

# MIGRANTS, ETHNIC MINORITIES AND ICT IN EUROPE

[DE] [ES] [IT] [FR] [CZ] [NL]

**NATIONAL SCENARIOS:**  
**AN OVERVIEW OF**  
**SIX COUNTRIES**

*Bridge-IT Network*

*Migrants, ethnic minorities and ICT IN Europe - National Scenario: an overview of six countries (Germany, Spain, Italy, France, The Czech Republic, The Netherlands)*

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## Preface

Launched in 2005 following the revised Lisbon Agenda, the policy framework ‘i2010: A European Information Society for Growth and Employment’ has clearly established digital inclusion as a strategic policy goal in the EU. Everybody living in Europe, especially disadvantaged people, should have the opportunity, if they so wish, to use information and communication technologies (ICT) and/or to benefit indirectly from ICT usage by service providers, intermediaries and other agents addressing their needs. Building on this, the 2006 Riga Declaration on eInclusion<sup>1</sup> defined eInclusion as meaning “both inclusive ICT and the use of ICT to achieve wider inclusion objectives” and identified, as one of its six priorities, the promotion of cultural diversity in Europe by “improving the possibilities for economic and social participation and integration, creativity and entrepreneurship of immigrants and minorities by stimulating their participation in the information society”.

In the light of these goals, DG Information Society and Media, Unit H3 ICT for Inclusion included in its ICT PSP Work Programme 2007 (Call ICT PSP/2007/1) included the funding of a Thematic Network to establish dialogue, build an exchange platform for achieving consensus and sketch out political and industrial agendas in support of Best use of ICT for social integration and cultural diversity. One of the objectives of the Thematic Network was to detect barriers and opportunities at national level for the replication or deployment of ICT Solutions and approaches for social integration and cultural diversity. In order to define next steps to be taken for deployment and replication at national/regional level, five national seminars had to be organised to promote the encounter of national and regional stakeholders. A consortium of a broad array of organisations that had previously worked together on this theme responded successfully to the call with the proposal Bridge-IT.

These national reports, the third deliverable to be produced by the Bridge-IT Thematic Network, presents the national situations in five European Countries (Germany, Spain, Italy, France, and the Czech Republic) as well as the debates and discussions happening in two different workshops in The Netherlands. During the seminars, stakeholders from a broad array of organisations debated the guidelines and good practices identified by the Bridge-IT network, and their replicability in each specific country.

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1 Available at [http://ec.europa.eu/information\\_society/events/ict\\_riga\\_2006/doc/declaration\\_riga.pdf](http://ec.europa.eu/information_society/events/ict_riga_2006/doc/declaration_riga.pdf)



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

## *Policy context*

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

- 1) “Fostering pluralism, cultural identity and linguistic diversity in the digital space. Promoting digitisation, the creation of accessible digital content, and wide and crossnational access to digital information and cultural heritage in support of European integration. Fostering multilingual and local content throughout Europe, as well as European values of freedom, tolerance, equality, solidarity and democracy. ICT innovation and good practice exchanges at all levels are important means to achieve this”;
- 2) “Improving the possibilities for economic and social participation and integration, creativity and entrepreneurship of immigrants and minorities by stimulating their participation in the information society. Particular efforts shall be made to improve the employability and productivity of minorities. Tailored ICT training and support actions can be important in this context”.
- 3) “Improving digital literacy and competences”, and more specifically under point 20 call for actions “tailored to the needs of groups at risk of exclusion, because of their social circumstances or their capacities and special needs, notably the unemployed, immigrants, people with low education levels, people with disabilities, and elderly, as well as marginalised young people, contributing to their employability and working conditions.”

## *From policy towards the Thematic Network Bridge-IT*

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

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

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

### ***About the National Scenarios***

Using the inventory of good practices<sup>2</sup> and the guidelines<sup>3</sup>, the coordinator and the responsible partners organized five national seminars bringing together relevant stakeholders at national and regional level. The seminars took place between November 2010 and January 2011:

- Germany, November 25th: DGB in Düsseldorf (Susanne Bernsmann, Jutta Croll)
- Spain, November 30th: FETE-UGT in Madrid (Anaïs Le Corvec)
- Italy, December 6th: University of Florence (Davide Calenda)
- France, December 10th: DAREIC – Académie de Paris (Claude Beaudoin)
- The Czech Republic, January 17th: Multikulturní Centrum Praha – seminar hosted in Brno (Ondrej Daniel)

As per the important number of practices, and the active involvement of Kennisland and the other Dutch partners (Maroc.nl and ITpreneurs), two workshops were held in The Netherlands (June 18th: Kennisland in Amsterdam, and October 28th in Rotterdam, in the Kennispodium held by ITpreneurs). In this report, we decided to add the discussions and minutes of both. It cannot be considered as a national report as such, but it definitely gives a good overview of the

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2 Inventory of Good Practices in Europe that promote ICT for socio-economic integration in culturally diverse contexts. First deliverable of the bridgeIT network, on the state of the art of ICT for social and cultural diversity, and on the identification and presentation of 60 good practices cases.

3 Bridge-IT Guidelines: Framework on how to roll out ICT projects for social integration and cultural diversity. Second deliverable of the Bridge-IT network, discussed by a broad array of stakeholders in three transnational seminars. Specific themes discussed are Education, Civil Society and Labour integration.



national situation ( both state and future trends) of ICT for social and cultural diversity in The Netherlands.

Around the three selected themes, seminar participants have diagnosed the national situation, identified success factors, defined challenges to be met, and formulated recommendations for the future deployment of ICT solutions. Each of the national seminars discussed and established recommendations that contemplate possible scenarios for co-deployment at regional/national level.

The participants include the national partners of Bridge-IT together with other national and local stakeholders and representatives of organizations.

National Bridge-IT partners cooperated in the organization of the events, mainly providing expertise as well as facilitating discussion in the thematic working groups. Three main types of actors comprise the target policy community/community of practice: policymakers (national, regional/local); practitioners and multipliers; and companies in the business sector.

Several initiatives were presented during the seminars in order to give examples and stimulate debate. The national seminars enabled the addition of new initiatives to those researched in the first step of the project, and thus enlarged both the Bridge-IT network and knowledge of what's going on in Europe.

Due to the different orientations in the national seminars, the National scenarios, although structured in a very similar manner, have different format, as insisting on different issues.

Country	No. of participants	No. of organizations
Czech Republic	18	14
France	25	20
Germany	22	13
Italy	23	18
The Netherlands	38	34
Spain	25	21
Total	151	120

**Table 1: Numbers of participants and organizations involved**

More than 200 national and regional stakeholders have been contacted or will be reached as the target of national recommendations in the six countries.

In this complete report, you will find:

<b>Executive summary</b>	Overview of the national situations, challenges and opportunities foreseen in the different countries.
<b>National scenarios</b>	National scenario for the five countries (Germany, Spain, Italy, France and The Czech Republic) and their annexes
<b>The Netherlands review</b>	Minutes of the two workshops in The Netherlands
<b>Annexes</b>	Bibliography, Glossary and other useful references



# NATIONAL SCENARIOS: EXECUTIVE SUMMARY

[DE] [ES] [IT] [FR] [CZ] [NL]

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## Knowledge of ICT/IEM research in the five countries

The lack of data and research linking information and communication technologies (ICTs) and immigrant ethnic minorities (IEM) is a common issue in the five countries<sup>4</sup>, but arises from different reasons; there is also a different level of knowledge in each country.

In the Czech Republic, Spain and Italy, the novelty of the migration phenomenon helps to explain this lack. In the Czech Republic, immigration, as a socially significant phenomenon, started only after the 2004 admission of the country into the European Union, although the internal migration has been a rather important phenomenon during the regime of the state socialism and the presence of historical ethnic minorities such as Roma. In Italy and Spain are recent host countries since they have experienced the transition from emigration to immigration in the late 1980s or early 1990s and large immigrant populations developed quickly. In Spain, migration has experienced an impressive expansion only in the past decade, when the number of immigrants rose from 1.5 million to more than 4 million. The most important non-European migrants come from Morocco and Ecuador, although it is to note the great importance of Romanians as the second migrant group. Italy has experienced a similar trend: from 1 million in 1998 to over 4 million in 2010.

In contrast, Germany and France have a long migration history, for historical reasons (e.g. colonialism) and economic factors. These factors have driven the growth of large social groups or minorities with specific cultural and national backgrounds (e.g. Turkish in Germany or Algerian in France). Nevertheless, problems in accessing data on ICTs and IEM also exist in these countries.

In France, the difficulties are attributable mainly to legislative constraints: it is illegal for the French state to collect data on ethnicity and race, which limits data collection. Major studies are conducted by research institutes or universities as part of their internal procedures. In the scientific field, the work of Dana Diminescu and the team at the Fondation Maison des Sciences de l'Homme in Paris provides some accurate and revealing figures on this topic. The Programme d'études sur l'usage des TIC dans les migrations (Study programme on IT usage in migration) (or TIC-Migration), directed by Dana Diminescu, is a research programme that explores the impact of new technologies on the activities of migrants (experiences, communication, interaction with countries of origin and host country, etc).

In Germany, more data is available, though more qualitative research is needed (as stated by stakeholders in the national seminar). A special study was carried out within the annual survey on Internet usage in 2008. This study showed that more than 70% of the population with migrational background were using the Internet.<sup>5</sup> There is also quantitative research carried out in the mother tongue of the larger migrant populations in Germany, but these studies are of limited number. For example, one study<sup>6</sup> carried out among the Turkish population in 2010

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4 The surveys carried out by Eurostat and member states annually on the uptake and use of ICT by individuals and households do not identify the country of origin of the respondents (with partial exceptions as in the Spanish case). This possibility has been introduced as an option for the first time in the 2010 survey. A few ad hoc surveys have nevertheless been carried out in the past in Germany, the Netherlands, Spain and the UK, whose findings are discussed in C. Codagnone, S. Kluzer, ICT for the Social and Economic Integration of Migrants into Europe, EUR 24719 EN – 2011.

5 (N)ONLINER Atlas Sonderauswertung 2008 – Internetnutzung und Migrationshintergrund in Deutschland

6 Insido – Agentur für interkulturelles Marketing: Mediennutzung von türkischstämmigen Bürgern in Deutschland 2010.

revealed that 62% of people of Turkish origin were using the Internet regularly, compared to 72% of the German population, according to the (N)ONLINER Atlas 2010.<sup>7</sup>

In Spain, the National Statistics Institute (INE) a few years ago began to register the nationality (Spanish or 'foreign') of respondents to the annual 'ICT in households' survey. 'Foreigners' include everyone who does not have Spanish nationality, including citizens of other EU countries.<sup>8</sup> The results are, nevertheless, consistent with those observed in other countries where data are comparable, such as the UK and Germany, and they can be further integrated with data from a 2006 regional survey in Catalonia, which confirmed overall higher ICT adoption levels as well as differences across ethnic groups (Ros et al, 2007). The 'EU and rest of Europe' group and the Latin American group used the Internet (78% and 77%, respectively) and email (72% and 68%, respectively) more than the native population (56.6% for Internet and 43.4% for email). The 'rest of the world' group, which includes immigrants from Asia and Africa, used this technology less (45% Internet and 30% email).

In Spain, although most universities have specific studies and research on either Migration or ICT, it is quite difficult to find groups that specifically address both together. The Migrations and Network Society research group, at the Open University of Catalonia, is one of them. They have carried out specific studies on ICT uptake, and uses of ICT by migrants. The other renowned institution working in Spain on these issues is the Institute for Prospective Technological Studies. It has a specific research area on ICT for Inclusion, has published a number of reports and articles on IEM specifically, and organized various thematic seminars. Its European studies include specific country and/or case studies, and are a good source of information (see list of studies in Spanish scenario annex). Finally, the International Migrations department of the University of Deusto (Bilbao) and its FICE department have published articles and books on eDiaspora concepts (for example, *Diasporas in the New Media Age: Identity, Politics, and Community*, edited by A Alonso and PJ Oiarzabal, University of Nevada Press, 2010) and on transnational families.

In the Czech Republic, research has mainly focused on the Roma, the largest minority in the country. Some segments of the migrant population (e.g. the Vietnamese) were monitored by commercial marketing-oriented research – for example, information was gathered by a former marketing expert at mobile-phone operator Vodafone. The theme of digital inclusion is also reflected by a competing operator (Telefónica O2) and some smaller private companies financed through EU grants (SIKS, EPMA).

In Italy, the widespread presence of centers of research and documentation at both national and local level reflects the maturation of an epistemic community on immigration in the country. However, the theme of the impact of ICTs in the processes of inclusion and integration of migrants is poorly treated. Indeed, there is an almost total absence of large-scale research, and data and systematic studies are lacking.

The National Statistical Agency (ISTAT) has only been collecting data on the diffusion and use of information and communication technologies by households, individuals and businesses since 2004, and does not distinguish between Italian citizens and foreign nationals. So there is an absence of structural data on the use of ICT by immigrants. Only a few small-scale studies

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7 (N)ONLINER Atlas 2010, p.10

8 In 2006, of about four million 'foreigners' living in Spain, 20% were from the EU25 member states and 80% were of other nationalities, including Bulgarian and Romanian. However, we do not know how this composition is reflected in the ICT panel in the households survey.

(e.g. L. M Visconti, 2009; V. Premazzi, 2010),<sup>9</sup> especially case studies, and some data collected from companies and associations provide some information about the spread of ICTs among immigrants (such as online banking, mobile phones, cybercafés). Data from these studies, although not generalizable, tend to confirm what has been observed and suggested by studies in other countries and international surveys showing that penetration rates and the use of ICTs among immigrants is similar to those of non-immigrants.

Both the Netherlands and the Flemish part of Belgium have quite a rich tradition of research on ethnic minorities and the media. Serious research dates mainly from the end of the 1980s. Policymakers wanted to know more about media use by ethnic minorities; since this was not included in the regular research conducted by national broadcasters, surveys and focus-group research were organized in cooperation with integration centers<sup>10</sup>. At first, research focused mostly on Turkish and Moroccan youth (the biggest minority groups), second and third generation, the reception of television, stereotyping, representation, and identity politics.

Nowadays the focus of the research has shifted to use of the Internet and social media, comparison with autochthonous youth, multi-ethnicity, the notion of generation and family, and identification (d'Haenens, El Sghiar & Golaszowski, 2010). The information center Mira Media has a monitoring role concerning the part that the media play in Dutch society and their impact. Mira Media publishes the quarterly monitor 'Feiten en Cijfers' about (non-Western) youth and the Internet, digesting all research into media and minorities in the Netherlands. The Centraal Bureau voor de Statistiek (CBS) regularly publishes statistical information about the subject, such as a study in 2010 about Internet use by non-Western ethnic minorities in the Netherlands.<sup>11</sup> FORUM<sup>12</sup> published a Trendmeter, monitoring employees and the position that ethnic minorities have in companies.<sup>13</sup>

## National seminars – debate topics and national diagnoses

The organization of the seminars followed a common methodology but the discussions focused on different priorities. The differences are due mainly to the characteristics of national contexts, priorities in the political agenda, and the skills and organization characteristics of the participants. This means that, for instance, the three themes (education, jobs and civil society) were differently approached and in varied depth in each seminar. It also means that not all the Guidelines and recommendations elaborated previously by the Bridge-IT network in the transnational workshops, and that represented the starting point of the national seminars, were

9 Visconti, L.M., 'I consumi della cross generation: forme, significati e negoziazioni', in LM Visconti and EM Napolitano, *Cross generation marketing*, Egea, 2009, pp.33-57. Premazzi, V., *L'integrazione online. Nativi e migranti fuori e dentro la rete*, Rapporto di ricerca, FIERI.

10 See for example: d'Haenens, L., Koeman, J., and Saeys, F. (2007). Digital citizenship among ethnic minority youths in the Netherlands and Flanders. *New Media & Society*, 9(2), 278.

D'Haenens, L., van Summeren, C., Saeys, F., Koeman, J. (2004). *Integratie of identiteit? Mediamenu's van Turkse en Marokkaanse jongeren*. Amsterdam: Boom.

11 CBS. 'Internetgebruik onder niet-westerse allochtonen'.

12 Institute for Multicultural Development, <http://www.forum.nl>

13 'Media en etnisch-culturele minderheden in de Lage Landen: trends in 15 jaar onderzoek'. In: Leen d'Haenens, Hatim El Sghiar & Sofie Golaszewski, *Diverse mediawerelden. Hedendaagse reflecties gebaseerd op het onderzoek van Frieda Saeys* (2010), edited by S van Bauwel, E van Damme and H Verstraeten. Gent: Academia Press.

considered relevant and thus considered in the seminars. As a result, a number of variables, many of which could not be predetermined and fully controlled, influenced the national discussion. However, the whole process has contributed to shedding light on how ICTs can help IEM integration in the different national situations, starting from real initiatives and experiences. The national diagnoses have been shared and elaborated. The seminars were also a concrete opportunity for the participants to design roadmaps, hypotheses and recommendations about the replication, exchange and deployment of good practices.

In what follows, we briefly describe the national diagnoses.

### ***National diagnosis – Germany***

The discussion of the national situation in Germany has developed around the challenges and the opportunities represented by the National Integration Plan adopted by the German government in 2007 (see also section 4 below).

A total of 19.6% of the population living in Germany were assigned to the category of migrants in 2009: 8.8% without German citizenship (foreigners) and 10.8% with German citizenship (people with migrational background).<sup>14</sup> The percentage of non-graduates (secondary school qualification) among the people with migrational background is distinctly higher than that among the German non-migrational population – and also higher among migrants without German citizenship than among those with German citizenship.<sup>15</sup> Migrants in Germany belonging to the group of ‘foreigners’ originate from at least 204 nations around the world.<sup>16</sup>

The main challenges identified during the seminar are:

- Heterogeneity of migrant population
- Number of migrants participating in integration courses
- Federal states’ responsibility for the educational system
- Level of education of those with migrational background
- Infrastructure in the new federal states in eastern Germany less well developed
- Residential obligation for asylum seekers

### ***National diagnosis – Spain***

In the light of the strong contribution of the national seminar participants, and further discussions with national stakeholders, key priorities may be summarized as follow:

- Further ICT infrastructures and broader bandwidth is needed in Spain, as it is not yet implemented to the same extent as in other European countries.

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14 Bevölkerung mit Migrationshintergrund - Ergebnisse des Mikrozensus 2009 - Fachserie 1 Reihe 2.2 – 2009, p. 7

15 Mikrozensus 2009 Fachserie 1 Reihe 2.2 Migration in Deutschland 2009, p. 28

16 Mikrozensus 2009 Fachserie 1 Reihe 2.2 Migration in Deutschland 2009, table 10



- Immigration is a recent phenomenon in the country, and IEM represent a very heterogeneous group.
- Language learning is a key issue, and ICT tools are bringing new opportunities for newcomers.
- Seminar participants drew attention to the high replicability of practices from other EU countries.
- Mobile-phone applications offer great potential to reach IEM, as the mobile phone is their primary communication device.
- There's a need to promote coexistence between the different cultures in the country.
- Mediators, 'connectors' and multipliers are key in the use of ICT for social inclusion.
- Positive imagery of migrants and minorities in the media is of key importance for IEM to feel 'at home' and to reduce mutual prejudices.
- A more 'participatory Web' is needed, although this is a key issue not only for IEM.
- The various resources available in each autonomous community in Spain need to be shared.
- A focus on local policies is required.

### ***National diagnosis – Italy***

In Italy, the several initiatives observed indicate the presence of a number of social and institutional actors, especially local ones, that are highly dynamic and sensitive to the usefulness of technological innovation for improving the integration of IEM. But this sensibility is not reflected in a coordinated strategy at national level. The national departments that have the functions of promoting and coordinating both technological innovation and migrant policies have not taken any strong initiatives on the use of ICTs in these areas, except for certain measures to modernize the administrative procedures of prefectures and police headquarters. However, some signals of a change in the policy approach have emerged in recent years (e.g, a national plan for integration was approved by the Council of Ministers on 10 June 2010; the project PROV-INTEGRA developed under the European Fund for Integration of third-country nationals 2007–2013, which includes the use of ICT initiatives to promote social inclusion and employment for citizens and those from third countries).

The lack of institutional coordination of the single experiences might limit their innovation potential. This risk is mitigated by the role played by local institutions and social actors as well as the EU Commission, which is confirmed as an important lever for development of many of the initiatives observed. By contrast, the market does not appear to have a strong role in pushing the development of ICT initiatives to facilitate the processes of integration and cultural diversity, except in some areas (e.g. print media). Besides, the participation of migrants in the ICT sector is very low (at 0.5% according to various statistics). The majority of immigrants are often destined to remain trapped in a precarious situation and in low and low-skilled segments of the labor market.

The high entrepreneurial dynamism of migrants in labor-intensive sectors such as construction probably reflects the difficulty of integrating into the regular labor market. These sectors are not inclined to innovate. Employers' associations and employees are gearing up to represent the interests of this social group of migrants, which is increasingly important for the Italian economy, but we did not find interesting ICT-based initiatives in this field. Further research on what is actually being done and on the reasons for a low level of initiatives in this field is necessary.

### ***National diagnosis – France***

The main priorities that emerged during the highly education-focused seminar mainly concerned issues of language learning and training of staff in charge of learning, whether formal or non-formal. Developments will need to address these two priorities. Indeed, the essential questions that arose in the national seminar focus on national priorities in the fields of learning, training and skills. While the seminar revolved primarily around education, representatives of associations and local authorities showed that their main concerns were consistent with those of representatives from the educational establishment. This is hardly surprising and relates to the French context, since France's stated goal is to better integrate migrant populations through unconditional obligations: learning French, the schooling of children, adult education, the validation and recognition of acquired skills. These aspects form for France the major axes of development of practices identified as productive and the main proposals to be submitted for consideration by public and private policymakers.

### ***National diagnosis – Czech Republic***

In the Czech Republic there is a relative lack of research linking ICT and IEM. This is partly due to the fact that migration became significant only after the country was admitted in 2004 into the European Union. Since the agenda concerning ethnic minorities (in particular the Roma) is often structurally different to that relating to migrants, it is hardly possible to merge ICT projects focused on these target groups. Generally speaking, more attention has been given to the Roma. ICTs have been mentioned in relation to the Decade of Roma Inclusion, currently chaired by the Czech Republic.

The following are the priorities that arise from the national diagnosis, as emerged from the workshop in Brno:

- Develop anti-discrimination policies in which the ICT role would be to facilitate the spread of cultural diversity through the net and other media.
- Develop ICTs that can lead towards social integration.
- Introduce and perfect ways to take advantage of ICTs for ethnic minorities and migrants in their daily life, through education, for their participation and integration in the labor market, and their involvement in civil society.
- Develop inclusive practices at the policymaking/institutional level.
- Promote continuous debate and exchange about good practices in these fields between institutions across Europe.

## **National situation<sup>17</sup>: The Netherlands**

The Netherlands are home to many small-scale online bottom-up initiatives focusing on issues of migration and integration. These civil-society media projects, started by migrant communities, seem to work on three main goals: connecting diasporas and specific ethnic groups; generating dialogue and discussion, and learning, informing and sharing knowledge. The overarching goal is to empower particular migrants or, in some cases, work on diversity in society. Maroc.nl, for example, started a forum and chat community for Moroccan youth. Good practices in the field of civil-society media are followed by: Maroc.nl, Couscous Global, Marokko.nl, CRTV.nl, Ansaar.nl, Turkisplace, Hier sta ik, All included, Splitscreen, De computerwijk, Lifeboat, and Alane Newsreader.

In education in the Netherlands, there are many initiatives for all sorts of learning for (ethnic) minorities. The government stimulates using ICT as an instrument to help students to learn more effectively and progressively. However, there are groups that education barely reaches, such as immigrants. New immigrants (who arrived in the Netherlands after 1 Jan 2007) are obliged to follow a course in which they learn both Dutch and about Dutch society. Those immigrants who arrived before 1 Jan 2007 are also willing to be good members of Dutch society, including by learning the language. The government pays for the integration courses.

### **Challenges and opportunities**

Challenges and opportunities are different in the six surveyed countries but similarities are also found. Concerning differences, one example is the relevance of the heterogeneity of the migrant population for both integration policy and ICT projects. This heterogeneity is felt as a key issue in Spain and Germany and, to a lesser extent, in Italy, France and the Czech Republic. High heterogeneity means that different languages and cultural backgrounds must be carefully taken into account when designing ICT initiatives.

In Germany, migrants originate from 204 nations all over the world, though Turkish and Russian make up the bigger populations. Heterogeneity is increasing also in Spain.

In Italy, most immigrants are members of three large groups: those from Eastern Europe, from North Africa and from Asia. About half of foreign residents (2,086,000, or 49.3%) come from Eastern European countries; about a quarter come from new EU member states (including 888,000 from Romania alone), and another quarter from Eastern European countries outside the EU. Citizens from Eastern Europe have contributed about half of the increase in foreign residents. (It is worth noting that a degree of fluency in Italian is quite prevalent in this group, which represents an opportunity.)

A similar situation can be found in Czech Republic where the only large non-European citizens group is the Vietnamese. The main challenge is represented by the Roma minority, which is hard to integrate. Regarding other foreign groups, the challenge is that most of them see themselves as temporarily in the country, since their aspiration is to move to richer countries such as Germany.

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17 We use the term "situation" rather than diagnosis as the workshops held in The Netherlands focused mainly on the current state of initiatives.

The history of the development of integration policies in France since the early 20th century demonstrates a specific dynamic, linked to changes in population, economy and culture, but the foundation of French policy on immigration remains, in essence, consistent with the principles inherent in the genesis of the French State, its constitution and its legislature. The heritage of colonialism and the integration approach of the French State make migrant heterogeneity a secondary issue. The concept of multiculturalism inherent in the policies of many English-speaking countries currently has no place in French institutions. The essential questions that arose in the national seminar focused on national priorities in the fields of learning, training and skills.

Another challenge is represented by the lack of common approaches and rules among regions in certain countries. Spain, Italy and Germany are regional systems. The regionalization of many functions, including those concerning the labor market and education, makes the regional and local actors central for any initiative in this field. Regions regulate and provide services in key aspects of the life of immigrants, such as competence recognition, which indeed is a key priority in the five countries. For example, in Germany the educational system is under the responsibility of the federal states. Thus one has to deal with 16 different types of schooling and also different legislation in each federal state. Measures to improve the educational level of migrants must therefore be addressed by the education ministry in each federal state.

### ***National plans***

The prioritization of immigration issues in the political agenda of European states represents an opportunity, especially in those countries that have adopted a national plan. Indeed, although the securitarian discourse associated with immigrants is still widespread in the media and in political campaigns, some national administrations have started to adopt active integration policies.

In 2007 the German government adopted the National Integration Plan, which includes a wide range of topics, from education to science. A strength of this plan is that it was elaborated with the participation of representatives of federal states, media, NGOs, trade unions, employers associations, churches, academia, education, migrant self-organizations, etc.

In Italy, although the policy planning activity started in 2004 (Documento programmatico relativo alla politica dell'immigrazione e degli stranieri in Italia per il triennio 2004–2006), a national plan was not adopted until 2010; its main aim is to combine welfare provision with security issues.

In Spain, the Plan Estratégico de Ciudadanía e Integración (Strategic Plan for Citizenship and Integration), a national integration plan established by the state government, covers the period 2007–2010. However, each Comunidad Autónoma (Region) can decide on how to implement and adapt it.

In France, a national plan is not a relevant issue since there is a Ministry of Immigration, Integration, National Identity and Codevelopment that provides political orientation and organizes the conditions for integrating migrants in the economic, social, educational and cultural fields, while the legislative framework for immigration evolves according to the French context and EU policies. The French specificity is the goal of integrating migrants in a state that holds to the principles of 'no separation between communities' and of 'integration in a secular state'.

In the Czech Republic, some changes were introduced after the publication of a report on 'Realisation of the Concept of Immigrant Integration and Proposal for its further Development in the year 2008'. The main state regulatory tool is the Act on Residence of Foreign Nationals (last amended on 1 January 2011), which defines the conditions of foreign nationals in terms of short stay, long stay, permanent stay, and access to citizenship.

A widespread network of migrant self-organizations also represents an opportunity across Europe, especially in urban areas. This trend is reflected in the diffusion of online social networks. Second generations are very active on social networks; media empowerment initiatives to increase IEM self-esteem, self-imagining and representation are a promising field in the ICT programs for integration.

The territorial cleavage in terms of ICT infrastructure is a challenge, especially in Italy, Germany and Spain. However, great efforts have been made in the field of Public Internet Access Points (PIAPs). PIAPs are considered an opportunity not only for digital inclusion but also for representing the public nodes of a network that can become the organizational basis for the production and delivery of many public services. In Germany, for example, there is strong PIAP coverage, involving approx. 8,000. Italy and Spain also record good coverage.

### ***The challenge of sustainability***

Sustainability is a common challenge in the six countries. Relevant suggestions on how to deal with sustainability were made at the Netherlands seminars, where one of the main challenges was identified in the field of "open governance", meaning processes of initiating and/or advancing public debates, online collaborative exchanges between citizens and group dialogue. However, after a website and community have been successfully established, the question remains how they can be sustained. Since many initiatives lack a commercial strategy and are often financed by public funds, long-term financing is a problem, especially in the current economic situation. The main challenge here is to find ways to create value and cut costs. This challenge might be met by innovative business models. With regards to possible business models, the main capital of these initiatives has been shown to be the community they represent and the information they possess. There are opportunities to convert this into financial income and the sustainability of the online activities. One might think of companies or institutions that want to reach the specific groups connected to the particular initiative – commercial organizations as well as public institutions or mainstream media.

Organizations such as Maroc.nl are often approached to provide Moroccan participants in television debates or programs. Maroc.nl works with a Dutch public broadcaster that regularly asks for a panel of Dutch citizens for their opinions on news-related topics. Since they usually lack Moroccan panelists, they work with the Maroc.nl network. This could become a more professional service in the future. Initiatives to convert this kind of networks into economic capital were also discussed. The Chinese online radio crt.v.nl, for example, shows how information can become a commodity: it resells their programs broadcasted in the Netherlands to radio stations in Shanghai that are keen on knowing what life in Amsterdam is like. These are examples of new business models in the near future.

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## ***The benefits of cooperation***

An often-heard point for improvement and challenge is cooperation between likeminded initiatives. Besides the chance to cut costs, working together might greatly empower the development of migration-related social-media initiatives. During the round-table session, representatives of all initiatives thought that meeting each other and sharing experiences, though not common, was very valuable. Finding win-win situations and trying to combine forces might lead to more valuable networks, political relevance, new connections with business and more organizational efficiency. When it comes to sharing information as a service, cooperation might lead to even more valuable information. When it comes to news and media, an alternative media network of migrant initiatives, for example, might compete with regular mainstream media. Other information may be shared as well, both nationally and internationally. The initiative all included<sup>18</sup> for example uses indymedia.org as a media platform. Miramedia.nl tries to connect social-media initiatives at a neighborhood level. Furthermore, cooperating organizations can maintain a stronger position when engaging with government and established institutions as well.

Most initiatives feel that they represent a new, 'bottom-up' group of people and that they are barely represented in the established order, even when it comes to existing migrant institutions, referred to in the Netherlands to as LOM (Landelijk Overleg Migranten). It is not only the relationship with government that could benefit from collective efforts; better contact with business would also be possible. Offering particular services together and being more visible to commercial enterprises are related possibilities. Cooperation and sharing information and knowledge might also result in more efficient organizations. Confronted with similar organizational issues, the initiatives might learn from each other and come up with new ideas.

## ***Stay connected***

With these opportunities in mind, the second issue with regard to sustainability becomes even more urgent. How to keep people connected? How to serve your peer group? In some situations it is difficult to keep people connected. On the other hand, most of these initiatives have a strong unique selling point. They identify with an existing group, and, as long as they remain authentic in this identification, they have a loyal audience. Maroc.nl kept in touch with its rank and file by offering a free SMS service during Ramadan. A pitfall is to have too strict or conservative a perception about one's users. If one remains too focused on its standard focus group, it might miss a lot of opportunities. Flexibility is a key aspect when looking at the composition of the target group. All in all, whatever their precise composition, keeping strong ties with the audience and community is an important challenge for the future. Understanding the users and engaging with them are the means to achieve this.

A specific challenge for this cluster of social-media initiatives is the political sensitivity of migration-related issues. Controversial issues such as radicalism are discussed online. Several initiatives try to facilitate open and constructive discussion. However, some of the initiators feel that there is a general distrust in society with regard to these issues, while their openness can be misused – for example, by the mainstream media. The particular role of the communities as mediators between specific sub-groups and wider society confronts the initiators with dilemmas of openness and safety for their users.

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<sup>18</sup> <http://www.allincluded.nl/>

# NATIONAL SCENARIO: GERMANY

[DE] [ES] [IT] [FR] [CZ] [NL]

by  
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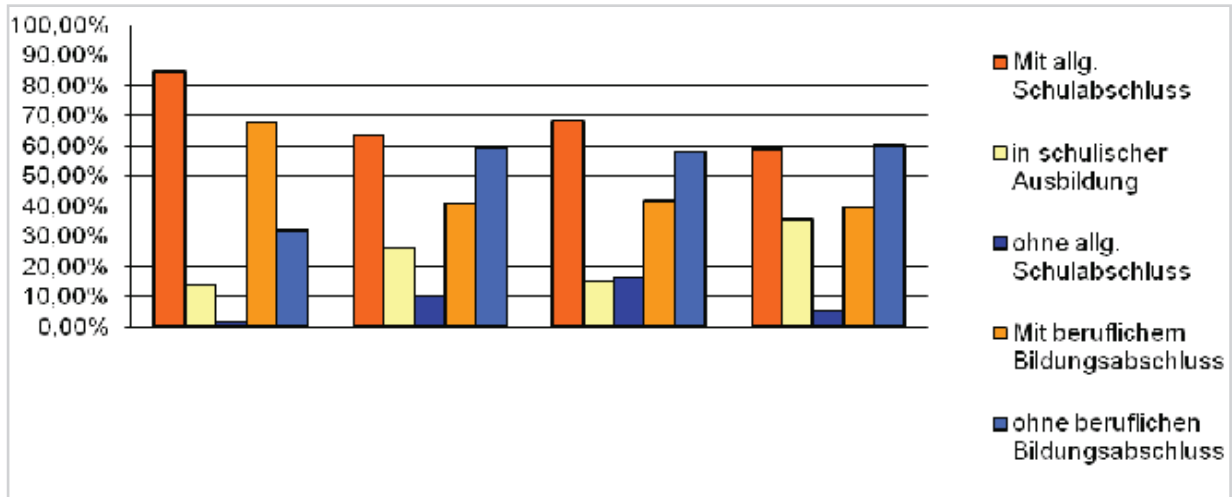




## Introduction: Setting the scene at national level

Since 2005, Germany's National Statistics Agency<sup>19</sup>, to define immigrants and their children, has used the term 'migrational background'. Thus, for example, the children of foreign-born immigrants have a migrational background. A total of 19.6% of the population living in Germany were assigned to the category of migrants in 2009; 8.8% of these were without German citizenship (foreigners), while 10.8% did have (people with migrational background).<sup>20</sup> 'Migrants' includes people who immigrated themselves, those who were born in Germany to immigrant father and/or mother, and also refugees, asylum seekers, etc.

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The percentage of non-graduates (secondary school qualification) among people with migrational background is distinctly higher than that among the German non-migrational population, and also among foreigners without German citizenship compared to migrants with German citizenship.<sup>21</sup>

In 2008, according to a special study within the annual survey on Internet usage in Germany, more than 70% of the population with migrational background were using the Internet.<sup>22</sup> However, the survey is carried out via the CATI (computer-assisted telephone interview) method and takes account of the German-speaking population only. Thus migrants who are not able to speak German fluently were omitted from the study; the results, therefore, are not representative of the migrant population in Germany at large.

Internet usage correlates in general with level of education: the percentage of Internet users among people without board school graduation or apprenticeship is 46.5%<sup>23</sup> – and the level of education of people with migrational background in Germany is lower than that of people of German origin.

Internet usage also correlates with age. In the younger age groups the percentage of Internet users is over 90%. Also, from the age of 37 upwards, the proportion of the population with

19 Mikrozensus: [http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Navigation/Statistiken/Bevoelkerung/MigrationIntegration/MigrationIntegration,templateld=renderPrint.psml\\_\\_nnn=true](http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Navigation/Statistiken/Bevoelkerung/MigrationIntegration/MigrationIntegration,templateld=renderPrint.psml__nnn=true)

20 Bevölkerung mit Migrationshintergrund – Ergebnisse des Mikrozensus 2009, Fachserie 1 Reihe 2.2 – 2009, p.7.

21 Mikrozensus 2009, Fachserie 1 Reihe 2.2, Migration in Deutschland 2009, p.28.

22 (N)ONLINER Atlas Sonderauswertung 2008 – Internetnutzung und Migrationshintergrund in Deutschland.

23 (N)ONLINER Atlas 2010, p.16

migrational background is decreasing, so migrants are strongly represented in the younger age groups.<sup>24</sup>

These education and age correlations indicate that, although migrants are less likely to be Internet users than the German native population, the gap is not as large as might be expected. Also, other studies revealed that there are few differences in access and frequency of Internet usage, as will be explained below.

A small number of quantitative researches have been carried out in the mother tongue of the larger migrant populations in Germany. For example, one study<sup>25</sup> carried out among the Turkish population in 2010 revealed that 62% of the population of Turkish origin were using the Internet regularly compared to 72% of the German population.<sup>26</sup>

Another study carried out in 2008 by one of the major public broadcasters showed that 61% of migrant households had access to the Internet; only 34% were daily users, but 53% went online several times a week.<sup>27</sup>

In general, research shows that, although migrant uptake of ICT is slightly lower than the German native population's, most are ready to take part in the Information Society. ICT can therefore be a facilitator for achieving social inclusion.

## Diagnosis of the national situation

In 2007 the German government adopted the National Integration Plan to address migrants needs.<sup>28</sup>

The National Integration Plan includes the following topics:

- Improving integration courses
- Promoting the German language from the very start
- Ensuring good education and vocational training, and improving labor-market opportunities
- Improving the life situation of women and girls; achieving gender equality
- Supporting integration in the communities
- Living cultural diversity
- Promoting integration through sports

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24 Mikrozensus 2009, Fachserie 1 Reihe 2.2, Migration in Deutschland 2009, p.14, 32.

25 Inso – Agentur für interkulturelles Marketing: Mediennutzung von türkischstämmigen Bürgern in Deutschland, 2010.

26 (N)ONLINER Atlas 2010, p.10.

27 SWR/LFK/Sinus-Sociovision: Mediennutzung in Migranten-Milieus 2008, SWR/LFK 2008.

28 Nationaler Integrationsplan

<http://www.bundesregierung.de/Webs/Breg/DE/Bundesregierung/BeauftragtefuerIntegration/ThemenNeu/NationalerIntegrationsplan/nationaler-integrationsplan.html>

- Using the diversity of the media
- Strengthening integration through civic commitment and equal participation
- Science – open-minded!

In the elaboration of the National Plan, representatives from the following areas were involved: the German Federal States, business, culture, science, welfare, media, NGOs, trade unions, employers associations, churches, academia, education, and migrant self-organizations, etc.

In implementing the National Plan, the National Integration Summit was launched as an annual event to tackle the relevant topics at the federal and state level. The National Plan is regularly assessed with regard to progress in implementing the various measures and activities.

In addition, the National Education Report provides an annual overview on the educational situation of people living in Germany. It contains substantial data on the falling-behind of migrant people and suggests starting points for measures to support them.

In 2010 at the National Integration Summit, a National Action Plan for the Integration of Migrants was launched. (See Annex 1: Flyer 'More opportunities through advancement – National Action Plan creates more binding integration', in German, English and Turkish. See also Annex 2: Flyer 'National Integration Plan' in German, English, French, Russian and Turkish.)

## ***Main challenges***

### **>Heterogeneity of migrant population**

The Federal Statistics Agency collects data on the national origin of migrants without German citizenship (foreigners) only. Migrants in Germany belonging to the 'foreigners' category originate from at least 204 nations all over the world.<sup>29</sup> Although there are only a few larger populations, such as the Turkish and Russian, the smaller and dispersed populations also need to be addressed.

### **>Number of migrants participating in integration courses**

Between January 2005 and June 2008 the number of people who took part in integration courses was 578,843; 422,092 took part in 30,245 courses, while 207,100 finished the course.<sup>30</sup> Compared to other European countries, quite a large number of people are to be trained in Germany.<sup>31</sup> Therefore, implementation of the use of ICT in integration courses will be a complex task, although it may reduce the cost of these courses.

### **>Federal states' responsibility for the educational system**

In Germany the educational system is under the responsibility of the federal states. Thus there are 16 different types of schooling and also different legislation in each federal state. Measures

29 Mikrozensus 2009 Fachserie 1 Reihe 2.2, Migration in Deutschland 2009, table 10.

30 National Integration Plan 2008, p.19.

31 By way of comparison: 20,000 in France, 60,000 in the Netherlands and 120,000 in Germany (per year). The budget was €174 million for integration courses in 2008; see: IPTS Experts workshop on 'ICT for Learning the Host Country's Language by Adult Immigrants in the EU', 1-2 October 2009, Seville.

to improve the educational level of migrants must therefore be addressed by the education ministry in each federal state.

#### **>Level of education of those with migrational background**

As stated above, the educational level of people with migrant background is lower than that of the native Germany population. Both the number of people who are leaving school without graduation and the number who lack certified professional qualification are matters for concern.

#### **>Infrastructure in the new federal states in eastern Germany less well developed**

Although the re-union of the western and eastern part of Germany dates back more than 20 years, there are still differences in the infrastructure between the eastern and western federal states. This hinders the provision of equal services to migrant people in all regions.

#### **>Residential obligation for asylum seekers**

Asylum-seekers are obliged to stay permanently in the administrative district where they are based. This regulation acts sometimes as a barrier to the claiming of services that are crucial for the integration process. Especially in rural areas, the provision of services for migrants is both difficult and expensive.

### ***Opportunities and success factors***

#### **>Priority on the political agenda**

Both the National Integration Plan and as a follow-up the National Action Plan have given high political priority to the subject of migrants integration.

#### **>Raising awareness**

The National Integration Plan and the National Action Plan have raised awareness among the population in Germany. Both documents received broad news coverage in the media.

#### **>Welfare system**

In Germany there are six major welfare organizations that operate for the benefit of migrants. While some are focused on migrants from selected nations due to their relation to a specific religious denomination, others address the migrant population at large.

#### **>Migrant self-organizations widely distributed**

A widespread network of migrants self-organizations is working all over Germany. Although more active in urban areas, they are operating as well in those rural areas where migrants live.

#### **>Media landscape**

The media landscape in Germany is diverse and well developed. So called ethno media play an active role and are well connected with the German media.

## >Public Internet Access Points

Public Internet Access Points (PIAPs) are widely spread, involving approx. 8,000 institutions. Information can be obtained from a publicly available database at <http://www.digitale-chancen.de/einsteiger> and via a telephone hotline at 01805 3837 25.

## German roadmap for continuing and future deployment of ICT solutions for digital inclusion of migrants

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The following table shows the different activity levels in Germany and how these levels are addressed by the Bridge-IT Guidelines and the stakeholders that can potentially be involved in their deployment.

Level	Activity	Bridge-IT contribution
National	National integration summit, annually, under the auspices of the Federal Government Commissioner for Migration, Refugees and Integration	Bridge-IT Guidelines sent to the Federal Government Commissioner for Migration, Refugees and Integration, as a member of board of Stiftung Digitale Chancen (Digital Opportunities Foundation)
National	National Integration Plan of Migrants, 2007	Regular involvement of Stiftung Digitale Chancen (SDC) in working group 'Media'
National	National Action Plan for the Integration of Migrants, 2010	Regular involvement of Stiftung Digitale Chancen in working group 'Media'
National	Workshop on migrants and media usage within the initiative Internet erfahren by the Federal Ministry of Economics and Technology coordinated by SDC, 6 May 2010, Berlin	Bridge-IT Guidelines put up for discussion with 30 national stakeholders working in the field of the inclusion of migrants
National	Conference by the Federal Agency for Migrants and Refugees (BAMF): Conference 'E-Learning and Sustainability: digital media in the context of integration courses', 17/18 January 2011, Frankfurt a. M. (see annex 3)	Bridge-IT Guidelines presented in the opening speech to the conference by SDC
National	Trade unions	Representatives took part in the transnational seminar held in Berlin on 15 Oct.2009 and the national workshop held in Düsseldorf 25 Nov. 2010, Deployment of Bridge-IT guideline: A01, A04, A07, C01, C03, D01, D02
National	Immigration Policy 2.0 Workshop 14.02.2011, Berlin, organized by the european forum for migration studies (efms), University of Bamberg, German stakeholder in the European project consortium (see annex 4)	Bridge-IT Guidelines as input for the development of an internet platform for e-governance addressing stakeholders in migration policy
Federal states	State Ministries: various projects on ICT and education, ICT and labor market, and ICT and migrants as entrepreneurs	Cooperation in the working group 'Media' to the National Integration Plan, Deployment of Bridge-IT guideline: A01, A02, A05, A06, B05, C01, C04

Federal states	Media authorities of the federal states are working on several projects for digital inclusion of migrants	Representatives took part in the national workshop held in Düsseldorf 25.11.2010 Deployment of Bridge-IT guideline: A01, A03, A07, D02, D03
Regional/local	Welfare organizations: various training courses for the use of ICT for different migrant target groups in several local institutions	Representatives took part in the transnational seminar held in Berlin on 15 Oct.2009 and the national workshop held in Düsseldorf on 25 Nov. 2010, Deployment of Bridge-IT guideline: A01, A03, C03, D02
Regional/local	UdL Digital Roundtable: Migrants and Mobile Media, SDC in corporation with E-Plus Group (scheduled June 2011)	Deployment of Bridge-IT guideline: C03, D03
Regional/local	Pilot project 'ICT basic skills training in mother tongue for Russian youth in Germany' within the initiative Internet erfahren by the Federal Ministry of Economics and Technology run by SDC in Cologne (01/11-06/11)	Deployment of Bridge-IT guideline: A01, D04

**Table 2: Activities in Germany – levels and Bridge-IT contribution**

## Background: Stocktaking of national activities along the recommendations of the Bridge-IT Guidelines

### Key

- ✓ → already existing activities in Germany
- p → planned
- n → needed

### Part A: General guidelines considering all thematic areas

#### A01 – Guideline on methods to approach the target group / target-group orientation

**Rec. A01.1:** 'Meet them where they are': The target group should be addressed at their usual gathering points (cybercenters, through mobile devices). It is also necessary to be mindful that participants should not get stuck in their 'closed' environment. Ghettoization must be avoided.

- > AWO institutions: Begegnungszentren, (Bremerhaven) Jugendmigrationsdienste, Mehrgenerationenhäuser (Stocktaking Public Welfare)
- > integration@partizipation.nds – migrant self-help organizations in Niedersachsen, Stadtteilprojekte (contribution from the plenum)
- > IBM: Kids smart, Cooperation with nursery in Dortmund (contribution from the plenum)

**Rec. A01.2:** Involve the target group and particularly 'ambassadors' of the target groups' communities in the designing of the initiative according to their own interests.

- > eMentors on the internet platform 'Mixopolis' (contribution from the plenum)

**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.

- > ZDF-Internetangebot: 'Forum am Freitag' (Stocktaking National Integration Plan, S. 84)
- > IBM: Kids smart, Travelling toys (contribution from the plenum)
- > ANE e.V. (contribution from the plenum)
- > Mixopolis.de (contribution from the plenum)
- \* *p efms: migrants shall transact administrative acts online and get support in the process (planned) (contribution from the plenum)*

**Rec. A01.4:** Approach the target group in a way that adapts to their habits of life and communication styles; e.g. use non-verbal communication instead of long texts.

- > Kids smart (contribution from the plenum)
- > Beroobi – video portal on education for qualified jobs (contribution from the plenum)

**Rec. A01.5:** Address migrants without foreign language skills in their own mother tongue to catch their attention.

- > <http://www.aneyizbiz.de/Mamis> (Stocktaking National Integration Plan, S. 97)
- > Kids smart (contribution from the plenum)
- \* *p LfM: Extension of the multilingual content provided on website*

**Rec. A01.6:** Provide multilingual websites to give information to newcomers.

- > Online offer of 'Deutsche Welle': language acquisition in the home country (Stocktaking National Integration Plan, S. 87)
- > Klicksafe – multilingual web portal on Internet safety, addressing also Russian and Turkish people (contribution from the plenum)
- > Internet ABC (contribution from the plenum) – First steps with the Internet for children, parents and grandparents, also in Turkish language
- > Mondoli – portal for bilingual children (German/Italian) (contribution from the plenum)

**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.

- > DGB: solidarosc, Rights and duties of employees before departure to other countries (Stocktaking Trade Unions)
- > efms: knowledge base (im EU-Projekt) (contribution from the plenum)

Recommendations	Business sector	Policymakers	Practitioners	Migrants
Rec. A01.1	✓	✓	✓	
Rec. A01.2			✓	
Rec. A01.3	✓	✓	✓p	
Rec. A01.4	✓		✓	
Rec. A01.5	✓	✓	✓p	
Rec. A01.6	✓			
Rec. A01.7			✓	

Table 3: Adaption of GL A01 by national stakeholder activities

## A02 – Guideline on access to technology as the passport to knowledge

**Rec. A02.3:** PIAPs should be adjusted to the requirements of the target group and be integrated in places that migrants frequent (e.g. information centers). This connects with Rec. A01.1.

- > PIAP for ethnic German repatriates and immigrants GDL Friedland (Stocktaking National Integration Plan, S. 161)

**Rec. A02.4:** Develop a strategy and instruments to disseminate information where to find and how to benefit from an appropriate PIAP.

- > Database on Public Internet Access Points (PIAPs) in Germany run by Stiftung Digitale Chancen <http://www.internet.fuer.alle.de/einsteiger/> (contribution from the plenum)

### Needs identified

- \* n Focus on activities for refugees and elderly migrants (first of all: female and uneducated elderly)
- \* n There is also a need for support for operators of PIAPS regarding legal issues (data privacy, etc)
- \* n Migrant organizations as matter of priority (for access)

Recommendations	Business sector	Policymakers	Practitioners	Migrants
Rec. A02.1		n		
Rec. A02.2		n		
Rec. A02.3		✓		
Rec. A02.4		✓		
Rec. A02.5				
Rec. A02.6		n		

Table 4: Adaption of GL A02 by national stakeholders activities

## A03 – Guideline on media literacy and digital literacy<sup>32</sup>

**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.

32 For the EC definition of media literacy see: [http://ec.europa.eu/avpolicy/media\\_literacy/index\\_en.htm](http://ec.europa.eu/avpolicy/media_literacy/index_en.htm)



- > Projects of German TV broadcaster ARD for conveyance of media literacy to young people (Stocktaking National Integration Plan, S. 79)
- > Mixopolis (Workshop TV-/Videojournalist for young children with migration background (contribution from the plenum)
- > Bennohaus: Training to 'Mediatrainer' (Train-the-Trainer) (contribution from the plenum)

**Rec. A03.2:** Opportunities should be provided for non-formal education open to all migrants regardless of age and gender.

- > Education club for children and young people with migration background in Hessen (Stocktaking National Integration Plan, S. 97)
- > AWO Begegnungszentrum (e.g. Berlin-Kreuzberg) providing PC courses for elderly migrants (Stocktaking Public Welfare)

Recommendations	Business sector	Policymakers	Practitioners	Migrants
Rec. A03.1	✓		✓	
Rec. A03.2			✓	

Table 5: Adaption of GL A03 by national stakeholders activities

#### A04 – Guideline on the role of multipliers

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

- > DGB Trainings (use of ICT for integration), IQ Consult (Stocktaking Trade Unions)
- > Training campaign ‚Inklusive Internet‘ of Stiftung Digitale Chancen (contribution from the plenum)
- > BIBER (for childcare workers) of ‘Schulen ans Netz’ (contribution from the plenum)
- > Alice Salomon Hochschule: certificates for childcare workers (contribution from the plenum)
- > ‘Der Paritätische’: Qualification of migrant self-help organization staff (contribution from the plenum)

#### Needs identified

- \* n There is a need for support of staff in migrant organizations and libraries.

Recommendations	Business sector	Policymakers	Practitioners	Migrants
Rec. A04.1		✓ n	✓ n	
Rec. A04.2				

Table 6: Adaption of GL A04 by national stakeholders activities

## A05 – Guideline on funding

**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.

- > START – scholarship program for pupils of the ‘Hertie-Stiftung’ (Stocktaking National Integration Plan, S. 131)

Recommendations	Business sector	Polymakers	Practitioners	Migrants
Rec. A05.1			✓	
Rec. A05.2				
Rec. A05.3				
Rec. A05.4				
Rec. A05.5				

Table 7: Adaption of GL A05 by national stakeholders activities

## A06 – Guideline on evaluation and impact assessment

**Rec. A06.1:** Resources should be provided for evaluation. A part of project budgets should be set aside for this purpose.

- > Mixopolis (no external evaluation) (contribution from the plenum)

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

- > Evaluation of the German language courses in PIAPs in GDL Friedland (Stocktaking National Integration Plan, S. 161)
- > DGB: IQ Consult GmbH (by TU Darmstadt) (Stocktaking Trade Unions)

**Rec. A06.3:** Use the evaluation results for re-planning activities.

- > In some local communities in Germany, success controls of the policy of integration are implemented (Stocktaking National Integration Plan, S. 62)

**Rec. A06.4:** Promote participative evaluation.

- > In some local communities in Germany, success controls of the policy of integration are implemented (Stocktaking National Integration Plan, S. 62)

**Rec. A06.5:** Commit projects and organizations to self-assessment and evaluation.

- > In some local communities in Germany, success controls of the policy of integration are implemented (Stocktaking National Integration Plan, S. 62)

Recommendations	Business sector	Polymakers	Practitioners	Migrants
Rec. A06.1			✓	
Rec. A06.2		✓	✓	
Rec. A06.3		✓		
Rec. A06.4		✓		
Rec. A06.5		✓		

Table 8: Adaption of GL A06 by national stakeholders activities

## A07 – Guideline on awareness-raising / outreach

**Rec. A07.1:** Provide for the public availability of detailed and reliable statistical data.

- > Annual survey of ARD/ZDF about media use of migrants (Stocktaking National Integration Plan, S. 79)
- > (N)ONLINER Atlas of Initiative D21 2008 (special evaluation regarding migrants) (Stocktaking National Integration Plan, S. 91)

**Rec. A07.2:** Cooperate with the media to disseminate the data in order to promote a better understanding of migrant issues.

- > Channel ZDFinfo: Offerings on their webpage e.g. about religions – ‘Feiern in Deutschland’ (Stocktaking National Integration Plan, S. 81)
- > Internet platform <http://www.migration-online.de> (DGB) – and video campaigns (Stocktaking Trade Unions)

**Rec. A07.3:** Make programs, and run projects and initiatives for the digital inclusion of migrants that are transparent to the host country’s population.

- > JFF symposium ‘Interkulturell mit Medien 2007’ (Stocktaking National Integration Plan, S. 94)
- > <http://www.kreise-fuer-integration.de> (Stocktaking National Integration Plan, S. 207)
- > Success Stories. DVD about integration and labor – it shows that everybody benefits: employers, employees, job-seekers.
- > [http://www.migration-online.de/biblio.\\_aWQ9MTAzNiZhbXA7bmV3X3NIYXJjaF9waWQ9MTc\\_.html](http://www.migration-online.de/biblio._aWQ9MTAzNiZhbXA7bmV3X3NIYXJjaF9waWQ9MTc_.html)
- > Video: ‘Warum findet Giv Maghazehi keinen Ausbildungsplatz?’
- > <http://www.igmetall.de/cps/rde/xchg/internet/style.xsl/zukunftschancen-gleiche-chancen-fuer-alle-5440.htm> Campaign IG Metall ‘Gutes Leben’

**Rec. A07.4:** Make projects and initiatives for digital inclusion known by and accessible to migrants.

- > Bennohaus: Bürgermedien Projekte (contribution from the plenum)
- > Media project Wuppertal (contribution from the plenum)

### Needs identified

\* n There is a lack of data/surveys on migrants, with data collection in several mother tongues.

Recommendations	Business sector	Policymakers	Practitioners	Migrants
Rec. A07.1	✓	✓ n		
Rec. A07.2	✓	n	✓ n	
Rec. A07.3		✓ n	✓ n	
Rec. A07.4			✓ n	

Table 9: Adaption of GL A07 by national stakeholders activities

## Part B: Specific guidelines for the thematic area Education

### B01 – Guideline on teaching methods in formal settings

**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.

> FörMig-Project (University of Hamburg), Kirschdorf comprehensive school Hamburg <http://www.blk-foermig.uni-hamburg.de/web/de/all/fkz/index.html> (contribution from the plenum)

**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).

> ICT-supported German-language courses in the PIAP for ethnic German repatriates and immigrants in GDL Friedland (Stocktaking National Integration Plan, S. 161)

> 'Schlaumäuse' – early-childhood education (Microsoft) <http://www.schlaumaeuse.de> (contribution from the plenum)

#### Needs identified

\* n Further education beyond schools is as matter of priority.

\* n Further need for training for tutors in the field of 'intercultural competences' and ICT.

Recommendations	Business sector	Policy makers	Practitioners	Migrants
Rec. B01.1			✓	
Rec. B01.2		✓	✓	

Table 10: Adaption of GL B01 by national stakeholders activities

### B02 a – Guideline on curriculum in use: Interculturality through ICT

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

> Conference 'E-Learning and Sustainability: digital media in the context of integration courses', 17th/18th January 2011, Frankfurt a. M.

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

> Conference 'E-Learning and Sustainability: digital media in the context of integration courses', 17th/18th January 2011, Frankfurt a. M.

Recommendations	Business sector	Policymakers	Practitioners	Migrants
Rec. B02a.1		✓		
Rec. B02a.2		✓		

Table 11: Adaption of GL B02a by national stakeholders activities

## B02 b – Guideline on curriculum in use: Media literacy

**Rec. B02b.3:** Involve migrant learners as active participants in the whole process, to get their voice heard.

> Bildungswerk der Hessischen Wirtschaft e.V. / project Integra.net (Hg.), 'Gut abgeschnitten' – Support of further education [http://www.migration-online.de/biblio.\\_aWQ9MzU0MyZhbXA7bmV3X3NIYXJjaF9waWQ9MTc\\_.html](http://www.migration-online.de/biblio._aWQ9MzU0MyZhbXA7bmV3X3NIYXJjaF9waWQ9MTc_.html) (Stocktaking Trade Unions)

Recommendations	Business sector	Policymakers	Practitioners	Migrants
Rec. B02b.1				
Rec. B02b.2				
Rec. B02b.3			✓	

Table 12: Adaption of GL B02b by national stakeholders activities

## B03 – Guideline on life-long learning

**Rec. B03.1:** ICTs should be used – where appropriate – to help integrate newcomers in the classrooms.

> Conference 'E-Learning and Sustainability: digital media in the context of integration courses', 17th/18th January 2011, Frankfurt a. M.

**Rec. B03.2:** Basic ICTs training programs need to be adapted to migrant learners' interests, needs and knowledge in order to facilitate engaged and relevant education.

> Conference 'E-Learning and Sustainability: digital media in the context of integration courses', 17th/18th January 2011, Frankfurt a. M.

**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.

> Hamburg: Project 'LENA – lebenslanges nachberufliches Lernen für türkische Senioren und ältere russische Spätaussiedler' (lifelong learning for elderly people of Turkish origin and elderly Russian immigrants) (Stocktaking National Integration Plan, S. 176)

### Needs identified

\* n Need for target-oriented offers of further education for all age groups (and their recognition).

Recommendations	Business sector	Policymakers	Practitioners	Migrants
Rec. B03.1		✓		
Rec. B03.2		✓		
Rec. B03.3			✓	

Table 13: Adaption of GL B03 by national stakeholders activities

## B05 – Competence recognition<sup>33</sup>

**Rec. B05.1:** Promote the recognition of knowledge and competences adjusted in a more globalized system. Classes, courses and any ICT training need to be recognized through certification and accreditation

- > Recognition of university degrees passed in foreign countries – Development of a concept of the BAMF (Federal Agency for Migration and Refugees) (Stocktaking National Integration Plan, S. 46)
- > Essentially, a curriculum for lessons in language of origin in Niedersachsen (Stocktaking National Integration Plan, S. 125)
- > Diakonisches Werk (Protestant charitable organization) Hamburg: Guidelines for the recognition of foreign graduations and professional qualifications (Stocktaking National Integration Plan, S. 224)

**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 strong informal learning backgrounds.

- > Network of teaching staff with migrational background at RAA NRW <http://www.raa.de> (Stocktaking National Integration Plan, S. 123)

### Needs identified

- \* n Need to provide structures for recognition of competences (e.g. foreign degrees); with special attention to refugees.

Recommendations	Business sector	Policymakers	Practitioners	Migrants
Rec. B05.1		✓ n	✓	
Rec. B05.2		n		
Rec. B05.3		✓ n		
Rec. B05.4				

Table 14: Adaption of GL B05 by national stakeholders activities

## Part C: Specific guidelines for the thematic area Jobs

### C01 – Guideline on visibility in the labor market

**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 interaction with the job market in daily life. Multimedia CVs and competence portfolios have proved 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.

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33 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)

> Video campaign <http://www.migration-online.de> (IG Metall) (Stocktaking Trade Unions)

> Xenos Project 'Integration durch Medien' (Stocktaking National Integration Plan, S. 98)

**Rec. C01.3:** Engage social-oriented companies, public companies and innovative companies operating into the labor market to be part of multimedia CV projects and to support new recruitment practices.

> Model test 'Anonyme Bewerbung' (Deutsches Institut für Menschenrechte/German Institute for Human Rights) Allgemeines Gleichstellungsgesetz (General Equal Treatment Act)

**Needs identified**

\* n Refugees as a matter of priority.

Recommendations	Business sector	Policymakers	Practitioners	Migrants
Rec. C01.1				
Rec. C01.2		✓	✓	
Rec. C01.3	✓	✓		

Table 15: Adaption of GL C01 by national stakeholders activities

**C02 – Guideline on social networking**

**Rec C02.1:** Initiatives and projects, to be effective, should consider the styles and behaviors of migrants' use of technology. There are few studies on this and therefore they should be encouraged in all EU member states, even for comparative purposes.

> 'Arbeitsmarktgespräch': Actors in the labor market were invited to migrant organizations to get into conversation with members (promoting a more open-minded attitude to interculturality) [http://www.migration-online.de/biblio.\\_aWQ9MzgZNCZhXA7bmV3X3NIYXJjaF9waWQ9MTc\\_.html](http://www.migration-online.de/biblio._aWQ9MzgZNCZhXA7bmV3X3NIYXJjaF9waWQ9MTc_.html)

> (Stocktaking Trade Unions)

**Rec C02.2:** It is necessary to work on integration between formal and informal networks and with a multi-channel approach.

> Municipal strategies (in Bremen Gröpelingen and the north of Dortmund); measures were strengthened by the extension of cooperation and networks (Stocktaking National Integration Plan, S. 63, 65)

**Needs identified**

\* n Refugees as a matter of priority (social media to find access to society).

Recommendations	Business sector	Policymakers	Practitioners	Migrants
Rec. C02.1			✓	
Rec. C02.2		✓		
Rec. C02.3				

Table 16: Adaption of GL C02 by national stakeholders activities

### C03 – Guideline on online job services

**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 more accessible language, and using online platforms for job applications, scouting and recruitment.

- > Initiative ‘Aktion zusammen wachsen – Bildungspatenschaften stärken, Integration fördern’ (Stocktaking National Integration Plan, S. 39)
- > Intercultural opening of Job-Centres in Berlin (Stocktaking National Integration Plan, S. 137)
- > EU-Project of efms, three jobcenters as model project (contribution from the plenum)
- > Success Stories. DVD about integration and labor – it shows that everybody benefits: employers, employees, job-seekers (Stocktaking Trade Unions)
- > [http://www.migration-online.de/biblio.\\_aWQ9MTAzNiZhbXA7bmV3X3NIYXJjaF9waWQ9MTc\\_.html](http://www.migration-online.de/biblio._aWQ9MTAzNiZhbXA7bmV3X3NIYXJjaF9waWQ9MTc_.html)
- > <http://www.integra-net.org/>: this competence center aims to improve the chances of migrants in the labor market (Stocktaking Trade Unions)

**Rec. C03.2:** Use a multichannel approach to deliver information ‘where migrants are’.

- > Turkish-language hints on <http://www.klicksafe.de> (e.g. regarding data protection) (Stocktaking National Integration Plan, S. 93)

**Rec. C03.4** Support migrants seeking jobs with user-friendly applications, tutorials, training courses (including e-learning activities) on how to manage online job searches and related services.

- > ‘Jugendmigrationsdienste’, computer cabinets and application training (AWO) (Stocktaking Public Welfare)
- > ‘learn-factory’ Diözesancaritasverband (Stocktaking National Integration Plan, S. 223)

Recommendations	Business sector	Policymakers	Practitioners	Migrants
Rec. C03.1		✓	✓	
Rec. C03.2			✓	
Rec. C03.3				
Rec. C03.4			✓	

Table 17: Adaption of GL C03 by national stakeholders activities

### C04 – Business start up and new entrepreneurship

**Rec. C04.1:** State-of-the-art quantitative and qualitative research is needed to document and evaluate public policies and business models supporting migrant business start-up, and migrant economic participation in the European Information Society should be implemented.

- > Brandenburg: Lotsendienst für Gründungswillige Migrantinnen und Migranten (support for migrants who are willing to launch a company or service) (Stocktaking National Integration Plan, S. 155)



- > Bremer ‘Gründerfabrik’ (specific contact persons for migrants) (Stocktaking National Integration Plan, S. 154)
- > Rheinland-Pfalz: InBeZ (support for setting up business) (Stocktaking National Integration Plan, S. 155)
- > Saarland: XENOS – professional advice for migrants setting up business (Stocktaking National Integration Plan, S. 154)

**Rec. C04.3:** Public incentives for start-ups and training for business creation addressing migrants are available in some EU countries. However, the opportunities afforded by ICTs for any business operation in today’s economy, and the specific opportunities that 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. They should be presented and promoted more systematically. Lessons can be learned from private and social business-oriented initiatives.

- > Obligation of chambers of industry and commerce (IHKs) to open to migrants their offerings for setting up business (Stocktaking National Integration Plan, S. 48)
- > EURES-T-partnership (trans-border between Bavaria and the Czech Republic) information about working in Europe (for employers and employees) <http://www.eures-by-cz.eu/>

Recommendations	Business sector	Policymakers	Practitioners	Migrants
Rec. C04.1		✓	✓	
Rec. C04.2				
Rec. C04.3		✓	✓	

**Table 18: Adaption of GL C04 by national stakeholders activities**

### ***Part D: Specific guidelines for the thematic area Social capital***

#### **D01 – Guideline on the potential of migrants for civil society**

**Rec. D01.1:** There is a need to listen to the voice of migrants and migrants self-help organizations. These have an important role to play in the integration process and should therefore be empowered.

- > Initiative ‘ZivilEngagement – Miteinander, Füreinander’ (civil engagement: together – for each other) <http://www.initiative-zivilengagement.de/> (Stocktaking National Integration Plan, S. 30)
- > Project migrant organizations as supporters of voluntary services (Türkische Gemeinde in Deutschland) (Stocktaking National Integration Plan, S. 30)
- > Support of opportunities for participation of migrant organizations / public relations for migrant organizations (IQ Consult) – [http://www.migration-online.de/beitrag.\\_aWQ9NzA1Mw\\_.html](http://www.migration-online.de/beitrag._aWQ9NzA1Mw_.html) (Stocktaking Trade Unions)
- > Der Paritätische: Forum Migrantinnen und Migranten (Stocktaking National Integration Plan, S. 231)

**Rec. D01.2:** Migrants’ strategies of self-expression and self-empowerment should be supported. Language and cultural diversity enrich for society at all levels.

- > ‘Integrationslotsennetzwerk Niedersachsen’ [http://www.ms.niedersachsen.de/live/live.php?navigation\\_id=26524&article\\_id=91263&psmand=17](http://www.ms.niedersachsen.de/live/live.php?navigation_id=26524&article_id=91263&psmand=17) (contribution from the plenum)

**Rec. D01.3:** Provide online platforms to migrants to strengthen social networks and develop the political and strategic relevance of those networks.

- > <http://www.neue-medienmacher.de> (Stocktaking National Integration Plan, S. 95)
- > <http://www.migration-online.de> (DGB) (Stocktaking Trade Unions)

**Needs identified**

- \* n There is a need for political acknowledgement of migrant organizations.

Recommendations	Business sector	Policy makers	Practitioners	Migrants
Rec. D01.1		✓	✓	
Rec. D01.2		✓		
Rec. D01.3			✓	

Table 19: Adaption of GL D01 by national stakeholders activities

**D02 – Guideline on strategies to involve the target group**

**Rec. D02.1:** Any attempt to involve migrants in civil society should be seen as a non-mandatory offer to the target group.

- > Inclusion of migrant organizations in the National Integration Plan (Stocktaking National Integration Plan, S. 212)

**Rec. D02.3:** Matters 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.

- > Turkish-language hints on <http://www.klicksafe.de> (e.g. regarding data protection) (Stocktaking National Integration Plan, S. 93)

**Rec. D02.4:** Strategies to address migrants should take into account their cultural background and potential differences in participation and media usage.

- > <http://www.dgb-jugend.de> (professional advice) (Stocktaking Trade Unions)
- > AWO Begegnungszentren (Stocktaking Public Welfare)
- > ‘Zug – Zuwanderer engagieren sich’, Caritasverband Region Krefeld (Stocktaking National Integration Plan, S. 231)

Recommendations	Business sector	Policy makers	Practitioners	Migrants
Rec. D02.1		✓		
Rec. D02.2				
Rec. D02.3			✓	
Rec. D02.4			✓	
Rec. D02.5				

Table 20: Adaption of GL D02 by national stakeholders activities

### D03 – Guideline on pathways and strategies

**Rec. D03.1:** Develop a multiple-channel strategy using ICT as well as traditional channels to reach the target group. The channels should support each other and be able to open up new options.

- > Offerings for language acquisition of ‘Deutsche Welle’: Radio, Internet, Mobilfunk (Stocktaking National Integration Plan, S. 87)
- > Deutsche Telekom AG: English and Turkish telephone information (Stocktaking National Integration Plan, S. 92)

**Rec. D03.2:** However structured the strategy for using ICT in migrants’ participation, flexibility should be facilitated. Strategies should be capable of enabling spontaneous activities and reactions.

- > ‘Integration von Migrantinnen und Migranten in die Freiwilligenarbeit in der Altenhilfe’ (Integration of migrants in voluntary work with the elderly) (DRK und Diakonie) (Stocktaking National Integration Plan, S. 92)

Recommendations	Business sector	Policymakers	Practitioners	Migrants
Rec. D03.1	✓			
Rec. D03.2			✓	
Rec. D03.3				

Table 21: Adaption of GL D03 by national stakeholders activities

### D06 – Guideline on network integration (social not technical)

**Rec. D06.1:** Take advantage of all already available Web 2.0 appliances for the involvement of migrants.

- > <http://www.neue-medienmacher.de> (Stocktaking National Integration Plan, S. 95)
- > <http://www.gemeinsam-aktiv.de> (Stocktaking National Integration Plan, S. 181)
- > Campaign of the network ‘Änder das!’ in cooperation with Jusos, Grüne Jugend, SJD – Die Falken, Jugendwerk der AWO, BUND-Jugend, Naturfreundejugend and Bund der Alevitischen Jugendlichen <http://www.aenderdas.de/> (Stocktaking Trade Unions)
- > efms-EU-Project: Tools for eGovernance (contribution from the plenum)

**Rec. D06.2:** Be aware of the risk of separation, diversification and potential isolation of sub-groups while providing Web 2.0 services.

- > IG Metall Network Integration (Stocktaking Trade Unions)

Recommendations	Business sector	Policymakers	Practitioners	Migrants
Rec. D06.1		✓	✓	
Rec. D06.2			✓	
Rec. D06.3				

Table 22: Adaption of GL D06 by national stakeholders activities

# Annexes

## Annex 1

### Flyer 'More opportunities through advancement – National Action Plan creates more binding integration' in English (also available in German and Turkish)

#### More binding integration

Although there has been much progress, a lot more work is still needed, particularly in the vast areas of language promotion, education and training, and in integration into the labour market.

That's why it's time for the National Action Plan, which makes integration more binding and verifiable. The Action Plan, kicked off with the Integration Summit on 3 November 2010, consolidates and further develops the National Integration Plan.

Agreeing and monitoring clear targets in, for example, language promotion or the education and training or labour-market situations helps decision-makers to choose the best instruments for the task in hand as well as to develop new measures.

As before, we also see an important role for intensive dialogue with the immigrant population in elaborating the National Action Plan.

We are making things more binding, to make integration in our country even more successful. This gives every single immigrant better chances for advancement. In turn, our country can gain the full potential of its people from immigrant families and strengthen our social cohesion.

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## More opportunities through advancement

### National Action Plan creates more binding integration



#### The diversity in our country is growing

Germany in the year 2010: there are currently more than 16 million people from immigrant families living here. That is just under 20 percent of the population. While the total population is falling, the proportion of people with roots in other countries is rising. Around one in three children under the age of five has an immigrant background.



There are decisions to be made in the coming decade:

- how we can secure social cohesion in the long term,
- how Germany can stay competitive and remain the land of innovation,
- that Germany will remain a cosmopolitan, tolerant and attractive country



## The National Action Plan makes integration more binding

Integration is the major task for the future in Germany. To make integration policy even more effective, we need clear targets which can be monitored and measured. That is why we are now launching the National Action Plan for integration, which will make for more binding integration.

## Integration has top priority

Integration has been a key focus of the Federal Government's work since 2005. At that time, Federal Chancellor Dr Angela Merkel placed the issue at the very top of the political agenda.

Since then, we have made major changes in integration policy. The National Integration Plan, the Integration Summit at the Federal Chancellery and the German Islam Conference are some of the visible signs.

Our policy has also not shied away from uncomfortable areas such as

- compulsory language learning for spouses in their countries of origin before they come to join their husbands or wives
- and the naturalization tests.

The guiding principle of our integration policy is to couple the provision of support with a demand for reciprocal input. Our living together in this country is founded on the values rooted in the German Basic Law, especially those of human dignity, religious freedom and the equal rights of men and women.

## The National Integration Plan

When it comes to integration policy, we set great store by dialogue with the immigrant population. We do not talk about each other; we talk to each other. This proved a

recipe for success during the elaboration of the National Integration Plan.

For the first time, all political and social players involved in integration worked hand in hand: the Federal Government, the Länder, the local authorities and the immigrants themselves alongside institutions and organizations from the fields of research, the media, culture, sport and business as well as trade unions and religious communities.

Adopted in 2007, the National Integration Plan sparked intensive debate about integration at all levels but also led to a number of measures which promote harmonious coexistence.

The National Integration Plan concentrates on language, education and training – since social advancement is only possible in this country with good German skills, a sound education and good vocational training. The National Integration Plan cut new roads and created new opportunities.

## We are on the right path

Three years after the National Integration Plan was adopted, one thing is clear: we are heading in the right direction. Many of the over 400 voluntary commitments have already been fulfilled. Integration in Germany is making progress. According to a study by the Expert Council of German Foundations on Integration and Migration, Germany is also doing well in relation to the rest of Europe.

### Language

The Federal Government's integration courses have proved an exemplary success. More than 600,000 immigrants have taken the courses to learn the German language since 2005 well over half of them on their



own initiative. The courses were also extended to 900 class hours.

In response to the volume of demand, the Federal Government increased funding for the courses to a record 233 million euro this year. To date, we have invested a total of around one billion euro in language promotion.

### Education

There has been an improvement in young immigrants' levels of education. While it remains the case that many young people from immigrant families attend Hauptschule (the



lowest form of German secondary school), the gap between pupils with and without an immigrant background has been reduced. Increasing

numbers of young immigrants succeed in gaining qualifications equivalent to O-Level. There are now also more who gain entrance qualifications to universities of applied sciences or the Abitur, Germany's university entrance qualification.

### Training

The joint Training Pact has politicians and the business world working together on the right track. Immigrants receive increased support within the National Pact for Training and Young Skilled Workers.

### The labour market

In order to enable the immigrants living here to better realize their full potential, the German Government is working as a priority to create a law on the recognition of foreign degrees and other qualifications. The Federal Cabinet is intended to adopt the bill before the year is out. A law on the recognition of qualifications is positive for both sides:

around 300,000 qualified immigrants will be able to bring their knowledge and skills to bear on the labour market. In



turn, Germany will be helped in combating its deficit of skilled workers. More and more companies and institutions are placing greater emphasis on training and employing immigrants. Across Germany, 870 employers with a total of 5 million staff have signed the "Charter of Diversity" so far. Knowledge of foreign languages and experience of more than one culture are in increasing demand in a global market.

### In local communities

Immigrants can increasingly often be said really to have "arrived" in this country. For instance, ever increasing numbers are home-owners. Around a third of people with immigrant backgrounds born here own a house or flat. Second-generation immigrants also engage in volunteer work almost as frequently as Germans without immigrant backgrounds

### Integration through sport

Sport is an important motor for integration. Around 6.6 million people play in football clubs. In hardly any other area do so many people from different backgrounds come together.

The German Olympic Sports Confederation (DOSB) and the German Football Association (DFB) have fulfilled the voluntary commitments they made under the National Integration Plan. One key focus has been the promotion of intercultural competence among employees and volunteers. More girls and women from immigrant families are also to be targeted as potential club members and instructors.

## Annex 2

### Flyer 'National Integration Plan' in Turkish in English ( also available in English, Russian, French and German)

#### Integration – a central task of society

Germany is an open-minded country. Approximately 15 million people from migrant families live here. This amounts to more than 18 percent of the population. That is why integration is a key task of our time. The Federal Government has made this subject a key issue of its work.

» Through tolerance and open-mindedness, our society becomes richer and more humane. Integration concerns all of us – people from migrant families, as well as the citizens living here for a long time. Integration can only succeed in cooperation. «

Federal Chancellor Angela Merkel



#### New paths – new opportunities

Successful integration means equal participation in social life and accepting responsibility. This requires efforts from government and society, as well as from the immigrants themselves. Good command of German, good education and acceptance in the labour market are paramount.

In July 2006, an integration summit took place for the first time, at the invitation of the Federal Chancellor. The objective was to prepare a joint strategy on integration policy by summer 2007. This summit initiated a new development in society.

The result has been presented by the Federal Chancellor at the second integration summit in July 2007: the National Integration Plan. It was developed with regard to two guidelines:

1. in dialogue with migrants – talking with them, not about them.
2. precisely demanding commitment from each participant, because everyone can contribute to the success of integration.

#### National Integration Plan

The National Integration Plan strikes new paths and opens up new opportunities for integration of migrants. For the first time, all those dealing with integration in politics and in society work hand in hand: Federal Government, Länder (Federal States), local authorities, migrants, institutions and organizations from science, media, culture, sports, trade and industry, trade unions and religious groups.

The most important issues of the National Integration Plan are:

- improving integration courses
- promoting the German language from the very start
- ensuring good education and vocational training, improving labour market opportunities
- improving the life situation of women and girls; achieving gender equality
- supporting integration in the communities
- living cultural diversity
- integration through sports
- using the diversity of the media
- strengthening integration through civic commitment and equal participation
- science – open-minded!

#### Promoting and demanding

Integration is a task of national importance. Apart from our values and our cultural self-conception, it is based on the liberal democratic constitutional system, as it has developed from the German and the European history, and has found its constitutional characteristic in the Basic Law.

Integration cannot be decreed. It requires an effort from everyone, from government and society. Decisive is the migrants' willingness to get involved with life in our society, to unconditionally accept our Basic Law and our entire legal system and, in particular, to visibly demonstrate the belonging to Germany by learning the German language. On the side of the host society, acceptance, tolerance, civic commitment and willingness to honestly welcome people living lawfully among us, are essential: Integration – an opportunity for our country!

The diverse migrants' abilities have not been sufficiently acknowledged and promoted thus far. The Federal Government would like to change this in the future. All people living permanently in Germany shall be able to develop their talents and gain security through education and work.

#### Many take part

Federal Government, Länder (Federal States) and local authorities provide important conditions for the success of integration. Government alone, however, cannot master the entire society's task of integration – this can only be achieved with an active civic society. That is why many contribute to the National Integration Plan: State and civic groups, media, culture, science, trade and industry, as well as migrant organizations – they all have made commitments to implement concrete measures. Here are some examples:

#### The Federal Government will

- extend integration courses for learning the German language;
- increase the number of full-day schools and child care, in cooperation with Länder (Federal States) and local authorities;
- reduce the number of school drop-outs with the model programme "2nd Chance";
- promote children and juveniles with the network "Bildungspaten" (godfathers/godmothers for education)
- increase the chances for a high-quality vocational training and successful studies through specific measures.





» Integration of people from migrant families is an enormous challenge. Let's turn it into a great opportunity for our country! For this decides the question on the sustainability of our society – on the national as well as European level. «

Maria Böhmer, Minister of State in the Federal Chancellery and Commissioner for Migration, Refugees and Integration

Federal Chancellor Angela Merkel and Minister of State Maria Böhmer at the integration summit 2006

**The Länder (Federal States) will**

- increase the promotion of the German language starting from kindergarten to school up to vocational training;
- recruit more migrants as kindergarten teachers and school teachers;
- improve migrants' access to health services, care services and services for senior citizens.

**The central associations of local authorities recommend**

- to support migrants through "integration counselors";
- to strengthen the participation of migrants in decision and arrangement procedures in the communities;
- to promote cohabitation of the population groups in quarters with integration deficits, through quarter management and establishing networks.

**The migrant organizations will**

- carry out a campaign "Women have rights";
- improve the participation of young migrants in education, through specific parent work and education godparents.

**Trade and Industry will**

- create 10,000 additional vacancies for vocational training in companies run by migrants;
- improve vocational training and labour market integration with the "Charter of Diversity".



**The German Olympic Sports Confederation and the German Football Association will**

- communicate to the clubs the importance of integration as a key issue of sports; offer training courses for coaches and canvass members in migrant families.

**The foundations will**

- develop integration as a key goal of their civic commitment and their scholarships for the gifted.

**The German and foreign media will**

- have journalists and actors of foreign origin increasingly included in editorial departments and programmes;
- intensify media research and promote media skills.



DE

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Detailed and current information at  
[www.Nationaler-Integrationsplan.de](http://www.Nationaler-Integrationsplan.de)  
[www.integrationsbeauftragte.de](http://www.integrationsbeauftragte.de)  
[www.bundesregierung.de](http://www.bundesregierung.de)

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Federal Government

# The National Integration Plan

New paths – new opportunities

## Annex 3

### Flyer Conference 'E-Learning and Sustainability: digital media in the context of integration courses'



MONTAG, 17.01.2011	
15.30 Uhr	<b>ANKOMMEN</b>
16.00 Uhr	<b>GRUSSWORTE</b> <b>Barbara Çakir-Wahl</b> , VHS Frankfurt, Direktorin <b>Christina Bruhn</b> , Vertreterin des DVV in der Bewertungskommission <b>Dr. Christoph Hauschild</b> , Ministerialrat, Referatsleiter im Bundesministerium des Innern <b>Uta Saumweber-Meyer</b> , Bundesamt für Migration und Flüchtlinge, Gruppenleiterin Sprachliche Bildung, Integrationskurse, Testverfahren, Finanzangelegenheiten
16.30 Uhr	<b>ERÖFFNUNGSVORTRAG</b> <b>Der Einsatz digitaler Medien im Integrationskontext – eine nationale Bestandsaufnahme mit europäischem Ausblick</b> <b>Jutta Croll</b> , Stiftung Digitale Chancen, Geschäftsführerin
	<b>KAFFEE</b>
17.30 Uhr	<b>GESPRÄCH</b> <b>Digitale Medien in Bildungszusammenhängen</b> <b>Wolfgang Reuter</b> , Geschäftsführer des Bundesverbands Berufliche Qualifizierung e. V.: Das Gespräch führt <b>Wolf von Siebert</b> , Goethe-Institut, Projektleiter Sprache und Integration.
18.30 Uhr	<b>VORTRAG</b> <b>Welche technischen Möglichkeiten bieten digitale Medien im Bildungskontext?</b> <b>Willi Kaczorowski</b> , Regierungsdirektor a. D., Cisco Systems GmbH, Director Public Sector Internet Business Solutions Group (IBSG)
19.15 Uhr	<b>GEMEINSAMER AUSKLANG DES ABENDS</b>
21.00 Uhr	<b>ENDE DES TAGES</b>



18

**E-Learning und Nachhaltigkeit:**  
Digitale Medien im Kontext der Integrationskurse  
Arbeitstagung im Rahmen des Dialogforum 7  
»Sprache – Integrationskurse« zur Vorbereitung  
des nationalen Aktionsplanes Integration

**17./18. Januar 2011**  
**Frankfurt am Main**

DIENSTAG, 18.01.2011	
9.00 Uhr	<b>BEGRÜSSUNG</b> Dr. Herbert Bornebusch, Vertreter des VdS Bildungsmedien in der Bewertungskommission
9.15 Uhr	<b>ERÖFFNUNGSVORTRAG</b> Der Einsatz digitaler Medien im Kontext der Integrationskurse Christoph Köck, Hessischer Volkshochschulverband e. V. – hvv-Institut, Direktor
10.00 Uhr	<b>MARKT DER IDEEN – 1. RUNDE*</b> Offene Präsentationen von praktischen Anwendungsbeispielen: Wie werden digitale Medien im Bereich der Integrationskurse eingesetzt?
11.00 Uhr	<b>ZUSAMMENFASSUNG UND AUSTAUSCH</b>
11.30 Uhr	<b>MARKT DER IDEEN – 2. RUNDE*</b> Offene Präsentationen von praktischen Anwendungsbeispielen: Wie werden digitale Medien im Bereich der Integrationskurse eingesetzt?
12.30 Uhr	<b>ZUSAMMENFASSUNG UND AUSTAUSCH</b>
13.00 Uhr	<b>MITTAGESSEN</b>
14.30 Uhr	<b>ZUSAMMENFASSUNG</b> Prof. Dr. Udo Ohm, Universität Bielefeld, Professur Deutsch als Zweitsprache
14.45 Uhr	<b>PODIUMSDISKUSSION</b> Wie digital ist die Zukunft der Integrationskurse? Moderator: Andreas Stopp, Deutschlandfunk, Redakteur Gundula Frieling, DVV, Stellvertretende Verbandsdirektorin Dr. Rebecca Launer, Goethe-Institut, Stellvertretende Leiterin des Bereichs Multimedia und Fernlehre Susan Kaufmann, Langenscheidt, Autorin Prof. Dr. Udo Ohm, Universität Bielefeld, Professur Deutsch als Zweitsprache Regina Seibel, VHS Main-Taunus-Kreis, Fachbereichsleiterin Berufliche Bildung und Deutsch als Fremdsprache
15.45 Uhr	<b>SCHLUSSWORTE</b> Dr. Matthias Makowski, Vertreter des Goethe-Instituts in der Bewertungskommission
16.00 Uhr	<b>ENDE DER VERANSTALTUNG</b>

**\*) DIENSTAG, 10.00 UHR MARKT DER IDEEN – 1. RUNDE**  
Sie haben Zeit, zwei der drei folgenden Gruppenpräsentationen zu besuchen:

**1. Lehrkräftequalifizierung**

Andrea Pfeil, Goethe-Institut, Multimediaführerschein: online-basierte Fortbildung zum Einsatz digitaler Medien im Unterricht

Susan Kaufmann, FIF/Langenscheidt, Webgestützte Zusatzqualifizierung für Lehrkräfte in Integrationskursen

Klaus Frick, Goethe-Institut, Webgestützte Zusatzqualifizierung für Lehrkräfte in Orientierungskursen

**2. Kursunterstützung: Alphabetisierung und Vorintegration**

Prof. Marion Grein, Hueber-Verlag, Lernplattform-Modul für Alphabetisierungskurse

Nuray Köse, Goethe-Institut Izmir, Lernplattformgestützter Sprachkurs auf Niveau A1 im Rahmen der Vorintegration

**3. Kursunterstützung: Angebote der VHS**

Katharina Schuster, Karsten Schneider, DVV, Interaktives Lernportal zur Grundbildung „ich-will-lernen.de“ wird „ich-will-deutsch-lernen.de“

Danijel Dejanovic, VHS Frankfurt/Main, Didaktische Szenarien auf Grundlage des Programms „Tell me more“

**\*) DIENSTAG, 11.30 UHR MARKT DER IDEEN – 2. RUNDE**  
Sie haben Zeit, zwei der drei folgenden Gruppenpräsentationen zu besuchen:

**1. Kursunterstützung: Integrations- und Orientierungskurs**

Johanna Skrodzki, Klett-Verlag, Onlinegestütztes Unterrichtsmaterial für den Orientierungskurs

Dr. Rebecca Launer, Goethe-Institut, E-Learning Deutsch: Online-Sprachkurs ab Niveau A1

**2. Berufliche Orientierung**

Prof. Dr. Hermann Funk, Cornelsen-Verlag, Sprachtraining für Fachunterricht und Beruf: Onlinegestütztes Lernmaterial

**3. Offenes Angebot und Prüferschulung**

André Moeller, Deutsche Welle, Offenes Lernangebot auf der Webseite der Deutschen Welle

Dr. Wasilios Klein, telc GmbH, Online-Nachschulung zum DTZ für lizenzierte PrüferInnen für das Zertifikat Deutsch

## Annex 4

### Flyer Immigration Policy 2.0 Workshop 14.02.2011 in Berlin

Interested experts in the field of economic immigration and structural integration of third country nationals' such as policy makers, public administrators and representatives of civil society organisations such as migrant counselling services, unions or employers' associations are cordially invited to participate in our workshop for a mutually fruitful dialogue.



Photos by  
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#### CONSORTIUM AND REGISTRATION CONTACTS

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### First ImmigrationPolicy 2.0 Workshop

February 14<sup>th</sup> 2011

Berlin – Representation of the Free State  
of Bavaria

Behrenstraße 21/22

10117 Berlin



## TOWARDS HARMONIZATION OF MIGRATION POLICIES

The consortium of the European Project ImmigrationPolicy2.0 organizes an international workshop ("First ImmigrationPolicy2.0 Workshop") on the topic opportunities and requirements of migration policies harmonization in the European Union. Its aim is to provide experts in the field of economic immigration and structural integration of third country nationals' information on the project and to achieve impulses for the development of a beneficial online tool.

The project runs under the 7th Framework Programme of the European Commission (CIP-ICT-PSP-2009-3). Using a range of advanced ICT technologies its main objective is to offer the opportunity for legal immigrants, policy makers, public administrators and experts in the domain of migration, to contribute their valuable knowledge and experience in order to enhance effectively at a European level current efforts of migration policies harmonization as well as to help identify existing gaps comparing to E.C. directives.

EU-wide harmonization of immigration policies is a long standing and challenging issue, given the need to compromise numerous national immigration policy proposals, practices and procedures towards common, balanced, harmonized and effective EU policies. Collaboration between various stakeholders including politicians and decision makers, but also citizens and the civil society, is deemed essential to alleviate the heterogeneity of the various policies, regulations and viewpoints.

### AGENDA - February 14th 2011


09:30-09:35	Welcome and introduction of workshop objectives (Prof. Friedrich Heckmann, efms)
09:35-09:50	Economic migration harmonisation concerns at European Union (E.U.) level (N.N., DG HOME)
09:50-10:05	Harmonisation efforts for Labour Immigration at E.U. level (Constantinos Fotakis, DG EMPL, tbc)
10:05-10:20	Introduction of the ImmigrationPolicy2.0 project (Prof. Nineta Polemi, UPRC)
10:20-10:40	Tour d'horizon: Q&A, Discussion (Dr. Patrycja Matusz, Wroclaw University)
20 Min.	<i>Coffee break</i> 

#### Examples of Labour Immigration at National Level


11:00-11:10	Germany (N.N., IAB)
11:10-11:20	Greece (Alexandros Zavos)
11:20-11:30	Italy (Davide Drei, CDF)
11:30-11:40	Estonia (Ede Teinbas)

#### Stakeholder' requirements and services

11:40-12:00	Stakeholders' requirements and services: ImmigrationPolicy2.0 propositions (Verena Krobisch, efms)
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12:00-12:20	A representatives' view on stakeholders requirements and services (Katerina Kyrieri, European Institute of Public Administration)
12:20-12:35	Discussions
60 Min.	<i>Lunch (Buffet)</i> 

#### Immigrants' requirements and services

13:35-14:30	Immigrants' requirements and services: ImmigrationPolicy2.0 propositions (Martin Ebers, IF)
14:30-14:45	A representatives' view on immigrants requirements and services (Ayse Özbabacan, Stuttgart)
14:45-15:00	Discussions
30 Min.	<i>Coffee break</i> 

#### Round Table

15:30-16:30	Discussions: How to make ImmigrationPolicy2.0 attractive and useful for stakeholders and users? Priority of services, dissemination, clustering recommendations to the project (N.N.)
16:30-16:40	Conclusions (Wolfgang Bosswick, efms)
16:40	<b>Reception</b>

## Annex 5

### List of recipients of the German national scenario

First name	Last name	Organisation	Website
Mechthild	Appelhoff	Landesanstalt für Medien NRW	<a href="http://www.lfm-nrw.de">http://www.lfm-nrw.de</a>
Frank	Auracher	Stadt Hildesheim	<a href="http://www.hildesheim.de">http://www.hildesheim.de</a>
Irina	Bernstein	Bundesverband der Deutsch-Russischen Unternehmer in Deutschland e. V.	
Katja	Birkenbach	Stiftung Bürger für Bürger	<a href="http://www.buerger-fuer-buerger.de">http://www.buerger-fuer-buerger.de</a>
Vera	Birtsch	Behörde für Soziales, Familie, Gesundheit und Verbraucherschutz, Leitung der Leitstelle Integration und Zivilgesellschaft - LIZ	<a href="http://www.hamburg.de/bsg">http://www.hamburg.de/bsg</a>
Roswitha	Böttcher-Ogrodnik	Ministerium für Familie, Kinder, Jugend, Kultur und Sport des Landes Nordrhein-Westfalen	<a href="http://www.mfkjks.nrw.de">http://www.mfkjks.nrw.de</a>
Carola	Burkert	Institut für Arbeitsmarkt- und Berufsforschung (IAB) der Bundesagentur für Arbeit (BA)	<a href="http://www.iab.de">http://www.iab.de</a>
Naciye	Celebi-Bektas	DGB Niedersachsen, AzF	<a href="http://www.niedersachsen.dgb.de/themen/fluechtlingspolitik/azf">http://www.niedersachsen.dgb.de/themen/fluechtlingspolitik/azf</a>
Libuse	Cerna	Radio Bremen, Bremer Rat für Integration	<a href="http://www.radiobremen.de/unternehmen/gremien/rundfunkrat/mitglieder102.html">http://www.radiobremen.de/unternehmen/gremien/rundfunkrat/mitglieder102.html</a>
Honey	Deihimi	Niedersächsisches Ministerium für Soziales, Frauen, Familie, Gesundheit und Integration, Integrationsbeauftragte des Landes Niedersachsen	<a href="http://www.integrationsbeauftragte.niedersachsen.de">http://www.integrationsbeauftragte.niedersachsen.de</a>

DE

First name	Last name	Organisation	Website
Ali	Dogan	Referent der Staatssekretärin für Integration beim Minister für Arbeit, Integration und Soziales des Landes NRW	
Joachim	Donnepp	Ministerium für Arbeit, Integration und Soziales des Landes NRW	
Jaqueline	Ejiji	IMES-Projekt Digitale Integration	<a href="http://www.imes.info/imes/modules.php.htm">http://www.imes.info/imes/modules.php.htm</a>
Wolfgang	Fehl	Zentralstelle für die Weiterbildung im Handwerk, Netzwerk „Integration durch Qualifizierung“	
Adolf	Fetsch	Landsmannschaft der Deutschen aus Russland e. V.	
Gunilla	Fincke	Sachverständigenrat deutscher Stiftungen für Integration und Migration GmbH	
Pia	Gerber	Freudenberg Stiftung	<a href="http://www.freudenbergstiftung.de">http://www.freudenbergstiftung.de</a>
Martin	Gillo	Sächsischer Landtag, Der Sächsische Ausländerbeauftragte	<a href="http://www.landtag.sachsen.de/de/integration_migration">http://www.landtag.sachsen.de/de/integration_migration</a>
Ulrich	Goll	Landesregierung Baden-Württemberg, Justizminister und Integrationsbeauftragter der Landesregierung	<a href="http://www.landgericht-heidelberg.de/servlet/PB/menu/1153467/index.html?ROOT=1153239">http://www.landgericht-heidelberg.de/servlet/PB/menu/1153467/index.html?ROOT=1153239</a>
Barbara	Graf	Bundesarbeitsgemeinschaft Jugendsozialarbeit, Fachbereich Migration	
Havva	Gürocak	Verband Türkischer Unternehmer u. Industrieller in Europa e. V. ATIAD	
Franz-Reinhard	Habbel	Deutscher Städte- und Gemeindebund	

First name	Last name	Organisation	Website
Termi	Hahn	Robert-Bosch-Stiftung	<a href="http://www.bosch-stiftung.de">http://www.bosch-stiftung.de</a>
Karin	Haist	Körper-Stiftung	
Csilla	Hatvany	Friedrich-Naumann-Stiftung für die Freiheit	<a href="http://www.freiheit.org">http://www.freiheit.org</a>
Peter	Herrmannsen	Sozialministerium Mecklenburg-Vorpommern, Referatsleiter Zuwanderung und Integration/450	
Thomas	Hoyer	Caritas Stiftung	<a href="http://caritas.erzbistum-koeln.de">http://caritas.erzbistum-koeln.de</a>
Susanne	Huth	INBAS-Sozialforschung GmbH	<a href="http://www.inbas-sozialforschung.de">http://www.inbas-sozialforschung.de</a>
Meike	Isenberg	Landesanstalt für Medien NRW	<a href="http://www.lfm-nrw.de">http://www.lfm-nrw.de</a>
Regina	Jordan	Bundesamt für Migration und Flüchtlinge, Abteilungsleiterin 3 (Integration)	<a href="http://www.bamf.de">http://www.bamf.de</a>
Otto	Kentzler	Präsident des Zentralverbandes des Deutschen Handwerks	
Marlene	Kerpel	Bundesamt für Migration und Flüchtlinge	
Wolfgang	Kirst	Stadt Esslingen am Neckar, Bürger gehen Online	<a href="http://www.esslingen.de/servlet/PB/menu/1175340_11/index.html">http://www.esslingen.de/servlet/PB/menu/1175340_11/index.html</a>
Dr. Ansgar	Klein	Bundesnetzwerk Bürgerschaftliches Engagement	

First name	Last name	Organisation	Website
Wolfgang	Klenk	Breuninger Stiftung	<a href="http://www.breuninger-stiftung.de">http://www.breuninger-stiftung.de</a>
Winfried	Kneip	Stiftung Mercator	<a href="http://www.stiftung-mercator.de">http://www.stiftung-mercator.de</a>
Bernd	Knopf	Referent bei der Beauftragten der Bundesregierung für Migration, Flüchtlinge und Integration	
Kenan	Kolat	Bundvorsitzender der Türkischen Gemeinde in Deutschland e. V.	
Thomas	Kufen	Konrad-Adenauer-Stiftung e.V., Koordinatorin für Integration und Zuwanderung	<a href="http://www.kas.de">http://www.kas.de</a>
Peter	Lehnert	Ministerium für Justiz, Gleichstellung und Integration	
Margit	Leitz	Louis Leitz Stiftung	<a href="http://www.llstiftung.de">http://www.llstiftung.de</a>
Christian	Lüders	Deutsches Jugendinstitut	<a href="http://www.dji.de">www.dji.de</a>
Sonja	Marko	ver.di - Bundesverwaltung, Bereich Migrationspolitik	<a href="http://migration.verdi.de">http://migration.verdi.de</a>
Mekonnen	Mesghena	Heinrich-Böll-Stiftung e.V., Interkulturelles Management / Diversity	<a href="http://www.migration-boell.de">http://www.migration-boell.de</a>
Hans-Achim	Michna	Hessisches Ministerium der Justiz, für Integration und Europa	<a href="http://www.hmdj.hessen.de">http://www.hmdj.hessen.de</a>
Susi	Möbbeck	Landesregierung Sachsen-Anhalt, Integrationsbeauftragte der Landesregierung Sachsen-Anhalt	<a href="http://www.sachsen-anhalt.de/LPSA/index.php?id=5592">http://www.sachsen-anhalt.de/LPSA/index.php?id=5592</a>

First name	Last name	Organisation	Website
Joachim	Musholt	Bennohaus Münster	<a href="http://www.bennohaus.info">http://www.bennohaus.info</a>
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Mustafa	Okur	Türkische Gemeinde in Deutschland e. V. Essen	
Nalan	Öztürk	Türkisch-Deutsche Industrie- und Handelskammer	
Maud	Pagel	Deutsche Telekom AG	
Uwe	Parpart	brema-Landesmedienanstalt Bremen	<a href="http://www.bremische-landesmedienanstalt.de/">http://www.bremische-landesmedienanstalt.de/</a>
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Günter	Piening	Berliner Senat	
Filiz	Polat	Nds. Landtag, Bündnis90/Die Grünen, Migrationspol.Sprecherin	<a href="http://www.fraktion.gruene-niedersachsen.de/cms/abgeordnete/dok/102/102531.filiz_polat.html">http://www.fraktion.gruene-niedersachsen.de/cms/abgeordnete/dok/102/102531.filiz_polat.html</a>
Henriette	Reker	Stadt Gelsenkirchen	
Dr. Klaus	Ritgen	Deutscher Landkreistag	
Dr. Martina	Sauer	Zentrum für Türkeistudien	



First name	Last name	Organisation	Website
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Lisa	Scholz	Stiftung "Welten verbinden" (Diakon. Werk)	<a href="http://www.welten-verbinden.de/">http://www.welten-verbinden.de/</a>
Michael	Schrader	Awo Be Hessen süd	<a href="http://www.awo-hessensued.de">www.awo-hessensued.de</a>
Gudrun	Schubert	Schubert-Durand-Stiftung	<a href="http://www.schubert-durand-stiftung.de">http://www.schubert-durand-stiftung.de</a>
Günther	Schultze	Friedrich Ebert Stiftung	<a href="http://www.fes.de/">http://www.fes.de/</a>
Koralia	Sekler	Niedersächsischer Intergrationsrat	<a href="http://www.nds-integrationsrat.de/">http://www.nds-integrationsrat.de/</a>
Ekkehart	Siering	Freie Hansestadt Bremen, Senatskanzlei, Referatsleiter Medien und IT	<a href="http://www.rathaus.bremen.de/detail.php?gsid=bremen02.c.1353.de">http://www.rathaus.bremen.de/detail.php?gsid=bremen02.c.1353.de</a>
Maria	Weber	Ministerium für Arbeit, Soziales, Gesundheit, Familie und Frauen, Beauftragte der Landesregierung für Migration und Integration	<a href="http://www.masfg.rlp.de">http://www.masfg.rlp.de</a>
Prof. Dr. Hans-Jürgen	Weiß	Freie Universität Berlin	
Karin	Weiss	Land Brandenburg, Integrationsbeauftragte des Landes Brandenburg	<a href="http://www.masf.brandenburg.de/">http://www.masf.brandenburg.de/</a>
Sascha	Wenzel	RAA Berlin	<a href="http://www.raa-berlin.de/">http://www.raa-berlin.de/</a>



# NATIONAL SCENARIO: SPAIN

[DE] [ES] [IT] [FR] [CZ] [NL]

by

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## Introduction: Setting the scene at national level

### ***Research on ICTs and IEM in Spain***

In Spain, most universities carry out research in the field of migration or ICT, but it is quite difficult to find consolidated groups that specifically address both together. The Migrations and Network Society research group, at the Open University of Catalonia, is one of them. They have carried out specific studies on ICT uptake, and uses of ICT by migrants. The other renowned institution working in Spain on these issues is the Institute for Prospective Technological Studies. It has a specific research area on ICT for Inclusion, has published a number of reports and articles on IEM specifically, and organized various thematic seminars. Its European studies include specific country and/or case studies, and are a good source of information (see list of studies in annex). Finally, the International Migrations department of the University of Deusto (Bilbao) and the FICE department have published articles and books on eDiaspora concepts (for example, *Diasporas in the New Media Age: Identity, Politics, and Community*, edited by A Alonso and PJ Oiarzabal, University of Nevada Press, 2010) and on transnational families.

Since an increasing number of individual researchers are working on ICT and migrants, it is recommended to look at specific aspects such as mass media, eHealth, the use of technology to stop illegal immigration, intercultural education, etc. in order to find studies on these topics. For example, some studies deal with the impact of the Internet in migrants' daily life and links to their home countries, while others investigate educational aspects, etc..(see references in annex)

Generally speaking, research on ICT and migrants is still fairly new, but there is interest in the area, and new collaboration could emerge from the events following the Bridge-IT national seminar.

Most research is on migrants (e.g. integration, cultural identity..) on the one hand, and on ICT development in Spain (e.g. uptake in rural areas), on the other. The lack of statistical data about ICT uptake and uses raises a serious problem for researchers; if not resolved, it will make it difficult to obtain the 'bigger picture' on ICT and IEM in Spain.

### ***Knowledge about ICT uptake, use and appropriation by IEM<sup>34</sup>***

In Spain, the National Statistics Institute (INE) started a few years ago to register the nationality (Spanish or 'foreign') of respondents to the annual 'ICT in households' survey. 'Foreigners' include everyone who does not have Spanish nationality, including citizens of other EU countries.<sup>35</sup> The results are, nevertheless, consistent with those seen for the UK and Germany; also, they can be integrated with data from a 2006 regional survey in Catalonia, which also confirms overall increased ICT adoption levels and the existence of differences across ethnic groups (see Ros et al, 2007). The 'EU and rest of Europe' and the Latin American groups used the Internet (78% and

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34 Bridge-IT booklet on Good Practices, draft version 2010, Haché, A, Kluzer, S, 2010.

35 In 2006, out of about four million foreigners living in Spain, 20% were from the EU25 member states and 80% of other nationalities, including Bulgarian and Romanian. However, we do not know how this composition is reflected in the panel of the 'ICT in households' survey.

77%, respectively) and email (72% and 68%, respectively) more than the Spanish population (56.6% Internet and 43.4% email). The 'rest of the world' group, which includes immigrants from Asia and Africa, used this technology less (45% Internet and 30% email).

PC users in the last 3 months						
	2004	2005	2006	2007	2008	Δ% 2004-08
Spanish	49.3	52.1	54.2	57.3	60.9	+23.5
Foreigners	40.5	51.0	51.3	55.4	61.9	+52.8
Internet users in the last 3 months						
	2004	2005	2006	2007	2008	Δ% 2004-08
Spanish	40.6	44.3	47.9	52.0	56.7	+39.6
Foreigners	34.5	46.5	46.7	52.1	56.8	+64.6

**Table 23: ICT users in Spain as % of national and foreign populations (2004–2008)**

Source: IPTS calculations using data from INE<sup>36</sup>

	Nationals %	Foreigners %
Have used internet in last 3 months for:		
VoIP (calls)	8.3	25.2
Video/Webcam	16.7	42.6
Chats, forums	24.7	38.8
Instant messaging	52.9	66.0
Reading blogs	31.5	24.4
Managing blogs	9.4	9.3
Other	8.0	9.8

**Table 24: Internet use for communication purposes: nationals vs. foreigners in % (2008)**

Source: IPTS calculations using data from INE<sup>37</sup>

From a lower starting point in 2004, much higher growth rates meant that by 2008 foreigners had reached similar penetration levels of PC and Internet use to national respondents. As shown by Table 25, foreigners are much more extensive users than nationals of Internet-based communication functions, except those related to blogs. Among foreigners, including migrants, communication stands out clearly as the main driver of Internet use.

Internet usage patterns for leisure and entertainment are broadly similar for the two groups (foreigners and Spaniards), except for greater use of Internet-based TV/radio and less use of video downloads and peer-to-peer services by foreigners. On the other hand, similar to the results of the latest UK survey (Ofcom, 2008), breadth of Internet use for personal reasons<sup>38</sup> is

36 The ICT household survey data can be found by querying for different years and variables on the INE website: <http://www.ine.es/jaxi/menu.do?type=pcaxis&path=%2Ft25%2Fp450&file=inebase&N=&L=0>

37 See footnote 29 above.

38 Reasons for personal Internet use envisaged in the survey are: reading email, information search, travel information, downloading software, reading news, searching for jobs, health information, banking, e-commerce, information on education/training opportunities, doing online courses, learning purposes.

lower among foreigners (with the exception of ‘job searches’, mentioned by 31% of foreigners and only 21% of Spanish nationals).<sup>39</sup>

### ***ICT-driven initiatives and ICT services for/by IEM?***

In Spain, most practices encountered are related to recently arrived migrants. This should not be a surprise as migration is a relatively recent phenomenon in Spain (from 1.5m to more than 4m migrants over the past decade).

Following the description in the Bridge-IT Inventory of Good Practices, we have the following categories of practices, with the Spanish situation outlined in each case:

**1)** Initiatives where ICT plays an **instrumental role** as its use makes the activities cheaper to carry out (e.g. all communication functions), or adds specific value (e.g. anonymity, privacy and distant outreach in critical counseling services)

In this category, we have found some web-based practices, especially gateways, with information for newcomers, but also for longer-resident migrants. Examples are:

Practices related to education for recently arrived migrants, and material for their teachers (e.g.: <http://ww.aulaintercultural.org>); gateways of administration providing basic information in several languages (e.g. Web Acollida from the Catalan government <http://www10.gencat.net/WebAcollida/AppJava/ca/Main/Home.jsp> or one from Bilbao <http://www.bilbao.net/inmigracion>); gateways for IEM from NGOs, such as <http://www.migrar.org>, or from private business such as <http://www.parainmigrantes.tv>. The privately owned portals seem to reach a broader audience, and answer very concrete and simple questions (permits, legislation, practical info on the country).

One matter to work on is the interconnection between all these information portals, as there seems to be a lack of communication between public and private partners.

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

The study found three broad categories of ICT-driven initiatives and/or eInclusion measures related to the target. Below we describe each category with examples, since this is where we found more practices:

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

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39 Bridge-IT booklet on Good Practices, draft version 2010 , Haché, A, Kluzer, S.

Most of the activities related to ICT training happen directly in migrant associations and other NGOs, and, in a less IEM-targeted way the telecenters (e.g. Guadalinfo in Andalusia, IdenTIC in Extremadura). An action-research project on developing concrete training patterns for IEM has been developed with a small group in the Migration and Network Society group (ICT training for Bolivian Women, available in the Bridge-IT Good Practices inventory). Last but not least, it is important to mention the informal training happening in the locutorios (cybercafés or call shops), which has still to be studied and recognized.

(Interesting video case by the website Parainmigrantes.info: <http://www.parainmigrantes.tv/locutorios-en-espana-sin-fronteras-alcazartv/>).

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

We have not found many initiatives in this category, apart from the intercultural material available for intermediaries, and media workers (<http://www.aulaintercultural.org>).

**c) Appropriation of ICT by IEM:** This category gathers initiatives that promote and/or reflect the appropriation of ICT by IEM users, in order to enhance their visibility and 'voice'. Here, the concept of technology appropriation goes beyond individual needs, and is usually developed formally – through associations and grassroots organizations – or informally – through bottom-up online and mobile platforms supported by individuals or communities.

This kind of initiative aims to facilitate information exchange and 'dialogue' with the host society; creating and documenting the collective memory, identity and/or daily life and problems that IEM and other groups in specific local communities face, through the use of digital media (mobile phones, digital cameras and video recorders, videogames, etc). In this last category, we have found more initiatives targeted at youth. In fact, quite a few deal with media literacy training, and aim at giving space for IEM to 'raise their voices', and to enable to communicate better with their new country.

These practices normally come from the third sector (Acoge.org, Xenoclipse, Associació Joves TEB, Ravalgames, Crono). They represent a good way for IEM to learn how to use ICT, while at the same time interacting and communicating with the host society.

According to the seminar participants, and the booklet and guidelines so far published, quite a few practices have emerged in recent years, most of which target newcomers. Most of the practices are isolated, and difficult to register and study. There is also a clear lack of practices linked to economic participation and labor-market training.

Public administration tends to publish information in various languages, but their use of ICT for migrants does not go much further than that. It is merely informative, and does not necessarily take migrants' specific needs into account. However, it is worth noting that the simplicity of the vocabulary used can serve the needs of many people, including migrants, for clear information.



With regards to the inclusion programs put in place by the public administration, IEM are considered as groups at risk of exclusion, but these programs only seem to reach the newcomers, and/or migrants with very little or no knowledge of the ICT. The programs are important, but migrant communities are heterogeneous and cannot be considered as a whole.

It is difficult to come up with a specific model of approach, due to the very diverse institutions and number of autonomous communities involved (17 different administrations). Most practices are still poorly known, and not disseminated. There is a lack of communication between stakeholders, which should be improved through the exchange of practices and knowledge. One last initiative to mention is the Integralocal website (<http://www.integralocal.es>), where initiatives by local institutions can be found, a few of which use ICT as a driver to promote integration.

In the area of private businesses, we can find a great deal of IEM entrepreneurship in the cybercafé or call-shop business (locutorios), where an Internet connection is available (paid by the minute). These locutorios are important for many IEM living in Spain. They become more than just call-shops, and should be taken into account when public administration wishes to reach IEM. Migrant entrepreneurs, through the cybercafés, seem to be the driver of new communication businesses.

On the third-sector side, many NGOs link the use of technologies to enhancing intercultural dialogue, but also as a way to denounce abuses and defend migrants' rights. Migrant associations still lack networking and official presence on the Web, apart from 'static' websites.

Finally, we also have a few examples of networking with other European states and institutions through European Commission-funded projects, such as Xenoclipse or eMigra.

### ***General IEM trends in Spain***

Spanish migration has increased hugely over the past decade, growing from 1,5 million to more than 4 million migrants.

In the Spanish National Report from the European Migration network, the only occasion in which ICT is mentioned is with regards to border control – i.e. ICT should be used to improve control.

Below the latest statistics on migrant population are listed.

<b>TOTAL</b>	4,791,232
<b>EUROPEAN COMMUNITY</b>	1,872,505
Germany	109,438
Bulgaria	147,080
France	86,132
Italy	150,667
Poland	86,314
Portugal	126,928
United Kingdom	222,039
Romania	751,688
<b>OTHER EUROPEAN COUNTRIES</b>	135,128
Ukraine	72,837
<b>AFRICA</b>	994,696
Algeria	52,845
Morocco	767,784
<b>LATIN AMERICA</b>	1,458,442
Argentina	103,171
Bolivia	117,106
Brazil	56,153
Colombia	287,205
Cuba	51,692
Ecuador	440,304
Peru	144,620
Dominican Republic	87,201
<b>NORTH AMERICA</b>	20,572
<b>ASIA</b>	299,743
China	151,547
<b>OCEANIA</b>	1,903

**Table 25: Population of main immigrant communities in Spain**

Source: Inmigración y mercado de trabajo. Informe 2010 Miguel Pajares for Observatorio Permanente de la Inmigración: [http://extranjeros.mtin.es/es/ObservatorioPermanenteInmigracion/Publicaciones/contenido\\_0004.html](http://extranjeros.mtin.es/es/ObservatorioPermanenteInmigracion/Publicaciones/contenido_0004.html) (Data 31/12/2009)

### ***Key points and trends related to migrations in Spain***

From the different studies and data we have gathered, we can list the following trends related to migration in Spain:

- Most immigrants come to Spain as economic migrants
- On the gender issue, Latin American immigration is predominantly female, whereas Asian and African is predominantly male. Migration from Eastern European countries is more balanced.
- There is a very high unemployment rate among the migrant population (30%)

## Special note on political/civic participation

An important campaign has been launched to incentivize the participation and vote of immigrants from countries with which Spain has bilateral agreement, in the municipal elections of 2011.<sup>40</sup>

Concerning a model of integration, a classical multicultural or assimilation model does not apply. Spain is still looking for its own model, while taking from others. It is also important to take into account different political approaches to integration, which has consequences in the integration measures at regional level.

Finally, it is important to note the increasing importance of extreme right wing political parties in the past elections, with a very strong message against migrants.

## National policy framework on IEM

Immigration policies are decided by the Secretary of State of Immigration, who issues the national integration plan,<sup>41</sup> although each Autonomous Community deals with concrete integration issues, while cities are in charge of specific measures.

Within the national plan, technology is mentioned three times in relation to the lack of use of technologies to enhance social networks that may help integration. It is also mentioned as a means for labor training and education, and it is suggested that it should be a priority in labor policies. This report states that:

1) [...] migrations are an excellent opportunity for exchange of knowledge, skills, technology and social capital that is not being fully exploited, because people who return voluntarily to their country are not supported by lack of networks that facilitate the implementation of their projects.

2) Finally, the program referred to professional training in the specific field of immigration among them those related-two with the environment, equality between men and women and the exploitation of the new technologies, linked employment.

3) In 2006, the framework of cooperation provided for managing the Fund for Support to the Reception and Integration of Immigrants and their educational strengthening of the same “, whose objective distribution criteria adopted by Agreement Council of Ministers on March 3, the following priorities for action in the field of employment:

a)...

[...]

f) training in new technologies

## Diagnosis of the national situation

Following the great contribution of the national seminar participants, and further discussions with national stakeholders, we can summarize the main issues as follows:

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40 Information available at <http://extranjeros.mtin.es/es/index.html>

41 Information available at [http://www.mtin.es/es/sec\\_emi/IntegralInmigrantes/PlanEstrategico/index.htm](http://www.mtin.es/es/sec_emi/IntegralInmigrantes/PlanEstrategico/index.htm)

- Further ICT infrastructures and broader bandwidth is needed in Spain, as it is not yet implemented to the same extent as in other European countries.
- Immigration is a recent phenomenon in the country, and IEM represent a very heterogeneous group.
- Language learning is a key issue, and ICT tools are bringing new opportunities for newcomers.
- Seminar participants drew attention to the high replicability of practices from other EU countries.
- Mobile-phone applications offer great potential to reach IEM, as the mobile phone is their primary communication device.
- There's a need to promote coexistence between the different cultures in the country.
- Mediators, 'connectors' and multipliers are key in the use of ICT for social inclusion.
- Positive imagery of migrants and minorities in the media is of key importance for IEM to feel 'at home' and to reduce mutual prejudices.
- A more 'participatory Web' is needed, although this is a key issue not only for IEM.
- The various resources available in each autonomous community in Spain need to be shared.
- A focus on local policies is required.

### ***Opportunities and problems in applying Bridge-IT network guidelines***

The problems in applying the guidelines are various, but the main obstacles are following:

- Very long and diverse chain of actors, especially due to the 17 Comunidades Autónomas with their own administration, which leads to a lack of coordination and exchange of information.
- Difference and territorial inequalities between the Comunidades Autónomas
- The ICT uptake in Spain is still slow, in comparison to other European countries.
- Immigration is a recent phenomenon; its intensive growth has left little time to plan; local administrations lacking in experience are overwhelmed by new situations, lack of language skills among Spanish population (second language learning is still needing improvement)
- The current economic situation in Spain makes it difficult to make ICT for migrants a priority.

There are also opportunities for the Bridge-IT guidelines to be applied:

- Due to the economic situation, there's a great need for innovation and for new solutions to improve integration, and more specifically the economic participation of IEM.

- The great diversity in administration also brings opportunities to look at different models, and find the most effective.
- Stakeholders and actors are very open to trying out new practices, and open to other European experiences.
- Immigration brings demographic growth for Spain and the opportunity to include IEM as active citizens – as well as to invert the aging demographic pyramid.

## Spanish roadmap for continuing and future deployment of ICT solutions for digital inclusion of migrants

The following table shows the different activity levels in Spain and how these levels are addressed by the Bridge-IT deliverables and the stakeholders that can potentially be involved in their deployment.

ES

Level	Activity	Bridge-IT contribution
National	Contact with the different public stakeholders in order to raise awareness on ICT and migrants	Bridge-IT Guidelines and other outputs sent to the different levels of governments. (Immigration directorates, ICT secretaries)
Regional	Participation of the Immigration Department Director of Catalonia in Bridge-IT final conference	Inclusion in the Final conference programme. Further meetings to present the outcomes of the network are planned.
National	Specific issue on ICT and Migrants from Mugak, where it includes practices and the concrete Bridge-IT experience	Articles specifically related to bridgeIT outcomes have been included
International	Book to be published on IEM, ICT and Media. LMI-University of Barcelona is taking one step further the conclusions and debates and will publish the book in its Transmedia Collection (in Spanish)	The book makes specific reference to the network-s outputs, in particular the good practices cases.
National/ International	Video documentaries on ICT and Migrants, in intercultural context to be done by FETE-UGT (trade union, participant in the network)	Use of the more specific intercultural experiences of the network, through its guidelines and good practices
National	Website Parainmigrantes.info is now disseminating and communicating through its large public the different outputs, especially the more interactive ones ( videos, online database, etc)	Use of the Bridge-IT interactive outputs
National/ European	The involvement of the Fundació Esplai in the VET4 initiative could be an opportunity to extend the benefits of the skills acquired (e-facilitators' curricula) through this project to other targets.	Use of the guidelines, and networking and dissemination during the final conference of the project, as well as in other national seminars.
National	The different research groups involved in the ICT and Migrants research lines are also going towards finding and gathering statistical data on the uses and uptake of ICT by Migrants	Bridge-IT network facilitated the encounter of various academic stakeholders to start stronger academic relations.

**Table 26: Activities in Spain – levels and Bridge-IT contribution**

## **Recommendations for deployment of ICT solutions and possible scenarios for co-deployment at regional/national level**

The needs and recommendations that arose in the open discussions (following the Bridge-IT guidelines structure) and the key issues pointed out during and after the national seminar are outlined below. Not all the guidelines and recommendations were discussed during the national seminar, due to time constraints, but one can refer to the different debates to understand and match the recommendations for future deployment of ICT solutions. After each issue is defined below, the corresponding recommendations are stated.

### ***General issues***

#### **>How to reach the target group**

In Spain, more specific efforts should be made to bridge the gap between public administration and private business, such as using web portals to connect better with the IEM population. Locutorios should also be taken as a strategic way to reach migrants. Public administration should find better ways to connect with their target.

- > Meet them where they are. (Rec. A01.1)

#### **>Language**

The measures recommended below are already in progress; in recent years, many municipalities and administrations have added languages to their websites, and multilingual attention to their services (e.g. <http://www.dualia.es>, mobile-phone translation). The recommendations focused mainly on the need and right to be treated in one's own language, but also on the limits of the multilingual platforms, especially due to budget restrictions. In general, it is recommended that basic questions be addressed in a range of languages to reach more people. In this sense, ICT can bring the tools to facilitate this.

- > Address migrants without foreign-language skills in their own mother tongue to catch their attention. (Rec. A01.5)
- > Provide multilingual websites to give information to newcomers. (Rec. A01.6)

#### **>Access to technologies**

Efforts to increase ICT uptake and improve services in Spain are continuing, so that they reach the same level as in most other European countries. From one autonomous community to another, uptake is very different (Andalucía and Extremadura were mentioned as making great efforts to improve connectivity). A new law, Ley de Economía Sostenible,<sup>42</sup> includes a guarantee of 1MB per second access to the Internet for all citizens. This law has now been approved on March 2011, and is slowly being put in place.

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42 <http://www.economiasostenible.gob.es/>

Efforts should be made to develop more Web 2.0 and increase participation in general, and not only for IEM. More secure access should also be provided. The initial recommendations from the Bridge-IT Guidelines are too focused on Public Access Points; recommendations by stakeholders also focused on the use of Locutorios in Spain, and the need to improve their access and infrastructures.

### >Multipliers, 'connectors'

Cultural mediators should specifically obtain ICT training, as they are essential for viewing and disseminating information. The seminar participants insisted on the need to enhance connectors (e.g. <http://www.guadalinfo.es>), the importance of taking into account existing networks, and improve coordination between the autonomous communities. It is essential to potentiate their education and training so that needs are better met. One example of a 'train the trainer' programme is the European project Proyecto VET4all (<http://www.efacilitator.eu/wordpress/>).

- > Provide train-the-trainer programs for multipliers on the use of ICT and to enhance their ability to take into account cultural diversity. (Rec. A04.1)

### >Funding

Given the difficult economic situation, it is important for non-profit organizations to start depending less on public finances, and ensure better, self-managed and more stable finances.

## **Education**

### >Intercultural teaching and material

As stated by participants, and more particularly those in direct contact with education, more intercultural training of teachers should be promoted, as they now face a very different range of pupils, and the demographic change has happened rapidly over a mere decade. Online services, such as <http://www.aulaintercultural.org>, can help to disseminate material.

- > 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. B01.1)
- > 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 education as an interdisciplinary matter for all and not just for migrants. (Rec. B02a.1)
- > There should be incentives for schools and adult training centers to develop and put in place innovative pilot projects, including support for ICTs with strong potential. (Rec. B02a.2)

(The above 'ideal' will be difficult to realize, due to the severe economic restrictions that affect schools and education administrations.)

### >Competence recognition

This issue was discussed by participants as it represents a great challenge due to the very diverse educational systems and structures in Spain. One example (although it is not yet totally accessible online) is the Servei d'Acompanyament al Reconeixement Universitari (University diploma recognition service)<sup>43</sup> from the Catalanian government.

- > Promote the recognition of knowledge and competences adjusted in a more globalized system. Classes, courses and any ICT training need to be recognized through certification and accreditation. (Rec. B05.1)

## **Labor**

### >Importance of networks

Due to the rising importance of social networks in job-finding, it is recommended that educators should work with and demonstrate these new tools in their training and in ICT programs.

- > It is necessary to work on integration between formal and informal networks and with a multi-channel approach. (Rec C02.2)

### >Online job services

Once again, the harsh economic situation has led to an innovative solution accessible to all. The government has put in place a new employment services website at national level (<http://www.redtrabaja.es>) which is meant to reach all, including immigrants. It is necessary to study how they use these services.

- > Promote awareness campaigns, use social networking and the activities of corporate social responsibility to encourage employers to put more jobs in the official databases of the labor market, using more accessible language, and use online platforms for job applications, scouting and recruitment. (Rec. C03.1)
- > Support migrants seeking jobs with user-friendly applications, tutorials, and training courses (including e-learning activities) on how to manage online job searches and related services. (Rec. C03.4)

### **Note on the Labor section:**

Other issues are interrelated with Education and the General Issues (Competences recognition, How to reach the target group), and are not duplicated here. Labor is a crucial aspect of the Spanish scenario, but the efforts being made are not aimed specifically at migrants and ethnic minorities, as they must benefit the whole population at risk, and the unemployed.

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43 Video description made by local television: <http://www.tv3.cat/videos/3060810/Assessorament-per-lhomologacio-de-titols-universitaris-estrangers>



## ***Social capital***

### **>Raising voices**

There are many projects in this area; the greatest challenge is often to keep them going. Efforts should be made to make them self-sustainable. The media is concerned about the images and content that are available and more efforts should be made by the media to use appropriate ethical codes when it comes to migrants.

Here a few example of current practices in Spain:

- > Malaga acoje (<http://www.acoge.org>) – digital storytelling
- > La palabra alterna (<http://lapalabraalterna.blogspot.com>)– how to deal with migrants and ethnic minorities
- > Xenoclipse (<http://ww.xenoclipse-net.eu>) – how to give tools to enable one to show and disseminate its images, videos, points of view – raising awareness about diversity in the media, mainly using digital video and distributing it on the Internet, so that people who have difficulties accessing new media and technologies can make and distribute their own information in an easy way

In general, Web 2,0 should be promoted within civil society so as to enhance participation.

## Annexes

### Annex 1

#### List of participants in the National Seminar

First Name	Last name	Organization
Adela	Ros i Hajar	Migration and Network Society (UOC- IN3)
Cilia	Willem	LMI-UB
Anaïs	Le Corvec	LMI-UB
Ana María	Corral	Responsable del Dep.Confederal de Migraciones de UGT
Montserrat	Boix	Aulaintercultural
Luz	Martínez Ten	FETE-UGT
Carlos	Mora Almudi	Dirección General de Inmigración
Ricard	Faura	Societat del Coneixement de la Secretaria de Telecomunicacions i Societat de la Informació. Generalitat de Catalunya
Blanca	Villamía Uriarte	Fundacion Orange
M <sup>a</sup> de los Angeles	Puertas Barbero	Identific
Ana	Agudo	Consortio Fernando de los Ríos/Innovación Ciudadana del Consorcio
Jesús	Rodriguez	CESJE
Santiago	Bellido	Servei de la Societat del Coneixement de la Secretaria de Telecomunicacions i Societat de la Informació. Generalitat de Catalunya
Anaitze	Lagire	MUGAK
Javier	garbulsky	Tren Comunicación
Izaro	Ugalde	Diputación de Gipuzkoa
Ana	Miranda García	Observatorio de Inmigración-Centro de Estudios y Datos de la Comunidad de Madrid
Paloma	Herrera	Observatorio de Inmigración-Centro de Estudios y Datos de la Comunidad de Madrid
Nuria	Rodriguez	Atos origin
Marta	Adamez	Andalucia Acoge
helena	Nogueira	SOS Racismo Madrid
Carlos	Regidor	Ayuntamiento de Bilbao
Joan	Basolas	Fundació Ciutat de Viladecans
Josep	Valls	Fundació Ciutat de Viladecans
Ainhoa	Zamora	FETE-UGT
Mara	Balestrini	Mobile training

## **Annex 2**

### **List of national stakeholders reached by Bridge-IT partners**

Below the other organizations reached directly by the different Bridge-IT partners in Spain.

(The list is not a closed one, all the institutional departments related to our themes will be reached and receive the report and following outputs of the network).

#### **Governmental institutions**

- > Secretary of State of Immigration. Immigration Directorate, Spanish government
- > Guadalinfo
- > Immigration Directorate, Generalitat de Catalunya
- > Immigration Directorate, Comunidad de Madrid
- > Education department, Basque government
- > Non-profit Organizations
- > Fundación Migrar
- > Plataforma eVia
- > Fundación telefonica -EDUCARED
- > NODO 50
- > Brigadas vecinales de Observación de los Derechos Humanos
- > Colectivo Hetaira
- > Asociación pro-derechos humanos de Andalucía
- > Identific
- > Unidos por el Flow

#### **Research Institutes**

- > University of Deusto- International Migration Research Unit
- > University of Sevilla- Departamento de Psicología Social
- > University Computense Madrid- Departamento de Ciencia Política y Sociología

## **Annex 3**

### **Resources**

Borkert, M.; Cingolani, P. & Premazzi, V. (2009) *The State of the Art of Research in the EU on the Uptake and Use of ICT by Immigrants and Ethnic Minorities*, JRC Scientific and Technical Reports: EUR EN.

Cachia, R.; Kluzer, S.; Cabrera, M.; Centeno, C. & Punie, Y. (2007) *ICT, Social Capital and Cultural Diversity, Report on a Joint IPTS-DG INFSO Workshop*, JRC Scientific and Technical Report: EUR 23047 EN.

Cavalcanti, L. (2004) *La influencia de las nuevas tecnologías en el retorno de los inmigrantes contemporáneos*, Salamanca: University of Salamanca.

Diminescu, D.; Hepp, A.; Welling, S.; Maya-Jariego I. & Yates S. (2009) *ICT Supply and Demand in Immigrant and Ethnic Minority Communities in France, Germany, Spain and the United Kingdom*, JRC Technical Notes: 52233 EN.

Diminescu, D.; Jacomy, M. & Renault, M. (2010) *Study on Social Computing and Immigrants and Ethnic Minorities: Usage Trends and Implications*, JRC Technical Note 55033.

Haché A. & Kluzer, S. (2008) “*El uso de las TIC por las personas inmigrantes y minorías étnicas*”, In: eEspaña 2008, Informe anual sobre el desarrollo de la sociedad de la información en España, Fundación Orange.

Kluzer, S.; Haché, A. & Codagnone, C. (2008) *Overview of Digital Support Initiatives for/by Immigrants and Ethnic Minorities in the EU27*, JRC Scientific and Technical Reports: EUR 23566 EN.

Kluzer, S.; Ferrari, A. & Centeno, C. (2010) *ICT for learning the host country's language by adult migrants in the EU*, Conclusions of Workshop of 1-2 October 2009, JRC Technical Note 57387 EN.

Maya-Jariego, I.; Cruz, P.; Molina, J.L.; Patraca, B. & Tschudin, A. *ICT for Integration, Social Inclusion and Economic Participation of Immigrants and Ethnic Minorities: Case Studies from Spain*, JRC Technical Notes: 51774 EN.

Morales, J. J. & Rodríguez, M. (2008) *Inmigración y ciudad digital: reflexiones entorno a la tercera brecha digital*, VI Congreso Portugués de Sociología ‘Mundo Sociais: saberes e práticas’, Lisbon, June 2008.

Prendes, P.; Martínez-Sánchez F. & Castañeda L. (2004) *Migrations and the Net: new virtual spaces to build a cultural identity*, Educational Technology Research Group.

Redecker, C.; Haché, A. and Centeno, C. (2010) *Using Information and Communication Technologies to Promote Education and Employment Opportunities for Immigrants and Ethnic Minorities*, JRC Technical Note 57947 EN.

Ros, A., Boso, A. (2009) *Informe sobre l'Ús i Equipament de les TIC entre la Població Immigrant a Catalunya*, Barcelona: Centre d'Estudis d'Opinió (CEO).

Ros, A., Boso, A. (2010) “*La población inmigrante en la nueva era digital*”, In: Informe eEspaña. Fundación Orange.

## ***Other resources***

### **Migration facts and key figures**

Information from Spanish institutions linked to immigration. European Website on Migration, Country information sheets: Spain.

[http://ec.europa.eu/ewsi/en/info\\_sheet.cfm?ID\\_CSHEET=23](http://ec.europa.eu/ewsi/en/info_sheet.cfm?ID_CSHEET=23)

### **Reports on Spain and migration**

European Migration Network

EMN Outputs, Annual Policy Reports, Annual Policy Report 2009, 25b SPAIN National Report.

<http://emn.intrasoft-intl.com/html/index.html>

### **Report on Spain and ICT**

Plan Avanza2, Estrategia 2011-2015.

[http://www.planavanza.es/INFORMACIONGENERAL/ESTRATEGIA2011/Paginas/Estrategia2011\\_2015.aspx](http://www.planavanza.es/INFORMACIONGENERAL/ESTRATEGIA2011/Paginas/Estrategia2011_2015.aspx)

### **Media and new media**

Grupo Migracom: <http://www.migracom.com>

### **Minorities, ICT and raising voices**

Laboratori de Mitjans Interactius (Interactive Media Lab): <http://www.lmi.ub.es>

CREA (Center of Research in Theories and Practices that overcome Inequalities): <http://creaub.info>

### **Linguistic competences of migrants and host society**

Grupo Inmigra: <http://www.grupoinmigra-imasd.es>

## ***Articles***

### **Illegal immigration control**

<http://www.hoytecnologia.com/noticias/plataforma-digital-contribuira-evitar/187638>

<http://www.wisekey.com/en/Press/2010/Pages/platform-for-Moroccans.aspx>

### **The uses of cybercafés (locutorios) by migrants**

<http://www.parainmigrantes.tv/locutorios-en-espana-sin-fronteras-alcazartv>



# NATIONAL SCENARIO: ITALY

[DE] [ES] [IT] [FR] [CZ] [NL]

by  
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## Introduction: Setting the scene at national level

### *Research on ICTs and IEM in Italy*

The phenomenon of immigration in Italy is not new but in the last ten to fifteen years has reached central importance in the national agenda. The Italians are historically a nation of migrants but the recent trends changed Italy from being a country of emigration to a country of immigration.

While Italians previously emigrated to America, Australia and northern Europe, migration after the war and until the 1970s was mainly internal migration from poorer areas of the south to the industrialized regions of northern Italy. In the following decades, Italy became a destination for thousands of immigrants from Eastern Europe (former communist countries), Africa (Maghreb and the Gulf of Guinea), Asia (China, Philippines, India and Sri Lanka), Latin America (Peru and Ecuador in particular).

In the 1990s, migration did not seem directly related to the workforce demands of the Italian economy. At first glance, in fact, immigrants did not appear to have good opportunities for integration, especially in a country where nearly three million people were unemployed. However, many of them found jobs, irregular and precarious in many cases, but also regular and stable, especially in northern regions.

Over the last decade, economic recovery and the European Union's enlargement to the east led to a further increase in the inflow of immigrants. According to data from Istat, the number of legally resident foreigners on 1 January 1998 was around one million and on 1 January 2003 was about one and a half million, but rose in 2010 to over four million. In 2010 the foreign population (resident and non-resident) in Italy was more than five million (ISMU Foundation), with around a 50% proportion each of men and women. According to recent OECD data, the 'real' annual flow of immigrants per year is 300,000 to 350,000, almost double the official census of 180,000 (2005 figures).

Immigration has become part of Italian society. Romanians make up over 20% of immigrants, overtaking Albanians in 2007 as the main national group (Albanians and Moroccans make up about 10% each, followed by Chinese, Ukrainian and Filipino).

The number of studies on immigration has increased over recent years and there is now a systematic literature on the subject. They are mainly sociological studies focusing on the processes of social and economic integration of immigrants. A pioneering role has been played by the ISMU Foundation (Multi-ethnicity Initiatives and Studies; formerly the Cariplo-ISMU Foundation); since 1991 it has acted as an autonomous and independent scientific body that promotes studies, research and initiatives on multi-ethnic and multicultural society, with particular attention to the phenomenon of international migration.

Since the early 1990s, ISMU has published dozens of studies, reports and volumes, edited and written by leading social scientists in this area (the first study was the Report on Migration, 1995). ISMU operates as an observatory on migration and in particular on legislation, education, economics and labor, the international dimension, health and welfare, religion, and family and children. The ISMU database is very rich and easily accessible online: <http://www.ismu.org/>. Similar initiatives are undertaken by the International and European Forum for Research on Immigration (Fieri: <http://www.fieri.it>).

Another documentation center, mostly for stakeholders, is the Cestim – Immigration Research Centre, a non-profit association that manages a site for documentation of migration (<http://www.cestim.it>) and has produced annual reports since 2005.

Finally, Caritas has been publishing dossiers since 2003 and systematically since 2005. The Caritas Dossier is one of the most important annual events relating to media coverage and the political agenda (<http://www.caritasitaliana.it>).

With regard to official statistics, the national statistics agency Istat website (<http://demo.istat.it>) provides data on migration flows and foreign population since 1990. Together with the Ministry of the Interior and the Centre on Migration of the Italian Institute of Population, Research and Social Policy, Istat is the main source for statistical studies on the phenomenon of immigration in Italy.

### ***ICTs and IEM – almost total lack of studies***

The widespread presence of centers of research and documentation at both national and local level reflects the maturation of an epistemic community on immigration in Italy. But the theme of the impact of ICTs in the processes of inclusion and integration of migrants is poorly treated. Indeed, there is an almost total absence of large-scale research and data and systematic studies are lacking.

This is not surprising, as it is only since 2004 that Istat has been collecting data on the diffusion and use of information and communication technologies by households, individuals and businesses, and it does not distinguish between Italian citizens and foreign nationals. There is, thus, an absence of structural data on the use of ICT by immigrants in Italy as well as in many other European countries. In Italy, only a few small-scale studies, especially case studies, and some data collected from companies and associations provide some information about the spread of ICTs among immigrants (e.g. online banking, mobile phones, cybercafés).

Data from these studies, although not generalizable, seem to confirm what has been observed and suggested by studies in other countries and international surveys, showing that ICT penetration rates and use of ICTs among immigrants are similar to those for non-immigrants.<sup>44</sup> One element that could provoke more attention on the role of ICTs is the increasing presence of children accompanying their parents and of a second generation (only 2.2% of immigrants are over 60; immigrants account for 7.5% of those enrolled in school, 13% of births, 15% of marriages: Caritas, 2010). On the one hand, being young, they are more familiar with the use of ICT and learn to use it at school. The second generation, who have a different perception of Italian society and greater expectations of integration than their parents, use the Web as a tool for self-representation. This is a recent phenomenon that reflects their increasing presence in the public sphere (see, e.g., Luca M. Visconti and M. Napolitano, *Cross-generation marketing*, Egea, 2009; V. Premazzi, *L'integrazione online. Nativi e migranti fuori e dentro la rete*, Rapporto di ricerca, FIERI).

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44 See C. Codagnone, S. Kluzer, *ICT for the Social and Economic Integration of Migrants into Europe*, EUR 24719 EN – 2011.

## ***The general picture that emerges from the studies***

### **Economic integration**

The framework provided by the Caritas Dossier on the contribution of immigrants to the Italian economy is especially meaningful in the context of short and long-term trends (e.g. slow growth, high rates of youth unemployment and growth of temporary employment, regional inequalities, aging and related risks for the future sustainability of the pension system). Immigrants contribute 11.1% to GDP. This contribution is reflected in more recent data provided by the Italian Banking Association (ABI, 2009) showing the growth in bank accounts held by immigrants (in 2009, 1,514,757). Immigrants are also active in setting up businesses (213,267 in May 2010, with a growth rate of 13.8% in 2011, and totaling 3.5% of total enterprises, Caritas 2011<sup>45</sup>) and providing jobs (including owners, partners, employees and corporate figures, immigrant business involves more than half a million people). However, this contribution is made in the context of worrying inequality.

Most foreign workers are employed in labor-intensive, productive sectors. Immigrants have been especially useful in the tackling of labor shortages in many areas. These workers total around two million, accounting for about 10% of all employees employed mainly in home and personal-care services (1.4m work as 'carers'), construction (11.5%) and agriculture, where in some sectors and areas the participation of immigrants totals as much as 90% (Caritas, 2010). According to the report by Caritas, four in 10 immigrants are employed at a lower level than their training, work evenings, nights and Sundays, and receive a smaller salary than Italians (on average €971 less 23% per month).

The fields in which ICTs can be useful are the recognition and enhancement of the skills of immigrants, workplace safety (discussed in more detail below); and the promotion of entrepreneurship in ICTs. A point of strength is that, according to various sources, approximately 85% of foreigners have an adequate knowledge of Italian.

### **Cross-generation**

Even in terms of socio-demographics, Italy is more and more a multicultural country. Immigrants represent 7% of residents, 7.5% of pupils in school, 13% of births, and 15% of marriages.

The second generation has doubled over the past five years, to a total of 767,060. This growth is reflected in an increased presence in the new media, and in the print and publishing sector in general.

Cross-generation marketing, edited by Visconti and Napolitano (Egea, 2009) highlights how the patterns of cross-generation consumption, which creates a bridge between the world of origin and Italy, are comparable to those of young Italians.

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45 See also Fondazione Ethnoland, *Dinamiche del fenomeno. Analisi, storie e prospettive*, Edizioni Idos, Roma, 2009.

## Education

The increased presence of children and the increasing number of family reunifications are a challenge for integration and in particular for the welfare and education systems. In 2009 there were over 70,000 applications for permission for family reunification, of which nearly 25,000 applications were submitted by women (source: Ministry of Interior). In 2009, one student in 15 is foreign-born (629,000 compared with 574,000 in the previous year). The priority is to support school integration of new immigrant children, while second-generation students show successful paths of integration, for instance several statistics provided by the Ministry of Education show that they obtain high-school degrees at a higher rate than Italian students. One problem in Italy is that there is still a lack of ICT infrastructures and ICT innovative laboratories in schools, especially in the South, though many initiatives have been launched by the National Administration and co-funded by EU Structural Funds in the last decade. ICTs can support courses Italian-language courses but also pedagogical approaches based on interculturality very effectively. Projects such as P.IN.OK.I.O (see the section 'ICT-driven initiatives and ICT services for/by IEM') that use web 2.0 tools to promote the participation of children into intercultural 'sense-making' laboratories, have a good impact on the learning process and increase the self-confidence of immigrants children.

## The institutional framework

Regularizations/amnesties have been the main instrument of contemporary migration policy in Italy. There have been six in 22 years; also, flow decrees, which establish entry quotas for some typology of workers such as seasonal workers, have been extensively used in recent years, have many points of contact with the amnesty. This tool, while it regularizes the status of migrants, is a symptom of the lack of a long-term strategy of regulation. Uncertainty in the system of rules has created confusion not only among immigrants but also among government agencies responsible for the regulation and service provision. The discontinuity of the measures and continual changes in the regulatory framework have caused this uncertainty at all central and local government levels. Moreover, following the recent reduction of the governmental budget in this sector, contracts of fixed-term employment, which in recent years have offset staffing shortages in the prefectures and police headquarters, may not be renewed for hundreds of young people. There is a real risk of losing valuable expertise. These young workers were formed in a context of uncertainty that forced them, with the guidance of trained and well-motivated officers, to innovate working practices constantly as a way of problem-solving. However, this uncertainty probably led governmental agencies (mainly police departments and prefectures) to accelerate the deployment of ICTs to reduce the complexity of the system and create more efficient coordination (e.g. the initiative P.A.E.S.I.<sup>46</sup>). Also, governments have, arguably, understood that immigrants, either directly or mediated through associations, are not alien to the use of new technologies. For example, recently the state police, in cooperation with local police headquarters, created an online service accessible in several languages where foreign nationals who have applied for a residence permit can check the progress of their application.<sup>47</sup> The same service is available on <http://www.poliziadistato.mobi> so that applicants can receive information on their mobile phones. The Internet in recent years has been a valuable resource for many governmental agencies and NGOs, but also for self-organized groups to provide and share information (e.g. <http://www.stranieriinitalia.it>).

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46 <http://www.immigrazione.regione.toscana.it/lenya/paesilive/index.html>

47 <http://questure.poliziadistato.it/stranieri/>

Over the past year or so, there have been signals of a change in the policy approach. A National Plan for integration was approved by the Italian Council of Ministers on 10 June 2010; it identifies the main lines of action and instruments required to promote the effective integration of immigrants, combining with security (source: website of the Ministry of Labor and Social Policy). This plan identifies several priorities, including strengthening information in relevant foreign countries regarding job opportunities and the functioning of the Italian labor market. The use of ICTs is encouraged also, to enhance regularization and safety. The competent minister also announced the creation of a portal to facilitate access to institutional information for all actors involved in integration policies (ministries, regions, local authorities), but especially for immigrants (this website has not yet been established).

A promising field for ICTs is linked to provisions in a law of 15 July 2009, n. 94, concerning the Italian-language knowledge of foreigners applying for a long-stay residence permit in the European Union. In a subsequent decree (4 June 2010), it is stated that foreigners must have a level of knowledge of Italian corresponding to level A2 of the Common European Framework for language knowledge approved by the Council of Europe. This measure represents an opportunity for the reorganization and rationalization of educational services and training centers that have to provide access to Italian-language courses for foreigners, as well as the relevant tests.

The network of regional centers dedicated to permanent adult education goes in this direction.<sup>48</sup> In this area, ICTs have proven to be a useful tool to support learning processes. But there are problems related to the digital divide and approaches to the needs of different target groups, depending on factors such as the cultural background of the IEM or the characteristics of the country of origin (e.g. it is clear that those who come from certain countries of Eastern Europe have an advantage over immigrants coming from China in the understanding and learning the language).

Another important initiative is PROV-INTEGRA, which is based on an agreement between the Ministry of the Interior and the Union of Italian Provinces, under the European Fund for Integration of third-country nationals 2007-2013. The project is a network for inter-territorial cooperation and inter-institutional activities aimed at promoting social inclusion and employment for citizens and those from third countries. Fifteen provinces that have joined the initiative. It addresses in particular those contexts involving the presence of third-country nationals who are often precisely those with professional qualifications necessary for the local production system. Among the objectives are the recognition of the skills of immigrant workers, the strengthening of the role of services offered by employment agencies, and support for immigrant workers, including making their skills visible.

The specific target of the project is to promote social inclusion and the employment of around 1,000 immigrant workers from outside the EU who are in Italy for no more than five years. The project, which ended recently, lasted 11 months, and its total cost was €3 million. The use of ICTs was particularly important for the realization of a sub-project on the video CV, which took place in eight provinces. The aim of this action is to teach job applicants on how to make a video CV and assist them in submitting the video CVs in the digital networks. The CV produced should be made available in a database on a dedicated website.

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48 <http://www.retectp.it/ie/default.htm>

## ICTs and migrants

As mentioned before, data on the use of ICTs by migrants are very limited. However, it is useful to provide an overview of the Italian situation using the indicators collected by Eurostat and Istat.

Istat's Italian Yearbook 2010 shows that trends on the spread of ICTs in Italy are similar to those in other European countries, but the report also highlights delays and structural problems. A total of 89% of those aged between 15 and 19 use the Internet, while those aged over 65 increasingly surf the Internet. There are now more than 12 million Italians on the internet, and men outnumber women in using both computers and the Internet (respectively 56.5% vs. 45.8% and 54.6% vs. 43.6%). The most common technology used is the mobile phone; 87.8% of people had at least one mobile phone. On a regional basis, there remains an imbalance between North and South both as regards the possession of a PC (northern and central Italy 55% and 53.1%, respectively; the south 44.6%) and use of the Internet (northern and central Italy 52.6% and 51.3% respectively; the south 43%).

A critical issue is the cost of access. The average cost of an hour of access at an Internet point (€3.3) is 65% higher than the European average. This could have a significant impact on migrants compared to other social groups, because they are less likely to have an Internet connection at home and are less used to obtaining access in libraries and other public places.

In the European context, Italy scores very low in most of the important indicators measuring the spread of the Information Society,<sup>49</sup> including the percentage of citizens who regularly use the Internet, broadband deployment, interaction with government online, online information through newspapers and magazines, and Internet usage in the workplace.

Concerning the diffusion of Web 2.0, a recent survey by a US company (Universal McCann, 2009) shows the spread of social networks in various countries, including Italy where members of social networks increased from approximately 11% in 2006 to around 40% in 2008. A strength of the social-networking phenomenon as a lever of inclusion is that these networks are active instruments both in the home country and in the country of destination of IEM, so it's a useful vehicle for maintaining bridges and exchanging practical information.

Regarding the use of new technologies by migrants, Luca M Visconti (2009)<sup>50</sup> has collected 412 questionnaires and in-depth interviews on the experiences of second generations living in the Milan, Turin and Biella areas. The questionnaires were administered to young people of various nationalities. It found rates of technology use were similar to those among Italians. A total of 95.9% had a mobile phone, 77.9% a DVD player, 77.7% an mp3 player, and 73.1% a personal computer. Regarding the use of the Internet, the level of penetration of the investigated sample was just over 50%; most respondents made at least limited use of the Internet, recording rates lower than the average among young Italians. About 35% of the respondents surfed sites in their country of origin, confirming the importance of those links. Calls from fixed phones (44.6%), mobile phones (81.3%), email (41.5%) and sms (70.8%) are competing for supremacy between the privileged forms of telecommunications within the Italian boundaries. By contrast, communications via phone center (18%), mail (6.5%), chat (32.3%) and blog (10.3%) are less used. With regard to telecommunications to countries of origin, there is a contraction of home calls, landline calls have been decreasing while the mobile phone is used by 39.8%, probably

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49 See also L Sartori, *Il divario digitale. Internet e le nuove disuguaglianze digitali*, Bologna, Il Mulino, 2006.

50 'I consumi della cross generation: forme, significati e negoziazioni', in LM Visconti and EM Napolitano, *Cross generation marketing*, Egea, 2009, pp. 33-57.

thanks to ad hoc pricing plans (such as Vodafone One Nation) and many also use low-cost phone centers, email and sms.

## ICT-driven initiatives and ICT services for/by IEM

In the first part of the project Bridge-IT (2009-2010), sheets of information on many initiatives on ICT use for and by migrants – in the areas of education, civil society and social capital, and participation in the economic/labor market – was collected through a variety of methods:

- querying different databases and specialized studies in this area including e-practice and IPTS<sup>51</sup>
- querying of national databases and websites, and direct contacts by partners
- interviews with stakeholders at the European and national levels
- collection of initiatives during the transnational seminars

For the purposes of this report we have focused on national initiatives that we considered notable for the contribution that each could bring to the debate on the issues of education, civil society and social capital, and the economic participation of migrants. The initiatives discussed during the workshop in Prato (6-12-2010) are listed and described below. Conversely, we link to the descriptions included in the database of Bridge-IT for those initiatives already collected in the previous Wp.

### Education

#### >Centro ENEA<sup>52</sup>

This is an experimental project that consists of a multi-service center built by the municipality of Rome in collaboration with the Ministry of the Interior; it promotes a new regional system for the reception of asylum-seekers and refugees, facilitating networking opportunities and local resources. It is an experiment on a local scale, but very important since it provides a digital model of centers for asylum seekers by creating a net-cafe (facilitating access to services and contact with friends and family), Italian-language courses and digital literacy courses run by the Fondazione Mondo Digitale (Digital World Foundation).

It is a structure of 'secondary' reception, providing continuity and development to the integration process started through the 'network of first asylum' already active in Italy. The project's objective is to strengthen this local and national network by creating a place where asylum-seekers, refugees and holders of subsidiary protection can benefit from support in the delicate journey to their autonomy.

51 <http://www.epractice.eu> e <http://ipts.jrc.ec.europa.eu> (in particular <http://ipts.jrc.ec.europa.eu/publications/search.cfm>)

52 <http://www.mondodigitale.org>

### >P.IN.OK.I.O.<sup>53</sup>

P.IN.O.K.I.O. is a project promoted by the Carlo Collodi National Foundation, Italy (<http://www.pinocchio.it>) in collaboration with seven European partners. It is co-funded by the European Commission through the Lifelong Learning Programme – Comenius Multilateral Projects, and implemented in Italy, Belgium, Greece, Portugal, Switzerland and the United Kingdom. P.IN.O.K.I.O. aims to promote intercultural dialogue against social exclusion, using fairy-tale characters as a means of communication for pre-school and school children, migrant children and their parents. In this regard, the project focuses on the development of some of the eight key competences recommended by the EC as “those which all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment” (Rec. 2006/962/EC). The project’s core activities are the production of online tools for teachers and children.

Selected characters and situations from children’s stories are used in teacher training and as a tool to motivate children to learn and transmit cultural, civic and social values, such as equality (including gender equality), civil rights and non-discrimination, awareness and respect for diversity. The project aims to create a sense of European citizenship, promote creativity and competitiveness, support the growth of an entrepreneurial attitude, and enhance the quality of the European dimension of teacher training in four 6 countries were listed above European countries.

The technologies used facilitate the processes of interpretation, appropriation and creation. The methodology has a bottom-up approach, whereby the teachers employ tools to use the semantic value of the children’s literature to involve children in the process of creating meaning. ICT is used to support the work on literature in a creative way; the ultimate goal is that the literatures of different countries, including those of migrant children, are compared, combined and (re) created according to cultural contexts, personal experiences and moral landscapes that are transforming quickly and need to be shaped in a more positive way. Blogs, podcasts and movies were selected as a strategy to access and work on the contents of children’s literature and to support teachers’ experimentation within the P.IN.O.K.I.O. educational innovation framework. These tools will be used for planning, producing and sharing stories among the schools involved in the project. Creativity labs and intercultural workshops will test the P.IN.O.K.I.O. methodology. Both young and adult IEM are part of the project target groups and are directly involved in project activities.

### >Ensemble<sup>54</sup>

The Ensemble Project aims, through the use of ICT, to provide an answer to the search for new ways to favor the integration of social groups at risk of being marginalized. The target group is migrants of first and second generations.

The objective is to explore the possibility offered by mobile-phone and mp3 devices to favor training and integration processes. The two-year project aims to produce and experiment with training modules related to the topics of European citizenship, labor rights, etc, delivered in the language of the host country, at an elementary language level (CEF levels A1-A2).

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53 <http://www.pinokioproject.eu>

54 <http://www.ensembleproject.org>



The innovative aspect of the Ensemble Project lies in the research on and experimentation in mobile technology interaction methodologies. The experimentation is to be undertaken in two municipalities in Italy and France on a sample population of different national/ethnic extraction. Mobile technology applied to learning at a distance (mLearning) has already been proven to be effective in specific contexts. Ensemble uses short, segmented modules for on-demand training for the simplest and most widespread low-cost technology available today: phone and mp3 devices.

Other initiatives are:

- > Leva Giovani e Divario Digitale<sup>55</sup>
- > Roots & Routes<sup>56</sup>
- > TRIO – Progetto Stranieri<sup>57</sup>

### **Civil society/social capital**

#### **>YouTorino: video news for integration<sup>58</sup>**

Turin Web News is a City of Turin project, based on the YouTube channel. It started as a project of short video-news in Italian dealing with practical issues such as traffic information and cultural events. In 2009 the project developed through partnership with the voluntary civil service for young immigrants and a group of 20 second-generation immigrants was established to produce editorial. Through this partnership the City of Turin now puts out weekly and daily video-news in up to eight foreign languages, produced by migrants. The approach combines a low-cost technologic solution, the coordination among different policies, and the direct participation of the target group. From December 2009 to June 2010, 456 items of video-news were published, watched by more than 50,000 people.

What worked and why? Collaboration with associations and interest groups to find information has worked very well. The channel has attracted about 400,000 views. The difficulties included the development of a low-cost solution for the recording studio and the effective coordination of the entire group of journalists, ensuring timeliness and the quality of video-news. On the technological side, there was careful selection of hardware and software, and continual refinement of the solution found; on the organizational side, the journalists were divided into sub-groups and some key people were empowered to ensure the updating and quality of news as well as organize weekly meetings of the team. The agreement with the voluntary civil service has been activated for the second year and this will increase the number of immigrant communities to be involved. The initiative has been selected by the Stockholm Challenge 2010 for its quality and affordability.

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55 <http://portalegiovani.eu/>

56 <http://www.rootsnroutes.eu/>

57 <http://www.progettotrio.it/trio/>

58 <http://www.comune.torino.it/youtorino>

## >PAAS<sup>59</sup>

Assisted Access Points (PAAS) are places where people can access the Internet free of charge and receive assistance in using online local-government services. They were created by the Region of Tuscany, in the course of initiatives (e.Toscana-Line 3, e.Toscana for families and individuals) aimed at breaking down the digital divide and supporting participation in the information and knowledge society. They are operated in public places managed by civil-society associations where citizens can find entertainment activities and basic education. Migrants are the target of a sub-project initiated by PAAS. According to ARCI, the association that manages a number of points addressing migrants, the main needs that migrants seek to satisfy are: contact with family (Skype, email), learning Italian (Italian L2), and information on training and residence permits.

- > Pratomigranti<sup>60</sup>
- > Crossing TV – La WebTV per le nuove generazioni<sup>61</sup>
- > Rete G2 Seconde Generazioni<sup>62</sup>

## **Economic participation and the labor market ?**

### >PattiChiari<sup>63</sup> – migrant banking

Created in 2003, PattiChiari is the banking industry's self-regulatory system, which promotes the quality and efficiency of the market and financial education in Italy.

The consortium was an initiative of the Italian Bank Association (ABI), which brings together 98 banks, representing 75% of branches in Italy, and is characterized by openness to representatives of consumer associations and academics. In collaboration with Life, a non-profit magazine, and the National Confederation of Artisans (CNA World), PattiChiari offers on its website a special section addressed to immigrants, available in five languages other than Italian. The section is aimed at helping individual migrants and entrepreneurs, providing practical information and insights that relate to access to credit, financial services, remittances and other important matters in the fields of finance, credit and consumption. ABI also carries out important research on migrant banking.

### >Aspasia<sup>64</sup> – Innovative training in home care for the elderly

The project Aspasia – Elderly home care: integrated services for people and companies – creates innovative training courses aimed at increasing the skills and qualifications of caregivers with the help of ICTs. The service has already involved more than 1,000 users in different areas (Tyrol, Lombardy, Veneto, Emilia Romagna, Puglia, Sardinia and Sicily). The main ethnic group is

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59 <http://old.e.toscana.it/paas/>

60 <http://www.pratomigranti.it/>

61 <http://www.crossingtv.it/>

62 <http://www.secondogenerazioni.it/>

63 [www.pattichiari.it](http://www.pattichiari.it) and in particular [http://www.pattichiari.it/home/saperne-di-piu/risorse/tutti-gli-argomenti/speciale-migranti/index\\_ita.dot](http://www.pattichiari.it/home/saperne-di-piu/risorse/tutti-gli-argomenti/speciale-migranti/index_ita.dot)

64 <http://www.equalaspasia.it/>

women from Eastern Europe. In general, such carers are often characterized by short migration projects (frequent returns to the home country), and different levels of language proficiency and work experience.

Based on the use of e-learning combined with classroom training, this project puts a strong emphasis on accessibility and overcomes constraints linked to language, media skills, proximity, flexibility of schedules, location and durability, modularity, personal career goals, etc. Sustainability is also a key goal of the project, with respect to cost, training standards, and the ability to cope with large numbers.

Other initiative:

- > Nos Quartiers ont des Talents<sup>65</sup>(presented at the 6 Dec 2010 workshop)

## Diagnosis of the national situation

The several initiatives observed indicate the presence of a number of social and institutional actors, especially local ones, that are highly dynamic and sensitive to the usefulness of technological innovation for improving the integration of IEM. But this sensibility is not reflected in a coordinated strategy at national level. The national departments that have the function of promoting and coordinating both technological innovation and migrant policies have not taken any strong initiatives on the use of ICTs in these areas, except for certain actions measures to modernize the administrative procedures of prefectures and police headquarters. Initiatives aiming at overcoming digital divide are often planned at regional level without a coordination at the National level. IEM are rarely a specific target of these initiatives. The lack of institutional coordination of the single experiences might limit their innovation potential. This risk is mitigated by the role played by local institutions and social actors as well as the European Commission, which is confirmed as an important lever for development of many of the initiatives observed.

The market does not appear to have a strong role in pushing the development of ICT initiatives to facilitate the processes of integration and cultural diversity, except in some areas (e.g. print media). Besides, the participation of migrants in the ICT sector is very low (0.5% according to various statistics). The majority of immigrants are often destined to remain trapped in a precarious situation and in low and low-skilled segments of the labor market.

The high entrepreneurial dynamism of migrants in labor-intensive sectors such as construction probably reflects the difficulty of integrating into the regular labor market. These sectors are not inclined to innovate. Employer associations and employees are gearing up to represent the interests of this social group of migrants, which is increasingly important for the Italian economy, but we did not find interesting ICT-based initiatives in this field. Further research on what actually is being done and on the reasons for a low level of initiatives in this field is needed.

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

## ***Main challenges & opportunities***

Based on these considerations and other evidence gathered during the research conducted within Bridge-IT, we can identify the following elements that seem to characterize the current situation regarding the use of ICTs in the process of integration in Italy:

- The widespread presence of bottom-up practices, especially in the fields of media empowerment and social capital. This trend is linked to the spread of social computing in Italy and in countries of origin but also reflects the widespread demand for representation, participation and support that are not adequately answered by the more traditional channels and institutions. Spontaneous groups and associations with poor economic resources are using the Internet to make their voices heard and to support each other. This phenomenon is beginning to be recognized by local institutions (e.g. the initiative of the City of Turin), especially those most sensitive to the innovations introduced by the spread of Web 2.0, but the relationship between social networks and institutions remains critical.
- A lack of coordination and promotion of public policies by central administration and the heterogeneous behavior of regional and local governments on this issue. Most efforts are concentrated in north-central Italy, which is consistent with the concentration of immigrants in this area, but could also reflect a major weakness of the institutional and social actors of the southern regions.
- The absence of an integrated national portal, the lack of homogeneity in both presence and quality of e-government services specifically targeted at migrants and of initiatives that take into account the different needs of target groups, accessibility problems (mainly to do with language and ease of use) and issues concerning the different life events of migrants and their legal status.
- The widespread presence of partnerships between institutional and social actors, especially for the provision of welfare, training, labor-market and access services.
- The importance of European policies – European programs to combat social exclusion, which consider ICTs as a key element, found in Italy widespread participation in the voluntary sector, universities and local institutions. Participation in EU initiatives in the fields of lifelong learning, the digital divide, social inclusion, and cultural diversity, seem to have partially overcome the lack of similar initiatives by the national authorities.
- The lack of significant market-driven initiatives, although specialized ‘money transfer’ agencies are a widespread (Western Union, MoneyGram, the Italian Post Office) while telecommunications companies sponsor and fund initiatives.

## ***Recommendations and possible scenarios***

In what follows we discuss the recommendations arising from the workshop. Next to each recommendation are some examples of good practice (this does not mean that there are not other valuable initiatives.) Each recommendation also links to guidelines and recommendations elaborated in the previous transnational workshops (<http://bridge-it-net.eu/>) and that constituted the basis of the national seminar reported in this document. Numerous other examples of European initiatives can be found that are associated with transnational recommendations.

## ***General reflections and recommendations***

### **The importance of institutions**

The institutional framework emerges as a constraint, both from the regulatory point of view (e.g. the Pisanu Law on access to the Internet) and from a socio-cultural perspective (e.g. mistrust of Web 2.0 by public institutions or difficulties of integration, and different styles of use and social appropriation of new media by migrants). Thus there is no linear relationship between context, the target and the communication channel; for example, a channel may be good for one group but not for another. This often reduces the possibility of transferring an initiative from one context to another or directing it to different targets without careful consideration of the adaptation required. More often, however, one can transfer and replicate specific elements of a good practice. In other words, the process of innovation embedded in a good practice must always be deconstructed in order to select the most appropriate elements to transfer to different contexts.

Prato's seminar confirms the guidelines and recommendations (and their targets) that can be found in A01 – Guideline regarding methods to approach and engage the target group / target group orientation; A02 – Guideline regarding access to technology as the passport to knowledge.

### **Competences**

Several initiatives outlined in the national seminar show the lack of institutional mechanisms for the recognition of skills. But in Italy there is also a problem that is related more to political coordination between mechanisms and policy goals. An example was given to us by the president of the Italian Committee of Highly Qualified Immigrants who remembers that, when in 2001 the government introduced quotas for the IT industry, the initiative failed because political and economic stakeholders did not agree on the appropriate qualifications.

The recommendations are detailed in the sections on 'Education' and 'Labor market' below.

#### **>Networking as a practice for the emergence of innovation**

The project Aspasia offers an interesting example of how networking between different actors can elicit a demand and an opportunity for innovation; a request that was initially aimed at job centers ended up being conveyed, highlighted and enhanced by different actors (a co-operative in this case). The economic crisis was taken as an 'opportunity' to connect active employment policies with an ICT-based project for caregivers. Conditions arose that allowed the actors to seize an opportunity, as reported by Prof. Laura Leonardi.

#### **>Access and interoperability**

The accessibility of technology and technology standards have a strong impact on the chances of success of initiatives that rely on multiple channels. This is particularly evident in the initiatives that rely on mobile technologies (e.g. the Ensemble project) where there was not complete interoperability between the standards.

This problem applies to all guidelines; the main targets are the business sector and practitioners.

## **>Real impact through the transfer of information and knowledge**

The video channel on YouTube used for institutional communication causes the greatest impact when embedded in different discursive channels. In this regard, Davide Calenda indicates the idea of “the delivery system and production of content by the institutions and associations, especially when initiatives are funded by public money, should be designed in order to be ‘embedded’ in other media and circulate more easily”.

Although this is a general issue and thus not related only to ICT-based IEM initiatives, it relates to the following GLs (and their targets): D02 – Guideline regarding strategies to involve the target group, D03 – Guideline regarding pathways and strategies.

## ***Reflections and thematic recommendations***

### **The labor market and economic participation**

In the national seminar we discussed skills validation/recognition and visibility in the labor market as priority areas for action.

These are key issues that have proved to be crucial for the success of many initiatives aimed at ensuring more efficient and effective integration of immigrants into the regular labor market. The weaknesses, strengths and recommendations that emerged from the discussion, concerning planning and designing initiatives at various levels of government, are outlined below.

**a) Training initiatives**, unless accompanied by a validation process, certification and recognition of skills, are likely to become an end in themselves and do not help immigrants out of the lower segments and marginal areas of the labor market. Non-recognition becomes a disincentive to ‘training’ (rather than the training being interpreted as a personal investment). Even in informal processes of competence validation and recognition, it is important to raise the quality of training provided and encode at least some steps of the training process in order to allow the migrant to ‘spend’ the results in the labor market. Direct involvement in projects of labor-market actors, such as associations, institutions and trade unions, is of fundamental importance from this point of view.

- > Example of initiatives in Italy: Aspasia

- > GLs and linked Recommendations (and their targets): C01 – Competence recognition and visibility in the labor market (C01.1, C01.2, C01.3)

### **b) The role of institutions in the recognition of skills**

The role of Italian regulatory agencies remains unclear; they are weak in the regulation of issues such as the definition and updating of professional qualifications and accreditation processes. This situation is likely to be reflected in a progressive ‘regional balkanization’ of the rules. This issue might have a significant impact on immigrants who show high levels of mobility, Flexibility to move is becoming a key asset in global labor market that may not be properly valued because of the lack of clear rules on competence recognition throughout the national (and European) territory. ICTs could be used at least to support coordination between the actors and the rules,

and to provide practical information and guidance to citizens on how to move through the regional systems.

- > Example of initiatives in Italy: PROV-INTEGRA (see above)
- > GLs and linked recommendations (and their targets): C01 – Competence recognition and visibility in the labor market (C01.1, C01.2, C01.3)

### **c) Workplace safety and rights are a priority in the Italian context**

ICTs can be a suitable tool to provide information and training where these are most needed. It is also a promising field for putting pressure on social actors (e.g. trade unions), economic organizations and institutions to set up databases and services.

- > Example of initiatives in Italy: TRIO, which is currently implementing a thematic e-learning program on security
- > This is a new recommendation addressed to policymakers and social/business associations.

**d) To deepen the study of the phenomenon of new business developed by migrants in the knowledge economy**, so as to extrapolate information on how to increase migrants' participation in the knowledge economy in Italy. The direct involvement of this type of entrepreneur in the (co)production of basic services as well as personalized services targeting multiculturalism might be a matter to be evaluated in order to stimulate the emergence of a market.

- > Example of existing initiatives in Italy: Etnocommunication<sup>66</sup>
- > GLs and linked recommendations (and their targets): C04 – Business start-up and new entrepreneurship (Rec. C04.1)

## **Education**

In the national seminar, we discussed the importance of coherence between initiatives and the needs of target groups, concerning competence recognition and the role of Web 2.0 in education.

**a) Together with incentives such as competence validation**, the response to the needs of the target group and the enhancement of practical knowledge are fundamental issues for initiatives addressing first-generation migrants and indispensable for newcomers, but many projects do not fully follow this basic requirement.

The importance of 'usefulness' should never be underestimated in seeking the success of any initiative whether undertaken using traditional or innovative approaches or in formal or informal contexts. It is also important to enhance and codify the practical knowledge produced

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66 <http://isi.eu.com/?lang=it&a=isi-media-etnocommunication>

by 'doing' in order to validate the approaches, transfer the knowledge and reduce the risk of duplication .

- > Example of initiatives in Italy: Centro Enea, Aspasia
- > GLs and linked recommendations (and their targets): B03 – Guideline regarding lifelong learning (Rec. B03.2: Rec. B03.3)

## **b) Web 2.0 inclusive learning**

In formal educational settings, it is more difficult to institutionalize this kind of innovation. The biggest challenges are the changes required in cognitive frames and the overcoming of institutional constraints. However, the experiments in this field are promising and tell us that changes are possible. The idea that Web 2.0 learning helps to stimulate the participation of students, and to include groups at risk of marginalization, seems to be confirmed by the observed initiatives. A promising field for Web 2.0 is interculturality.

- > Example of initiatives in Italy: P.IN.O.K.I.O.
- > GLs and linked recommendations (and their targets): B02 a – Guideline regarding curriculum in use – Interculturality through ICT (Rec. B02a.1, Rec. B02a.2) – Guideline regarding curriculum in use – Media literacy (Rec. B02b.3)

## **c) Media literacy**

Knowledge of the use of new technologies (Internet and content creation, social networks, etc) is as important as the learning of more technical skills. At the same time, the active involvement of migrants in learning processes (for example, through thematic workshops, experiments, cultural mediation, etc) is a key aspect of successful initiatives.

- > Examples of initiatives in Italy: Centro ENEA, PAAS
- > GLs and linked recommendations (and their targets): B02 b – Guideline regarding curriculum in use – Media literacy (Rec. B02b.1, Rec. B02b.3)

## **d) Competence recognition**

The problem of recognition of skills is an issue not unlike that already experienced in relation to the labor market. Participants in national seminars have confirmed recommendations elaborated during the transnational workshops.

- > Examples of initiatives in Italy: Aspasia, PAAS
- > GLs and linked recommendations (and their targets): B05 – Competence recognition (Rec. B05.1 – Rec. B05.5)



## Civil society and social capital

Access, participation and professionalism are the main issues that animated the discussion on this topic.

### a) Accessibility

Increase access to the Internet by disseminating public access points (also focusing on public places such as libraries), making rules of access more flexible (e.g. identification), and through public-private cooperation in designing initiatives of digital inclusion.

- > Example of initiatives in Italy: PAAS
- > GLs and linked recommendations (and their targets): A02 – Guideline regarding access to technology as the passport to knowledge (Rec. A02.1 – Rec. A02.4).

### b) Professionalism

The third sector is struggling to handle the possibility of technological innovation; thus, where there are mechanisms of professionalization (see PAAS and VET4 initiative<sup>67</sup>) these should also be open to those working in associations. A key action to be supported is professionalizing (and institutionalizing) roles such as e-facilitators within associations and public centers through also engaging migrants..

- > Examples of initiatives in Italy: PAAS, Centro ENEA
- > GLs and linked recommendations (and their targets): Guideline regarding access to technology as the passport to knowledge (Rec. A02.5 – Rec. A02.6)

### c) Social networks and welfare

The recognition and enhancement of self-help online communities (social networks) by institutions can facilitate a gradual 'embedding' of the contributions that these communities can make to innovation in governance and delivery of services in the field of e-government.

- > Example of initiatives in Italy: Stranieri in Italia<sup>68</sup>
- > GLs and linked recommendations (and their targets): D01 – Guideline regarding the potential of migrants for civil society (Rec. D01.1 – Rec. D01.3).

### d) Media empowerment and no media isolation

Web 2.0 is extensively used for media empowerment. In Italy we observed not only interesting initiatives by second generations but also an increasing interest in working in this area among

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67 Vocational Education and Training solutions for e-Facilitators for social inclusion: <http://www.efacilitator.eu/wordpress/>

68 [www.stranieriinitalia.it](http://www.stranieriinitalia.it)

local authorities, though we can not generalize about this. This is a testing ground for institutions that should be encouraged, while seeking to make sure that social networks do not foster the isolation and 'ghettoization' of migrants on the Web. It is thus important to work within the logic of integration.

> Examples of initiatives in Italy: Rete 2G seconde generazioni, Crossing TV, YouTorino, ARCI – PAAS, Pratomigranti

> GLs and linked recommendations (and their targets): D01 – Guideline regarding the potential of migrants for civil society (Rec. D01.1 – Rec. D01.3); D03 – Guideline regarding pathways and strategies (Rec. D03.1 – Rec. D03.3); D06 – Guideline regarding network integration (social not technical) (Rec. D06.1 – Rec. D06.3)

### **Possible scenarios for replication**

During the seminar the participants discussed the possibility of replicating and extending good practices in other contexts as well as possible new actions. The following table outlines these suggestions, shows how they are addressed by Bridge-IT participants, and which stakeholders can potentially be involved in their deployment.

Level	Activity	Stakeholders
Local/Regional  Labor market, training and competence recognition	<p>The association Donne Nosotras has shown interest in expanding the Aspasia initiative within Tuscany. To do this would require the involvement of institutional players.</p> <p>The operational level most appropriate would be provincial. In this case, the institutions involved might be the province of Florence and the network of job centers. The region of Tuscany could be involved in sponsoring the trial and to find a line of adequate funding (e.g. European Social Fund).</p>	<p>Donne Nosotras</p> <p>Welfare departments of the Regional Government and the Province of Florence</p> <p>Employment job centers</p> <p>Cooperative Anziani e Non Solo</p> <p>This action should take into account the recent initiative at European level: <a href="http://workcaresynergies.eu/project/">http://workcaresynergies.eu/project/</a></p>
National/European  Education and interculturality	<p>The P.IN.O.K.I.O. project has stimulated reflections on the possible connections that could be established with other initiatives, including the Ensemble project of the Municipality of Prato, who have gained experience with the Chinese community. In particular the methods and technologies developed by P.IN.O.K.I.O. could be the starting point for addressing the Chinese community which has been proven responsive to ICT-based initiatives in education.</p> <p>Stefano Kluzer has suggested that the European level involve territories that, like Prato, include a Chinese community. Davide Calenda suggested that a starting point would be the engagement of some industrial areas in Europe where the Chinese set down stronger roots.</p>	<p>Fondazione Carlo Collodi</p> <p>Municipality of Prato (other territories could be Naples, Milan and Palermo)</p> <p>University of Florence</p> <p>Associations in European industrial areas</p> <p>A link could be found with the DG for Employment, Social Affairs &amp; Equal Opportunities and the initiatives taken under the Industrial Relations and Social Dialogue Program</p>
Regional  Digital skills and civil society	<p>The involvement of the network PAAS in the VET4 initiative could be an opportunity to extend the benefits of the skills acquired (e-facilitators' curricula) through this project to other targets. In particular, we discussed the possibility of designing an initiative involving the representatives of the immigrant associations to promote the growth of digital skills.</p>	<p>PAAS – Tuscany Region</p> <p>ARCI</p> <p>Donne Nosotras and other immigrant associations</p>
National  Network, research and dissemination	<p>The idea of creating an Italian network aimed at reinforcing the presence of Bridge-IT in Italy was welcomed by all participants. The goals include: organizing a series of thematic seminars in several Italian cities, creating a database of Italian initiatives and a blog.</p>	<p>Italian coordination of Bridge-IT</p>
National  Anti-discrimination	<p>Not much has been done in the field of ICT anti-discrimination initiatives, though Italy is part of the European Network Against Racism (ENAR); the last activity took place in 2008. The idea is to establish a first contact with ENAR. The Italian partner of ENAR was contacted for the seminar but could not participate.</p>	<p>Italian coordination of Bridge-IT</p> <p>ENAR (<a href="http://www.enar-eu.org">http://www.enar-eu.org</a>)</p> <p>COSPE (Association: <a href="http://www.cospe.it">www.cospe.it</a>)</p>
Local-Regional  Media empowerment and journalism	<p>YouTube Torino is a unique experience in Italy in this field. There was a consensus among participants about the importance of disseminating this innovation in other Italian cities. Prato city could link this initiative with that of Pratomigranti which participated in Bridge-IT transnational seminars (Florence and Berlin). A collaboration with second-generation associations would be an addition to the replication.</p>	<p>Province of Prato and Municipality of Prato</p> <p>Rete2G, Crossing TV and other networks such as Associna (Chinese Association)</p> <p>Municipality of Torino</p> <p>Other municipalities</p>

**Table 26: Suggestions for replicating and extending good practices, and potential stakeholders**

## Annexes

### Annex 1

#### List of participants at the national seminar

Name	Organization	Type	Web
Boccaletti Federico	Anziani e non solo	Social cooperative	<a href="http://www.anzianienonsolo.it">http://www.anzianienonsolo.it</a>
Boscolo Paolo	Comune di Prato	Municipality	<a href="http://www.comune.prato.it">http://www.comune.prato.it</a>
Cacciari Silvano	Università degli Studi di Firenze	University	<a href="http://www.unifi.it">http://www.unifi.it</a>
Calenda Davide	Università degli Studi di Firenze	University	<a href="http://www.unifi.it">http://www.unifi.it</a>
Cioni Valentina	Provincia di Firenze	Province	<a href="http://www.provincia.firenze.it">http://www.provincia.firenze.it</a>
Della Corte Stefania	Fond. Mondo Digitale	NGO	<a href="http://www.mondodigitale.org">http://www.mondodigitale.org</a>
Giannoni Francesco	Arci Toscana	NGO	<a href="http://www.arcitoscana.org">http://www.arcitoscana.org</a>
Giusti Mariangela	Comune di Prato	Municipality	<a href="http://www.comune.prato.it">http://www.comune.prato.it</a>
Kluzer Stefano	ICT expert		
Laurelli Cinzia	Transnational project coordinator	NGO	<a href="http://www.pinocchio.it/fondazionecollodi">http://www.pinocchio.it/fondazionecollodi</a>
Leonardi Laura	Università degli Studi di Firenze	University	<a href="http://www.unifi.it">http://www.unifi.it</a>
Lotti Sandra	Regione Emilia Romagna	Regional administration	<a href="http://www.regione.emilia-romagna.it">http://www.regione.emilia-romagna.it</a>
Moro Stefano	CSI Piemonte	Public Regional Innovation Center	<a href="http://www.csipiemonte.it">http://www.csipiemonte.it</a>
Nascimbeni Fabio	Menon	European Network	<a href="http://www.menon.org">http://www.menon.org</a>
Nencioni Alessandra	PAAS Regione Toscana	Regional administration	<a href="http://old.e.toscana.it/paas">http://old.e.toscana.it/paas</a>
Nincheri Amal	Donne Nosotras	Immigrant association	<a href="http://www.nosotras.it">http://www.nosotras.it</a>
Oteanu Anna Maria	International Organization of Migration	NGO	<a href="http://www.iom.int">http://www.iom.int</a>
Papperini Giovanni	Comitato Italiano Immigrazione Altamente Qualificata	NGO	
Raffaghelli Juliana	Università Ca' Foscari Venezia	University	
Stelloni Monica	CGIL Toscana	Labor Union	<a href="http://www.tosc.cgil.it">http://www.tosc.cgil.it</a>
Tavazzi Sara	Ancitel Toscana	Municipalities consortium	<a href="http://portale.ancitel.it">http://portale.ancitel.it</a>
Trugli Cristina	Donne Nosotras	Immigrant association	<a href="http://www.nosotras.it">http://www.nosotras.it</a>
Valzania Andrea	Università degli Studi di Firenze	University	<a href="http://www.unifi.it">http://www.unifi.it</a>

Table 27: National seminar participants – Prato, 6 December 2010

## Annex 2

### List of stakeholders contacted

Name	Organization	Type	Web
Ambrosini Maurizio	Università degli Studi di Milano	University	<a href="http://www.unimi.it">http://www.unimi.it</a>
Amodeo Maria	COSPE	NGO	<a href="http://www.cospe.it">http://www.cospe.it</a>
Baudò Michele	Istituto Regionale Programmazione Economica della Toscana	Tuscan Regional Institute for Economic Planning	<a href="http://www.irpet.it">http://www.irpet.it</a>
Bertoletti Albino	Exact Learning	High-tech company	<a href="http://www.exact-learning.com">http://www.exact-learning.com</a>
Boccaletti Federico	Anziani e non solo	Social cooperative	<a href="http://www.anzianienonsolo.it">http://www.anzianienonsolo.it</a>
Borsellino Rita	Parlamentare europea, Committee on Civil Liberties, Justice and Home Affairs	MP – Committee on Civil Liberties, Justice and Home Affairs	<a href="http://www.europarl.europa.eu">http://www.europarl.europa.eu</a>
Boscolo Paolo	Comune di Prato	Municipality	<a href="http://www.comune.prato.it">http://www.comune.prato.it</a>
Bracci Mauro	Banca Popolare Etica	Ethical bank	<a href="http://www.bancaetica.it">http://www.bancaetica.it</a>
Cacciari Silvano	Università degli Studi di Firenze	University	<a href="http://www.unifi.it">http://www.unifi.it</a>
Calabresi Sivilia	Provincia di Perugia	Province	<a href="http://www.provincia.perugia.it">http://www.provincia.perugia.it</a>
Camera del Lavoro Milano	CGIL	Labor union	<a href="http://www.cgil.lombardia.it">http://www.cgil.lombardia.it</a>
Caponio Tiziana	Forum internazionale e Europeo di ricerche sull'immigrazione	Research center	<a href="http://www.fieri.it">http://www.fieri.it</a>
Carcillo Franco	Comune di Torino	Municipality	<a href="http://www.comune.torino.it">http://www.comune.torino.it</a>
CARIM - European-Mediterranean Consortium for Applied Research on International Migration	European University Institute (Florence), Robert Schuman Centre for Advanced Studies	University	<a href="http://www.eui.eu">http://www.eui.eu</a>
Carotenuto Giuseppe	Anolf – CISL	Labor union	<a href="http://www.anlof.it">http://www.anlof.it</a>
Caselli Marco	ISMU – Iniziative e studi sulla multiethnicità	Research Center	<a href="http://www.ismu.org">http://www.ismu.org</a>
Cioni Valentina	Provincia di Firenze	Province	<a href="http://www.provincia.firenze.it">http://www.provincia.firenze.it</a>
Cofferati Sergio	Parlamentare europeo, Committee on Employment and Social Affairs	MP – Committee on Employment and Social Affairs	<a href="http://www.sergiocofferati.eu">http://www.sergiocofferati.eu</a>
Compagnoni Attilio	Ministero dell'Università	Ministry of Universities	<a href="http://www.miur.it">http://www.miur.it</a>
D'Annunzio Barbara	ALIAS Università Cà Foscari Venezia	Research center	<a href="http://www.venus.unive.it/aliasve/index.php">http://www.venus.unive.it/aliasve/index.php</a>
De Luca Sabina	Direttore Dipartimento per le politiche di sviluppo e coesione	Ministry of Economy	<a href="http://www.dps.mef.gov.it">http://www.dps.mef.gov.it</a>
Della Corte Stefania	Fond. Mondo Digitale	NGO	<a href="http://www.mondodigitale.org">http://www.mondodigitale.org</a>

Fioravanti Chiara	Istit. Teoria e Tecniche Inform. Giuridica- CNR	National Research Council	<a href="http://www.ittig.cnr.it">http://www.ittig.cnr.it</a>
Gallorini Lia	Comune di Arezzo	Municipality	<a href="http://www.comune.aretzo.it">http://www.comune.aretzo.it</a>
Ghebregiorges Lucia	Rete 2G	NGO	<a href="http://www.secondegenerazioni.it">http://www.secondegenerazioni.it</a>
Giannoni Francesco	Arci Toscana	NGO	<a href="http://www.arcitoscana.org">http://www.arcitoscana.org</a>
Giovagnoli Sergio	ARCI	NGO	<a href="http://www.arci.it">http://www.arci.it</a>
Giusti Mariangela	Comune di Prato	Municipality	<a href="http://www.comune.prato.it">http://www.comune.prato.it</a>
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La Placa Marilena	Cineca	Universities consortium	<a href="http://www.cineca.it">http://www.cineca.it</a>
Laurelli Cinzia	Transnational project coordinator	NGO	<a href="http://www.pinocchio.it/fondazionecollodi">http://www.pinocchio.it/fondazionecollodi</a>
Leonardi Laura	Università degli Studi di Firenze	University	<a href="http://www.unifi.it">http://www.unifi.it</a>
Lotti Sandra	Responsabile ICT Regione Emilia Romagna	Regional administration	<a href="http://www.regione.emilia-romagna.it">http://www.regione.emilia-romagna.it</a>
Marella Fabio (Don)	Caritas	NGO	<a href="http://www.caritas.it">http://www.caritas.it</a>
Marzano Flavia	Daily Wired	Online magazine	<a href="http://daily.wired.it">http://daily.wired.it</a>
Messina Alessandro	ABI	Italian Bank Association	<a href="http://www.abi.it">http://www.abi.it</a>
Moro Stefano	CSI Piemonte	Public Regional Innovation Center	<a href="http://www.csipiemonte.it">http://www.csipiemonte.it</a>
Nascimbeni Fabio	Menon	European Network	<a href="http://www.menon.org">http://www.menon.org</a>
Nencioni Alessandra	PAAS Regione Toscana	Regional administration	<a href="http://old.e.toscana.it/paas">http://old.e.toscana.it/paas</a>
Nincheri Amal	Donne Nosotras	Immigrant association	<a href="http://www.nosotras.it">http://www.nosotras.it</a>
Orlandini Guido	Scuola di Comunicazione e Leadership Interculturale	Intercultural communication and leadership schools	<a href="http://www.intercivilization.net">http://www.intercivilization.net</a>
Oteanu Anna Maria	International Organization of Migration	NGO	<a href="http://www.iom.int">http://www.iom.int</a>
Papperini Giovanni	Comitato Italiano Immigrazione Altamente Qualificata	NGO	
Parola Andrea	Eskill Association	European network	<a href="http://www.eskillsassociation.eu">http://www.eskillsassociation.eu</a>
Picot Anna	Digit Pa ex (CNIPA)	National Information Center for Public Administration	<a href="http://www.digitpa.gov.it">http://www.digitpa.gov.it</a>
Pilotti Rosanna	Prefettura di Firenze	Prefecture	<a href="http://www.prefettura.firenze.it">http://www.prefettura.firenze.it</a>
President	Censis	National Statistical Agency	<a href="http://www.censis.it">http://www.censis.it</a>
President	Cestim	Research Center	<a href="http://www.cestim.it">http://www.cestim.it</a>
President	ISTAT	National Statistical Agency	<a href="http://www.istant.it">http://www.istant.it</a>
President	Dipartimento per le libertà civili e l'immigrazione del Ministero dell'Interno	Ministry of Interior	<a href="http://www.interno.it">http://www.interno.it</a>

President	Crossing TV	NGO	<a href="http://www.crossingtv.it">http://www.crossingtv.it</a>
President	Agenzia Italia Lavoro	Public company	<a href="http://www.italialavoro.it">http://www.italialavoro.it</a>
Raffaghelli Juliana	Università Ca' Foscari Venezia	University	
Rastrelli Miliva	Cooperativa LAPIS	NGO	<a href="http://www.arci.it">http://www.arci.it</a>
Santoni Luca	TRIO Regione Toscana	Regional administration	<a href="http://www.progettotrio.it">http://www.progettotrio.it</a>
Stelloni Monica	CGIL Toscana	Labor union	<a href="http://www.tosc.cgil.it">http://www.tosc.cgil.it</a>
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Tavazzi Sara	Ancitel Toscana	Municipalities consortium	<a href="http://portale.ancitel.it">http://portale.ancitel.it</a>
Toia Patrizia	Parlamentare europea, Committee on Industry, Research and Energy	MP – Committee on Industry, Research and Energy	<a href="http://www.patriziatoia.info/home">http://www.patriziatoia.info/home</a>
Trugli Cristina	Donne Nosotras	Immigrant association	<a href="http://www.nosotras.it">http://www.nosotras.it</a>
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# NATIONAL SCENARIO: FRANCE

[DE] [ES] [IT] [FR] [CZ] [NL]

by

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## Opening remarks

The UNESCO conference in March 2008 to launch the Year of Intercultural Dialogue was an example of an exchange of observations on national practices in the EU in comparison to the rest of the world, particularly the USA or Canada. On this occasion, the diversity of national policies emerged as an outstanding element of the European project. This paradox must be taken as a source of reflection inherent in the construction of the European democratic area.

The differing perspectives of the observers also underlined distinct national history and cultural habits, as a counterpoint to the inexorable processes of evolution and change in our societies. The attitudes of ethnocentric tension and confinement that inform the current policies of some European states, faced with the reality of cultural diversity and more specifically the phenomenon of international migration, are revealing and troubling.

We in France are not alone in experiencing significant and sometimes unpredictable migration, nor are we alone in discussing the conditions under which we must welcome those who arrive within our borders. Be it MIPEX, PISA or the Eurydice reports, all pan-European analytical procedures attempt to highlight what seems to work best and fulfills European directives as fully as possible. This process of enquiry into the policies of states can disturb and destabilize, but it requires all member states of the EU to reflect upon what happens at home, compared to what is happening among neighbors.

It is inconceivable today to restrict one's thinking to one's own country, to ignore what occurs elsewhere. To look beyond borders is also to look ahead, and work towards improving integration policies based on objective findings, taking into account the conclusions of such surveys as we have cited. To regret a certain state of affairs, to observe the weakness and incoherence of certain measures, is not enough. In France there are outstanding examples of the application of great ideas from European leaders. These ideas must be seized and made use of with clear political will.

## Introduction: Setting the scene at national level

### *History*

France is often regarded as a country with extensive experience in the integration of migrant peoples, by virtue of its colonial past and its political system, which is based on the principle of secularism.

The history of the development of integration policies in France since the early 20<sup>th</sup> century demonstrates a specific dynamic, linked to changes in population, economy and culture, but the foundation of French policy on immigration remains in essence consistent with principles inherent in the genesis of the French state, its constitution and its legislature.

Changes brought by the EU are hotly debated in the French political arena, which traditionally tolerates little interference – a position which is in complete contradiction with the European

principle of mobility of people and ideas, and the cultural interpenetration of peoples and states.

### ***The French model***

The issue of immigration, of the treatment of migration in France, is always linked to that of integration, which, in the national context, is a very French concept with no equivalent in other member states. The task here is not to form an analysis, but to always bear in mind that the decisions of political, economic and educational policymakers seek to integrate migrants into French society.

The concept of multiculturalism that inheres in the policies of many English-speaking countries currently has no place in French institutions.

### ***Statistics***

Another important French particularity to consider, when conducting a study focused on migrant populations, is the difficulty in surveying the origins of those in question due to the illegality in France of official questions pertaining to race.

Nevertheless, figures are available on young migrants who are systematically educated in France until the age of 16, or even 18, which can be used as a basis to estimate the number of families who settle on national territory. Thus, it appears that, in recent years, the overall number of newcomer students in France fluctuates at around 30,000 students per year. These education-specific statistics also show that, though young migrants tended historically to concentrate in highly urbanized areas, especially in the Ile de France region, a significant increase has been noted in recent years in provincial institutions, which are unaccustomed to receiving and educating large numbers of newly arrived students.

Studies carried out by the Bureau des études statistiques (Office of Statistical Studies) on school education in the Direction de l'évaluation, de la prospective et de la performance (Directorate of Evaluation, Forecasting and Performance), a key organization overseeing French educational policy, only concern children of school-going age, so it is essential to also look at the work of statistical institutes whose studies focus on migrant families, in order to build a more accurate picture of the current state of migration in France.

The Institut national d'études démographiques (INED) (National Institute for Demographic Studies) has access to a range of data pertaining to international migration compiled by agencies such as the Agence nationale de l'accueil des étrangers et des migrations (ANAEM) (National Agency for the Reception of Foreigners and Migration) and the Office français de protection des réfugiés et des apatrides (French Office for the Protection of Refugees and Stateless Persons) (OFPRA). These studies all consider the number of migrant families entering France for a period of at least one year. By collating these estimates and the regular census of the French population, one observes an inflow of migrants amounting to approximately 250,000 people per year.

## ***IT in France***

France falls behind in the use of digital tools in all fields, be it education, employment or general society. In recent years an effort has been made to generalize and simplify the use of IT, especially in schools, but the discrepancy is still considerable in comparison to other European students. Outside school, young people use the same tools in the same way as young people from around the world, an obvious effect of the standardization of hardware and media. The explosion of the mobile-phone market in France is the most notable phenomenon in recent years in the field of IT and, through a major effort by national and local policies, Internet and phone coverage has increased enormously, especially in rural areas that had been excluded from initial development due to their isolation.

Social practices in the use of IT in France bear no marked differences with what is happening in other countries; social networks have undergone significant growth and increasing interest in all sections of the population.

## ***IT and migrants***

For the legal reasons mentioned above, it is not possible to obtain precise statistics on migrants, since researchers cannot establish the origin of persons resident in France. There are consequently no precise figures available for these details. Recourse can be made to sociological studies or information from ISPs, but such findings are not scientifically based.

On the other hand, major studies are conducted by research institutes or universities as part of their internal procedures, the migrant population being an area that is much studied by sociologists. Thus, the work of Dana Diminescu and the team at the Fondation Maison des Sciences de l'Homme in Paris provides some accurate and telling figures on this topic. The 'Programme d'études sur l'usage des TIC dans les migrations' (Study program on IT usage in migration) (or TIC-Migration), directed by Dana Diminescu, explores the impact of new technologies on the activities of migrants (experiences, communication, interaction with countries of origin and host country, etc).

A Bridge-IT partner, this network is a primary resource for information surrounding the national state of affairs in France, because it takes into account the evolution of IT practices in migrant communities and highlights the changes over the past ten years in the sociology of migration in France. Taking the paradigm of the now famous migrant connecté, Dana Diminescu shows that, following technological development in recent years, of which the Internet and mobile phones are the central examples, the history of migration has entered into a 'new age'. As a result, we begin to see, in contrast to the uprooted immigrant, a new group of migrants who are able to maintain, despite the physical distance that separates them, close ties with their homeland. Her team thus undertook a research project in view of this transformation:

"One of the major changes since the 1980s in the domain of diasporas is the multiplication of dispersed communities in physical space, and the parallel development of new forms of connection, action, and occupation in digital territories. This change demands a new epistemological approach. The subjects of inquiry, like all the conceptual tools and classical methodologies of the discipline, will have to be reconsidered and recontextualized in light of this new migratory reality.

If the Internet is an environment that is particularly suited to the needs of diasporas — in that it is decentralized, interactive, and transnational — the objective of this project is not to idealize this network (a regressive process in the context of online diasporic communications, given how society excludes information from a great number of people), but to explore it.

The contemporary communication and organization e-practices of migrants, and the transition from paper to electronic documents (including identity documents), have produced on the Web (with its more or less controlled accessibility schemes) a vast, wandering, and little-investigated corpus. However, it is from electronic traces that we can learn about how transnational networks function, measure migrant integration, understand the globalization of the movement of ‘illegal immigrants’, and understand the nature of surveillance conducted by institutions charged with controlling foreigners.

The objectives of this program are to open a new field of research, to bring together two previously separate disciplines (diaspora theory and web exploration), and to develop generic tools to be used in the social sciences and humanities.

Our interest in researching information and communications technology (ICT) use by migrants has multiple facets, and is grounded in a scientific approach that centers on the strategic capacities of migrants to establish themselves in a globalized world.

– First, this approach permits us to comprehend interactive management of sites, which could relaunch debate on integration vs. exclusion of migrants; more broadly, we can explore the specificity of the communication medium in maintaining links between migrants, their family, and the host society. Despite the predictions that technology would reduce people’s movements, in reality, it has permitted an improvement in the quality and speed of service delivery — and accordingly, no significant reduction in mobility (with rare exceptions). This observation takes on added significance when talking about a migrant milieu and a political context that is generally unfavorable to immigration. Adopting the majority of ‘spatio-temporal’ and modern communication practices, migrants have developed integration tactics and ways to fight for the survival of their communities in foreign environments. For migrants suffering from precarious living conditions and social invisibility, systems of mobile communication have created the appearance of different mechanisms of spontaneous social integration, multiply or individually, which have informally supplemented the institutional mechanisms of integration.

– As both research and work tools, computer science systems can be adapted to a multiplicity of functions. The migration of computer engineers is one of the most visible facets of the brain drain plaguing the Third World. This profession is conducive to high mobility, and furthermore is highly sought-after in the global labor markets. Migrant computer specialists often succeed in expanding their professional networks and constructing virtual migratory spaces that precede their travels.

– A major tool for information exchange and freedom of expression, but also for struggle and control, the Internet is available to those who have fled their countries as a new territory for political and civic engagement. It has potential both for those who organize within and beyond national borders.

– No exploration of the effects brought about by the developments of ICTs in the world of refugees would be complete without mentioning the capabilities that such equipment offers to the institutions charged with controlling foreigners. During the

1990s, Europe put into place a new electronic system to manage records on resident foreigners. This type of recording is as prevalent in democratic societies as in totalitarian ones. Administrative files that deal with categories of personal data are the objects of different laws and police practices which are very much debated in civil society.

From this point forward, information and communication technologies will not only modify our approach to our object of inquiry, but also our research methods.”  
(Discover)

Among other conclusions, this work highlights the growing use of IT by migrants which leads us to reconsider the classic assumptions concerning the ‘digital divide’. This issue, raised at the conference in Riga in 2006, no longer seems to have any basis today, in view of the various testimonies available, a development which was confirmed at the Bridge-IT national seminar held in Paris in December 2011. Representatives of the relevant institutions and associations expressed the same views on this subject: if there is a risk of exclusion, it is of an economic nature. Indeed, in France as in many surrounding countries, access to IT is now conditioned by the financial resources available to citizens, not their origin, their language or their culture. The ‘digital divide’ mainly affects the economically disadvantaged – those who live under the poverty line.

### ***Case study***

To illustrate this dimension, a young Afghan migrant was invited to the national seminar to relate his personal experience of the use of IT. His experience is closely linked to the use of the mobile phone, which allows him to transcend borders simply by changing the sim card, to contact networks of Afghan emigrants, and a Turkish email address which allows him to establish and maintain contacts, primarily in the Internet cafes he encounters along the way.

His journey, which reads like fiction, is quite illuminating with respect to the usefulness of IT tools in isolated and emergency situations and partly decontextualizes the gravity and reality of the experiences. The question of financial cost is not so critical. His language of origin did not pose a major problem in resolving difficulties encountered with the tools used.

These testimonies were followed by exchanges dealing with the fact that ICTs are seen here only as tools aiding personal or professional life, and facilitating the integration process. They are not essential direct factors in the process of integration, but nor are they constrained by physical or linguistic barriers, unlike other tools associated with standard approaches to integration. It was also noted that these tools help in the achievement of personal goals and self-fulfillment. In this sense, the notion of the ‘digital isolation of immigrants’ seems outdated.

### **Diagnosis of the national situation**

The essential questions that arose in the national seminar focus on national priorities in the fields of learning, training and skills. It is undeniable that the seminar revolved primarily around education, but representatives of associations or local authorities showed that their main concerns were consistent with those of representatives from the educational establishment.

This is hardly surprising and relates to the remarks on the French context, since the stated goal by French society is to better integrate migrant populations through unconditional obligations: learning French, the schooling of children, adult education, and the validation and recognition of acquired skills.

These aspects form for France the major axes of development of practices identified as productive and the main proposals to be submitted for consideration by public and private policymakers.

## ***Language***

The learning of the host country's language and the status given to the language of origin of migrants are recurring concerns in Europe, where policies are markedly diverse. Nations such as the United Kingdom, Spain and France have dominated much of the world throughout recent history, establishing their culture and language as values of civilization. The English, Spanish and French languages were imposed on colonized peoples, and the education of students born in these colonies during the last few centuries was carried out in the language of the dominant country. It was a point of policy to make native languages and dialects disappear from schools, or at least relegate them to decidedly secondary status in the limited context of the family.

For this reason, the native language of families migrating from former colonies was not taken into account by formerly colonizing states until recent decades. This was particularly evident in France where the predominance of the national language has always been a pillar of French identity. Since the 19<sup>th</sup> century the French government has, in the construction of a unified nation, consciously disregarded the role and interests of minority tongues, be they regional languages or the languages of migrants.

What 'French language' to teach newly arrived students and how to teach it are questions which have long been asked of educators and to which they have responded and continue to respond. The issue is to choose between FLE (French as a foreign language), FLS (French as a secondary language), or FLScO (French as a language of education) in positioning the newly acquired language somewhere between the status of foreign language and mother tongue.

Researchers have clarified the scope of this linguistic landscape by proposing to focus the discussion on the groups concerned and the learning situations rather than the language itself. Our purpose here is not to further differentiate the fields FLE, FSL and FLScO, but simply to highlight the French will to find a proper framework to present to newcomers learning a host language.

This is one of the activities of the Centre International d'Etudes Pédagogiques (CIEP) (International Center of Pedagogical Studies) (<http://www.ciep.fr>). The French-language department of the CIEP proposes in its training courses, trainings of teachers in the use of online and outstanding multimedia tools for the teaching of French foreign language at all levels. It is this selection of resources and devices that was presented during the meeting. The use of these resources and these devices was tested in diverse centers welcoming public migrants. In the field of reference, the CIEP does not have the authority to develop resources, but to propose an offer of training adapted to the teachers who work with these various publics. According to their needs, these resources can be profitably used on websites dedicated to the elimination of illiteracy in the French language (for adults and for children) as well as in CD-ROMs with exercises and in preparation for certain certifications. In France, the device of cyber-bases (spaces offering access to digital resources and to training) was also tested successfully.



In France, the language question occupies a prominent place in national and local programs, in policy integration and in the goals of research and production. The practices presented during the seminar demonstrate the important role played by the issue of language as it relates to integration in educational, social or employment contexts, and the overall process of acculturation.

During the presentations of best practices and workshops, the issue of language – in the context of the integration of migrants through using IT – was shown to be a complex one, since it intersects with a variety of other areas: Is the use of digital tools contingent on the acquisition of the language of the host country/country of origin? Is language an excluding factor in the use of digital tools? Can these tools complement the learning of the host country's language? Which tools are best suited to language learning? What aspects of language learning are possible with IT?

Research and publications in this area are unfortunately rarely or insufficiently focused on this question, even though numerous parties are concerned, including teachers, non-profit and private teacher-trainers in the public, non-profit and private sectors. There is a need, an expectation and a market potential that has not yet been satisfied.

The work carried out by Nathalie Auger is one of those rare examples of an original and productive practice. The DVD *Comparons nos langues* proposes a learning process focused on comparing the various languages in the reception class; reception classes and introductory classes include children who have just arrived or are newly arrived in France. This DVD is aimed at teachers, and was awarded the European Language Label.

The general idea is to draw on the native languages of the students, who produce phrases, sentences, gestures, etc, in their language and then analyze with the teacher the differences and similarities with the target language and/or other languages present in the classroom. In a detailed booklet, Nathalie Auger proposes applying this approach at different levels of communication including language, writing system, para-verbal, verbal interaction, non-verbal, customs and practices, social representations and language.

This training tool for teachers can also be used directly in the classroom. The author stresses that she believes this tool should be revisited and developed to deepen its interactivity. This product does not have as broad a distribution as it merits, given that it raises very clearly and positively the issue of language diversity. The participants suggested to Nathalie Auger that the product be developed using the resources offered by VET4all and that thought be given to the possibility of creating online activities for teachers, and also children and parents, based on the principles of the sites *Eole en ligne* and *Itinéraires romans*, as used in the *Evlang* project.

In the professional field, the tools produced by Greta du Velay (<http://www.velay.greta.fr>) offer a wide range of useful resources for staff training and specialist language – for example, a tool to facilitate communication between staff and patients of foreign origin in hospitals or retirement homes. This tool is available online and is designed for use with a smartphone. There are 11 input and output languages to choose from: Turkish, Arabic/Arabic dialect, Berber, Vietnamese, French, German, English, Urdu, Norwegian and Russian. A selection of expressions is displayed and can be played; for example: Do you suffer? Are you cold? Do you need to use the toilet?

France, the United Kingdom, Germany and Norway are the main host countries envisaged for use of the tool.

## ***Training***

The corollary of host-country language acquisition and the learning of language skills sufficient to satisfy the requirements of integration in France is the appropriate training of teachers, educators and practitioners for migrant populations.

During the seminar, the institutional officials in attendance iterated the need to train to the highest level possible those in the field of IT education, in the context of their work as teachers and with a focus on all aspects of this activity, not just technical considerations. It appears that the legislative powers, rights and protection of users are not always well understood by French teachers. France is one of EU countries where legislation on the use of digital tools is the most involved and complex, since such legislation evolves very rapidly.

Rapid technological advancement delivers a range of uses that runs against all expectations and previous experience. A strong effort to explain and inform practices is needed. For example, legal and legislative aspects concerning the development of tools and practices must be simplified; here, formal and informal education managers are the main parties concerned. The approach taken by the Ligue de l'Enseignement is, as such, an interesting attempt to further the status of non-governmental players through certification of their skills, leading to their institutional recognition. The needs of these parties are mainly related to the promotion of their objectives and work.

In the project 'VET4e-I, pour une Solution de formation des animateurs multimédia pour l'inclusion sociale' ('VET4e-I, for training solutions for multimedia facilitators in social inclusion'), the training (starting in February 2011) offers 11 training modules of the training curriculum for multimedia facilitators in social inclusion. Four countries are providing these courses: Italy, Bulgaria, France and Spain.

The project, which brings together a consortium of non-governmental organizations, professional training providers, and European multimedia centers, aims to improve the training of facilitators in organizations which assist groups without access to IT. The project focuses on facilitating the use of IT tools in the social inclusion of groups, and is seeking to obtain recognition of the professional status of facilitators in order to draw attention to their work with groups at risk (of exclusion), who lack access to digital utilities. Recognition of their status would pave the way for certification of the profession of facilitators in social inclusion.

This would provide these workers with the opportunity to train and gain new skills; this is crucial in an industry where software is constantly evolving.

The project is developing a homogenous frame of reference for multimedia facilitator skills in Europe, defining a professional profile of the multimedia facilitator, and building a training curriculum consisting of 15 training modules, of which one module is dedicated to assisting migrants in their use of IT and setting curriculum tests at European level. All of its activities adhere to strict quality assurance measures and European EQF frameworks.

The next stage of the project is experimentation with pilot training modules. The Italian partner ARCI, an NGO whose main activity is the social integration of migrants and the protection of their rights, will test the training module 'Accompagner le public migrant dans l'usage des TIC' (Assisting migrants in the use of IT).

## Conclusions

The national seminar helped to identify several factors specific to the French context and found that the overall situation of migrants in France in terms of the use of IT and systems implemented to facilitate their integration through IT does not differ markedly from what is found in other member states. The Bridge-IT network has achieved one of its primary objectives in this respect.

The particularities of French policy and the current integration model influence national and local priorities, given that the national legislative framework regulates practices regarding IT use; at the same time, projects similar to those found in France can often be identified in other countries.

Another Bridge-IT contribution is to have aided the identification of European practices that are worth transferring, with the necessary adaptation, to differing national contexts.

The main priorities that emerged during the seminar, which was highly education-focused, concern issues of language learning and training of staff in charge of learning, whether formal or informal. In any further developments, these two priorities need to be addressed.

## Annex

### Annex 1

#### List of participants

##### Speakers

- > Anaïs LE CORVEC, Coordinator of the working group Bridge-IT (University of Barcelona)
- > Ana Maria OTEANU, International Organization for Migration (Romania)
- > Claude BEAUDOIN, Special Adviser to DAREIC, Paris, coordinator of Bridge-IT France
- > Sylvie KORB, Academic Assistant Commissioner, Director of GIP-FCIP from PARIS
- > Dana DIMINESCU, Professor at Telecom Paris Tech, Scientific Director of the IT programme Migrations Fondation Maison des Sciences de l'Homme.
- > Sylvie GANGLOFF, Fondation Maison des Sciences de l'Homme
- > Marie-Claire DUPUIS, Société Générale
- > Chantal DELTENRE DE BRUYCKER, Director of the association Ethnologues en herbe
- > Nathalie AUGER: professor at University of Montpellier III, ITIC-Department of Language Science, author of Comparons nos langues
- > Jean-François SIMONNET, Internet development manager at Professional Training Information Center
- > Virginia MAURICE-LAKOMOBO, Coordinator of the digital platform La Goutte d'Ordinateur
- > Natasha MOQUET, European project manager at the Ligue de l'Enseignement
- > Pierre-L CARROLAGGI, Research innovation consultancy to GRETA du Velay
- > Youmna TOHME and Nathalie HIRSCHSPRUNG, Program managers, Department of French language, Centre international d'études pédagogiques (CIEP)
- > Anne GRUNEBERG, Teacher in reception class for newly arrived pupils
- > Gao YUN, Director of a Chinese association
- > Reza JAFARI, Student

##### Stakeholder participants

- > Claire EXTRAMANIA: Délégation générale à la langue française et aux langues de France (DGLFLF), Ministère de la Culture (General Delegation for French language and languages of France)

- > Francis DELARUE: Centre National de Documentation Pédagogique (CNDP) (portail [Ville Ecole Intégration](#)) (The National Center for Educational Documentation; City School Integration Portal)
- > Le Centre International d'Etudes Pédagogiques ([CIEP](#)) (International Center of Pedagogical Studies)
- > Hedi KOUATI: Direction Régionale du Travail, de l'Emploi et de la Formation Professionnelle ([DRTEFP](#)) (Regional Board for Labor, Employment and Vocational Training)
- > La Direction Générale de l'Enseignement scolaire ([DGESCO](#)) (General Directorate of School Teaching)
- > Le [GIP-FCIP de Paris](#)
- > La Délégation à la formation professionnelle initiale et continue ([DAFPIC](#)) au Rectorat de Paris (Delegation to initial and continuing vocational training, Academy of Paris)
- > [La mission Innovation au Rectorat de Paris](#) (Innovation Group at the Academy of Paris)
- > [La Maison de l'Europe de Paris](#)
- > [La Ligue de l'enseignement](#) (League of Education)

#### **Stakeholders contacted, not present**

- > Jean-Claude RICHEZ, [INJEP](#)
- > Dominique PICHON, Pôle services aux demandeurs d'emploi à [Pôle Emploi](#)
- > Anca-Maria ANGHEL, Project Manager, Direction Relations Clients, [AFPA](#) TRANSITIONS, Ile de France



# NATIONAL SCENARIO: CZECH REPUBLIC

[DE] [ES] [IT] [FR] [CZ] [NL]

by

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Multikulturní centrum Praha o.s.





## Introduction: Setting the scene at national level

### *General IEM trends in the Czech Republic*

To introduce the topic, we show below statistical data on the general IEM trends in the Czech republic, a fairly new receptor of migrants in Europe.

Selected countries of origin	Total	Permanent stay males	Permanent stay females	Other types of stay males	Other types of stay females
Total	425,301	100,370	89,592	144,440	90,899
Bulgaria	6 927	1 924	1 196	2 454	1 353
China	5 473	1 826	1 516	1 150	981
Germany	13 871	2 929	1 506	7 986	1 450
Mongolia	5 576	783	1 368	1 494	1 931
Poland	18 242	3 301	7 658	5 270	2 013
Russia	31 941	6 164	7 458	8 530	9 789
Slovakia	71 780	14 038	15 035	24 694	18 013
Ukraine	124 339	23 414	23 426	47 518	29 981
Vietnam	60 301	20 582	16 052	14 828	8 839

**Table 29: Countries of origin of foreigners in Czech Republic (31 Dec 2010)**

2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
164,987	167,652	161,711	168,031	173,203	218,982	250,797	309,027	361,709	318,462

**Table 30: Total number of employed foreigners: 2000 – 2009**

In 2008/09, the number of foreign students in the Czech Republic totaled 55,908.

Minority groups are defined as groups of Czech citizens who claim a different origin (usually ethnic), have historical ties to the Czech Republic, want to be considered as an ethnic minority, and wish to maintain their language and cultural tradition.

The main minority groups are: Bulgarian (4,363), Croatian (1,585), Hungarian (14,672), German (39,106), Polish (52,095), Roma (11,746 – under-recorded since many Roma declare themselves Czech or Slovak), Ruthenian (1,109), Russian (12,369), Greek (3,219), Slovak (193,190), Serbian (1,801), and Ukrainian (22,112).

Two models emerge:

- 1) The attraction to the country of highly qualified foreign workers, mainly due to the presence of multinational companies
- 2) The presence of historical minorities

### ***National policy framework on IEM***

Government ministries (interior, external affairs, labor and social affairs, public health, education) are in charge of immigration policies. The main state regulatory tool is the Act on Residence of Foreign Nationals (last amendment 1 Jan 2011), which defines the conditions for foreign nationals – short stay, long stay, permanent stay, access to citizenship.

Examples of past programs and strategies include the attraction of high-skilled migrants (blue cards) and voluntary return. Regions and cities provide the infrastructure needed to assist foreign nationals according to their needs and interests (e.g. high and low-skilled migrants in the South Moravian region, Brno).

### ***Research on ICTs and IEM<sup>69</sup>***

In the Czech Republic there is a relative lack of research linking ICT and IEM. This is partly due to the fact that migration became significant only after the country was admitted in 2004 into the European Union. Since the agenda concerning ethnic minorities (in particular the Roma) is often structurally different to that relating to migrants, it is hardly possible to merge ICT projects focused on these target groups. Generally speaking, more attention has been given to the Roma. ICTs have been mentioned in relation to the Decade of Roma Inclusion, currently chaired by the Czech Republic.

Most of the research is funded by the EU. Some segments of the migrant population (e.g. Vietnamese) were monitored by commercial, marketing-oriented research (e.g. information provided by Pavel Niedl a former marketing expert at mobile-phone operator Vodafone). The theme of digital inclusion is also reflected by a competing operator (Telefónica O2) and some smaller private companies financed through EU grants (SIKS, EPMA).

A number of Czech regional authorities have carried out projects related to digital inclusion aimed at migrants and minorities (the Vysočina, Central Bohemian, South Moravian and North Bohemian regions). There are also locally based projects to enhance the social use of ICT, in particular among the Polish minority in Silesia (Młody dziennikarz). The topic of e-government has been explored by one project carried out by a private company, CS-Project.

69 Sources: Telefónica O2 ([http://www.o2.cz/osobni/103998-zpravy\\_o\\_spolecenske\\_odpovednosti/](http://www.o2.cz/osobni/103998-zpravy_o_spolecenske_odpovednosti/)); SIKS ([http://www.siks.cz/produkty\\_sluzby.html](http://www.siks.cz/produkty_sluzby.html)); EPMA (<http://www.epma.cz/cemsdi>); Młody dziennikarz (<http://www.dziennikarz-koszaryzyska.eu/inpage/popis-projektu/>); CS Project (<http://www.cs-project.cz/index.php>).

## ***ICT uptake, use and appropriation by IEM***

There is a lack of data on IEM use of ICTs. In what follows we provide some data on ICT diffusion in general. These figures indicate rapid growth of ICTs in the Czech Republic.

- Households with internet: 2001 6%, 2009 49%
- Households with broadband connection: 2003 1%; 2010 54%
- Enterprises with broadband connection (10 employed persons or more): 2003 20%; 2009 78%
- Broadband penetration: 2000 0%; 2009 17,8%
- Mobile-phone diffusion/mobile-phone subscriptions (per 100 inhabitants): 1998 9; 2000 42%; 2009 136
- Individuals who used Internet in last 3 months to obtain information from public-authority websites: 2002 0%; 2010 15,3%

## ***ICT-driven initiatives and ICT-services for/by IEM***

A number of projects, although they do directly quote 'digital inclusion' or other Bridge-IT related terminology, reflect indirectly such topics, whether partly or entirely. They were invited to participate in the national seminar in the Czech Republic and some did so. They are various stakeholders linked to NGOs, universities, and EU, state, regional and local agencies:

- Survival Kit, Regional Development Agency of South Moravia, [http://survival.rrajm.cz/surkit\\_eng.html](http://survival.rrajm.cz/surkit_eng.html)
- Multicultural Centre Prague, Migrationonline, <http://www.migrationonline.cz>
- EURAXESS.cz, <http://www.euraxess.cz>
- Brno Expats Forum, <http://www.brnoexpats.com/drupal>
- Office for International Studies, Masaryk University, <http://czs.muni.cz/en/in/home>
- Britské Listy, Focus on the Czech Republic, <http://www.czechfocus.cz>
- Museum of Romani Culture, <http://www.rommuz.cz>
- Ministry of Labor and Social Affairs of Czech Republic, <http://www.cizinci.cz>
- Roma Glocal Stories, <http://roma.glocalstories.org>
- Romea, <http://www.romea.cz>
- International Organization for Migration (IOM), based in the Czech Republic, <http://www.en.domavcr.cz>
- META o.s., Inclusive school, <http://www.inkluzivniskola.cz>

## ***ICT projects for IEM are carried out by all above mentioned organizations.***

Although these initiatives do not have common goals, the Czech state has expressed a general will to support the immigration of high-skilled migrants, which is partly based on market needs.

## **Diagnosis of the national situation**

The following priorities emerged from the workshop:

- Help develop anti-discrimination policies in which the role of ICT's would be to facilitate the spread of cultural diversity through the net and other media
- Develop ICTs that can lead toward social integration
- Introduce and perfect ways to take advantage of ICTs to benefit ethnic minorities and migrants in their daily life, through education, for their participation and integration in the labor market, and their involvement in civil society
- Develop inclusive practices at the policymaking/institution level
- Promote continuous debate and exchange about good practices in the relevant fields between institutions across Europe

## **Recommendations for the future deployment of ICT solutions and possible scenarios for co-deployment at regional/national level**

### ***Media***

- > Migrants should be more involved in the media (Czech television is to hire Vietnamese staff and already has Roma journalists).
- > Base the content not just on one person, but on a network of people (for example on Facebook)
- > Initiatives need to be sustainable. There is a problem of continuity and updating legal information. Websites need constant funding. lots of roll over in the public administration, so solution is to have a folder on all what has been done. There is a lot of roll-over in the public administration. One solution is to build up database of information and know-how based of previous initiatives.
- > More material based on life stories should be used, since this seems to interest the targeted public more – for example, Migrationonline.cz: section blog; comparison of life stories – for instance, the parallel projects of the Multicultural Centre Prague (Labyrinths of Cultures) and the People in Need Foundation (Let's Make Diverse Media) – Bosnian in Venice vs. Bosnian in Olomouc, etc).

## **Education**

- > Develop inclusive schools
- > Develop online courses that use IT

When setting up programs, it is essential to have regard to the needs of the targeted group; to consider what information they need, where, and what information to share (from forum to Facebook).

## **Labor**

- > There should be more cooperation with IT companies – in the Czech Republic, such companies bring in foreign specialized workers.
- > The experience of the French project Nos quartiers ont du talent should be adapted for the Roma.

Actions to be taken to facilitate the deployment of ICT solutions in terms of policymakers/institutions and users' needs:

- > A new law is needed to categorize foreigners (qualified vs. non-qualified).
- > Cooperation with employers importing cheap labor is required (especially when dealing with Vietnamese and Ukrainian migrants).
- > Forms to be filled out on the Internet as part of e-inclusion need to be simplified (currently they are too complicated even for the native population – for example, social insurance forms).
- > Snowball techniques (using multipliers to spread the message within communities) need to be applied.
- > It is necessary to find out what organizations exist already in order to avoid duplication and spending money on the same activities; to ensure better coordination, and establish working groups dealing with various aspects.
- > Seminars for foreigners should be provided (using online registration to avoid 'mafia' selling of right to participation, etc). The website should include information of interest to the foreign community, based on questionnaires, phone conversations with migrants, and online consultation.

The target users vary widely from one place to another, as do digital literacy levels among education specialists, labor-market actors, and media participants.

Level	Activity	Stakeholders
All levels	Enhancing ICT literacy among IEM, developing of inclusive schools and online courses	Ministry of Education, NGOs, associations
National	Bigger involvement of migrants in media, more material based on life stories	Czech broadcasting companies. Czech government, NGOs, associations
Local, regional	More collaboration of the different stakeholders with IT companies and agencies importing the cheap labour based in the town and its region	Brno Expats Centre, Brno Expats Forum, South Moravian Regional Centre for Integration of Foreigners
Local, regional	Online registration for the seminars. The websites should include information of interest to the foreign community, based on questionnaires, phone conversations with migrants.	South Moravian Regional Centre for Integration of Foreigners
All levels	Mapping of the initiatives in order to avoid duplication	Bridge-IT

**Table 31: Activities in the Czech Republic – levels and Bridge-IT contribution**

## Annexes

### Annex 1

#### *List of participants at the national seminar*

- > Ondřej Daniel (Multicultural Centre Prague and South Moravian Centre for International Mobility)
- > Lucie Trlifajová (Multicultural Centre Prague, Migrationonline)
- > Tereza Blahoutová (Multicultural Centre Prague, Migrationonline)
- > Dagmar Siegllová (Multicultural Centre, Prague)
- > Andrea Plačková (Ministry of Labor and Social Affairs of Czech Republic)
- > Eva Janů (South Moravian Centre for International Mobility)
- > Martina Jetmarová (Masaryk University)
- > Andrew Colby (Brno Expats Forum)
- > Viktoria Bodnárová (coordinator of EURAXESS Czech Republic)
- > Kristýna Titěrová (META o.s.)
- > Marta Vodičková (South Moravian Regional Centre for Integration of Foreigners)
- > Cristian Popescu (SOZE)
- > Jan Mochťák (Olomouc Region Centre for Integration of Foreigners)
- > Iva Walterová (EPMA – Agentura pro evropské projekty & management)
- > Ana Maria Oteanu (IOM Romania)
- > Miruna Ruxandra Rolea (National School for Political Studies and Public Administration, Bucharest)
- > Lucie Křížová (Museum of Romani Culture)
- > Davide Caleda (University of Florence)
- > Anais Le Corvec (University of Barcelona)

## **Annex 2**

### **List of stakeholders reached by communication of national recommendations**

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- > Marina Melkonjan, marina.melkonjan@opu.cz, Organization for the Aid of Refugees (Brno), <http://www.opu.cz/index.php?lang=en>, NGO
- > Fabiano Golgo, fabianogolgo@gmail.com, Britské Listy, Focus on the Czech Republic, <http://www.czechfocus.cz>, NGO
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# NATIONAL REPORT: THE NETHERLANDS

[DE] [ES] [IT] [FR] [CZ] [NL]

by

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**Els Sneep**

**ITpreneurs**



# Social media empowering migrant communities<sup>70</sup>

## *Introduction*

June 18th. 2010 Kennisland and Digital Pioneers organized a round table session on social media and migration. Migrant media projects are one of the interesting clusters of projects supported by the Digital Pioneers Fund in the past few years. We decided that it was time to think about the state of migrant media as it is now and reflect on the challenges for the future. We hooked up with the European Bridge IT network and Digital Pioneer Maroc NL, a forum and chat community for Moroccans in the Netherlands and Belgium.

We had representatives of Turkish, Moroccan, Islam and Chinese platforms, pioneers, researchers and policy makers over to join our discussion and this is the first part of our report on our heated discussion. It reflects on the question how social media initiatives have empowered and facilitated migrant communities. Social media initiatives focusing on issues of migration and integration seem to work on three main goals:

- 1) Connecting diaspora and specific ethnic groups,
- 2) Generating dialogue and discussion and
- 3) Learn, inform and share knowledge.

Some initiatives work on one goal specifically, and some on more than one at the same time. The overarching goal is to empower particular migrants or, in some cases, work on diversity in society.

### **1) Connecting diaspora and ethnic groups**

Networking and communicating through the Internet increases the possibilities of migrant-groups enormously. It is hard to realize that up until recently migrants had to pay enormous phone costs to keep in contact with their family and friends. Important documents had to travel for days, or even weeks... However, looking at the initiatives represented at our round table, connecting certain ethnic communities within a particular country seems an important common need in this group as well. Through online platforms people of similar ethnic descent meet each other and share experiences. Altogether, migrants or people with migrant backgrounds can benefit enormously from possibilities social media offer. A main possibility is to connect through specific ethnic oriented platforms like Maroc.nl (between 12.000 and 15.0000 unique visitors a day) or Turkishplace.nl (70.000 members), Ansaar.nl (Muslims) or Crtv.nl (Chinese) do. They approach their particular target group and create a convenient online atmosphere where relevant issues can be discussed, people can have a chat, information can be shared and others who have an interest in the specific group can approach them. Users find other users with similar questions, needs and interests.

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70 Amsterdam, November 2010

The online initiatives can facilitate this community in different ways. Maroc.nl, for example, created 'Ask Lina', a tool that provides young people of Moroccan descent with the possibility to ask sensitive questions. On Turkishplace young people can start an account and communicate with each other in a Facebook kind of way. But the site is also used to connect students with companies that are specifically interested in this group. Ansaar.nl is a safe online environment where Muslims can find each other, to talk about Islam, other social issues, or just have a general chat with likeminded people. Crtv.nl is an online space, related to tv and radio, for Chinese people in the Netherlands. They are currently experimenting with a blog where Dutch lifestyle and issues concerning living in the Netherlands are discussed.

Another sympathetic initiative is Hier-sta-ik.nl (here I stand) for young refugees in refugee centers in the Netherlands where they can present themselves and their talents to each other and the rest of the world. For this vulnerable group with a lack of means to communicate with the rest of the world and with a limited amount of freedom, this online medium provides them with the possibility to be connected and overcome their isolation.

Next to these national-oriented initiatives there are efforts to create international networks such as connecting Afghan students from Leiden University with the university in Kabul or to realize information network for refugees from Sierra Leone, Afghanistan and Angola.

Altogether, by online networking isolation of people may decrease. Communities are no longer dependent of (powerful) state created or religious institutions to meet each other. Neither are they bounded to specific geographical sites. They are able to meet and organise themselves, locally or globally, through social media.

## **2) Generating dialogue and discussion**

Migration comes with particular social, cultural and political issues. Issues like racism, cultural taboos and conflicts, identity and political representation need space to be discussed. Especially young people have to cope with many questions regarding their migrant background. By finding each other on Internet sensitive issues can be discussed and together they might come to solutions or at least a sense of empowerment. Moreover, there are online initiatives that not necessarily connect people of migrant descent but connect people in general about migration issues. Maroc.nl initiates discussion on Islam and sexuality. They film live discussions on the topic and spread stories on their forum. Their platform is a perfect tool to break taboos, since their reach is big and the target group trusts the medium probably more than, for example, schools or government campaigns. Similarly, Ansaar.nl tries to fight radicalism within the own community by informing Muslims about Islamic identity and create room for constructive discussion.

Another interesting project was Splitscreen, this online initiative tried to facilitate discussion about the Israeli-Palestinian conflict with Dutch youngsters. They intended to improve the (online-) discussion by mapping the arguments. As such arguments and lines of thought were visualized and people were confronted with the logic of their reasoning. Although the project eventually did not proceed, it showed nonetheless how highly sensitive issues might be approached with online tools. Along the line of initiating and facilitating discussion on controversial issues Allincluded.nl puts the problem of illegality on the agenda. They inform the public about issues of illegal migration, and the inhuman consequences. They cooperate with people from African countries such as Mauretania, Senegal and Mali. As forum for communication they use the alternative news forum Indymedia. Since Indymedia is an independent online medium they are able to approach such sensitive and political topics with another perspective than regular

media would. The legal status quo is not necessarily the frame of reference. This results in the fact that the discussion is more open and accessible for people who would otherwise not be heard, such as illegal migrants themselves. The initiatives described above illustrate that online space creates possibilities it comes to discussing all kinds of social issues related to migration. The online space creates a more open and safe atmosphere to talk about sensitive issues.

### **3) Learning, informing and sharing knowledge**

A third goal of social media initiatives related to migration is to school or inform people. Since people of migrant communities have specific need when it comes to information and knowledge. The Dutch-Chinese website mentioned above, [crtv.nl](http://crtv.nl), explicitly informs Dutch-Chinese citizens of Amsterdam as well as Chinese visitors or students in Holland about all kind of issues concerning living in the Netherlands, even legal issues. CRTV broadcasts language lessons and translates Amsterdam news in Chinese and the other way around.

However, next to just inform people, innovative online tools are actively used as learning environments for processes of integration and language training. An excellent example is the Alane newsreader that shows how social and technological innovation can be combined. Alane is a tool that uses up to date news articles and transforms them in a customized language assignment. Customized in the sense that the program is responsive to the level of the student. Alane is available in public libraries across Amsterdam. An initiative along the same line has been the virtual integration game, used by municipalities, that informs migrants about participating in the Netherlands.

In addition, the initiative De Computerwijk has a particular methodology to train people from migrant communities with the specific goal to decrease the amount of 1.6 million digital illiterates in the Netherlands. An important element of the approach is that they visit people in their own environment such as community centres, Mosques etc. This approach has proved to be very successful and is spreading across the Netherlands.

Coping with health issues such as HIV/AIDS is extra difficult for people who have language difficulties, are restricted by cultural taboos or do not know their way to health institutions. The Lifeboat project produced a series of documentaries about people coping with the disease, which might inform and inspire people in the same situation. Currently they work on an online library to make the films available for anyone interested.

All in all, online initiatives for learning, informing and sharing knowledge prove to be an interesting option for specifically issues regarding migration. Information is free available at any time and place, and it is easy to get informed anonymously. Moreover, migrants can benefit from the added value of online didactic learning tools when it comes to language or integration training.

## ***II Challenges for migrant media pioneers***

We see that pioneers have initiated all kinds of interesting social media initiatives related to themes of migration. However, now the pioneering has been done, the question is how to proceed. What are the challenges for these initiatives in the near future?

## 1) Financial sustainability

One of the main challenges that we also identified in the field of open governance, is the challenge of sustainability. After setting up a website and community successfully, how to stay alive? Since a lot of initiatives basically do not have a commercial strategy and are often financed by subsidies, long term finances is a problem, especially in the current economical situation. The main challenge here is to find ways to create value and cut costs. This challenge might be met by innovative business- models. With regard to possible business models, the main capital of these initiatives has shown to be the community they represent and the information they possess. There are opportunities to convert this into financial income and sustainability of the online activities. One might think of companies or institutions that want to reach the specific groups connected to the particular initiative; commercial organisations as well as public institutions or mainstream media.

Organisations like maroc.nl are often approached to provide 'Moroccan' talking heads. Maroc.nl worked together with a Dutch public broadcaster who regularly asks a panel of Dutch citizens for their opinions on different news related topics. Because they lack Moroccan panelists they worked together with Maroc.nl. This could become a more professional service in the future. Also other constructions of initiatives converting their network into economic capital were discussed. The Chinese online Radio crtv.nl for example shows how the information they possess is a commodity as well.

They resell their programs, which they broadcast in the Netherlands anyway, to radio stations in Shanghai who are keen in knowing how living in Amsterdam is like.

So, looking for new business models for the near future, the overall question is how to make value from their peer group by commoditize people as well as information.

## 2) Cooperation

An often-heard point of improvement and challenge is cooperation between likeminded initiatives. Besides the chance to cut costs, working together might empower the movement of migration related social media initiatives enormously. During our round table session representatives of all initiatives thought that meeting each other and sharing experiences was very valuable and not very common. Finding win-win situations and try to combine forces might lead to more valuable networks, political relevance, connection with business and more organisational efficiency.

When it comes to sharing information as a service, cooperation might lead to even more valuable information. When it comes to news and media an alternative media network of migrant initiatives for example might contest regular mainstream media. Other information may be shared as well, nationally and internationally. The initiative all included for example uses indymedia.org as mediaplatform. Miramedia.nl tries to connect social media initiatives on neighbourhood level.

Furthermore, together one can hold a stronger position towards the government and other established institutions as well. Most initiatives feel that they represent a new bottom-up group of people and feel hardly represented in the established order, even when it comes to the existing migrant institutions, in the Netherlands referred to as LOM (Landelijk overleg migranten). Not only the relationship with the government could benefit from collective efforts. Better contact



with business can be interesting as well. Offering particular services together and being more visible for commercial enterprises are related possibilities.

Cooperation and sharing information and knowledge might also result in more efficient organisations. Confronted with similar organizational issues the initiatives might learn from each other and might even come up with new ideas.

### **3) Staying connected**

With these opportunities in mind the second issue with regard to sustainability becomes even more urgent. How to keep people connected? How to serve your peer group? In some situations it proves to be difficult to keep people connected. On the other hand, most of these initiatives have a strong unique selling point. They identify with an existing group. And as long as they can be 'authentic' in this identification, they have a loyal audience. Maroc.nl kept in touch with their rank and file by offering a free SMS service during Ramadan. A pitfall is to have a too strict or conservative idea about your users. If you are focused too much on your standard focus group, you might miss a lot of opportunities. You have to be flexible with regard to the composition of the target group. All in all, whatever the precise composition, keeping strong ties with your audience and community is an important challenge for the future. Understanding the users and engage them are the means to achieve this.

### **4) Sensitive issues**

A specific challenge for this cluster of social media initiatives is the political sensitivity of migration related issues. Heavy issues such as radicalism are discussed online. Several initiatives try to facilitate open constructive discussion. However, some of the initiators feel that there is a general distrust in society with regard to these issues and others misuse their openness, such as mainstream media. The particular role of the communities as mediator between specific sub-groups and wider society confronts the initiators with dilemmas of openness and safety for their users.

## ***III Recommendations for migration and social media***

In our search for the state of social media we presented initiatives working on the theme of migration and identified their challenges (see previous blogposts). During the round table conversation several ideas for possible solutions came up we would like to share with you:

- > Create valuable networks of initiatives and people active on the theme of migration.
- > Use existing network tools such as LinkedIn or an intermediary website.
- > Look for possibilities for cooperation, business models, exchanging content, promotion etc.
- > Circumvent the regular media by creating news networks based on migrant Diaspora.
- > Connect different ethnic groups to achieve this
- > Take a pro-active stance vis a vis politics and the government.

- > Circumvent top down established interest organisations
- > Take a a pro-active stance vis a vis the mainstream media institutions.
- > Try to cooperate and be a relevant partner.
- > Look for business opportunities in this context
- > Approach corporate advertisers for the space on your website
- > Use crowdsourcing strategies
- > Use recognisable talking heads to get donations for particular initiatives
- > Build trust around social media in migrant communities
- > Involve the cultural peer group

#### ***IV State of Social Media Manifesto***

On October 28th. Digital Pioneers organised a second round table on social media and migration and integration in collaboration with Bridge-IT during the State of Social Media Summit conference on social innovation and the internet (<http://www.stateofsocialmedia.org>), which was hosted by Anais le Corvec and built upon the discussion earlier in June. The most important topics that were discussed at the round table were the following:

- > The round table discussed the question of how to assess the basic needs of migrants. For example migrant students have particular needs, other than first generation Moroccan migrants. It was discussed that the focus should be on talents and the interest of migrants when assessing the basic needs.
- > The need for exchanging knowledge and experience and best practices, especially through social media.
- > During the State of Social Media Summit all participants created a manifesto for the future, reflecting the action points needed for catalysing social innovation on the web for the coming years. We presented seven action points to Marietje Schaake (D66), member of the European Parliament. The action point presented by the migration and integration round table was the following. For the near future there should be more focus on a bottom-up approach and active collaboration between new and existing organisations working with migration and integration.

# Minutes of Bridge-IT debates at Kennispodium

## ***1. Plenary introduction: Setting up the scene***

Anais le Corvec is interviewed about the main subjects of Bridge IT, the importance of the dissemination of the Best Practices and the networks in the EU.

She introduces also the stand of bridge IT and the round table discussions.

Anais le Corvec and Aldith Hunkar

Plenary discussion

## ***2. Opportunities and challenges faced by Maroc.nl***

During all the breaks: coffee, lunch, tea, several organisations could present a Best Practice. From the Bridge-It network Zouhair Himdi presented about the success, the range and threat of Maroc.nl.

## ***3. Group Discussion Education***

### **Introduction**

In the Netherlands within education there are lots of initiatives for all sorts of learning for (ethnic) minorities. The government stimulates working with ICT as an instrument to help students to learn more effective and modern. Not for all groups it's so easy to be educated.

### **Special groups**

Groups that are hardly reached to be educated are immigrants. New immigrants (that arrived in the Netherlands after Jan 1st, 2007) are obliged to follow a course. In the course they learn the Dutch language in the content of the Dutch society. Besides the new immigrants, there are immigrants that arrived before Jan 1st, 2007. They also are willing to be a good member of Dutch Society, including learning the language. The government paid all courses.

### **Political and Financial situation**

In the Netherlands the political situation has hardened during the last 10 years. Immigrants in lower social situations (poverty, unemployment, etc.) are causing problems in their neighbourhoods. Not speaking the language causes trouble in communication with neighbours, but also with agencies (doctor, government, school etc.) Not having contacts, having other cultural habits is nowadays felt as a problem.

At this moment (end of 2010) the new government of the Netherlands is proposing a zero-tolerance policy, meaning: if there's any problem people can be sent back to their original country. For education it means: for courses and education the immigrants are fully responsible, they have to pay it by their own.

Educational programs for immigrants have to be: efficient, effective, attractive and payable. That means that ICT has to be an important part of such programs.

### **Educational programs for immigrants**

A successful program has several aspects. The subjects of the course have to be relevant for the student. Relevant means that the subjects in the curriculum are chosen out of the situation of the student (for instance: subjects of working situations for employees)

Second: the student needs possibilities to study individually. That means that a substantial part is e-learning.

Third: the program needs practical assignments to help the student applying the language and knowledge learned in e-learning and classroom.

Fourth: being together in a classroom situation is important for exercising. It's also very important for motivating each other and having possibilities for asking questions and giving & receiving feedback.

### **Good practices**

> The educational programs for immigrants from ITpreneurs (<http://www.itpreneurs.nl> and <http://inburgering.itpreneurs.nl>): Nederlands aan het Werk (<http://www.nahw.nl>), Thuis in Nederlands (<http://www.thuisinnederlands.nl>), Nederlands onder Anderen (<http://www.nederlandsonderanderen.nl>), Ondernemend Nederlands (<http://www.ondernemendnederlands.nl>), Klaar voor de Start (<http://www.klaarvoordestart.org>)

> 2BDutch

> MORE-network

> Samen online (digital illiterate older people are instructed by young people)

> Aanvalsplan Laaggeletterdheid (attack to illiteracy), stimulated by the Dutch Government

## **4. Group Discussion Civil Society**

### **Introduction**

The Netherlands are home to many small-scale online bottom-up initiatives focusing on issues of migration and integration. These civil society media projects, started by migrant communities, seem to work on three main goals. Connecting diaspora and specific ethnic groups, generating dialogue and discussion and learn, inform and share knowledge. The overarching goal is to empower particular migrants or, in some cases, work on diversity in society. Maroc.nl for

example started a forum- and chat community for Moroccan youngsters. The challenges that lie ahead and need to be addressed for further development in the future are as follows:

### **Financial sustainability**

Since a lot of initiatives basically do not have a commercial strategy and are often financed by subsidies, long term finances is a problem, especially in the current economical situation. The main challenge here is to find ways to create value and cut costs. This challenge might be met by innovative business-models.

### **Cooperation**

More cooperation between likeminded initiatives is needed. Besides the chance to cut costs, working together might empower the movement of migration related social media initiatives enormously. Meeting each other and sharing experiences is valuable but not very common. Finding win-win situations and try to combine forces might lead to more valuable networks, political relevance and connection with business and more organizational efficiency.

### **Staying connected**

In some situations it proves to be difficult to keep people connected in the community. Keeping strong ties with your audience and community is considered important and a challenge for the future. Understanding the users and engage them are the means to achieve this.

### **Coping with sensitive issues**

Political sensitivity of migration related issues, heavy issues such as radicalism are discussed online. Several civil society media initiatives try to facilitate open constructive discussion. However, some of the initiators feel that there is a general distrust in Dutch society with regard to these issues and others misuse their openness, such as mainstream media.

### **Good practices**

- > Maroc.nl
- > Couscous Global
- > Marokko.nl
- > CRTV.nl
- > Ansaar.nl
- > Turkisplace
- > Hier sta ik
- > All included

- > Splitscreen
- > De computerwijk
- > Lifeboat
- > Alane Newsreader
- > Marokkanenbrug
- > Reumadorp: a virtual community
- > Narrowcasting in the neighbourhood

## ***5. Group Discussion Labour***

### **Introduction**

After the financial crisis there came an economic austerity. Accompanying unemployed people to work has to be less intensive, faster, and cheaper. That means that coaching to a job has to be different. In 2011 the budget will be 30 % less than in 2010.

### **Special groups**

For high educated Dutch, healthy people it's not so easy to find a job when they are unemployed. For low educated, less healthy, immigrants that often also have more problems, such as financial, psychological, it's almost impracticable.

There are different groups of people: they have sheltered work. Reasons are: they are mentally or physically disabled, illiterates and layer developed.

### **Coaching in 2011**

Coaching has to be good and efficient. That means that there has to be face to face coaching. Also ICT is important. ICT gives possibilities to increase knowledge, skills, language level, and so on.

### **Good practices**

- > ZET (<http://www.ikbenaanzet.nl>): a program for unemployed people to accompany them to employment.
- > Aan het werk (<http://www.aanhetwerk.org>) A program for low literates to help them to improve their skills
- > Mediawerkplaats: young people are making video films about integration. In this way they are becoming employed.
- > Afterschool education through social media: so the parents can do there jobs

## **6. Applicability**

All the good Practices named before are examples of working projects and programs. They are financed by educational organisations or by the government.

### **Threats**

Some initiatives are dependent of grants from the government. When the government changes rules and laws, the grant will be stopped.

### **Opportunities**

During the conference and during the round table discussions the participants got a lot of tips for running an organisation without being dependent of grants. For example:

- > Don't do it for free! When you offer your target group a program or activities or whatever, ask always for a contribution. That makes it more precious.
- > When you're not dependent of money from other you are stronger, are more flexible, are more independent and more entrepreneurial.
- > Involve your employees by brainstorming about being commercial.
- > Negotiate with partners.

## **7. Group discussion Report on the Work done by the groups**

### **Recommendations**

- > Focus on talent development for migrants
- > 'Jongerenjaar' produced several good initiatives: Rotterdamse Nieuwe
- > Share knowledge!
- > Stimulate independent tutorial
- > Use all your networks
- > Negotiate with partners
- > Go to successful organizations. Ask for their support and good practices
- > See also the suggestions at 'opportunities'
- > Involve the migrants in their own integration process. Let them be aware of their needs and stimulate them to be active. Examples are found in the methodology of the programs of ITpreneurs.
- > Stimulate self-organizations: see also suggestions at 'opportunities'

## **8. Participants**

**Participants of the seminar: 140**

**Consisting of:**

- > Project leaders
- > Instructors
- > Developers
- > CEO's
- > Policy employees
- > Consultants
- > Sport professionals
- > Senior consultants
- > Account managers
- > Trainings manager
- > Education managers
- > Manager labour market
- > Program managers
- > Sales Manager
- > Founders
- > Account manager Marketing en Sales
- > CEO product-en market development
- > Marketing en Sales employees
- > Owners
- > Graphic Designers
- > Coaches
- > General Manager
- > Councillors
- > Career, management & business coach
- > Programme Assistant
- > Work Consultants
- > Board chairman
- > Director Connect en Develop
- > Business Development Manager
- > Managing Partner
- > Coordinator Innovation
- > Regional Manager
- > Finance Manager
- > Company Physician
- > Accountant
- > Manager E-Health
- > Associate
- > Technical Director
- > Intern marketing
- > Apple Education Mentor
- > Board consultants
- > Job coaches
- > Director legal businesses



### **Participants list of the round table discussions:**

- > Neeltje van Oosterhout (manager ROC west-Brabant)
- > Wytse Miedema (Project Manager Gemeente Almere DMO)
- > Chris Noordam (CEO Work for Fun)
- > Becha Broeders (consultant Stichting de Meeuw)
- > Alex Ditvoorst (partner at 2BDutch)
- > Annemarie Groot (consultant Cinop)
- > Nannette Willems (Project Manager St. Welzijn Nieuwegein)
- > Inge Muis (Managing director Business Development BoumanGGZ)
- > Mirjam van den Biggelaar (Consultant Bureau ICE)
- > Richard Derks (innovation consultant, Managing partner at van de Geijn Partners)
- > Niels Hermens (researcher Verwey Jonker Instituut)
- > Judith Hummels (Project and business development manager Salude)
- > Jurgen Hoyng (consultant Nederlands Instituut voor Sport en Beweging)
- > Marjoke Hartog (consultant Movisie)
- > Nikki Timmermans (Kennisland)
- > Zouhair Himdi (Maroc.nl)
- > Els Sneep (ITpreneurs)
- > Anais le Corvec (Bridge-IT, universiteit van Barcelona)



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[www.bridge-it-net.eu](http://www.bridge-it-net.eu)



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## Deliverable 3.2 National Scenarios