



# BRIDGE-IT GUIDELINES

Framework on how to roll out ICT  
projects for social integration  
and cultural diversity

Discussed by Bridge-IT members, promoters of  
good practices, experts and stakeholders in three  
transnational seminars





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■ AUTHORS

■ Bridge IT Partners, and seminar participants (list in annex)

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■ Fabiane Pianowski

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# BRIDGE-IT



# What is the Thematic-Network “Bridge-IT”?

Increasing migration into the EU raises the question of the potential of ICT for promoting the integration of migrants and cultural diversity in Europe. The participation of migrants and ethnic minorities in the information society is in fact one of the explicit goals set by the Riga Ministerial declaration on digital inclusion, in order to increase their possibilities for integration and social inclusion, creativity and economic participation.

Pioneer initiatives targeting those issues have already begun throughout Europe over the last few years, but they are usually isolated, still poorly known and do not often involve the stakeholders that might be interested in them and might contribute to their development. The need for a thematic network to stimulate and facilitate “bridging” dynamics between agents and organizations acting and researching on the potential of ICT to improve integration and cultural diversity is at the origins of the Bridge-IT network. The network is partially funded by the European community, under the ICT Policy Support Programme (ICT PSP) as part of the Competitiveness and Innovation Framework Programme.

Bridge-IT is a network of 24 entities, from more than 7 European countries, working on improving knowledge, projects and action-research on ICT for social inclusion, especially in the case of migrants and ethnic minorities

## Bridge-IT aims at:

- Raising awareness among relevant stakeholders on the potential of ICT for social integration and cultural diversity.
- Facilitating networking activities for a better understanding among the key players of the value chain whether at a local, national or European level.
- Providing key players with a better vision and first tools on how to improve/deploy their own activities at a larger scale, or on how to transfer initiatives from other countries.
- Promoting the development of better and more accessible ICT solutions, services, contents that can contribute to the social integration of migrants and to cultural diversity in Europe.
- Developing policy recommendations based on several project outputs.



# INTRODUCTION



## On digital inclusion of migrants and ethnic minorities

Digital Inclusion – here called e-Inclusion – is one of the major objectives of the i2010 strategy of the European Commission. The improvements were recently reviewed in the Europe's Digital Competitiveness Report<sup>1</sup> where it is stated that "i2010 also aimed to demonstrate how ICT can improve the quality of life of citizens. This has been the main target of the eInclusion policy since 2005. [ ... ] Given the close correlation between ICT skills and inclusion in society and the labour market, the Commission carried out a comprehensive review on digital literacy in Europe."

In an inclusive society everybody, including migrants, should have the chance to fully participate and integrate. Digital literacy is an important aspect of building such a level of inclusion. In the European diction digital literacy or "media literacy is the ability to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts. Media literacy relates to all media, including television and film, radio and recorded music, print media, the Internet and all other new digital communication technologies. It is a fundamental competence not only for the young generation but also for adults and elderly people, for parents, teachers and media professionals. The Commission considers media literacy as an important factor for active citizenship in today's information society."<sup>2</sup>

The digital inclusion of migrants needs strong support and promotion in all areas. Awareness of the processes of inclusion and integration and the determination to avoid ghettoisation and segregation build the basis of digital inclusion for all members of society.

In an inclusive society everybody, including migrants, should have the chance to fully participate and integrate

## Guidelines work process

The guidelines here presented emerge from a collaborative work process. They were firstly drafted by the three Theme Leaders of the Project, in the area of Education, Jobs and Civil society. All partners of the project had the chance to give them a first review. As all these areas share common features, it was decided to add a fourth set of guidelines on the general aspects common to all fields.

To adjust and discuss the guidelines, three thematic seminars were organized to facilitate the encounters of stakeholders in Europe that share complementary expertise and common interests on ICT for social integration and cultural diversity. The seminars took place according to the following calendar:

Civil Society. Berlin 15th of October 2009  
Education. Barcelona, 22nd-23rd of October 2009  
Jobs. Firenze, 30th of October 2009

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1. see:  
[http://ec.europa.eu/information\\_society/eeurope/i2010/key\\_documents/index\\_en.htm#EDCR](http://ec.europa.eu/information_society/eeurope/i2010/key_documents/index_en.htm#EDCR)

2. see:  
[http://ec.europa.eu/avpolicy/media\\_literacy/docs/com/en.pdf](http://ec.europa.eu/avpolicy/media_literacy/docs/com/en.pdf)

In order to reach a major consensus, the general guidelines have been discussed in each of the seminars, apart from the corresponding thematic guidelines. The here proposed guidelines were re-written after the seminars, and left to ultimate adjustment and posterior comments on a wiki platform, open exclusively to all seminar participants. This allowed the process to be as transparent as possible and led to a collaboratively elaborated definition of recommendations to those key players in Europe who can take responsibility for a better use of ICT for migrants' social integration and cultural diversity.

The lists of participants who attended the seminars are available in the annex. At least 25 experts participated in each of the seminars.

The guidelines provide orientation for:

- re-using innovative approaches, components that might help the addressees to improve their own practice (for instance how to include multilingual functions in your own application, how to improve the interface in order to cope more adequately with multicultural requirements, how to include co-production content solutions to have migrants more involved);
- implementing transnational or national duplication of an approach coming from another region or another country (for instance how a local authority in Italy can import and adapt an online education service targeting adult migrant learners, which is developed at local level in the UK; how to reuse/adapt the ICT enhanced approach of the company Y promoting the diversity of its workforce throughout Europe in the company Z);
- turning a successful local / relatively small initiative into a project developed at a larger scale with a greater impact (for instance how to involve all the relevant actors of the value chain, and how to involve public authorities in particular; how to draft a sustainable business case).

The guidelines provide orientation for:

re-using innovative approaches

implementing transnational or national duplication of an approach coming from another region or another country

turning a successful local / relatively small initiative into a project developed at a larger scale with a greater impact

# What are the guidelines for?

In respect of the

- I2010 strategy and the Europe's Digital Competitiveness Report
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: A European approach to media literacy in the digital environment <sup>3</sup>
- EC Action Plan on Multilingualism and Charter on minority languages

and based on the analysis of examples of good practice in digital inclusion from all over Europe, Bridge-IT members have developed the following guidelines for ICT-related action to enable stakeholders in politics, business, academia and the welfare sector to develop and improve inclusion strategies. This will also serve to recognize and disseminate models of good practice across Europe. The first part of the guidelines catalogue contains general guidelines with relevance for all thematic areas. The following parts B, C and D contain specific guidelines for the three thematic areas the Bridge-IT project dealing with: 'Education', 'Jobs' and 'Social capital' respectively.

Bridge-IT members have developed the following guidelines for ICT-related action to enable stakeholders in politics, business, academia and the welfare sector to develop and improve inclusion strategies

These guidelines are structured in

**Part A** / General Guidelines for ICT-enabled action

**Part B** / Guidelines for ICT-enabled action for the thematic area 'Education'

**Part C** / Guidelines for ICT-enabled action for the thematic area 'Jobs'

**Part D** / Guidelines for ICT-enabled action for the thematic area 'Social capital'

Each guideline is presented following a structure of: thesis, rationale and recommendations, then followed by good practice examples.

## Addressees of the guidelines

To unfold the full potential of the following recommendations it is necessary to identify the relevant stakeholders that are able to take care for their implementations. These so called addressees are categorized as follows.

1. companies = business sector
2. policy makers (EU level, national, regional/local)
3. practitioners, multipliers
4. migrants themselves

Several Bridge-IT recommendations address more than one group as their implementation may require action in several areas and on various levels.

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3. see:  
[http://ec.europa.eu/education/languages/pdf/com/2008\\_0566\\_en.pdf](http://ec.europa.eu/education/languages/pdf/com/2008_0566_en.pdf)

## General guidelines considering all thematic areas address

Guideline/ Recommendation	companies (business sector)	policy makers	practitioners / multipliers	migrants themselves
<b>A01 - Guideline regarding methods to approach the target group / target group orientation</b>				
Rec. A01.1			x	
Rec. A01.2			x	x
Rec. A01.3			x	
Rec. A01.4			x	
Rec. A01.5	x	x regional/local	x	
Rec. A01.6	x	x	x	
Rec. A01.7		x national	x	
<b>A02 - Guideline regarding access to technology as the passport to knowledge</b>				
Rec. A02.1		x national/regional/ local		
Rec. A02.2	x	x regional/local		
Rec. A02.3	x		x	
Rec. A02.4		x national/ regional/ local	x	
Rec. A02.5			x	x
Rec. A02.6			x	x
<b>A03 - Guideline regarding media literacy and digital literacy</b>				
Rec. A03.1		x national/ regional/ local	x	
Rec. A03.2		x national/regional/ local	x	
<b>A04 - Guideline regarding the role of multipliers</b>				
Rec. A04.1	x	x national/regional/ local	x	
Rec. A04.2	x		x	
<b>A05 - Guideline regarding funding</b>				
Rec. A05.1		x all levels		
Rec. A05.2	x	x all levels		
Rec. A05.3		x all levels	x	
Rec. A05.4	x	x all levels	x	
Rec. A05.5	x	x all levels		
<b>A06 - Guideline regarding evaluation and assessment</b>				
Rec. A06.1	x	x all levels	x	
Rec. A06.2			x	
Rec. A06.3	x	x all levels	x	
Rec. A06.4			x	
Rec. A06.5			x	
<b>A07 - Guideline regarding awareness raising</b>				
Rec. A07.1	(x)	x all levels		
Rec. A07.2		x all levels	x	
Rec. A07.3		x all levels	x	
Rec. A07.4		x all levels	x	x

## Specific guidelines for the thematic area ‘Education’ address

Guideline/ Recommendation	companies (business sector)	policy makers	practitioners / multipliers	migrants themselves
<b>B01 - Guideline regarding teaching methods in formal settings</b>				
Rec. B01.1		x national and regional levels	x	
Rec. B01.2			x	
<b>B02 a - Guideline regarding curriculum in use - Interculturality</b>				
Rec. B02a.1		x national and regional levels	x	x
Rec. B02a.2		x national and regional levels	x	
<b>B02 b - Guideline regarding curriculum in use - Media literacy</b>				
Rec. B02b.1	x	x all levels	x	x
Rec. B02b.2		x national, regional	x	
Rec. B02b.3		x all levels	x	x
<b>B03 - Guideline regarding time framework referring to a) duration and b) timing in migrant’s biography</b>				
Rec. B03.1		x national, regional, local	x	x
Rec. B03.2	x	x national, regional, local	x	x
Rec. B03.3		x all levels	x	x
<b>B04 - Guideline regarding sustainability (along with network integration)</b>				
Rec. B04.1	x		x	x
Rec. B04.2	x		x	x
Rec. B04.3			x	x
Rec. B04.4	x		x	x
<b>B05 - Competence recognition</b>				
Rec. B05.1		x national level		
Rec. B05.2	x	x regional/local	x	
Rec. B05.3			x	x
Rec. B05.4		x national		

## Specific guidelines for the thematic area ‘Jobs’ address

Guideline/ Recommendation	companies (business sector)	policy makers	practitioners / multipliers	migrants themselves
<b>C01 – Competence recognition and visibility in the labour market</b>				
Rec. C01.1		x EU, national, regional/local		
Rec. C01.2		x regional/local	x	x
Rec. C01.3	x	x national, regional/ local		
<b>C02 – Guideline regarding social networking</b>				
Rec. C02.1		x EU, national, regional/local	x	
Rec. C02.2		x EU, national, regional/local	x	x
Rec. C02.3	x	x national, regional/ local		
<b>C03 – Guideline regarding Online job services</b>				
Rec. C03.1	x	x EU, national, regional/local	x	
Rec. C03.2		x EU, national, regional/local	x	
Rec. C03.3		x national, regional/ local		
Rec. C03.4		x national, regional/ local	x	x
<b>C04 – Business start up and new entrepreneurship</b>				
Rec. C04.1		x EU, national, regional/local	x	
Rec. C04.2		x EU, national, regional/local		
Rec. C04.3		x EU, national, regional/local		

## Specific guidelines for the thematic area ‘Social capital’ address

<b>Guideline/ Recommendation</b>	<b>companies (business sector)</b>	<b>policy makers</b>	<b>practitioners / multipliers</b>	<b>migrants themselves</b>
<b>D01 – Guideline regarding the potential of migrants for civil society</b>				
Rec. D01.1			x	x
Rec. D01.2			x	X
Rec. D01.3	x		x	x
<b>D02 – Guideline regarding strategies to involve the target group</b>				
Rec. D02.1		x all levels	x	
Rec. D02.2		x all levels		
Rec. D02.3	x	x all levels		
Rec. D02.4	x	x all levels	x	
Rec. D02.5	x	x all levels	x	
<b>D03 – Guideline regarding pathways and strategies</b>				
Rec. D03.1	x	x all levels	x	
Rec. D03.2			x	
Rec. D03.3	x		x	x
<b>D04 – Guideline regarding contextualisation</b>				
Rec. D04.1			x	
Rec. D04.2	x	x regional/local	x	
<b>D05 – Guideline regarding time framework referring to timing in general but also in migrant’s biography</b>				
Rec. D05.1			x	
Rec. D05.2	x	x regional/local	x	
Rec. D05.3		x regional/local	x	
<b>D06 – Guideline regarding network integration (socially not technically)</b>				
Rec. D06.1	x	x all levels	x	x
Rec. D06.2	x	x all levels	x	x
Rec. D06.3	x	x all levels	x	
<b>D07 – Guideline regarding sustainability</b>				
Rec. D07.1	x		x	x
Rec. D07.2			x	x
Rec. D07.3			x	
Rec. D07.4			x	
Rec. D07.5	x	x regional/local	x	



**PART A /**

**GENERAL**

**GUIDELINES**

considering all thematic areas



ICTs are increasingly used, and needed, in Europe to access public administration, education, health, social services, housing, transport, and so on. Furthermore, the multiplication of online forums, blogs, social networking sites and other social software applications are shaping new forms of citizen participation in Europe. In the context of migration, the new social role of ICTs raises the question of their potential to promote the integration and active participation of migrants in European society. ICTs may also have a role to play in increasing cultural diversity. The full participation of migrants and ethnic minorities in the information society is essential to increase their possibilities for integration and social inclusion, creativity and economic participation.

To address this challenge, the Bridge-IT members project have jointly considered and explored social capital, i.e. the social networks that provide emotional and material resources, and individual capabilities, i.e. the skills, expertise and knowledge how to use cognitive and material resources, which are crucial for successful integration. In that respect, the Internet can be seen as an individual capabilities-building technology (e.g., searching for information, accessing online service and so on) and, at the same time, as a social capital-building technology. The social capital building use of ICTs can take two forms. Bonding social capital describes the use of e-mail or social networking sites, for example, to maintain contacts with one's family or close friends. Bridging social capital describes the use of the same technologies to make contact with new people outside of one's community. In exploring the relationship between citizenship and ICT usage it is necessary to look at access to, and the use, public services as a critical step in the integration process. Concerns here include adequate service design, adequate service delivery, users' digital skills, the potential role of social intermediaries and, potentially, the role of migrants as 'co-producers' in the service process itself. This could include for instance the cultural and linguistic adaptation of digital services content.

The issue of governance, under this perspective, is particularly important, due to the crucial role that organized migrant groups and communities and other civil society organizations can play in defining and monitoring more inclusive policies and the role that ICTs can have in these processes.

Mindful of this, it must also be considered that needs, access to ICT-based services and ICT-related skills necessary to use them for integration and other purposes vary in the different steps of migration, i.e., leaving the home country, early settlement in the new country, living on a temporary or permanent basis. This may also vary according to migration aims, i.e., related to work, family re-unification and so on. Also, migrants do not constitute a homogeneous population. The conditions and needs of migrant individuals and groups can be radically different. Similarly, gender relations may shape differences between individuals and groups, and the challenges that they face. Migrant experience may also be shaped by geographical context, with a broad distinction, for example, between the old migration countries of Central and Northern Europe and the new migration countries of Southern Europe, and the novel in/out migration dynamics affecting the New Member States.

In light of this, the project has developed the following general guidelines to address the needs of the diverse target group.

The full participation of migrants and ethnic minorities in the information society is essential to increase their possibilities for integration and social inclusion, creativity and economic participation

# GUIDELINES

## A01 - Guideline regarding methods to approach and engage the target group / target group orientation

### **Thesis:**

The success of ICT projects for the inclusion of migrants through ICTs depends on the suitability of methods to address the heterogeneous target group.

### **Rationale:**

To approach and engage migrants appropriately it is necessary to be mindful and respectful of their culture and social background. This includes respect for their mother tongue, their cultural background, their living circumstances, their educational background and literacy, their financial resources, their life style and habits.

### **Recommendations:**

- Rec. A01.1: 'Meet them where they are': The target group should be addressed at their usual gathering points (cybercentres, through mobile devices). It is also necessary to be mindful, however, that participants should not get stuck in their 'closed' environment. Ghettoisation must be avoided.
- Rec. A01.2: Involve the target group and particularly 'ambassadors' of the target groups' communities in the designing of the initiative through their own interests.
- Rec. A01.3: Approach the target group via topics that are relevant to their everyday lives, interests and needs. Such topics may be used as a bridge to use ICTs.
- Rec. A01.4: Approach the target group in a way that adapts to their habits of life and communication styles, f. e. use non-verbal communication instead of long texts.
- Rec. A01.5: Address migrants without foreign language skills in their own mother tongue to catch their attention.
- Rec. A01.6: Provide multilingual websites to give information to newcomers.
- Rec. A01.7: Attempts should be made, using the internet, to approach potential migrants while still in their country of origin to provide information about the migration process and life in host countries.

### **Good practice examples:**

**Ravalgames - 'Don't just play the game, design it!'**, Spain: Participatory action research taken by an education team together with youth and kids with migrant background in order to design, produce and distribute a 3D videogame about their daily life and personal perceptions.

(rf. Rec. A01.1/ A01.2/ A01.3)

<http://jovesteb.org/>

To approach and engage migrants appropriately it is necessary to be mindful and respectful of their culture and social background

**Mixopolis**, Germany: The intercultural youth portal pursues the approach of positive reinforcement of young migrants in Germany. It supports the youth with a variety of services in order to improve their career chances. Young adults – most of them migrants themselves already started vocational training or studies – commit themselves as successful role models ('E-Mentors') with similar experiences of socialisation. They advise young migrants, provide detailed information and act as personal contact for individuals. (rf. Rec. A01.2)  
[www.mixpolis.de](http://www.mixpolis.de)

**Arbeitskreis Neue Erziehung**, Germany: The focus of the ANE network is to provide support for all who are hindered from participating in society. It primarily offers services and information for parents and aims to help them raise their children to become self-confident members of the democratic society. ANE wants to improve the range of these services and make them more accessible on a European level. This portal provides its content in eight different languages to reach as many of their target group as possible. (rf. Rec. A01.5)  
[www.ane.de](http://www.ane.de)

**Stitch & Bitch - Cybersoek**, The Netherlands: women stitch with each other and talk in Dutch (a Dutch teacher is present) – after a while they are invited to use the computer to find new patterns/things to stitch or to sell their own products. (rf. Rec. A01.4)  
[www.cybersoek.nl/def/snb.htm](http://www.cybersoek.nl/def/snb.htm)

**AWO Begegnungszentrum**, Community Centre, Germany: training opportunities and leisure activities for new and established migrants, related to access to computer – 'low barrier' internet courses (content is based on the needs of the target group) (rf. Rec. A01.2)  
[www.begegnungszentrum.org](http://www.begegnungszentrum.org)

**FINFO**, Denmark: Finfo is a multilingual portal about the Danish society, created by the State and University Library ([en.statsbiblioteket.dk](http://en.statsbiblioteket.dk)). The purpose of the portal is to enhance the access of members of the migrant communities to information about rights, duties and opportunities in the Danish society, as this is considered a prerequisite for integration and active participation in society at all levels. (rf. Rec A01.6)  
[www.finfo.dk](http://www.finfo.dk)

**Multikulti**, UK: This is a portal that provides accessible, accurately translated advice and information in community languages in different areas and in a range of 12 languages. Multikulti's emphasis is on involving the user community in the work - the community provides e.g. translators and proof-readers, expert specialists in topic areas etc. (rf. Rec. A01.6)  
[www.multikulti.org.uk](http://www.multikulti.org.uk)

**IBM Kidsmart**: This programme aims to promote and support the effective use of Information and Communications Technologies (ICT) in the cognitive and social development of children in pre-school education. The staff focuses on activities that show the children's natural abilities in singing, dancing and acting, and harness their creativity. This approach

Provide multilingual websites to give information to newcomers

has had a very positive impact on the integration of pupils from socially excluded communities. (rf. Rec. A01.4)

[www-05.ibm.com/de/ibm/engagement/projekte/kidsmart.html](http://www-05.ibm.com/de/ibm/engagement/projekte/kidsmart.html)

**Cybersoek**, The Netherlands: Cybersoek is a community and training centre in the Indische Buurt of Amsterdam where local residents learn how to work with computers and meet each other. 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 of the display of activities. (rf. Rec. A01.1)

[www.cybersoek.nl](http://www.cybersoek.nl)

## A02 - Guideline regarding access to technology as the passport to knowledge

### Thesis:

The perceived importance of media in someone's life is proportional to the level of usage and engagement that an individual has with them. Therefore it is necessary to ensure that everybody, including migrants, have access to the Internet to obtain information but also to create engagement.

### Rationale:

Not all migrants may have equal conditions to access ICT, because of socio-economic, legal, and/or training reasons. It is therefore important to increase access by better exploitation of public and private resources and infrastructures, and to create simultaneously a perceived relevance for ICT in migrants' everyday lives.

### Recommendations:

- Rec. A02.1: Ensure that migrants have access to the Internet – at home or at public places – regardless their socio-economic situation.
- Rec. A02.2: Promote the establishment of Public Internet Access Points (PIAPs)<sup>4</sup> which meet general quality standards. PIAPs are by definition libraries, community centers, etc. but also privately run cybershops and internetcafés.
- Rec. A02.3: PIAPs should be adjusted to the requirements of the target group and should be integrated in places that migrants already frequent (e.g., information centres). This connects with Rec. A01.1.
- Rec. A02.4: Develop a strategy and instruments to disseminate information where to find and how to benefit from an appropriate PIAP.
- Rec. A02.5: PIAP staff who are native speakers shall provide support with the first steps and reduce barriers to computer and internet use for beginners.
- Rec. A02.6: Assistance and training courses should be ensured at PIAPs with skilled staff in collaboration with migrant organisations.

It is therefore important to increase access by better exploitation of public and private resources and infrastructures, and to create simultaneously a perceived relevance for ICT in migrants' everyday lives

4. Access of all citizens to Public Internet Access Points with broadband connections was defined as one of the eEurope 2005 targets, see:

[http://ec.europa.eu/information\\_society/eeurope/2005/all\\_about/egovernment/index\\_en.htm](http://ec.europa.eu/information_society/eeurope/2005/all_about/egovernment/index_en.htm)

## Good Practice examples:

**Database of the Stiftung Digitale Chancen**, Germany: The database provides approximately 8.000 addresses of Public Internet Access Points in Germany and furthermore information e.g., about the staff's knowledge of foreign languages, the accessibility of the PIAPs, fees, opening hours, and courses offered. The users have to enter their postal code to gain information about the PIAPs in their neighbourhood, that can support individuals who may be less accustomed to internet use (rf. Rec. A02.4)  
[www.alle.de/einsteiger](http://www.alle.de/einsteiger)

**Trio Progetto Stranieri**, Italy: The project aims at giving instruments to the migrant population to improve their social inclusion in the local communities through e-learning classes. The E-learning centres have tutors trained to assist foreigners in accessing the e-learning courses. (rf. Rec. A02.6)  
[www.progettotrio.it](http://www.progettotrio.it)

**EPN La goutte d'Ordinateur**, France: A Public Internet Access Point in a highly dense migrants area of residence offers access and specific training targeted to the needs of its users. La Goutte d'Ordinateur aims at raising digital literacy and knowledge tailored to respond to the needs of excluded groups and is located in an area named "la Goutte d'Or" with a very high proportion of inhabitants coming from Maghreb and Africa. (rf. Rec. A02.3)  
[www.epn-fcs75.org/19eme-epn-goutte-dordinateur](http://www.epn-fcs75.org/19eme-epn-goutte-dordinateur)

**Projektwerkstatt U&E**, part of the project IMES, Germany: Provides Public Internet Access Points for migrants - at these public access places there are especially skilled mentors, partly migrants, who are organising project groups to support the participants. (rf. Rec. A02.5)  
[www.imes.info](http://www.imes.info)  
[www.projektwerkstattue.de](http://www.projektwerkstattue.de)

**Locutorios**, Open University of Catalonia - UOC, Spain: Study and training of Bolivian women in the use of ICTs. Particular attention was paid to access, privacy, and the real needs and motivations involved in accessing the technology. (rf. Rec. A02.2/A02.6)  
[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)

**SAMENET**, Sweden: The Sámi Network Connectivity addresses issues about accessibility to technology. 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 Sami people. Decision-making is therefore essentially democratic and based on participatory consultation. The vision of SNC is to be an active and positive part in taking the potentials of ICT into actual use, in a contemporary re-establishment of nomadism, a "post-modern nomadism". (referring to Rec. A02.1)  
<http://same.net/julev/>

PIAPs should be adjusted to the requirements of the target group and should be integrated in places that migrants already frequent

## Other practices:

City/State of Berlin Jugendnetz-Berlin / BITS 21, Germany  
[www.jugendnetz-berlin.de/ger/profiwissen/internet/bits21\\_empt\\_buchen.php?navanchor=1010268](http://www.jugendnetz-berlin.de/ger/profiwissen/internet/bits21_empt_buchen.php?navanchor=1010268)

Gov Works, The Netherlands  
[www.govworks.nl/homeprojectgovworksitem35270lanen.html](http://www.govworks.nl/homeprojectgovworksitem35270lanen.html)

## A03 - Guideline regarding media literacy and digital literacy<sup>5</sup>

### Thesis:

Media literacy builds the basis for digital inclusion of migrants.

### Rationale:

ICTs can only contribute to digital inclusion when the target group is able to make use of them. A lack of digital literacy often accompanies a low level of formal education, and employment in the low-wage-sector. In some countries, statistical data<sup>6</sup> show that young migrants are more likely to leave school without graduation compared to young non-migrants. Adult migrants are also disproportionately more likely to find a job in the low-wage-sector. There is a need to promote media literacy among migrants of all age groups.

### Recommendations:

- Rec. A03.1: Provide digital literacy training using curricula adjusted to migrants' needs but open to everybody in order to enable intercultural learning and exchange.
- Rec. A03.2: Opportunities should be provided for non-formal education open to all migrants regardless of age and gender.

### Good Practice examples:

**Associació per a JovesTeb**, Spain: The principal aim of this project is digital literacy and youth participation in the different dimensions and aspects of everyday life, promoting their autonomy and development through significant methodologies using ICT related to their interest. They produce workshops with the involvement of the youngsters related to their actual socio-cultural environment, using several media. They work on different social issues that are very close to the different collectives engaged. (rf. Rec. A03.1)  
<http://jovesteb.org/>

**Donnenosotras**, Florence: Donnenosotras developed an intergenerational learning project; it was not designed specifically for migrants but it was 'a nice way to do digital literacy by bridging generations'. This has the potential to create 'multipliers' within the community or the same family, i.e. people who will disseminate knowledge and encourage others to take up training. (rf. Rec. A03.1)  
[www.nosotras.it](http://www.nosotras.it)

Media literacy builds the basis for digital inclusion of migrants

Opportunities should be provided for non-formal education open to all migrants regardless of age and gender

5. for the EC definition of media literacy see:

[http://ec.europa.eu/culture/media/literacy/index\\_en.htm](http://ec.europa.eu/culture/media/literacy/index_en.htm)

6. i. e. for Germany:

[www.bildungsbericht.de/daten2008/bb\\_2008.pdf](http://www.bildungsbericht.de/daten2008/bb_2008.pdf) [p. 213]

**Cybersoek**, The Netherlands: organising digital literacy courses and other ICT projects open for everybody in the neighbourhood. For more than eight years the staff has been organizing various projects, training sessions and workshops in the fields of internet and new media. Cybersoek is open to everyone, young and old alike (rf. Rec. A03.1)

[www.cybersoek.nl](http://www.cybersoek.nl)

**Computerzentrum Rollberg**, Germany: brings together German and Arabic families, PC & Internet courses for target groups. (rf. Rec. A03.1)

[www.aki-ev.de](http://www.aki-ev.de)

**Colab gGmbH - Rasik**, Germany: training for digital literacy and social competences in internet radio station Rasik (rf. Rec. A03.3)

[www.colab.de](http://www.colab.de)

**Begegnungs**, und Fortbildungszentrum muslimischer Frauen, Germany: (rf. Rec. A03.3)

[www.bfmf-koeln.de](http://www.bfmf-koeln.de)

**Centro ENEA**, Italy: Is a multi-services centre including social operators, linguistic mediators, Italian language teachers, psychologists and lawyers. One of the central services is a “net-café” that provides digital alphabetization courses to refugee seekers. E-Café offers PC with internet connection, Italian language classes and professional guidance classes using computers. e-Café services are open to all Rome citizenship as an instrument of integration of refugee seekers within the society.

(rf. Rec. A03.1)

[www.mondodigitale.org](http://www.mondodigitale.org)

## A04 - Guideline regarding the role of multipliers

### **Thesis:**

Multipliers are people working directly with the target community, they are not necessarily professionals, but may be migrants themselves. Multipliers have a key role to play in promoting digital inclusion, as they are able to leverage social capital and multiply knowledge and skills within the social network of target communities.

### **Rationale:**

Multipliers, who may be social workers, tutors, teachers, advisors, peers and so on, are the most relevant contacts for migrants in several areas. They can build their work on their familiarity with the target group’s needs and their fundamental knowledge of the target group’s situation in the host country. Although multipliers are acquainted with the needs of the target group, they should be trained for the task of teaching digital literacy to migrants. Thus they can provide for embedding learning processes with regard to the use of ICT in their everyday guidance and support for the target group.

### **Recommendations:**

- Rec. A04.1: Provide train-the-trainer programmes for multipliers with regard to the use of ICT and their ability to take into account cultural diversity.

Provide train-the-trainer programmes for multipliers with regard to the use of ICT and their ability to take into account cultural diversity

- Rec. A04.2: Provide for adapted online and offline communities for exchange between multipliers dealing with migrants and cultural diversity issues.

#### **Good practice examples:**

**Surfen zum Job**, Germany: This project has improved digital literacy as well as employability of educational and socially disadvantaged youths, with especial attention to migrants from Turkey and Russia. The training campaign is on teaching digital literacy exemplified through job search online. This training enables social workers to make use of the Internet to explore and to access the job market and to train their clients. (rf. Rec. A04.1)

[www.surfen-zum-job.de](http://www.surfen-zum-job.de)

**Agenda de la diversidad**: through a European project, a map has been created, where migrant and ethnic minorities contact points are identified all around Spain, and in a smaller scale in other countries. This is a way to identify contact points and potential multipliers. (rf. Rec. A04.1)

<http://ad.mugak.eu/>

**Migration online**, DGB Bildungswerk, Germany: The Website contains information for the integration of migrants. The main target group are multipliers in work life, such as works councils, trade unions, Head of Personnel, Personnel Manager. (rf. Rec. A04.2)

[www.migration-online.de](http://www.migration-online.de)

**MRC - UK Online Centre**, UK: MRC works with migrants and refugees and in partnership with other agencies, to effect social justice and change, enabling migrants and refugees to fully participate in society. They provide training for migrants who later offer that gained knowledge back to learners. (rf. Rec. A04.1)

[www.migrantsresourcecentre.org.uk](http://www.migrantsresourcecentre.org.uk)

## **A05 - Guideline regarding funding**

### **Thesis:**

Digital inclusion of migrants needs continuous funding to ensure sustainability.

### **Rationale:**

Although digital inclusion of migrants should come as a matter of course, one cannot expect that it will come of its own volition. There is a need for strong, coordinated efforts from all stakeholders to make it happen. However these efforts need to be funded in a stable and continuous manner. Programmes for migrants often have long-term objectives that can only be achieved with appropriate funding. (See also in Guidelines B, C and D, sustainability matter)

### **Recommendations:**

- Rec. A05.1: Ensure that the task of digital inclusion of migrants is represented as an important issue at all levels of political decision-making.
- Rec. A05.2: Ensure that digital inclusion of migrants is given high priority in the range of subjects in need of support to migrants.

Digital inclusion of migrants needs continuous funding to ensure sustainability

- Rec. A05.3: Ensure that all budgets provided for digital inclusion of migrants are handled cost-consciously and properly in order to achieve the most effective resource management. Managers of programmes, initiatives and projects should build their strategies not only on financial but also on contributions in kind, social capital and quality.
- Rec. A05.4: Investment in digital inclusion of migrants should be encouraged, and policies coordinated in order to make joined efforts and possibly save money in other programmes.
- Rec. A05.5: Ensure that available funds are distributed with regard to the quality of work regardless the size of the applying organisation. Avoid short term funding as dynamics of socio economic inclusion are on long term.

### Good Practice examples:

**Microsoft IT Academy in MRC, UK:** This is a technical training for migrants for IT industry, social enterprise as a platform for offering services, providing training / maintenance and so on for charging self-financing (rf. Rec. A05.2)

[www.microsoft.com/education/msitacademy/default.aspx](http://www.microsoft.com/education/msitacademy/default.aspx)

**'UnLtd', UK:** UnLtd is a programme that uses National Lottery funds to support 'social entrepreneurs'. It has successfully funded several projects that have been carried out using or providing ICTs in migrant communities. It has an innovative and radical funding approach and strategy.

(rf. Rec. A05.2/ A05.5)

[www.unltd.org.uk](http://www.unltd.org.uk)

## A06 - Guideline regarding evaluation and impact assessment

### Thesis:

Programmes for the digital inclusion of migrants will benefit from proper evaluation and assessment of the impact, outcomes and results.

### Rationale:

Evaluation of programmes, initiatives and projects for digital inclusion of migrants help to gain a better understanding of the success stories and pitfalls. The evaluation must include all aspects that contribute to the carrying out and achieving of the objectives of the programmes, initiatives and projects. Evaluation and assessment are important tools to govern project activities. But for practitioners in the field the work with the target group mostly comes first and evaluation is somehow regarded as an inconvenient additional burden often resulting in a lack of 'culture of evaluation' (i.e. a lack of transparency, responsiveness, and documenting processes).

### Recommendations:

- Rec. A06.1: Resources should be provided for evaluation. A part of project budgets should be set aside for this purpose.
- Rec. A06.2: Ensure that evaluation and assessment is based on the principles of empirical science, meets quality standards and is carried out independently to guarantee the reliability of the results. It must also be ensured, that the cost and

Evaluation of programmes, initiatives and projects for digital inclusion of migrants help to gain a better understanding of the success stories and pitfalls

## Promote participative evaluation

time-commitment attached to evaluation does not hinder any project's progress.

- Rec. A06.3: Use the evaluation results for re-planning activities.
- Rec. A06.4: Promote participative evaluation.
- Rec. A06.5: Commit projects and organisations to self-assessment and evaluation.

### Good Practice examples:

**Surfen zum Job**, Germany: The impact of this training campaign was measured by a feedback form to be filled in by the participants directly at the end of the training, a feedback form to be filled in by the trainer and a follow-up evaluation by oral telephone interview 6 – 8 weeks after the training. The evaluation results were helpful for the further development of the training curriculum and also for the acquisition of additional funding resources. (rf. Rec. A06.3)

[www.surfen-zum-job.de](http://www.surfen-zum-job.de)

**Digital pioneers Academy**, The Netherlands: This initiative clearly incentivates innovation and creativity within the social projects it funds, and provides them with support, enhancing evaluation and impact assessment, apart from requiring the participation of IEM. (rf. Rec. A06.5)

[www.digitalepioniers.nl](http://www.digitalepioniers.nl)

## A07 - Guideline regarding awareness raising / outreach

### Thesis:

Public awareness and knowledge about the need for migrant inclusion through ICT should be promoted.

### Rationale:

Knowledge about the digital inclusion of migrants is low among the population of most host countries. A lack of investigation and information can lead to misunderstandings. It is therefore necessary to raise awareness and to disseminate information on the benefits that social and economic inclusion through ICT will provide for the whole society.

### Recommendations:

- Rec. A07.1: Provide for the public availability of detailed and reliable statistical data.
- Rec. A07.2: Cooperate with the media to disseminate the data in order to promote a better understanding of migrant issues.
- Rec. A07.3: Make programmes, projects and initiatives for the digital inclusion of migrants transparent to the host country's population.
- Rec. A07.4: Make projects and initiatives for digital inclusion known by and accessible to migrants.

It is therefore necessary to raise awareness and to disseminate information on the benefits that social and economic inclusion through ICT will provide for the whole society

## Good practice examples:

**Migrations à Besançon**, France: The project aimed at the creation of a collaborative website in order to promote internet as a mass media of proximity that would facilitate a citizen commitment of the inhabitants regarding the history of migrations in Besançon. This collaborative website offers the possibility for anyone to submit contents and it counts with a collection of testimonies about the various migration flows that have occurred towards this city. (rf. Rec. A07.3)

<http://migrations.besancon.fr/>

**Migrant Resource Centre**, UK: The newspaper 'The New Londoners' aims to dispel some of the myths created by mainstream media in their reporting of refugee and asylum issues. It provides an alternative and realistic view of the contribution of migration to the capital, differing from that which is often portrayed. The newspaper also provides a voice of those who are normally reluctant, for obvious reasons, to come forward and reveals some of their more alarming and distressing experiences. (rf. Rec. A07.2)

[www.thenewlondoners.co.uk](http://www.thenewlondoners.co.uk)

**Türkische Gemeinde Deutschland**, Germany: TGD online communication channel of the Turkish community in Germany – their online portal provides support to the shaping of public opinion, by conducting panel discussions, commenting on current political affairs in Germany etc. It provides users news mainly related to the Turkish community in Germany. Both migrants and host population are using the site, and in particular people who are working in media organisations, politics, journalists, and own subgroups who are in the umbrella organisation TGD. (rf. Rec. A07.2)

[www.tgd.de](http://www.tgd.de)

**Nationaler Integrationsplan 2008**, Germany: Within the national inclusion strategy priority to the digital inclusion of migrants was given to all areas of public policy and decision making in the public and private industry sector. (rf. Rec. A05.2)

<http://www.bundesregierung.de/Content/DE/Publikation/IB/Anlagen/nationaler-integrationsplan,property=publicationFile.pdf>

Public awareness and knowledge about the need for migrant inclusion through ICT should be promoted



**PART B /  
SPECIFIC  
GUIDELINES**

for the thematic area 'Education'

ICT play an important role for migrants' early education and for life-long learning in a multicultural Europe. ICTs in education are supposed to promote more personalized learning pathways and adapt to specific learning/teaching needs. These specific guidelines are focussed on the following issues:

- Which possibilities do ICTs offer to teachers, trainers, and pedagogical teams to improve the curriculum in use, as well as their own training and how can ICTs help teaching in an increasingly multicultural environment?
- How can ICT applications improve class integration for newcomers and facilitate migrants' education?
- How can the importance of media literacy in educational matters be emphasised?
- Which role does the competence recognition process, both for learners and teachers play and how can it be improved?

The following specific Guidelines for the thematic area 'Education' recommend strategies to address the above mentioned questions appropriately.

ICT play an important role for migrants' early education and for life-long learning in a multicultural Europe

# GUIDELINES

## B01 - Guideline regarding teaching methods in formal settings

Teaching approaches have to be optimised because of the intercultural and at the same time technological realities of our society

### **Thesis:**

Teaching approaches have to be optimised because of the intercultural and at the same time technological realities of our society. Intermediaries and Educational actors need easy access to accurate resources and exchange platforms on how to deal with these new realities.

### **Rationale:**

Actual demographic and technological trends pose new challenges for teachers and their students. In fact, education departments and ministries work intensively to adapt to these new contexts, enhancing intercultural curriculum in teachers and intermediaries' training. Many projects, at all levels have been supported to create online training programmes, good practices gathering, resources sharing, innovative material created with students, etc. Based on these experiences, the role of ICTs to assist in achieving education and integration should be explored and extended.

### **Recommendations:**

- Rec. B01.1: Where appropriate, ICT tools should be used to disseminate intercultural material, and allow teachers to have access to tools and educational material for their students.
- Rec. B01.2: ICTs should also be used, where appropriate, to support newcomers' integration, within language learning modules for example. This should be done with suitable material to avoid digital exclusion (see General Guidelines).

### **Good Practice examples:**

**Aulainterultural -UGT**, Spain: Online website that provides key elements on intercultural education for teachers and other actors in Spain. More in details, the web page provides with news, articles, researches, studies, bibliography or didactical tools related to intercultural education. There are didactic tools on how to fight racism and intolerance, to improve knowledge on other cultures, and on migration. The online library provides the user with: bibliography, didactical lessons, guides and handbooks, and reports. (rf. Rec. B01.1)  
[www.aulainterultural.org](http://www.aulainterultural.org)

**Comparons nos Langues**, Université de Montpellier, France: From the University of Montpellier, a research group has been designing this initiative, aiming at transferring abilities from one language to another, using grammar or cultural skills. Skills are considered as a resource and not deficit or a handicap. The activities consist of comparing the different languages and cultural communicational habit that co-exist in classes, and is available via online modules. (rf. Rec. B01.2)  
[www.crdp-montpellier.fr/bsd/afficherBlocSequence.aspx?bloc=481293](http://www.crdp-montpellier.fr/bsd/afficherBlocSequence.aspx?bloc=481293)

**Innocent**, European Comenius project, Europe: Innocent produced a 32 hours web-based training course as well as a handbook and a CDROM for intensive training courses for teachers in intercultural competences. The main driver of the course and the project was to tackle intercultural conflicts in primary and secondary schools. Although the project is now finished, all the outputs are available online. (rf. Rec. B01.2)  
[www.innocent-project.de](http://www.innocent-project.de)

**Learning migration**, European Comenius project, Europe: 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 www-supported framework for effective collaboration between different types of institutions in the field of Migration and Intercultural Relations. (rf. Rec. B01.1)  
[www.learningmigration.com](http://www.learningmigration.com)

**Migrant ICT**, European Initiative, Europe: The project has developed a model for Adult Education Providers for attracting, engaging and delivering initial adult education programmes to migrants; tools and programmes for tutors to deliver effective programmes to Polish and Lithuanian community in the UK and Ireland; bilingual materials and courseware for Polish and Lithuanian learners which assist them in attaining recognition of prior learning, gaining ICT competences and improving their English language skills. (rf. B01.2)  
<http://migrantict.ning.com/>

## B02 a – Guideline regarding curriculum in use - Interculturality through ICT

### **Thesis:**

A holistic and contextualised curriculum is required, one that allows a positive attitude towards diversity, the inclusion of migrants within the broader educational community and linkage between different educational disciplines. It means taking advantage of plurality and differences, and use it to improve knowledge of each and everyone. The use of ICT can enhance this exchange of knowledge, and consolidate diversity in the classroom.

### **Rationale:**

Interculturality involves the representation of all cultures involved in a situation rather than the exclusive fostering of the host country's culture. Most European countries have been working to promote and settle this issue in and through Educational departments. The use of ICTs as a mean to promote exchange of material and experiences has also been documented and promoted, although not all countries are at the same level, and not all practices are systematised.

### **Recommendations:**

- Rec. B02a.1: While preparing the curriculum, it is essential to take the cultural context into account, and be ready to adapt courses to new realities. This has to be done in collaboration with teachers, education departments, and social agents. ICTs should also be used to promote and disseminate intercultural

A holistic and contextualised curriculum is required, one that allows a positive attitude towards diversity, the inclusion of migrants within the broader educational community and linkage between different educational disciplines

education as an interdisciplinary matter for all and not just for migrants.

- Rec. B02a.2: There should be incentives for schools or adult training centres to develop and put in place innovative pilot projects, including the support and great potential ICTs bring, to allow learners become more involved in the whole learning process.

### **Good Practice examples:**

**Ethnokids**, ethnologues en Herbe, France and Belgium: this association fosters intercultural education and other specific learning, such as language skills. Their portal, allows participating groups to get in touch and work together. It shows all the results of the ethnographical fieldworks identified with key words and gives pedagogical resources allowing groups and individuals to start their ethnographical survey and display online what they have collected. (rf. Rec. B02a.1)

[www.ethnoclic.net](http://www.ethnoclic.net)

**iRespect website**, Race and equality service, United Kingdom: The iRespect website exists to promote positive tolerance and active citizenship. The website provides lesson plans on diversity themes and Web 2.0 functionalities for sharing and developing stories (including multi-lingual “talking books”). (rf. Rec. B02a.1)

[www.irespect.net](http://www.irespect.net)

**Teaching experience in Viladecans high school**, Spain: The teacher involves its newcomer students by asking them to introduce their own country to the others, using ICTs as a tool to search for information and present the results to the rest of the class. (rf. Rec. B02a. 2)

[www.xtec.es/iesdesales](http://www.xtec.es/iesdesales)

**Etwinning**: European programme put in place to incentive exchange between schools in Europe, using ICT as a tool to communicate and exchange. (rf. Rec. B02a.2)

[www.etwinning.net](http://www.etwinning.net)

**Intercultural training**, ASPnet - Unesco : Pilot project put in place by UNESCO schools in Lithuania to incorporate Intercultural Learning program into schools’ curriculum. Overall aim of the project was to develop capacity of secondary schools in Lithuania to promote intercultural values and provide possibilities for teachers and students to gain competencies throughout the implementation of intercultural learning program. (rf. Rec. B02a.1)

[www.aspnet.lt](http://www.aspnet.lt)

## **B02 b – Guideline regarding curriculum in use - Media literacy**

### **Thesis:**

Media literacy means the ability to access, analyse, critically evaluate and produce media content. The Internet, as a new medium, requires a particular way of creating content which involves awareness about the social and political implications of networks. Apart from the necessary digital skills, media literacy should thus promote and guarantee full participation in society. In the case of

Media literacy means the ability to access, analyse, critically evaluate and produce media content

migrants and ethnic minorities, just like for society in general, this means: how do you create content, and how do you distribute it through networks?

### **Rationale:**

Migrants and ethnic minorities, since they represent a group at risk of e-exclusion, have to receive the appropriate training, and accessibility in order to enter in this new mediatised society, and have a voice that can be heard. We also need to go further in the technical skills, and promote real critical competences related to those, as technology is not 'neutral' and its use has particular implications for the degree of inclusion of migrants and ethnic minorities.

### **Recommendations:**

- Rec. B02b.1: Develop training for critical competences in media literacy (how the internet works, how to create content, networks, etc), and not only focus on technical skills.
- Rec. B02b.2: Searching information is the most common use of internet in schools, so it is especially relevant and important that both teachers and students get good training to use these great possibilities, and at the same time be aware of risks and pitfalls like scams, online hate speech, privacy issues etc.
- Rec. B02b.3: Involve migrant learners as active participants in the whole process, to get their voice heard.

### **Good Practice examples:**

**Xenoclipse**, Spain: European action-research project about ethnic minorities, media and representation - includes Workshop, online course for video makers, and a diversity address book for journalists. (rf. Rec. B02b.1/ B02b.3)

[www.xenoclipse.net](http://www.xenoclipse.net)

**Associació Joves TEB**, Spain: Associació per a JovesTeb is a youth centre for people between 12 –24 years old, opened all evenings from 17:00 to 20:00 hours, 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 their autonomy and development through significant methodologies using ICT material related to their interest. For example: "Today we record a hiphop song and put it on Myspace". The process is then pursued teaching technical and critical skills. (rf. Rec. B02b.1/ B02b.3)

<http://jovesteb.org/>

**Crossing TV**, Italy: this action aims at transferring ICT competencies to Italian and non Italian students in Bologna, through a Web Television. They have to describe, recode and account for the increasing multicultural society they live in and experience day by day. CrossingTv counts on an editorial and intercultural staff (16 boys and girls, 8 Italians and 8 foreigners). The main initial objective was to shed light and to give voice to young people, especially the second generation of migrants, of

Migrants and ethnic minorities, since they represent a group at risk of e-exclusion, have to receive the appropriate training, and accessibility in order to enter in this new mediatised society, and have a voice that can be heard

Involve migrant learners as active participants in the whole process, to get their voice heard

whom official media do not talk or do not give a full representation.  
(B02b.1/ B02b.3)  
[www.crossingtv.it](http://www.crossingtv.it)

Lifelong learning needs to be accessible, and specific adaptation for newcomers should be put in place

Migrants are a heterogeneous collective, and their needs in terms of education are very diverse

### B03 – Guideline regarding life long learning

**Thesis:**

As for the rest of society education is a must for migrants and ethnic minorities as active participants in society. Lifelong learning needs to be accessible, and specific adaptation for newcomers should be put in place.

**Rationale:**

Migrants are a heterogeneous collective, and their needs in terms of education are very diverse. Specific needs of newcomers, in terms of education and adaptation to their new home have to be taken into consideration, as well as the needs of those who have been working during years and need new capacities to progress in the labour market.

**Recommendations:**

- Rec. B03.1: ICTs should be used – where appropriate – to help integrate newcomers in the classrooms.
  
- Rec. B03.2: Basic ICTs training programmes need to be adapted to migrant learners’ interests, needs and knowledge in order to facilitate engaged and relevant education.
  
- Rec. B03.3: Easy access to lifelong learning and superior training for all should be provided. This must be encouraged by governments, civil society, and in particular, the education community.

**Good Practice examples:**

**Alane**, The Netherlands: The Alane Newsreader was designed to help newcomers learn Dutch taking into account their current context meaning that the tool combines topicality/news with pedagogical steps to learn a new language. (rf. Rec. B03.2)  
[www.edia.nl/en/alane](http://www.edia.nl/en/alane)

**IMES** , PW, Germany: This initiative offers free Internet courses for migrants in the city of Hannover. In cooperation with local partners (migrant-associations, libraries, city-culture-centres), the project uses the computers and internet access available.(rf. Rec. B03.1/B03.2)  
<http://imes.info/>

**Migrant ICT**, FIT, Europe: 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 for attracting, engaging and delivering initial adult education programmes to migrants; tools and programmes for tutors to deliver effective programmes to Polish and Lithuanian community in the UK and Ireland. (rf. B03.3)  
<http://migrantict.ning.com/>

**The Ch@ve project**, Erudis, Czech republic: The CH@VE project was focused on the support of computer and information literacy, communication skills and study skills of students of Prague secondary schools, who have some difficulties in the education including Roma and migrant students. A network of Internet clubs was established in 14 Prague secondary schools and 1 community centre. The project employed games and courses to stimulate pupils' creativity and interpersonal skills, develop their e-skills, and teach them how to use e-learning programmes. (rf. B03.2)

[www.internetovekluby.cz](http://www.internetovekluby.cz)

## **B04 – Guideline regarding sustainability (along with network integration)**

### **Thesis:**

In order to keep projects going and progress continuous, there is a clear need to enhance sustainability, and assure the continuity by making projects open and easily adaptable. Strong networks and stable relations between diverse institutions are necessary to promote new projects and secure the past and present ones.

### **Rationale:**

One of the greatest problems of projects is related to continuity. The use of technologies related to sustainability has to be taken into account but also the difficulty for entities because of their financial structure, and overall dependence on public funds.

### **Recommendations:**

- Rec. B04.1: Provide learning environments with open standards to allow for transformation, adaption and so on.
- Rec. B04.2: Ensure transfer of information, so that people linked to projects are not irreplaceable. ICT brings great possibilities for easily preserving and managing this information.
- Rec. B04.3: Surpass the project dimensions, and insist on developing permanent working lines, so once a project is over, the interest remains.
- Rec. B04.4: Promote collaboration between different entities, because it is a key element in avoiding dependence on public funding (see also funding aspects in general guidelines).

### **Good Practice examples:**

**EMA online support**, United Kingdom: This website provides an online resource base mainly for ethnic minority teachers, but also for pupils and parents. Although the project ended, there is a will to go on and provide interested users with teaching and learning resources. The large number of users and followers enhances the continuation of at least this informative newsletter and updated site. (rf. Rec. B04.2)

[www.emaonline.org.uk](http://www.emaonline.org.uk)

Strong networks and stable relations between diverse institutions are necessary to promote new projects and secure the past and present ones

**Learning migration**, Europe: 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 didactic 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. It started in 2002, and the network transformed it over the year to make the initiative sustainable. (rf. Rec. B04.3)  
[www.learningmigration.com](http://www.learningmigration.com)

**Digital pioneers**, The Netherlands: In 2006, the Digital Pioneers Academy was established. Within the academy, they give support to a selection of social internet projects in developing their services, in order to make them 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. (rf. Rec. B04.4)  
[www.digitalepioniers.nl](http://www.digitalepioniers.nl)

## B05 – Competence recognition<sup>7</sup>

### **Thesis:**

Recognition and accreditation of formal, non-formal and informal competences of both learners and educators facilitate social cohesion in the host society.

### **Rationale:**

ICTs represent an opportunity to fasten, simplify and make more accessible competences' recognition processes for which the European Qualifications Framework is a powerful tool. All learners come with a background, which needs to be taken into account. All their progress in the learning systems needs to be certified and/or accredited in order to make their competences more visible. Finally, teachers who have specific competences should be accredited for these (see also guideline on intercultural curriculum).

### **Recommendations:**

- Rec. B05.1: Promote the recognition of knowledge and competences adjusted in a more globalised system. Classes, courses and any ICT training need to get recognised through certification and accreditation
- Rec. B05.2: Although official recognition of diplomas can be long and costly, there should be an informal learning accreditation system put in place in order to fasten up the recognition, and help employers or other local stakeholders to understand the level of education and the type of studies completed by migrants, especially higher studies.
- Rec. B05.3: Encourage migrant associations and civil society in general to take part in the debate, and become a pressure group in these fields, as many are subject to difficulties in diploma recognition and often have great informal learning backgrounds.
- Rec. B05.4: Intercultural competences of teachers and educators, and not only second language teaching, should be recognised.

Recognition and accreditation of formal, non-formal and informal competences of both learners and educators facilitate social cohesion in the host society

7. see The European Qualifications Framework (EQF) at: [http://ec.europa.eu/education/lifelong-learning-policy/doc44\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm)

### Good Practice examples:

**KEN**, Germany: A notebook for capture of competences – KEN– has been developed. KEN could be classified between personal management-systems and e-learning. KEN covers three elementary points: “activities”, “workbook” and “curriculum vitae” completing them by an “infopool”. Occupational qualifications, skills and personal as well as social competences get collected by assessment (self-assessment and external assessment). (rf. Rec. B05. 1/ B05.2)  
<http://demo.kompetenz-erfassungs-notebook.de/>

**Europass**, Europe: online curriculum, allowing a better manner to present curriculum in all European countries. (rf. to Rec. B05.2)  
[www.europass.cedefop.europa.eu](http://www.europass.cedefop.europa.eu)

**Arbete Stockholm**, Sweden: Through its close collaboration with potential employers, the municipality service trains migrants on specific job profiles, using, among others, mobile phones to teach the necessary language, vocational and cultural skills. I they also work with the Open College Network to provide and exchange knowledge, creating new learning models, and giving the possibilities to the trainees to gain OCN credits while following their courses. (rf. Rec. B05.1)  
[www.stockholm.se/Arbete/](http://www.stockholm.se/Arbete/)

**SARU**, Spain: this is a very recent service provided by the Catalonian government, to help and assist migrants in going through the recognition of diploma. A new online service will soon be available. (rf. Rec. B05.2)  
<http://saru.gencat.cat>

Encourage migrant associations and civil society in general to take part in the debate, and become a pressure group in these fields, as many are subject to difficulties in diploma recognition and often have great informal learning backgrounds



# PART C / SPECIFIC GUIDELINES

for the thematic area 'Jobs'



ICT play an important role for labour market integration of the migrants and their participation to the economy. This section will specifically address the following issues:

- How can ICT contribute to re-skill and re-qualify migrants to integrate them into the labour market?
- Can ICT be helpful as (electronic) one-stop-shop employment and job search/matching services addressing specifically immigrants' needs and conditions, as well as employers' concerns in this area (and bridge across social groups and help to fight discrimination in recruitment and at work)?
- How can ICT support business start up and new entrepreneurship support programs that are developed around the traditions and/or previous and new skills owned by immigrants; but also in the ICT/information society sector itself?
- How can ICT help to access finance and banking services which can support entrepreneurial activities, but also other typical immigrants' needs (e.g. remittances to the home country)?

The following specific Guidelines for the thematic area 'Jobs' recommend strategies to address the questions mentioned above appropriately.

ICT play an important role for labour market integration of the migrants and their participation to the economy

# GUIDELINES

## C01 – Guideline regarding visibility in the labour market

ICTs help to measure and assess the past and present skills of migrants and their effective presentation and circulation within the labour market

### **Thesis:**

ICTs help to measure and assess the past and present skills of migrants and their effective presentation and circulation within the labour market.

### **Rationale:**

The spread of life-long learning initiatives, vocational training courses and support measures to employability is an opportunity for migrants. But access to these programs, coordination between programs and the design of adequate provision for their needs is often conditioned by an understanding and a common measurement of skill levels, but skills measurement systems are different. ICTs can facilitate a process of convergence and standardization of procedures and methodologies. ICTs can be used to develop innovative ways of assessing skills and building a portfolio of competences or a CV; to disseminate CVs and to enable and support new recruitment practices. The results expected from this type of initiative are twofold: to increase the individual capacity to participate directly in the labor market, better target projects for inclusion in the labor market.

### **Recommendations:**

- Rec. C01.1: Develop innovative forms of one-stop-shop online services enabling the integration and dissemination of information on standards and services for competence assessment and recognition.
- Rec. C01.2: Exploit the potential offered by multimedia to increase self-confidence, the capacity of self-representing ('what one is able to do') and of the interaction with job market in daily-life. Multimedia CVs and competence portfolios have shown to be a good solution in this domain. However, beneficiaries must be trained to build and update their own CV/portfolio, and to circulate it through different digital platforms.
- Rec. C01.3: Engage social-oriented companies, public companies and innovative companies operating into the labour market to be part of multimedia CVs projects and to support new recruitment practices.

### **Good Practice examples:**

**KEN, Germany:** Many "Social Integration Enterprises" in Germany use a service called Kompetenz-Erfassungs-Notebook (KEN), which is a new "idea of how migrants can get aware of their competences". Migrants have to prepare a long list of what they can and cannot do, and at the end they realize that they may have very useful competences. KEN does not overcome all legal barriers, but as long as these barriers exist (in Germany), KEN helps persons to document everything they are able to do. (rf. Rec. C01.1)  
[www.bagkes.de](http://www.bagkes.de)

ICTs can facilitate a process of convergence and standardization of procedures and methodologies

**Berufliche Anerkennung, Germany:** This website gives examples for recognition procedures in Germany. There are explanations of forms of

recognition and requirements for recognition. (rf. Rec. C01.1)  
[www.berufliche-erkennung.de](http://www.berufliche-erkennung.de)

**Migrants Resource Centre, UK:** In the UK, several websites do offer online psycho-attitudinal tests, leading to recommend certain jobs or others. The Migrants Resource Centre (London) used these tools in training workshops and also in 1-2-1 interaction with an advisor. These tools were helpful in explaining how the job markets work, which are the main requests of employers, and differences between countries on many job-related aspects. Job description pages, for instance, show all the required skills for a position and were used to check existing skills and to develop a personal action plan. (rf. Rec. C01.1)  
[www.migrantsresourcecentre.org.uk](http://www.migrantsresourcecentre.org.uk)

**“Surfen zum Job – Digitale Chancen auf dem Arbeitsmarkt”**, Surfing to the Job - Digital Opportunities on the Labour Market, Germany: To meet the special needs of young people and the social workers dealing with them the training curriculum consists of 5 modules: Online search for Jobs and Apprenticeships; Profiling: Which Capabilities do I bring to the Labour Market; Online-Application: How to fit to an offer; Matching in the Virtual Job Market; Virtual Job Market – Frequently Asked Questions: Privacy, Data Security & Protection. (rf. Rec. C01.1)  
[www.surfen-zum-job.de/jobsurf/content/sections/index.cfm](http://www.surfen-zum-job.de/jobsurf/content/sections/index.cfm)

**Online Job Centre for Foreigners, Czech Republic:** This is a project developed by the initiative of Ministry of Social Affairs in a close cooperation with Bureaus of Labour of in the Czech Republic. The Centre provides many services including on-line inserting CV of individual's applicants and messages send to mobile phones. (rf. Rec. C01.2)  
[http://portal.mpsv.cz/sz/zahr\\_zam/prociz/vmciz](http://portal.mpsv.cz/sz/zahr_zam/prociz/vmciz)

**Occupabilità, Italy:** The Province of Perugia (Italy) has developed a project called Occupabilità e Identità digitali [Employability and Digital Identities]. Hundreds of young people have been engaged through schools and local job agencies in Perugia and Florence and trained to create multimedia CVs. The project is now developing a database where CVs will be hosted and updated directly by their owners. Companies are said to be very interested in this form of CV presentation. (rf. Rec. C01.2)  
[www.provincia.perugia.it/provincia/istituzione/organigramma/c61020](http://www.provincia.perugia.it/provincia/istituzione/organigramma/c61020)

**Beroobi, Germany:** Videos can be very useful also for learning how the system work and what the opportunities are: In Germany, most young people don't know about the 340 professions that can be gained through vocational training. Beroobi is a web site that provides videos of people who went through such training and explain the job they do and related practical information, how they live with that job and so on. There are also some examples of migrants talking about their experiences. (rf. Rec. C01.2)  
[www.beroobi.de](http://www.beroobi.de)

**STUDIO+, UK:** captures young people's interest through the 'hooks' of music and event management, using industry- standard equipment and

ICTs can be used to develop innovative ways of assessing skills and building a portfolio of competences or a CV; to disseminate CVs and to enable and support new recruitment practices

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+ builds the literacy and numeracy skills of young people who are not in education, employment or training (NEET), and effectively reconnects them to mainstream education or work. (rf. Rec. C01.2)

<http://vitalregeneration.org/our-projects/studio-plus>

**Bangladeshi Youth Organisation, UK:** The Bangladeshi Youth Organisation (BYO) supports an ICT initiative in the Manningham area of Bradford (UK) targeted at Bangladeshi youth (early school leavers) and newly arrived Bangladeshi adults, with the aim to improve language, communication and IT skills, preparing young people for the workplace. (rf. Rec. C01.2)

[www.bym.org.uk/splash.asp](http://www.bym.org.uk/splash.asp)

## C02 – Guideline regarding social networking

### **Thesis:**

Migrants use social media extensively to manage social relations spatially dispersed. Social media can also be used to improve the implementation of projects for participation and economic inclusion.

### **Rationale:**

The Internet is a powerful social capital-building technology but this aspect should be fully explored by public organizations. Although there still is room for a the use of Web 1.0 sites for the provision of efficient labour market services, there is a need for a progressive transition towards the Web 2.0. The so called social media are becoming more and more diffused among migrants. Spontaneous communities but also ONGs have demonstrated to facilitate the exchange of many practical suggestions on how to move throughout the 'labyrinth' of formal labour market, institutions etc. Formal public organisations should make more efforts to link, collaborate and integrate these bottom-up experiences.

### **Recommendations:**

- Rec C02.1: Initiatives and projects should consider the styles and behaviours of migrants' use of technology to be effective. Remember also that there are few studies in this direction and therefore they should be encouraged in all EU member states, even for comparative purposes.
- Rec C02.2: It is necessary to work on the integration between formal and informal networks and with a multi-channel approach.
- Rec C02.3 Social media are spreading quickly and are not easy to keep up. The inclusion of professionals and companies with high technological standards and skills between partners in a project can help social actors and governments to best use these technologies.

### **Good Practice examples:**

**In Nos Quartiers ont des Talents, France:** In Nos Quartiers ont des Talents the community building approach is implemented through

Social media can also be used to improve the implementation of projects for participation and economic inclusion

digital social networks and multichannel tools. High organizational and technological standard is a key factor for the successful of this project. (rf. Rec. C02.2 and Rec. C02.3)  
[www.nosquartiers-talents.com](http://www.nosquartiers-talents.com)

**RETE G2 - Seconde generazioni**, Italy: This social network, created by young people of foreign origin, emphasizes the need of expression among young migrants and ethnic minorities. The project employs blogs and wikis to promote collaborative writing, a social network site supporting different languages, and facilities for sharing information, pictures and videos. (rf. Rec. C02.2)  
[www.secondegenerazioni.it](http://www.secondegenerazioni.it)

The Internet is a powerful social capital-building technology but this aspect should be fully explored by public organizations

### C03 – Guideline regarding online job services

#### **Thesis:**

ICT are powerful tools to provide accurate information on the functioning of the labour market and services dedicated to specific targets such as migrants (see also GL C01), and to alleviate the fears of employers' in this sector, thereby helping to reduce labour market segmentation. ICTs also help to connect different categories of workers and combat discrimination in employment and workplace.

#### **Rationale:**

New technologies can help solve some problems that are still registered in many countries on certain issues, such as the low percentage of vacancies included in the database of the official labor market, not all types of employment opportunities are covered; offers of highly skilled jobs often use language that is difficult to understand for newly arrived migrants, even when they have the right qualifications. Moreover, the Internet is often the only means used to provide digital information, but migrants use different channels, with mobile phones often the first choice.

ICT are powerful tools to provide accurate information on the functioning of the labour market and services dedicated to specific targets such as migrants

#### **Recommendations:**

- Rec. C03.1: Promote awareness campaigns, use social networking and activities of corporate social responsibility to encourage employers to put more jobs in the official databases of the labor market, using a more accessible language, use online platforms for job applications, scouting and recruitment.
- Rec. C03.2: Use a multichannel approach to deliver information 'where migrants are'.
- Rec. C03.3: Encourage the integration of web 2.0 applications into already existing tools as a means to produce and disseminate information and knowledge in a collaborative way.
- Rec. C03.4: Support migrants seeking jobs with userfriendly applications, tutorials, training courses (including e-learning activities) on how to manage online job searches and related services.

### Good Practice examples:

**Mixopolis**, Germany: This is a portal for helping young people finding a job using a mentoring approach run by migrant tutors who already have a job in Germany. Young people can use different channels to reach the tutors (blogs, profile, chat etc.) and vice versa. (rf. Rec. C03.3 and Rec. C03.4)

[www.mixopolis.de](http://www.mixopolis.de)

**Nos Quartiers ont des Talents**, France: Nos Quartiers ont des Talents uses ICTs and multichannel approach to facilitate the encounters between young migrant graduates and specific segments of the labour market. The members of the operational team all use iPhones with 3G connection. When they are outside the office, they can connect to the database to get some information about a young graduate, give some answers to a mentor, and so on. (rf. Rec. C03.2 and Rec. C03.3)

[www.nosquartiers-talents.com](http://www.nosquartiers-talents.com)

**“Surfen zum Job – Digitale Chancen auf dem Arbeitsmarkt”**, Surfing to the Job - Digital Opportunities on the Labour Market, Germany: Surfen zum Job hosts a 21-step guided tour on how to manage online job searches. This guided tour is especially designed for the needs of inexperienced users, helping them step-by-step through the different search options of the online job market and the publishing of their own profile. (rf. Rec. C03.4)

[www.surfen-zum-job.de/jobsurf/content/sections/index.cfm](http://www.surfen-zum-job.de/jobsurf/content/sections/index.cfm)

**Integration exchange**: online integration services for third country nationals is a project funded by the INTI program (European Commission, DG Justice, Liberty and Security). Several portals have been developed by local or national authorities in participant countries, usually with the direct involvement of migrant communities, to provide information on integration-related issues, including the functioning of the national-local labour markets. (rf. Rec. C03.4)

[www.qec-eran.org](http://www.qec-eran.org)

**FIT - “Fast Track to IT”**: is a unique industry initiative in Ireland involving major local and international companies who are actively committed to the integration of marginalised job seekers into the workforce through the acquisition or marketable ICT skills. FIT provides ongoing support to the graduates of its programmes and views its primary objective as not just the attainment of a job but the commencement of a career. (rf. Rec. C03.1)

[www.fit.ie](http://www.fit.ie)

## C04 – Business start up and new entrepreneurship

### Thesis:

The European multicultural knowledge economy and society emerges as a promising field for migrants to start up their own business and develop new enterprises.

The European multicultural knowledge economy and society emerges as a promising field for migrants to start up their own business and develop new enterprises

8. ICT, Social Capital and Cultural Diversity. Report on a Joint IPTS-DG INFSO Workshop held in Istanbul (Turkey), 25 April 2007.

### **Rationale:**

Most migrants face various difficulties in terms of labour market integration<sup>8</sup>. This problem, together with other factors, leads many migrants to set up their own business. However, most of those businesses are created in labor-intensive activities such as construction, restaurants, cleaning and retail shops and the like. ICTs can help migrants to start their own business in whatever field, but also to be more innovative (i.e. High Tech business). Despite the adoption of government schemes (mainly in Scandinavia, Netherlands and the UK) to encourage the participation of migrants in the information society labour force and the introduction of fast-track work permits for IT workers from overseas (e.g. the Green Card example in Germany), not much is known yet about their effects and about this topic in general in the European context<sup>9</sup>.

### **Recommendations:**

- Rec. C04.1: State-of-the-art quantitative and qualitative research are needed to document and evaluate public policies and business models supporting migrants business start-up and their economic participation in the European Information Society should be implemented.
- Rec. C04.2: Develop programs and projects that train and support migrants to design and commercialize ICTs services – and other business through ICTs – for migrants and for their community.
- Rec. C04.3: Public incentives for start-ups and training for business creation addressing migrants already exist in some EU countries. However, the opportunities afforded by ICTs for any business operation in today's economy, and the specific opportunities which ICTs may bring to exploit migrant-specific assets, such as extended transnational social networks and links with the home country, are poorly addressed or ignored and should rather be presented and promoted more systematically. Lessons can be learned from private and social business oriented initiatives.

ICTs can help migrants to start their own business in whatever field, but also to be more innovative

### **Good practices examples:**

**Equal Opportunities In Entrepreneurship: Analysis And Project Actions.** An experimental training course proposal. The City of Venice and Veneto Region have recently made an accurate study and designed a plan for supporting migrant entrepreneurship. The plan include measures addressing ICTs such as “Skill and human resource development in technological research and development sectors (graduated people, researchers, corporate operators)”. (rf. Rec. C04.1 and Rec. C04.2)

**A research on web-based matrimonial services** addressing the Moroccan community in France found both cases of established web sites used to promote catering, dressing and other services for families wanting to run traditional Moroccan weddings, and cases of competing offers set up by small entrepreneurs exploiting the new opportunities for online market entry brought by so-called web 2.0 services (exploiting social networks for marketing, self-produced and managed digital content and others). (rf. Rec. C04.3)

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9. ICT, Social Capital and Cultural Diversity. Report on a Joint IPTS-DG INFSO Workshop held in Istanbul (Turkey), 25 April 2007.

**Maghreb.nl** is a service powered by EthnoMedia (one of the most successful social business experience); it is a highly interactive website that provides an online space for young people of Moroccan origin living in the Netherlands to socialize, discuss and share information. Since its establishment in March 2000 the web site received almost 1.5 million visitors. On average around 3,000 people visit the site each day. (rf. Rec. C04.3)

[www.maghreb.nl](http://www.maghreb.nl)

**Zopa and Prosper.** Social lending has been moved onto the Internet by online community initiatives such as Zopa.com and Prosper.com. It uses collective reputation to assess the credit score of borrowers, and put lenders in direct contact with borrowers. Ethnic-based sub-communities have emerged within the broader community, taking advantage of specific, often tacit knowledge about the credit worthiness of their members (entrepreneur and his/her partners), the activities they want to invest money in (e.g. trading specific goods from their home countries) and so on. Contact. Zopa.com and Prosper.com (rf. Rec. C04.3)

<http://uk.zopa.com/ZopaWeb/>

[www.prosper.com](http://www.prosper.com)





# PART D / SPECIFIC GUIDELINES

for the thematic area  
'Social Capital'



“Social capital encompasses a wide variety of connections and networks that people maintain with family, friends, neighbours, colleagues etc. and the social resources that can underpin, and may be embedded in, these ties such as trust, shared identity, shared language, common beliefs, reputation and norms of reciprocity. These resources make it easier for people to work and live together and it has been demonstrated that they play a beneficial role for health, education, public participation and the realization of economic opportunities.”<sup>10</sup>

ICT can largely affect the empowerment of civil society and can contribute to yielding social capital and standing benefit from cultural diversity. What are the specific role and value of ICTs for social-capital building and for migrants’/ migrant groups’ empowerment? Empowerment of civil society and social capital are needed as levers if one wishes to progress in most of the above mentioned areas.

- How can migrants’ organisations, or organisations that work with migrants, make better use of the potential of ICTs, especially for overcoming specific barriers such as distance, language and scarce economic resources?
- How can initiatives taken by migrants, or the organisations that work with them, be better communicated with relevant public and private stakeholders in European host countries?
- How can we improve the capacity of public institutions, IT providers, non-governmental organisations (NGOs), and so on to understand migrants needs for integration, to be able to adopt multicultural approaches and to be open to migrant ICT initiatives?
- How can we find a good balance between ICT for bonding social capital (consolidation of communities) and ICT for bridging social capital, i.e. the capacity to relate with other communities and the hosting country?

These questions raise issues of access, accessibility and the acquisition of basic or advanced ICT skills by migrants. It also necessitates that we address migrant involvement in the governance of more inclusive policies and the role that ICT can have in this process. The following specific guidelines for the thematic area ‘Social capital’ recommend strategies to appropriately address the questions above.

ICT can largely affect the empowerment of civil society and can contribute to yielding social capital and standing benefit from cultural diversity

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10. ICT, Social Capital and Cultural Diversity. Report on a Joint IPTS-DG INFSO Workshop held in Istanbul (Turkey), 25 April 2007, see: <http://ftp.jrc.es/EURdoc/eur23047en.pdf>

# GUIDELINES

## D01 – Guideline regarding the potential of migrants for civil society

Migrants have a high potential to bring forward to civil society on all levels. It is up to the host country to give them the opportunity to fully participate and integrate

### **Thesis:**

Migrants have a high potential to bring forward to civil society on all levels. It is up to the host country to give them the opportunity to fully participate and integrate.

### **Rationale:**

ICTs can be a catalyst to develop the potential of migrants for civil society. Thus the host country society as well as the migrant community will benefit from cultural diversity.

### **Recommendations:**

- Rec. D01.1: There is a need to listen to the voice of migrants and migrants' self-help organisations. Esp. migrants' self-help organisations have an important role to play in the inclusion process and should therefore be empowered.
- Rec. D01.2: Migrants' strategies of self-expression and self-empowerment should be supported. Language and cultural diversity are enrichment for society on all levels.
- Rec. D01.3: Provide online platforms to migrants to strengthen social networks and develop the political and strategic relevance of those networks.

### **Good Practice examples:**

**ACCBA, UK:** small business development advice to migrant communities. (rf. Rec. D.01.2)

[www.communitybasedbusiness.co.uk](http://www.communitybasedbusiness.co.uk)

**Refugees emancipation, Germany:** The Project's goals are to improve the quality of life of Refugees in Germany by using the Internet as a tool to reduce their isolation, connecting them with each other, with their homelands, and with their local community. The Project conducts and maintains a Website where refugee issues, advocacy information and personal stories can be published. (referring to Rec. D01.1/D01.3)

[www.refugeesemancipation.com](http://www.refugeesemancipation.com)

**Icaro Prato, Italy:** Web portal of non-profit organizations: there is a multilingual section of migrants and intercultural associations and also news, events and other things mail de politien - you can pose a question and get linked to the politician responsible for that Dating site.

(rf. Rec. D01.3)

[www.icaroprato.it](http://www.icaroprato.it)

**Petek, Germany:** Business-Network for women with migrant background. (rf. Rec. D01.1/ D01.3)

[www.petekweb.de](http://www.petekweb.de)

**ANE**, Germany: Network for intercultural communication.  
(rf. Rec. D.01.3)  
[www.ane.de](http://www.ane.de)

**Maroc.nl**, The Netherlands: An interactive platform where any migrant can publish contents related to Moroccan community in Netherlands. Maroc.nl provides news from the old country (Morocco), but also relevant news for migrants living in the Netherlands. (rf. Rec. D.01.3)  
[www.maroc.nl](http://www.maroc.nl)

**Rete G2 seconde generazioni**, Italy: aims at encouraging migrant (and native) students to produce and share stories, practice different creative and language skills, and collaborate with others, promoting cultural exchange and self expression, (rf. Rec. D01.2)  
[www.secondegenerazioni.it](http://www.secondegenerazioni.it)

## D02 – Guideline regarding strategies to involve the target group

### **Thesis:**

Taking part in the Information Society and being involved in democratic decision making on all levels of society is a fundamental right to all citizens regardless of their origin.

### **Rationale:**

ICTs could play a crucial role in enabling migrants to take part in civil society in the host country. Nevertheless it cannot be taken for granted that online participation will be adopted easily. It is therefore necessary to address the target group appropriately. This means first of all to understand their needs, their habits of taking part in decision making and civil society but also their habits in media usage. The strategies, approaches and methods to involve them should then be addressed accordingly.

### **Recommendations:**

- Rec. D02.1: Any attempt to involve migrants in civil society should be seen as a non-mandatory offer to the target group.
- Rec. D02.2: Local, regional, national, and European governance or e-governance on all levels should be reviewed with regard to their adaptability to the needs of migrants.
- Rec. D02.3: Areas of special interest to migrants should be made available via ICT in various languages to enable migrants to take part in decisions that concern their interests.
- Rec. D02.4: Strategies to address migrants should take into account their cultural background and potential differences in participation and media usage.
- Rec. D02.5: Strategies to involve migrants should take into consideration also gender aspects that might be different for different target groups.

Taking part in the Information Society and being involved in democratic decision making on all levels of society is a fundamental right to all citizens regardless of their origin

ICTs could play a crucial role in enabling migrants to take part in civil society in the host country

### Good Practice examples:

**Prato migranti**, Italy: A multilingual web based platform that works as 'one stop shop' to identify all public services located in the city. This service is based on the cooperation between public institutions and social actors including migrants' associations in the production of a joint eGovernment one stop shop online for migrants. (rf. Rec. D02.4)

[www.pratomigranti.it](http://www.pratomigranti.it)

**Fachrat für Migration und Integration Esslingen**, Germany:

[www.esslingen.de/servlet/PB/menu/1218795/index.html](http://www.esslingen.de/servlet/PB/menu/1218795/index.html)

**Nationaler Integrationsplan 2008**, Germany: Within the national inclusion strategy priority to the digital inclusion of migrants was given to all areas of public policy and decision making in the public and private industry sector. (rf. Rec. D02.2)

[www.bundesregierung.de/Content/DE/Publikation/IB/Anlagen/nationaler-integrationsplan,property=publicationFile.pdf](http://www.bundesregierung.de/Content/DE/Publikation/IB/Anlagen/nationaler-integrationsplan,property=publicationFile.pdf)

## D03 – Guideline regarding pathways and strategies

### Thesis:

Involvement of migrants in civil society and democratic processes in the host country needs to be based on well-elaborated systematic strategies. It should be noted, however, that flexibility and spontaneity can help to ease the process in certain cases.

### Rationale:

ICT provide an instrument to address migrants more specifically and directly than via traditional channels. They also permit the more accurate targeting of particular audiences. Nevertheless it is not recommendable to rely on one channel only. Therefore it is necessary to develop strategies integrating various communication channels that support each other.

### Recommendations:

- Rec. D03.1: Develop a multiple channel strategy using ICT as well as traditional channels to reach the target group. The channels in use for that strategy shall support each other and be able to open new options.
- Rec. D03.2: However structured the strategy for using ICT in migrants' participation is flexibility should be facilitated. Strategies shall be capable of bearing spontaneous activities and reactions.
- Rec. D03.3: So called 'Ethnomedia' shall be included in the strategy to reach out to migrants.

### Good Practice examples:

**Crossing TV**, Emilia Romagna Region, Italy: Web TV produced by young 2nd generation migrants to improve occasions of meeting from migrants and Italian people. The main initial objective was to shed light on and to give a voice to young people, especially the second generation of migrants,

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ICT provide an instrument to address migrants more specifically and directly than via traditional channels

who are often not sufficiently represented in official media. (rf. Rec. D03.1)  
[www.crossingtv.it](http://www.crossingtv.it)

**Asterisco Radio**, Emilia Romagna Region, Italy: Web Radio made and managed by migrants, they transmit world music and interviews or events. (rf. Rec. D03.1)  
[www.asteriscoradio.it](http://www.asteriscoradio.it)

**T-Comunico**, Italy: information services (different languages) given to population through digital videos send throughout the city of Prato, it is connected with the website (rf. Rec D03.1)  
[www.buoneprassi.prato.it](http://www.buoneprassi.prato.it)

**IMES**, Germany, Rainbowradio (Projektwerkstatt) The aim of the project is to produce radiofeatures from migrant's view or by migrants to promote active participation of migrants in society. This project offers a whole range of opportunities for migrants to get into contact with the production and use of radio without any experience. the practice gives the possibility to the participants to get into contact with people of different sociocultural background, to learn more about German political institutions and to volunteer one's time in the community. At least they can express their feelings, opinions and information in a public media – broadcasting their program in radio. (rf. Rec. D03.1)  
[www.regenbogen-radio.de](http://www.regenbogen-radio.de)

**Dating site migrants mediamatic**, The Netherlands: Mediamatic is a cultural institution working on the cutting edge of new media, art, culture and society. It runs a public programme with exhibitions, presentations, workshops and other activities. Its work is dedicated to the innovation of cultural practice and social networks. People could connect with migrants online and fill in their own profile in an online social network. Gastarbeider Dating was an exhibition series about identity, feeling at home, being foreign and meeting each other. (rf. Rec. D03.1)  
[www.mediamatic.net](http://www.mediamatic.net)

**Salto**, The Netherlands: Salto is the public broadcaster of Amsterdam providing six radio channels and three TV channels). Any resident can submit a proposal for a programme. By supporting and encouraging diverse local groups to “go live” the Amsterdam Broadcasting Organisation acts as a breeding ground for new talent. All radiostreams are available online. This initiative allows all citizens to create and promote their own views through the media. Raising their voices, and make themselves heard through the advances of Media, and new technologies. (rf. Rec. D03.1)  
[www.salto.nl](http://www.salto.nl)

## D04 – Guideline regarding contextualisation

### **Thesis:**

The degree of participation of migrants in civil society depends on the relevance that the activity in question has to their everyday life.

### **Rationale:**

The more relevant the area is to the target group the more likely they are to take

The degree of participation of migrants in civil society depends on the relevance that the activity in question has to their everyday life

part in society. When using ICT for promoting the participation of migrants, contextualisation is very important. ICT can remove barriers to participation, for example, when using the mother tongue as an icebreaker but also as a sign of courtesy to migrants. It has also to be taken into account that on the other hand, ICTs may act as a barrier to participation for people who lack media literacy.

#### **Recommendations:**

- Rec. D04.1: Attempts to activate migrants' involvement in civil society through ICTs should follow the uses and gratification approach. The more the users can expect to benefit from using ICTs the more they are likely to engage with them.
- Rec. D04.2: Concentrate on areas of involvement that matter for the everyday life and the needs of the target group, e.g., school related topics for migrant families with children, health insurance matters for elderly migrants.

#### **Good Practice examples:**

**CousCous Global**, The Netherlands: Couscous Global is a platform to discuss and debate for teenagers and young adults' worldwide. The web project was organised on request of the target group Couscous films debates with opponents or helps young people to get them filmed, subtitled and uploaded. The short film clips give a realistic view of their lives with positive elements and hardships. Couscous Global wants to use the online platforms to connect one with its opponent, so there is a true debate on line. (rf. Rec. D04.2)

[www.couscousglobal.com](http://www.couscousglobal.com)

**Migrations à Besançon**, France: The project aimed at the creation of a collaborative website in order to promote internet as a mass media of proximity that would facilitate a citizen commitment of the inhabitants regarding the history of migrations in Besançon. This collaborative website offers the possibility for anyone to submit contents and it counts with a collection of testimonies about the various migration flows that have occurred towards this city. (rf. Rec. D04.1)

<http://migrations.besancon.fr/>

**Arbeitskreis Neue Erziehung**, Netzwerk interkulturelle Kommunikation, Germany The 'network for intercultural communication' provides an internet platform in six different languages for parents and experts who want to exchange their views on all questions related to upbringing. Parents of different origin are given an opportunity to get informed and to discuss their questions, experiences and initiatives in their native language. The great variety of the intercultural topics reflects everyday life with children and young people. (rf. Rec. D04.1)

[www.ane.de](http://www.ane.de)

[www.a4k.de](http://www.a4k.de)

**Refugees emancipation online platform** (English & German): information for refugees (rights, education, E-learning): to get out of isolation and to contact host country and country of origin. (rf. Rec. D04.2)

[www.refugeesemancipation.com](http://www.refugeesemancipation.com)

## D05 – Guideline regarding time framework referring to timing in general but also in migrant’s biography

### **Thesis:**

Addressing migrants with ICT for civil engagement and taking part in society needs to be carefully timed within the migration process.

### **Rationale:**

Some migrants are coming to the host country with high expectations of their involvement in the society. Others may not expect to stay long enough to take part, while others are not even interested in becoming a member of the host society. Therefore the timing has to be taken into consideration and different attitudes to being involved should be taken into account. Also ICTs are able to overcome restrictions of access when trying to address diasporas (scattered members of the target group).

### **Recommendations:**

- Rec. D05.1: Identify the right point of time to address members of the target group paying attention to their migration biography and individual needs.
- Rec. D05.2: Set up websites, newsletters, forums, chats, blogs and social networking sites or groups at SNS and so on to address each individual migrant and invite him/her to participate at any time when he/she is ready. Thus the target group can be activated immediately at the right time. For example it can be important to gather, at short notice, opinions on a political decision with regard to migrants’ rights to initiate a campaign of acceptance or denial.
- Rec. D05.3: Take advantage of the independence of time and place that ICTs provide when trying to address migrants. With ICT, participation and involvement can take place at exactly the moment when migrants are willing to take part, thus time restrictions set by cultural tradition or religion but also by work routines (i.e. working in shifts) can be respected without becoming obstacles to participation.

### **Good Practice examples:**

**Surprising Europe**, The Netherlands: A web platform to share first hand experiences and tips in order to prepare oneself to come to Europe, and specifically the Netherlands. (rf. Rec. D05.2)

<http://surprisingeurope.com/index.php?pageid=104>

**Just landed**: The platform provides information of several countries in various languages for newly arrived migrants and other groups.

[www.justlanded.de](http://www.justlanded.de)

Addressing migrants with ICT for civil engagement and taking part in society needs to be carefully timed within the migration process

## D06 – Guideline regarding network integration (socially not technically)

### **Thesis:**

ICT can act as an instrument to depict social relationships, especially the new, so-called Web 2.0 applications, such as social networking sites. Attention has to be paid to the risk of group isolation rather than integration.

### **Rationale:**

It is obvious that Web 2.0 applications support bonds between members of already existing social networks. They can also support the setting-up of new groups regardless of time and place. Civil society at large may benefit from harvesting the potential of these newly developing and rapidly spreading Internet applications.

### **Recommendations:**

- Rec. D06.1: Take advantage of all already available Web 2.0 appliances for the involvement of migrants.
- Rec. D06.2: Be aware of the risk of separation, diversification and potential isolation of sub-groups while providing Web 2.0 services.
- Rec. D06.3: Establish translation procedures – or at least translation tools – to allow for cross-language networking and communication.

### **Good Practice examples:**

**Migrapolis, Germany:** The aim of this multilingual and international online media platform is to facilitate the exchange of information, personal experience and different perspectives on migration and its development within a multicultural society on a multinational and cross-cultural unbiased basis. MIGRAPolis presents well-rounded expertise and offers opportunities for interaction (chats and forums in different areas) through its content in numerous languages. (rf. Rec. D06.1)  
[www.migrapolis-deutschland.de](http://www.migrapolis-deutschland.de)

**Prato migranti, Italy:** A multilingual web based platform that works as ‘one stop shop’ to identify all public services located in the city. This service is based on the cooperation between public institutions and social actors, including migrants’ associations in the production of a joint eGovernment one stop shop online for migrants. The information on the website is provided in many languages (English, Arab, Chinese, Albanian, French, Urdu (Pakistan) in order to be easily comprehensible to everyone. (rf. Rec. D06.3)  
[www.pratomigranti.it](http://www.pratomigranti.it)

**Westminster Council, Community Computers, UK:**  
[www.westminster.gov.uk/services/communityandliving/communitygrants/communitycomputers/](http://www.westminster.gov.uk/services/communityandliving/communitygrants/communitycomputers/)

**Leva Giovani e Digital Divide, Italy:** As youth show to be generally more expert and interested in ICT, the Leva Giovani initiative focuses on them for volunteering in order to transfer their knowledge of ICT to other groups at risk of digital exclusion such as elderly, migrants and women.

Take advantage of all already available Web 2.0 appliances for the involvement of migrants

Be aware of the risk of separation, diversification and potential isolation of sub-groups while providing Web 2.0 services

Establish translation procedures – or at least translation tools – to allow for cross-language networking and communication

This action is part of the wider Leva Giovani project supported by Reggio Emilia municipality which aims to stimulate and spur young citizens to volunteer in different activities through some kind of symbolic and material incentives.

<http://portalegiovani.eu/>  
[www.municipio.re.it](http://www.municipio.re.it)

## D07 – Guideline regarding sustainability

### Thesis:

By their nature, voluntary organisations may be vulnerable to instability in their staffing and stores of knowledge. The reliability of organisational structures contributes to the sustainability of migrants' participation in civil society.

### Rationale:

Only reliable structures ensure the continuity of work and the support of networking people. Co-operation, exchanging experiences continuously and sharing of resources can generate synergies to the benefit of the organisations involved and their target groups. To engage volunteers it is necessary to establish long-run organisational structures and reasonable support, otherwise frustration and the denial of engagement can be the result.

### Recommendations:

- Rec. D07.1: Initiatives to involve migrants in civil society shall not only be based on short-term project activities but also on continuously working organisations, including self-sustaining initiatives and social entrepreneurship.
- Rec. D07.2: Processes for the development of self-organisation shall be encouraged.
- Rec. D07.3: Documentation of knowledge and experiences gained by the people involved is fundamental to sustainability.
- Rec. D07.4: Replicable rules of information flow and communication structures need to be defined to ensure sustainability beyond the engagement of people currently involved.
- Rec. D07.5: Promote permanent and formal collaboration between public institutions and non-profit organisations.

### Good Practice examples:

**Digital pioneers academy**, The Netherlands: The approach of Digital Pioneers – offering financial as well as professional support to makers, ensuring fast procedures and selecting strictly on quality – makes sure frontrunners of digital and social trends know where to find us.  
[www.digitalepioniers.nl/academiewp](http://www.digitalepioniers.nl/academiewp)

**Stiftung Bürgergesellschaft**, Germany: This Portal provides a wide range of information about the involvement and participation in society. It is linked to other information portals and helps to orientate oneself in the flood of information in this area. A guidebook helps to get information

The reliability of organisational structures contributes to the sustainability of migrants' participation in civil society

Co-operation, exchanging experiences continuously and sharing of resources can generate synergies to the benefit of the organisations involved and their target groups

about how to get committed to society, users can share experiences and initiate cooperation.

[www.buergergesellschaft.de](http://www.buergergesellschaft.de)

**IMES Digital Integration - Internet Courses for Migrants, Germany:**

This initiative offers free Internet courses for migrants in the city of Hannover. In cooperation with local partners (migrant-associations, libraries, city-culture-centres), the project uses the computers and internet access available. The initiative has been running five years of continuity and is frequently used by migrants in Hannover. The involvement of IEM is clearly a basis of the success. (rf. Rec. D07.1/D07.5)

[www.projektwerkstattue.de](http://www.projektwerkstattue.de)

<http://imes.info/>

**FINFO portal, Denmark:** Very innovative project as for the creation of a multilingual portal 10 years ago, and also because they are transforming the initiative to make it more sustainable and more appropriate to the own organization's resources and know How.

[www.finfo.dk](http://www.finfo.dk)





# ANNEXES



# List of Participants Seminars

Migrants, ICTs, Civil Society and social capital.

Stiftung Digitale Chancen/ Arbeiterwohlfahrt Bundesverband e.V. (AWO)

15th of October 2009, Berlin.

Name	Organisation	Country
Uta Menges	IBM Deutschland GmbH	Germany
Anaïs Le Corvec	LMI – Universidad de Barcelona	Spain
Anita Morhard	AWO Bundesverband e. V.	Germany
Barbora Tosnerova	Multicultural Center Prague	Czech Republic
Benjamin Eberle	AWO Begegnungszentrum	Germany
Catia Cristina Dos Santos	Tabanka Onlus – Nosotras	Italy
Clara Grigore	Societe Generale	France
Corline van Es	Kennisland	The Netherlands
Dimitri Tartari	Emilia - Romagna Region	Italy
Dita van Middendorp	Cybersoek	The Netherlands
Eric Bachelier	Société Générale	France
Georg May	Projektwerkstatt Umwelt u. Entwicklung e.V.	Germany
Ghani Adam	Nosotras	Italy
Guido Brombach	DGB Bildungswerk e.V. Bund	Germany
Heike Buhlmann	Arbeitskreis Neue Erziehung e.V.	Germany
Jasmin Bukic	Migrants Resource Centre	UK
Joe Cullen	MENON Network	UK
Jutta Croll	Stiftung Digitale Chancen	Germany
Larissa Neu	Harmonie e.V. Integrationszentrum	Germany
Maartje Nevejan		The Netherlands
Maria Mont	LMI – Universidad de Barcelona	Spain
Michele Parpajola	Province of Prato	Italy
Nina Reining	Kompetenzz. Technik - Diversity Chancengleichheit	Germany
Oliver Hinkelbein	Bremer Institut für Kulturforschung	Germany
Peter Kusterer	IBM Deutschland GmbH	Germany
Susanne Bernsmann	Stiftung Digitale Chancen	Germany
Sylvie Gangloff	FMSH – ICT-Migrations research program	France
Tereza Sakova	Multicultural center Prague	Czech Republic
Terry Stokes	Lasa	UK
Véronique Maes	(e)Learning consultant	Belgium
Zouhair Himdi	Stichting Maroc.NL	The Netherlands

**Education, Migrants and ICTs seminar.  
22nd-23rd of October 2009, Interactive Media Lab, University of Barcelona.**

<b>Name</b>	<b>Organisation</b>	<b>Country</b>
Beaudoin Claude	DAREIC–GIP FCIP	France
Bernsmann Susanne	Stiftung Digitale Chancen	Germany
Brennan Edward	School of Media - Dublin Institute of Technology	Ireland
Bilici Berrin	AWO Region Hannover e.V.	Germany
Calenda Davide	University of Florence	Italy
Cortés Sergio	Der Paritätische Gesamtverband	Germany
Dälken Michaela	DGB Bildungswerk	Germany
Goldie Alice	Migrants Resource Centre	United Kingdom
Gregg Andy	Lasa	United Kingdom
Gruneberg–Kempf Anne	DAREIC–GIP FCIP	France
Guibert Vincent	M.M.M.	France
Hagi Afef	Nosotras	Italy
Himdi Zouhair	Stichting Maroc.NL	The Netherlands
Jäger Torsten	Interkultureller Rat in Deutschland	Germany
Kampmann Birgit	Kompetenzzentrum Technik–Diversity–Chancengleichheit e.V.	Germany
Kluzer Stefano	IPTS	Spain / Europe
Le Corvec Anaïs	LMI–Universidad de Barcelona	Spain
Lorimer Cristina	Nosotras	Italy
Lotti Sandra	Regione Emilia–Romagna	Italy
Maric Jasmina	Internet Interdisciplinary Institute	Spain
Mont Maria	LMI–Universidad de Barcelona	Spain
Okic Elvedina	AWO Integrationsagentur	Germany
Rissola Gabriel	D–O–T	Spain
Rodriguo Javier	Ravalnet	Spain
Ros Adela	Internet Interdisciplinary Institute	Spain
Sancho Jordi	LMI–Universidad de Barcelona	Spain
Spoelstra Sjoerd	De Nationale Rattenvanger BV	The Netherlands
Valls Josep	Fundació Ciutat de Viladecans	Spain
van Hoof Maarten	Edia	The Netherlands
Willem Cilia	LMI–Universidad de Barcelona	Spain
Zamora Ainhoa	FETE–UGT	Spain

**Labour market, Migrants and ICT seminar.**  
**30th of October 2009, University of Florence.**

<b>Name</b>	<b>Organisation</b>	<b>Country</b>
Adam Gani	Nosotras	Italy
Bachelier Eric	Société Générale	France
Bernsmann Susanne	Stiftung Digitale Chancen	Germany
Burkert Carola	Institute for Employment Research	United Kingdom
Calenda Davide	University of Florence	Italy
Croll Jutta	Stiftung Digitale Chancen	Germany
Dälken Michaela	DGB Bildungswerk	Germany
Di Padova Elena	Nosotras	Italy
Diminescu Dana	MSH-paris	France
Eberle Benjamin	AWO Begegnungszentrum	Germany
Grigore Clara	Société Générale	France
Guibert Vincent	M.M.M.	France
Kapteina Gundala	AWO Begegnungszentrum Adalbertstr	Germany
Keleman Corina	EOS Romania	Romania
Keryk Yroslava	Multiculturni Centrum Praha	Czech republic
Kluzer Stefano	IPTS	Spain/Europe
Kotsina Maria	DGB Bildungswerk e.V.	Germany
Lashkari Masoud	London Advice Services Alliance	United Kingdom
Le Corvec Anais	LMI-Universidad de Barcelona	Spain
Leonardi Laura	University of Florence	Italy
Marziale Laura	Migrants Resource Centre	United Kingdom
May Georg	Projektwerkstatt Umwelt und Entwicklung e.V.	Germany
Morhard Anita	AWO	Germany
Parpajola Michela	Pratomigranti	Italy
Proll Juan	DGB Bildungswerk Bund e.V.	Germany
Rissola Gabriel	D-O-T	Spain
Sartori Laura	Regione Emilia Romagna	Italy
Scalise Gemma	University of Forence	Italy
Tartari Dimitri	Regione Emilia Romagna	Italy
Troussière Sylvie	Nosotras	Italy

# List of Bridge-IT partners

Organisation	Contact	E-mail
<b>Universitat De Barcelona</b>	Anais Le Corvec	anaislecorvec@lmi.ub.es
<b>Directorate General Joint Research Centre - European Commission</b>	Gabriel Rissola	gabriel.rissola@ec.europa.eu
<b>Federacion Estatal De Trabajadoresde La Ensenanza Ugt Asociacion</b>	Ainhoa Zamorra	azamora@fete.ugt.org
<b>Fundación Privada Ciudad De Viladecans</b>	Joan Bassolas	joanbf@fundacionviladecans.org
<b>Délégation Académique Aux Relations Européenes Et Internationales - Académie De Paris</b>	Claude Beaudoin	claud.beaudoin@ac-paris.fr
<b>Fondation Maison Des Sciences De L'homme</b>	Dana Diminescu	tic-migrations@msh-paris.fr
<b>Société Générale S.A.</b>	Clara Grigore	clara.grigore@socgen.com
<b>Ibm France</b>	Jean-Louis Carvès	carves@fr.ibm.com
<b>Stiftung Digitale Chancen</b>	Jutta Croll	jcroll@digitale-chancen.de
<b>Dgb Bildungswerk Ev</b>	Michaela Daelken	michaela.daelken@dgb-bildungswerk.de
<b>Arbeiterwohlfahrt Bundesverband E.V</b>	Anita Morhard	anita.morhard@awo.org
<b>Association For Environment And Development / Projektwerkstatt Umwelt Und Entwicklung E.V.</b>	Susanne Rieger	indialogo@telefonica.net
<b>Universita Degli Studi Di Firenze</b>	Davide Calenda	davide.calenda@gmail.com
<b>Regione Emilia Romagna</b>	Sandra Lotti	progeur@regione.emilia-romagna.it
<b>Associazione Interculturale Di Donne Nosotras</b>	Elena Di Padova	progetto-zeinab@libero.it
<b>Multikulturní Centrum Praha</b>	Barbora Tošnerova	mise@mkc.cz
<b>International Organization For Migration (Iom, Mission In Romania)</b>	Silvia Lobontiu	slobontiu@iom.int
<b>London Advice Services Alliance</b>	Terry Stokes	tstokes@lasa.org.uk
<b>Dublin Institute Of Technology</b>	Edward Brennan	edward.brennan@dit.ie
<b>Stichting Maroc.Nl</b>	Zouhair Himdi	z.himdi@maroc.nl
<b>Stichting Nederland Kennisland</b>	Corline van Es	ce@kl.nl
<b>Reseau Menon E.E.I.G.</b>	Joe Cullen	jcullen@arcola-research.co.uk
<b>Microsoft Nv</b>	Melissa Pailthorp	mpail@microsoft.com

