impact assessment and monitoring**

At the beginning of the courses, an evaluation of the aims and goals of each student is made. A mid term review is then done to see progress, and a final evaluation is made to see how much progress has been made from the beginning, with especial attention to each student’s goals. They monitor the progress from the original aims. This is done with personal interviews. When working with schools, they also speak to the teachers for their own assessment.

They use enrolment forms, individual learning plans, evaluation of soft skills, qualifications (outcomes) to evaluate the progression routes of participants. The whole pedagogical team is very engaged, and evaluation and impact assessment are part of their daily work.

**Innovation and creativity**

This project combines the use of new technologies with youngsters’ interests in music and event management. Through new technological software, they help the students to develop creative software, but also engage them in additional areas such as media literacy. It is a creative way to use ICT, as a hook to learning and getting new skills.

**Sustainability**

As for the rest of projects of this NGO, trusts and funds are currently supporting the programs. They are always looking for additional funders to keep the initiatives going.

**Last update**

March 2011
**Chapter 3 - Good Practices: 60 ICT-driven initiatives for IEM and Cultural Diversity**

### Financial Inclusion

<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>Votre banque ici et là-bas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of the case</strong></td>
<td>France</td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
<td>International</td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
<td>2005-ongoing</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="https://particuliers.societegenerale.fr/clientele_internationale.htm">https://particuliers.societegenerale.fr/clientele_internationale.htm</a></td>
</tr>
<tr>
<td><strong>Lead entity type</strong></td>
<td>Private bodies</td>
</tr>
</tbody>
</table>

**Case abstract**

Like all banks in France, Société Générale (SG) categorised migrant populations according to their socio-professional status or their age, but without taking into account their specificity due to their continued home ties. Immigrants’ needs are very standard, but with regards to their country of origin, they focus on money transfers, property access and finally the fear of dying far from their country of origin and that their family will lack the financial means to repatriate the body. In order to offer new solutions, SG developed 4 specific services: a) the possibility to freely open a bank account in the home country without travelling back home. A **home-banking service** (internet, call centre, phone, fax) is generally offered to the customer so that they can at any time check on the situation of their account abroad. b) **i-Transfert**, a method to transfer money by phone with some of the lowest costs on the market. c) The possibility of obtaining a mortgage in order to finance projects in the country of origin without travelling there. d) **Maetis**, insurance for body repatriation. Regarding the take up of these services, they have noted that migrants are perfectly accustomed to the telephone and since the mobile phone ownership rate is around 80% among migrants living in France, a service such as i-Transfert® is user-friendly (and can be activated in French, English or Arab). Moreover, they do not need to go to the bank, queue up and fill in forms. On the other hand, many of them would like to have confirmation that a transfer has been correctly executed. To meet this demand, an option currently in the process of implementation is to send an acknowledgment of receipt by SMS.

**Target and key users**

| **IEM (general)** |

**Added value**

Involvement of IEM in the practice

As described above, IEM are the main target group and their involvement in the project is automatic, as customers but also as a source of information about the services Société Générale could develop in the future. IEM are also implicated as partners through numerous community associations, embassies and consulates that work with Société Générale and are willing to promote these services to their members or nationals.

**Impact assessment and monitoring**

Follow up on users. Internal surveys on IEM customers.

**Innovation and creativity**

The four services were developed by assessing the needs of IEM customers with internal surveys; this research facilitated the development of services strongly targeted to the specific needs of this niche market. IEM are involved as customers, so the company can better assess their needs.

**Last update**

February 2011
### Access to Public services online

<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>FINFO portal (Danish library centre for integration)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>Denmark</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>National</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>1999-ongoing</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.finfo.dk">http://www.finfo.dk</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Public sector</td>
</tr>
</tbody>
</table>

**Case abstract**

FINFO is a multilingual gateway available in 11 languages, created by the State and University Library Denmark (en.statsbiblioteket.dk), which provides information about Danish society to IEM, especially those who have recently arrived to the country. The purpose of the portal is to improve immigrant communities’ access to multilingual information about their rights, duties and opportunities in Denmark. The initiative started more than 10 years ago as an innovative multilingual website, as advanced as Microsoft’s multilingual support sites at the time, or even ahead of them.

FINFO covers a wide range of topics that are structured on the basis of input from users and their specific needs for information, thus leading to a frequent revision of the main topics addressed. These are currently divided as follows: New in Denmark; Work; Education; Organisations; Healthcare; Relationships and Family; Culture; and Society. Furthermore, other useful resources, such as Global news and Toolbox are provided.

The gateway is structured around two levels, the national and the municipal. The first level provides information of general interest to residents in Denmark. The second level offers local information to residents of a particular municipality, such as events, social life, the location of social services, organisations, libraries, educational institutions and other relevant resources.

The project manager explains that, due to the great resources needed to maintain this portal, the State and University Library has decided to transform it towards its own area of knowledge. In the next years, it should become a multicultural library portal where users will be able to have access to documents, videos, music, etc, in and from different cultures and languages.

**Target and key users**

IEM (general)

**Added value**

Innovation and creativity

It consists on a multilingual gateway created 10 years ago, which allows migrants in Denmark to access information in 11 languages. When it was created, no information service of this kind was available online. It grew as part of the demand of information both from migrants and public administrations. It was specially innovative as per the multiple languages used to inform the users, being a pioneer in multilingual site.

Sustainability

Case owners are transforming the initiative in order to make it more sustainable and more appropriate to the organisation’s own resources and know-how. In fact, the initiative is heading towards a more “library” type of website, as explained in the case abstract.

**Last update**

March 2011
### Acronym of the case

<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>e-Café Centro Enea</th>
</tr>
</thead>
</table>

### Country of the case

<table>
<thead>
<tr>
<th>Country of the case</th>
<th>Italy</th>
</tr>
</thead>
</table>

### Geographical scope

<table>
<thead>
<tr>
<th>Geographical scope</th>
<th>Local</th>
</tr>
</thead>
</table>

### Start date - End date

<table>
<thead>
<tr>
<th>Start date - End date</th>
<th>2008 –ongoing</th>
</tr>
</thead>
</table>

### Website

<table>
<thead>
<tr>
<th>Website</th>
<th><a href="http://www.mondodigitale.org/cosa-facciamo/ict-integrazione-immigrati-rifugiati/centro-enea">http://www.mondodigitale.org/cosa-facciamo/ict-integrazione-immigrati-rifugiati/centro-enea</a></th>
</tr>
</thead>
</table>

### Lead entity type

<table>
<thead>
<tr>
<th>Lead entity type</th>
<th>Public sector</th>
</tr>
</thead>
</table>

### Case abstract

Centro ENEA is an experimental project and multi-services centre, created by the municipality of Rome and the Ministry of Interior, and funded by the Italian Government. It has capacity for 400 people and is seen as a strategic step in the reception and integration of refugees in Italy. The approach used in the centre is a clear shift in the current system, going from a static service model towards a dynamic approach of reception based on the study of personalised projects for every single person, depending on their background, needs and expectations. This is done in order to offer specific services and instruments to help migrants and refugees on their migratory path, enabling them to give value to their own identities, and helping them develop their own capacities. Special emphasis is put on immediate needs such as learning Italian, or finding accommodation and a job. Up to 400 people are hosted in the centre, where social operators, linguistic mediators, Italian language teachers, psychologists and lawyers provide them with support. Another central service is an "e-Café" that provides digital literacy courses to asylum seekers and is managed by Fondazione Mondo Digitale. It offers PCs with an internet connection, Italian classes and professional guidance classes using computers. The e-Café services are open to all Rome citizens to help the integration of asylum seekers into society. Through the e-Café it is possible to contact organisations and communities of asylum seekers in Italy through email, chat, Skype services, etc. In addition, they organise classes for high school students inside the ENEA Centre that residents of the centre can also attend: for example 3D graphic classes and courses for building computers utilising parts of old PCs.

### Target and key users

<table>
<thead>
<tr>
<th>Target and key users</th>
<th>IEM Asylum seekers/refugees</th>
</tr>
</thead>
</table>

Guests of the ENEA Centre are refugees, asylum seekers and humanitarian aid seekers that have been hosted upon their arrival in Italy by other "Centri di Prima Accoglienza" (Primary Reception Centres). Most of them are young men and women without children.

### Added value

<table>
<thead>
<tr>
<th>Added value</th>
<th>Involvement of IEM in the practice</th>
</tr>
</thead>
</table>

Migrants contributed to some changes in the development of the project. For instance, multimedia Italian language modules turned out to be too complicated and abstract for them, and they needed a class that could help them deal with practical aspects of everyday life. So the Italian language modules were changed in accordance with their requests and recommendations.

<table>
<thead>
<tr>
<th>Added value</th>
<th>Innovation and creativity</th>
</tr>
</thead>
</table>

This experience provides a digital model in asylum seekers’ centres with the creation of a net-café (for access to services and friends/families), online Italian and guidance courses and digital literacy courses. Asylum seekers are involved in the development of the courses and the use of the space, and are taken into account when defining the activities. One of the main innovative and creative aspects of this initiative are the following four levels of interaction:

- The role of the Internet Café (e-Café) in the Refugee Centre Boccea. The e-Café provides refugees: PCs connected to the Internet, professional courses, driving the attendance of Italian multimedia course, courses in “digital communicators”.

- The Role of Internet Café in integrating the Refugee Centre with the community of Rome, with the opening of services to citizens of the territory.

- The role of the Internet Café (e-Café) in the relationship of the Refugee Centre Boccea with other organizations and communities of refugees in Italy. The refugees will be able to communicate with other refugees from their country of origin in Italy and vice versa using the service e-mail, chat, skype, etc.. provided by e-Café.

- The role of the Internet Café (e-Café) in dealing with the refugee community and relatives in their country of origin.

### Sustainability

<table>
<thead>
<tr>
<th>Sustainability</th>
<th>The Centro Enea initiative is funded by Municipality of Rome and Italian Ministry of Interior</th>
</tr>
</thead>
</table>

### Last update

<p>| Last update | March 2011 |</p>
<table>
<thead>
<tr>
<th><strong>Acronym of the case</strong></th>
<th>Video Bridge Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of the case</strong></td>
<td>Romania</td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
<td>European</td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
<td>2008- ongoing</td>
</tr>
</tbody>
</table>
| **Website**             | http://www.ecentre.ro  
                          | http://www.eos.ro     |
| **Lead entity type**    | Third Sector Organisation |

**Case abstract**

The phenomenon of children left behind in the country due to emigrating parents is widespread in Romania today. According to some estimations around 15% of Romanian children aged from 0 to 18 years have had at least one of their parents working abroad in the past or at present (UNICEF, 2008), and more than one third of the families have had at least one member working abroad since 1989. Video Bridge Europe was implemented by EOS Foundation with the aid of the national e-centre network that it manages since 2006 (www.ecentre.ro). The project took place in the entire 32 e-centres partner who provided support for the teenagers from the community, teenagers whose parents had left the country to go and work in Spain.

Within this project the teenagers are encouraged by the e-centre managers to come to the e-centre at their community in order to use the new ICT tools and in this way communicate with their parents who are working in Spain. There are a lot of teenagers who are coming frequently to the e-centre in order to talk on internet with their family members in Spain. In the e-centre they use the voice and video affordances of MSN, Yahoo or Skype in order to speak with their parents. In small communities, where the internet connectivity is almost inexistent, the services that the e-centres offer are more than welcome for these children. This is almost the only chance they have to speak with their family abroad, considering the fact that international telephone calls are very expensive.

**Target and key users**

| IEM (young) | Romanian migrants in Spain, and their children in Romania |

**Involvement of IEM**

IEM are the core group of this initiative, the action being focused on providing a long term relation between the children left home and their parents in Spain, by encouraging them to use new ICT technologies, as MSN, Yahoo, Skype or interactive platforms.

<table>
<thead>
<tr>
<th>Impact assessment and monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>The website is monitored using web statistics. Also, the action use evaluation of learning skills at the beginning and end of the training.</td>
</tr>
</tbody>
</table>

**Added value**

**Innovation and creativity**

The project is organized from a social inclusion perspective, and it focuses more narrowly on the particular role of ICT as a moderator factor in the social inclusion of the adolescents left at home. The ICT-enabled service is innovative with respect to the context in which it takes place due to the fact that is the only service of this kind who works on a real necessity demanded by the targeted IEM, more exactly keeping in contact the migrants abroad with their families, being focused on the teenagers who are using the e-centres to communicate with their parents in Spain. The type of creativity used by this service implies a long-term collaboration between the 32 centres and combines the use of innovative ICT techniques with the IEM interest in bridging with their families abroad.

<table>
<thead>
<tr>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>The action is an on-going project developed and funded with the help of Microsoft Unlimited Potential programme and will assure it’s sustainability in the next years by local and regional funding, sponsorships and donations. Also, the e-centres have already the infrastructure to develop themselves as self-financing entities with the possibility of providing a part of the services on a paying base.</td>
</tr>
</tbody>
</table>

**Last update**

February 2011
<table>
<thead>
<tr>
<th><strong>Acronym of the case</strong></th>
<th>Rainbow-Radio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of the case</strong></td>
<td>Germany</td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
<td>Regional</td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
<td>2004-ongoing</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://www.regenbogen-radio.de">http://www.regenbogen-radio.de</a></td>
</tr>
<tr>
<td><strong>Lead entity type</strong></td>
<td>Third Sector Organisation</td>
</tr>
</tbody>
</table>

**Case abstract**

The aim of the project is to produce radio features by migrants, or from a migrant’s point of view, in order to promote the active participation of migrants in society. The features are produced in German and are provided for existing radio programmes/stations and not for specific minority broadcasting. The project is useful for intercultural dialogue. Transmission takes place through local broadcasting stations as well as through podcasting and internet radio with download functions.

This project offers a whole range of opportunities for migrants without any experience to get into contact with the production and use of radio. Migrants can improve their digital skills and practice these skills on their own or with others. Furthermore, the experience allows participants to get into contact with people from different socio-cultural backgrounds, to learn more about German political institutions and to volunteer in the community. They can express their opinions, feelings and information in public media-broadcasting their programme on the radio.

The target groups (migrants and locals) actively take part in all phases of the project (planning, production, evaluation and dissemination). Women and men have the same access to the programme. The production work is done in three groups in different cities of the region, all belonging to the same Regenbogen-Radio Project. Each group is responsible for 30 minutes of radio features every month. Due to the situations in the different cities, in one group there are more elderly migrants, the second is like a migrant youth group and the third is mixed with younger and older participants.

**Target and key users**

Host population and IEM

Involvement of IEM in the practice

IEM have been involved in the project from the very beginning. Already in the design of the project some migrants with radio experience were involved. Also, at the level of the radio trainers, people with diverse ethnic backgrounds were selected. The partners who provided infrastructure like recording rooms, computers and the content of the radio features are in part migrants’ own organisations.

Impact assessment and monitoring

The production groups have weekly meetings and also the project-manager has weekly meetings with the involved long-term volunteers to evaluate the project and react if necessary.

Impact is evaluated by monitoring the broadcasted radio-programme. The project has every month a 60 min programme-space in two community-radio-station. The quality and the developed themes, chosen by the groups, are under on-air-check and if there is any need to support one of the production-group trainings or others are offered.

The missing piece is a written evaluation from outside, which depends on a project funding which can make possible to finance it.

Added value

**Innovation and creativity**

One of the mission statements of Projektwerkstatt is to include migrants and migrant organisations in all of their activities, and this was fully achieved in this project. Rainbow-Radio gives IEM the opportunity to publish their voice on existing radio programmes. Normally, without broadcasting skills, they wouldn’t stand a chance of getting on existing radio programmes. The approach towards production and direct broadcasting is innovative as over recent years it has allowed IEM to become more familiar with digital radio and to improve their own digital skills while getting their voices heard - literally.

**Sustainability**

The project Rainbow-Radio has only very small running costs because it is mainly organised by migrant volunteers. At the moment four radio-production-groups are working in the project and they meet and work independently, using the facilities of the responsible association. The collaboration with two community-radio-broadcasters makes it possible to offer continuously offer training-courses, whenever necessary organised by the radio-professionals with no or very small money. The small costs are financed by general funds the association get for its work, by small public money as well as by private donations. Sustainability is also possible because of the emergence of new cooperation opportunities with projects where the production-knowledge production of the Rainbow-Radio, or/ and the training-experience or/and the existing experience in journalism expertise, specialized on the theme ‘migration’ theme is neededecessary. i.e., The project is gets quite often invited from regional, national and also European level organisations from partner-organisations to participate into other projects wherein which thista part of the knowledge is requiredasked. The invitations are coming from regional, national and also European level. These projects create some project based-income which is invested again in the future of the project.

**Last update**

February 2011
<table>
<thead>
<tr>
<th>Acronym of the case</th>
<th>Media4ME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of the case</td>
<td>The Netherlands</td>
</tr>
<tr>
<td>Geographical scope</td>
<td>National – Local</td>
</tr>
<tr>
<td>Start date - End date</td>
<td>2008 – ongoing</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.media4me.org">http://www.media4me.org</a></td>
</tr>
<tr>
<td>Lead entity type</td>
<td>Third sector Organization</td>
</tr>
</tbody>
</table>

**Case abstract**

With more and more urban areas becoming multicultural, local authorities and service providers experienced that local communication with and among citizens was becoming more difficult, while their (migrant) inhabitants regularly experienced negative portrayal and images of their areas in the media and wereare missing their own voice in the debates. All parties in the areas acknowledged the existence of a possible digital exclusion of large parts of the citizens in these areas because of insufficient media literacy skills and competencies. Several local authorities and service providers executed media and communication projects, but these wereare often short lived and not part of a long term policy and perspective.

Media4ME aims to connect and empower organisations, institutions and active citizens working in multicultural neighbourhoods promoting intercultural dialogue and social cohesion and to counter the negative portrayal of neighbourhoods and their inhabitants in the mainstream media. It has been developed as a national helpdesk which supports multicultural areas to develop a comprehensive intercultural media approach in the area. Media4ME mapped previous good practices in the Netherlands and elsewhere in Europe, then co-creatinng tools and methods in order to adapt them to new environments and to match relevant parties, and generating national communities of stakeholders like libraries, educational institutions, housing corporations, healthcare organizations. Media4ME analyzed the obstacles for sustainable implementation of social media policies in the multicultural areas and developed methods to overcome these obstacles: media literacy courses for staff members of schools, libraries, etc. In the short term, support to the integration of media competencies in curricula of vocational training institutes in the long term. In order to increase the awareness of local institutions and organizations, Media4ME also deployed a Social Media Game in target areas and project workshops. Media4ME virtual helpdesk consists of a very active website which is supported with a telephone and digital backup which gives advice and suggestions and links questions to expertise of various national organizations in the Netherlands. Media4ME supports local authorities and organizations to develop implementation projects and to adapt existing tools and methods. Success factors of Media4ME are the intercultural expertise and the fact that Media4ME is not executing projects by itself but is one bringing extra value to stakeholder’s own projects. Starting from 2011 the Media4ME concept will be introduced in six more EU-member states.

**Target and key users**

**Host population and IEM**
The direct target groups of Media4ME are local authorities and management and workers of neighbourhood organizations and institutes, like: schools; libraries; health care centers; community centres; migrant organizations; religious organizations; police; elderly care; youth centers; housing corporations; local radio and television stations; neighbourhood newspaper; etc.
The indirect target groups are the citizens in multicultural neighbourhoods, including IEM.

**Involvement of IEM in the practice**
IEM are involved of all Media4ME activities. IEM organisations are part of the Media4ME collective. The main aim of Media4ME is to encourage intercultural dialogue and social cohesion. Media4ME is actively linking minority organisations and local service providers.

**Impact assessment and monitoring**
Media4ME is monitoring and assessing its impact, particularly the improvements in the quality of life of the neighbourhood through Social Return on Investment methodology. One of the Media4ME partners will develope special methodologies for this purpose, involving university students, probably using stage interviews with service providers and citizens during and at the end of the project (18 month period). The results will be published in publications and on the website www.media4me.org.

**Innovation and creativity**
The introduction and use of social media tools encourages and improves the cooperation between organisations, institutes and intermediates on neighbourhood level and supports cross-community approaches for fostering mutual understanding. Media4ME is encouraging co-creation of existing methods and tools, which results in creative and innovative partnerships as well as in both effective and cost effective methods and tools.

**Sustainability**
The use of ICT and social media asks a new way of working and a new way of organizing the existing budgets. Media4ME is an ongoing project being funded by the European Union, but it will be made more sustainable by offering its monitoring and support services to local authorities and local service providers, who will be asked to budget those services in their new project applications. On local level costs are kept low by means of effective and practical cooperation between organizations and institutions.

**Last update**
March 2011
<table>
<thead>
<tr>
<th><strong>Acronym of the case</strong></th>
<th>Téléphonie Solidaire</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country of the case</strong></td>
<td>France</td>
</tr>
<tr>
<td><strong>Geographical scope</strong></td>
<td>National</td>
</tr>
<tr>
<td><strong>Start date - End date</strong></td>
<td>2010-ongoing</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://www.emmaus-defi.org/guide.pdf">http://www.emmaus-defi.org/guide.pdf</a></td>
</tr>
</tbody>
</table>

**Lead entity type**

Third Sector Organisation

**Case abstract**

Emmaüs Le Défi (non-profit organization that provides support for disadvantaged persons) is implementing this initiative –which French name refers to communications aimed to solidarity- in collaboration with a French mobile phone operator (SFR). This project takes its roots in the observation that mobile phone is a crucial resource for people in precarious situation. Indeed, for people placed in a situation of social isolation (living alone and/or unemployed), the mobile phone facilitate interaction with various social circles (family, friends, professional relations) and contributes to the strengthening of social bonds. The project aims to make available tools and means of communication to disadvantaged people and assist them in their use and its financial management. Initiated in January 2010, the project is composed of three parts: 1) use of mobile phones training; 2) social support; 3) and a supportive mobile phone offer.

Currently it benefits to more than one hundred people. A network of social actors (social services, educational institutions) selects and guides disadvantaged people in order to help them benefiting from the “Téléphonie Solidaire”. For these actors, mobile phone is also a crucial mean of communication as much at it is often the only link they have with the persons they follow. Once integrated in the program, each beneficiary is followed by a member of Emmaüs Le Défi to make an assessment of its use and consumption. This support is important because it provides guidance for users who ran into debt because of their mobile phone invoices. Indeed, for people suffering from social exclusion, the monthly budget allocated to the mobile phone represents between 20% and 50% of their total budget. A guide of good practices is provided to them, as well as training on good uses of mobile phones in order to reduce spending. Finally, such a support is associated with a prepaid calling card at preferential rates (four to five times lesser than regular rates). Prepaid card have some advantages: no commitment, valid for a period of six months, renewable on request. The access to the program is limited in time in order to prevent negative effects such as dependency from the social offer.

**Target and key users**

Host population and IEM

It is addressed to disadvantaged peoples, including IEM

**Involvement of IEM in the practice**

The project was not dedicated specifically to IEM, but to targeted poor people in France. However, 80% of the beneficiaries of Téléphonie Solidaire are actually IEM. They participate in the design of the solutions: the pedagogical part was created from the questions and issues raised by them; they have also contributed through a qualitative questionnaire to improve the version 2 of the project.

**Impact assessment and monitoring**

The project is still very new, so for the moment the unique impacts assessed are the immediate impact on the budget of the beneficiaries, as well as the facilitating effect of the initiative on user’s social and labour integration.

**Added value**

Innovation and creativity

The project was clearly created to tackle a problem which has been raised, with absolutely no other solution developed so far. The problem tackled is the cost of telecommunication in the budget of the poor, which is often a factor or exclusion and poverty. While the majority of social services is still considering telecommunication as a “luxury”, the innovation of this initiative consists on the development of a social project targeting the ICT budget of poor people. The innovative approach is also in the complement between a social offer (“pay as you want” cards) and a pedagogical support to ensure autonomy. Lessons learnt from experimentation also brought a lot of creativity amongst the private partner, SFR, who learnt to understand better an important whole part of its customer base.

Sustainability

For the time being, 20% of the project costs are covered through incomes generated by the project itself. The 80% left is financed by SFR, the private company partner of the project. One strong issue of the project this year will be to find an economic model (targeting the stakeholders who benefit from the program) in order to support the costs of the pedagogical part of the project.

**Last update**

February 2011
Key findings

The initiatives identified in this booklet confirm the perspective outlined in Riga and in the 2007 eInclusion Communication on the multiple aspects of the eInclusion challenge and on the opportunities afforded by ICT for the promotion of cultural diversity and IEM integration. While many IEM are digitally literate and often have similar (or even higher) rates of usages of ICT to the native population, the large number of initiatives which aim to provide IEM with basic digital literacy and, more importantly, with ICT access, show that a part of the IEM population (elderly IEM and women appear to be specifically at risk of digital exclusion) still suffers from the digital divide. “Supporting IEM to use ICT”, i.e. the “enabling dimension” of eInclusion is therefore still relevant.

Many initiatives, on the other hand, can be qualified as “using ICT to support IEM”, both by supporting intermediaries and service delivery actors who deal with IEM through digital or traditional channels in different areas, and by developing or adapting online content and services focused on IEM needs and requirements in an integration perspective. These developments probably accelerate the participation of IEM in the European information society, by making it more valuable to them. Since the lack of relevant/adapted content has often been mentioned as a reason for the non use of ICT, this move is also synergetic with the efforts in the enabling dimension.

Finally, we also found many examples of what appears to be a growing appropriation of ICT by IEM groups and individuals, leading to initiatives of the previous type, which might be called “using ICT for collective self-organisation and support”, and also to other experiences in the cultural and public communication spheres. We refer here to ICT-enabled initiatives which aim to reinforce the “voice” and the visibility of IEM. These are often a prerequisite to starting a dialogue with the host society, a means to explore ones’ own cultural heritage, creating or maintaining the collective memory and identity of more or less broad IEM communities (through digital storytelling and media biographies).

This is again both a driver and a consequence of IEM groups’ greater participation in the European information society, which also seems to reflect broader socio-technical trends affecting all ICT users (web 2.0, empowerment of users as content producers, profusion of digital media devices, etc.). The research led us to conclude that high ICT take up and use among IEM, despite their worse socio-economic conditions, reflect their younger age profile, the drive represented by a lifestyle embedded in and dependent on mobility and geographically dispersed social networks (which create a strong need to “keep in touch” from a distance) and the pressure to “go digital” and to “get connected” as conditions of better understanding, relating to, and especially finding a job and working in, European society.

All these aspects have modified the life of migrants to such an extent that some researchers now speak of the emergence of the ‘connected migrant’ (Diminescu 2008). The present-day migrant is the representative of a new culture of mobility that entails international geographic mobility and also digital mobility. In spite of distance, the modalities of connection allow a continuous co-presence, which disturbs the sociological classical interpretations of the migrants in terms of ‘twofold absence’: absence from home, but also absence of proper integration in the destination country (Sayad 1999). The conditions of contemporary migrants can be known by looking at the dimensions of accessibility, connectivity and traceability.

Accessibility refers to the migrant’s possibilities of accessing and using communication tools which depend less and less on ownership (of devices, service contracts etc.) and increasingly on the short-term use of resources controlled by service providers (migrant/nomadic access).
Accessibility has an impact on the sense of belonging and also on the perception of privacy: for example if you don’t have a password or an entry code to a widely used electronic media, you will feel excluded from the mainstream population. From this point of view, the spaces we feel part of are no longer only physical territories but also networks.

Connectivity refers to migrants’ possibilities of having access to computer terminals with an Internet connection: thanks to connectivity, a migrant can get information on the destination country, on the legal entry prerequisites, on how to find a job and accommodation.

Traceability is the possibility of following migrants’ mobility by registering their access to communication networks and other digital systems. On the one hand, traceability is also a new instrument for police surveillance that has impacted on migrants’ everyday life. On the other, traceability is a requirement for the development of tailored service delivery systems, such as peer-to-peer data sharing services and other information services based on applications contributed by community members or organisations.

**Recommendations**

This first work package points to the following dimensions, which should be taken into account by stakeholders dealing with integration issues; by initiatives and services fostering the socioeconomic inclusion of IEM; by researchers studying impact of ICT usages in migrations and mobility contexts; by policymakers at different levels of governance (local, regional, national, European); by practitioners and intermediaries working with/for IEM; and of course by IEM themselves:

> **Need for more policy co-ordination**: IEM are highly motivated to adopt and use ICTs, as these are seen as an enabler for their integration into EU knowledge societies. Nevertheless, there is a need for more strategic and focused policies explicitly using ICT to target IEM. ICT initiatives should be also mainstreamed in non-ICT policy domains (employment, education, health, introduction and integration measures) and linked to primary, well-focused needs and interests of IEM.

> **Need to maintain current initiatives focused on “access for all to ICT”**: such as schemes to motivate operators to bring broadband to deprived or isolated areas, and campaigns for households to purchase PC and/or connectivity.

> **Opportunity to transform traditional PIAP (Public Internet Access Point) into PESCE (Public eService Centre)**: Even if the profile of the “connected migrant” is emerging strongly, measures supporting access to ICT and basic digital literacy should be continued and we strongly recommend the transformation of PIAPs into real community centres supported by eMentor and local eChampions spreading the word (with bottom up awareness campaigns) and enabling neighbours - both IEM and the host society population - to start access and then use ICT for basic browsing, for more substantive needs, as well as for culture, leisure and entertainment. Such initiatives would be a clear example of ICT-supported community re-generation and social capital measures. The centres should be embedded deeply and broadly into the local context and related policy challenges. This would be a measure supported by ICT that would target the most deprived communities and should be integrated with other local measures. They could promote inter-cultural dialogue by linking the territory to the different cultures living within it.

> **Initiatives targeting IEM should address their specific barriers and needs**, for instance, training in ICT skills and digital literacy should contain contents related to needs of IEM, such as gaining language skills, seeking employment etc..., and/or should foster their social networking skills and ability to contribute to social participation activities. Cultural diversity and specific age and gender
Concluding remarks

issues should be considered when designing the service and/or initiative; language barriers (content, interfaces) in training, information and service provision, especially in the public sector and in publicly funded initiatives, should be also taken into account.

Finally, while access and basic digital literacy remain important measures, it was shown that for appropriation of ICT, empowerment and the achievement of desirable outcomes, better focused and purposeful initiatives should be funded. These could include, among others, the following areas where we indentified a very limited number of initiatives specifically targeting IEM:

> **ICT supported measures for access to health**, such as online information and services together with eHealth mentors, in order to improve the access to health information and services by IEM (we didn’t collect any project in this domain, which does not mean that such projects do not exist but it does seem that this is not an exploited field when targeting IEM);

> **Multi-channel and eEnabled front-liners across all policy relevant domains**. This is a cross-cutting measure that would improve the access and use of all kinds of public services and would respond to the principle of “using ICT to help IEM”, which is necessary when addressing situations of extreme social disadvantage;

> **Purposeful digital literacy and training**. By this we mean measures which do not simply provide basic digital literacy skills as such, but use ICT as an opportunity and an avenue to achieve other more substantial objectives, for instance: game-oriented learning packages. Particularly useful for marginal youth is introducing ICT through games as way of learning a language or getting informed about key educational issues (particularly for first, second and third generation immigrants);

> **ICT supported job-finding measures**. For instance, an integrated set of measures including: online job search portals, online jobs marketplaces, online CVs repositories for employers, slivers-of-time to enable short term volunteering, CV builder tools, career matching portals, self-assessment capability portals, portals to enhance interview skills. Regarding economic participation we found only a few practices on business start-up.

**On the next steps**

The analysis of the Good Practice (GP) interviews with key actors involved in development and implementation of the initiatives, provide some additional preliminary recommendations (not included in this report) in order to increase their impact, sustainability and efficiency, and will serve as a basis for providing guidance to those interested in being involved in the development of ICT based solutions and approaches targeting immigrants’ needs. These constitute inputs for the next steps to be undertaken by the Bridge-IT thematic network that will concentrate on the definition of guidelines to facilitate the potential of these GP for scalability and reproducibility in other contexts. Until then, we invite the reader to exchange with us at www.bridge-it-net.eu and at http://epractice.eu/community/cultdiv.
Under this Chapter the reader will find all referenced documents and also other related studies of interest.


References


European Commission, Directorate-General for Information Society, Unit H3 (2007). ‘European e-Inclusion Initiative: First Contributions to the Campaign “e-Inclusion: be part of it!”’. This document was prepared by the “ICT for inclusion” (INFSO-H3) unit of the European Commission, under the co-ordination of Miguel González-Sancho and in collaboration with the “Institute for Prospective Technological Studies” of the Joint Research Centre, also of the European Commission. They were supported by a group of experts, who focused in particular on the evaluation of the contributions received in response to the call and the deeper analysis of the 30 contributions laid out in this document. The experts were: Joe Cullen, Syb Groeneveld, Alexandra Hache, Stefano Kluzer, Hervé Le Guyader, Christine Leitner, Rasmus Shermer. Available at: http://ec.europa.eu/information_society/activities/einclusion/docs/bepartofit/contributions_booklet.pdf (last accessed May 2010).


Annex 1

**Resources such as handbooks, didactic kits, manual, guidelines etc**

**http://www.integration.eu:** This website is an initiative of the Directorate General for Justice, Liberty and Security of the European Commission. It aims to provide policy makers and practitioners working on integration in Europe with a tool for the exchange of information and good practice on integration across Europe. It has been developed for the European Commission by four project partners. Check specifically the three "Handbook on Integration for policy-makers and practitioners" and also the "information sheet" for every country of the EU 27 that lists the main actors regarding immigration policies, check at http://ec.europa.eu/ewsi/en/info_sheet.cfm

**http://www.integrationindex.eu:** The Migrant Integration Policy Index (MIPEX) measures policies to integrate migrants in 25 EU Member States and 3 non-EU countries. It uses over 100 policy indicators to create a rich, multi-dimensional picture of migrants' opportunities to participate in European societies. MIPEX covers six policy areas which shape a migrant's journey to full citizenship.

**http://www.interculturaldialogue2008.eu:** The European Year of Intercultural Dialogue (EYID) 2008 recognises that Europe's great cultural diversity represents a unique advantage. It encourages all those living in Europe to explore the benefits of our rich cultural heritage and opportunities to learn from different cultural traditions.

**http://www.coe.int/t/dg4/intercultural:** This site is entirely devoted to the activities of the Council of Europe to promote intercultural dialogue on our continent, and between Europe and its neighbouring regions.

**http://www.stop-discrimination.info:** The European Commission's website on anti-discrimination. This website serves as a source of information on the EU-wide campaign "For Diversity. Against Discrimination". At the same time, you will find background information about the measures that have been initiated by the European Commission's Directorate General for Employment, Social Affairs and Equal Opportunities to combat discrimination. Finally, the website provides an update on current anti-discrimination issues and activities in all of the 27 EU Member States.

**http://www.epractice.eu/en/workshops/einclusioresults:** An ePractice workshop held in 2008 on "eInclusion, immigrant and ethnic minority groups", where you will find interesting interviews and documents with key actors and researchers working on this issue.

**http://www.politis-europe.uni-oldenburg.de/9810.html:** POLITIS is a special targeted research project, funded by the European Commission, 6th research framework, Citizens and Governance in a knowledge-based society. It was conducted between June 2004 and September 2007. POLITIS explores the potential of immigrants for the development of a civically active European society, starting with foreign students’ perceptions of Europe, and focusing on sustained social and political activities of immigrants.

**http://www.ofcom.org.uk/advice/media_literacy/medlitpub/medlitpubrsu/ml_emg08:** OFCOM study regarding "Media Literacy Audit: Media literacy of UK adults from ethnic minority groups", The purpose of this report is to provide a rich picture of the different elements of media literacy across the key platforms of television, radio, the internet and mobile phones. It is a report that looks specifically at adults (aged 16+) from ethnic minority groups (EMGs) within the UK population. People surveyed for this research will be of ethnic origin and may have been born
in the UK or overseas, but they currently reside in the UK. Respondents were given the option of conducting the survey in English, Punjabi, Gujarati, Urdu, French, Somali or Arabic North African.

http://www.dcsf.gov.uk/research/data/uploadfiles/RR388.pdf: "Supporting Access to ICT for BME Groups in Deprived Areas: Approaches to Good Practice" by CLES Consulting, MCCR & CEMVO. This report presents the findings of a research study commissioned by the Department for Education and Skills in March 2002 on Supporting Access to ICT for BME Groups in Deprived Areas. It represents one of three studies commissioned by the Department to build on the work of the Policy Action Team (PAT) 15, and to contribute to the principles outlined in the Government’s Neighbourhood Renewal Strategy.

http://www.pic-project.eu: "Many "Public Internet Centres" (PICs) have been created throughout Europe over the last 8 to 10 years to promote computer and digital literacy. There are, for instance, 3000 centres in France, and almost 500 in Catalonia, Spain. This process broke new ground for adult education in Europe and has generated new locations for adult education practices. Indeed, the majority of these internet centres target adults. Very often, these centres are not only places where adults can learn how to use a computer and how to browse the internet, but also places where internet and the various uses of ICT can be discovered (for instance: looking for a job, accessing cultural activities, training, e-administration services, etc). While discovering the multiple uses of the internet, people can also learn how to become autonomous and will find a place in which to socialize."

http://www.e-migra.org: "An online database of the initiatives that promote the digital literacy of migrants in Europe (with special attention to France, Spain, and Germany). The database is based on a typology of digital literacy actions as well as approaches and pedagogical environments in which the educational added value is the most significant."
Annex 2

**Notions, concepts, scientific research**

**Integration:** "A two-way process based on reciprocal rights and concomitant obligations of legally resident third-country nationals and the host society. Integration means that the longer a third-country national is resident in a Member State, the more rights and obligations he should acquire."

*Source:* Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions on immigration, integration and employment [COM(2003) 336 final].

**Cultural Diversity:** " 1.1 Cultural diversity is expressed in the co-existence and exchange of culturally different practices and in the provision and consumption of culturally different services and products; 1.2 Cultural diversity cannot be expressed without the conditions for free creative expression, and freedom of information existing in all forms of cultural exchange, notably with respect to audiovisual services; 1.3 Sustainable development as defined in relation to cultural diversity, assumes that technological and other developments, which occur to meet the needs of the present, will not compromise the ability of future generations to meet their needs with respect to the production, provision and exchange of culturally diverse services, products and practices."

*Source:* COUNCIL OF EUROPE, COMMITTEE OF MINISTERS, DECLARATION on cultural diversity, (Adopted by the Committee of Ministers on 7 December 2000 at the 733rd meeting of the Ministers' Deputies).

**Intercultural dialogue:** "Intercultural dialogue is an open and respectful exchange of views between individuals and groups belonging to different cultures that leads to a deeper understanding of the other’s global perception.” In this definition, “open and respectful” means “based on the equal value of the partners”; “exchange of views” stands for every type of interaction that reveals cultural characteristics; “groups” stands for every type of collective that can act through its representatives (family, community, associations, peoples); “culture” includes everything relating to ways of life, customs, beliefs and other things that have been passed on to us for generations, as well as the various forms of artistic creation; “world perception” stands for values and ways of thinking."


**Discrimination:** "Direct discrimination occurs when a person is treated less favourably than another in a comparable situation because of their racial or ethnic origin, religion or belief, disability, age or sexual orientation. An example of direct discrimination is a job advert, which says "no disabled people need apply." However, in reality discrimination often takes more subtle forms. That is why indirect discrimination is also covered.

Indirect discrimination occurs when an apparently neutral provision, criterion or practice would disadvantage people on the grounds of racial or ethnic origin, religion or belief, disability, age or sexual orientation unless the practice can be objectively justified by a legitimate aim. An example of indirect discrimination is requiring all people who apply for a certain job to sit a test.
in a particular language, even though that language is not necessary for the job. The test might exclude more people who have a different mother tongue."

Source: http://www.stop-discrimination.info/.

**Empowerment**: «Empowerment refers to increasing the spiritual, political, social or economic strength of individuals and communities. It often involves the empowered developing confidence in their own capacities. The term empowerment covers a vast landscape of meanings, interpretations, definitions and disciplines ranging from psychology and philosophy to the highly commercialized self-help industry and motivational sciences. Sociological empowerment often addresses members of groups that social discrimination processes have excluded from decision-making processes through - for example - discrimination based on disability, race, ethnicity, religion, or gender."


**Active Citizenship**: “Participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy”

The «Education and training 2010 Work Programme related to the learning of active citizenship (European Commission 1998)» states that learning outcomes for facilitating active citizenship: «must comprise not only the development of intercultural understanding (the affective level), but also the acquisition of operational competence (the cognitive level) — and both are best gained through practice and experience (the pragmatic level). Learning for active citizenship includes access to the skills and competencies that young people will need for effective economic participation under conditions of technological modernisation, economic globalisation, and, very concretely, transnational European labour markets. At the same time, the social and communicative competencies that are both part of new demands and which flow from changing work and study contexts are themselves of critical importance for living in culturally, ethnically and linguistically plural worlds. These competencies are not simply desirable for some, they are becoming essential for all.»


**Lifelong learning**: «all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective»


«**Nothing About Us Without Us!**»: «is a slogan used to communicate the idea that no policy should be decided by any representative without the full and direct participation of members the group(s) affected by that policy. This involves national, ethnic, ability-based, or other groups that are often thought to be marginalized from political, social, and economic opportunities” Ref:

Annex 3  

*ePractice*

About ePractice

ePractice.eu offers the most complete information and exchange opportunities for eGovernment, eInclusion and eHealth in Europe

ePractice.eu is a good practice platform created by the European Commission, offering the most complete information and exchange opportunities in eGovernment, eInclusion and eHealth in Europe. This interactive EC exchange scheme for the professional community, empowers its users to discuss and influence open government, policy-making and the way public administrations operate and deliver services, and it involves practitioners from all 27 Member States, EU-member candidate states and EFTA countries.

The mission of ePractice.eu is to create a dynamic community of practitioners, driven by a participative approach, which enables capacity building through proactive dissemination, exchange and assessment of good practice in the eGovernment, eHealth and eInclusion domains. ePractice.eu represents a real bridge between these communities, as there is a high potential of interesting lessons to be learnt by all sides.

Creation of the Community ICT for cultural diversity and local integration

http://epractice.eu/community/cultdiv

About the community:

Information Society has the potential to make a massive difference to the lives of people who often feel marginalized or isolated because of their social and cultural situation, and we want to explore how this potential can be maximized.

This initiative tackles both objectives connected to ICT for cultural diversity:

1) "overcome exclusion, and improve economic performance, employment opportunities, quality of life, social participation and cohesion", as expressed in the Riga Declaration (2006).

2) "support and encourage cultural diversity and to preserve and promote the language, distinct identities and traditional knowledge of Indigenous peoples, nations and tribes in a manner, which they best determine and advance these goals...", as stated in the Geneva Declaration of the Global Forum of Indigenous Peoples and the Information Society (2003).

Among its main activities, the community will aim to identify most up-to-date developments, key components and approaches for successful ICT and internet-based services. Direct objectives of the services are the promotion of cultural diversity, education and employability of the target group, through the improvement of digital inclusion, socio-economic integration and social engagement, with benefits for many countries and cities across Europe and beyond.

Immigrants have specific integration needs compared to their national counterparts. For example, they are confronted with barriers in accessing public services, due to lack of access to formal and
vocational training to ICT, or lack of language skills or, or because their use of ICT is limited to very specific activities without joining the main information stream. Although immigrants show at least similar levels of ICT usage than their national counterparts, some groups of the immigrant population - women, newly arrived and older population - show higher levels of digital exclusion, which needs policy attention.

Similarly, although a great percentage of young people do use ICTs and internet, a number of them are digitally excluded, with consequences probably greater than for other segments of the population. Information and knowledge on the actual capacity of ICT to support the inclusion processes of youth at risk or marginalised youth (re-integration into society, education and/or employment) is however still scarce. This community can address this first information need.

Join the Cultural diversity & integration community to be instantly informed and remain up-to-date on the latest news, relevant events and workshops across Europe; browse library material, including reports, presentations, case studies, surveys and articles, while contribute your own content by using the epractice.eu tools; express and exchange views, share your experiences and debates on policy or other issues; be invited to present during workshops and events and last but not least, network and interact with other members.

For any inquiries, please contact the community’s facilitators at eInclusion-epractice@eurodyn.com

This is an initiative of DG INFSO. Other DGs are active in the area, notably DG EAC, DG EMPL and DG JLS.
# Annex 4

## BridgeIT partners

<table>
<thead>
<tr>
<th>Partner</th>
<th>Name</th>
<th>Email</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universitat de Barcelona</td>
<td>Anaïs Le Corvec</td>
<td><a href="mailto:anaislecorvec@lmi.ub.es">anaislecorvec@lmi.ub.es</a></td>
<td>Spain</td>
</tr>
<tr>
<td>Institute for Prospective Technological Studies, Joint Research Centre, European Commission - IPTS</td>
<td>Gabriel Rissola</td>
<td><a href="mailto:gabriel.rissola@ec.europa.eu">gabriel.rissola@ec.europa.eu</a></td>
<td>European Commission/Spain</td>
</tr>
<tr>
<td>Federacion Estatal de Trabajadores de la Ensenanza - FETE-UGT</td>
<td>Ainhoa Zamorra</td>
<td><a href="mailto:azamora@fete.ugt.org">azamora@fete.ugt.org</a></td>
<td>Spain</td>
</tr>
<tr>
<td>Fundación Privada Ciudad de Viladecans</td>
<td>Joan Bassolas</td>
<td><a href="mailto:joanbf@fundacionviladecans.org">joanbf@fundacionviladecans.org</a></td>
<td>Spain</td>
</tr>
<tr>
<td>Déléguation académique aux relations européennes et internationales - CASNAV de PARIS</td>
<td>Claude Beaudoin</td>
<td><a href="mailto:claude.beaudoin@ac-paris.fr">claude.beaudoin@ac-paris.fr</a></td>
<td>France</td>
</tr>
<tr>
<td>Fondation Maison des Sciences de l’Homme</td>
<td>Dana Diminescu</td>
<td><a href="mailto:tic-migrations@msh-paris.fr">tic-migrations@msh-paris.fr</a></td>
<td>France</td>
</tr>
<tr>
<td>Société Générale S.A.</td>
<td>Marie-Claire Dupuis</td>
<td><a href="mailto:marie-claire.dupuis@socgen.com">marie-claire.dupuis@socgen.com</a></td>
<td>France</td>
</tr>
<tr>
<td>IBM France</td>
<td>Jean-Louis Carvès</td>
<td><a href="mailto:carves@fr.ibm.com">carves@fr.ibm.com</a></td>
<td>France</td>
</tr>
<tr>
<td>Stiftung Digitale Chancen</td>
<td>Jutta Croll</td>
<td><a href="mailto:jcroll@digitale-chancen.de">jcroll@digitale-chancen.de</a></td>
<td>Germany</td>
</tr>
<tr>
<td>DGB Bildungswerk e.V</td>
<td>Michaela Daelken</td>
<td><a href="mailto:michaela.daelken@dgb-bildungswerk.de">michaela.daelken@dgb-bildungswerk.de</a></td>
<td>Germany</td>
</tr>
<tr>
<td>ARBEITERWOHLFAHRT Bundesverband e.V</td>
<td>Anita Morhard / Marc Heinitz</td>
<td><a href="mailto:anita.morhard@awo.org">anita.morhard@awo.org</a> / <a href="mailto:Marc.Heinitz@awo.org">Marc.Heinitz@awo.org</a></td>
<td>Germany</td>
</tr>
<tr>
<td>Projektwerkstatt Umwelt und Entwicklung e.V</td>
<td>Susanne Rieger</td>
<td><a href="mailto:indialogo@telefonica.net">indialogo@telefonica.net</a></td>
<td>Germany</td>
</tr>
<tr>
<td>Universita Degli Studi Di Firenze Dipartimento di Scienza Politica e Sociologia</td>
<td>Davide Calenda</td>
<td><a href="mailto:davide.calenda@gmail.com">davide.calenda@gmail.com</a></td>
<td>Italy</td>
</tr>
<tr>
<td>Regione Emilia Romagna</td>
<td>Sandra Lotti</td>
<td><a href="mailto:progeur@regione.emilia-romagna.it">progeur@regione.emilia-romagna.it</a></td>
<td>Italy</td>
</tr>
<tr>
<td>Associazione Interculturale di Donne Nosotros</td>
<td>Cristina Trugli</td>
<td><a href="mailto:donnenosotras@libero.it">donnenosotras@libero.it</a></td>
<td>Italy</td>
</tr>
<tr>
<td>Multikulturní centrum Praha o.s.</td>
<td>Ondrej Daniel</td>
<td><a href="mailto:ondrej@mail.mkc.cz">ondrej@mail.mkc.cz</a></td>
<td>Czech Republic</td>
</tr>
<tr>
<td>International Organization for Migration - IOM (Mission in Romania)</td>
<td>Ana Maria Oteanu</td>
<td><a href="mailto:anamaria.oteanu@apengo.ro">anamaria.oteanu@apengo.ro</a></td>
<td>Romania</td>
</tr>
<tr>
<td>London Advice Services Alliance</td>
<td>Terry Stokes</td>
<td><a href="mailto:tstokes@lasa.org.uk">tstokes@lasa.org.uk</a></td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Dublin Institute of Technology</td>
<td>Edward Brennan</td>
<td><a href="mailto:edward.brennan@dit.ie">edward.brennan@dit.ie</a></td>
<td>Ireland</td>
</tr>
<tr>
<td>STICHTING MAROC.NL</td>
<td>Zouhair Himdi</td>
<td><a href="mailto:z.himdi@maroc.nl">z.himdi@maroc.nl</a></td>
<td>The Netherlands</td>
</tr>
<tr>
<td>Stichting Nederland Kennisland</td>
<td>Nikki Timmermans</td>
<td><a href="mailto:nt@kl.nl">nt@kl.nl</a></td>
<td>The Netherlands</td>
</tr>
<tr>
<td>RESEAU MENON E.E.I.G.</td>
<td>Joe Cullen</td>
<td><a href="mailto:jcullen@arcola-research.co.uk">jcullen@arcola-research.co.uk</a></td>
<td>Belgium</td>
</tr>
<tr>
<td>Microsoft Corporate Affairs Europe Middle East and Africa (LCA)</td>
<td>Melissa Paithorp</td>
<td><a href="mailto:mpail@microsoft.com">mpail@microsoft.com</a></td>
<td>Belgium</td>
</tr>
<tr>
<td>ITpreneurs</td>
<td>Nancy Steutel</td>
<td><a href="mailto:nancy.steutel@itpreneurs.com">nancy.steutel@itpreneurs.com</a></td>
<td>The Netherlands</td>
</tr>
<tr>
<td>Mugak</td>
<td>Anaitze Lagirre</td>
<td><a href="mailto:anaitze@gmail.com">anaitze@gmail.com</a></td>
<td>Spain</td>
</tr>
</tbody>
</table>