

Migrants, ethnic minorities and ICT

Inventory of good practices in Europe
that promote ICT for socio-economic integration
in culturally diverse contexts

Migrants, ethnic minorities and ICT

Inventory of good practices in Europe
that promote ICT for socio-economic integration
in culturally diverse contexts

.....
YEAR OF PUBLICATION. First Version: July 2009

>

BRIDGE IT THEMATIC NETWORK (PROJECT NUMBER 225041)
PROJECT DELIVERABLE 1.2 : INVENTORY AND LESSONS LEARNT STUDIES

>

AUTHOR: Alexandra Haché, Institute for Prospective Technological Studies,
based on contributions from Bridge-IT partners for the identification and
description of Good Practices

>

EDITOR: Anais Le Corvec

>

GRAPHIC DESIGN: Ricardo Barquín Molero <http://www.cosmonauta.org/>

>

LICENSE: Creative Commons 3.0, <http://creativecommons.org/licenses/by-nc-sa/3.0/>

.....

Index

06 Introduction

10 Main findings and analysis

26 Good Practices

28 // EDUCATION //

30 Xenoclipse

32 Ravalgames

34 Associació Joves TEB

35 TRIO - Foreigners project

38 Alane Newsreader

40 La Goutte d'ordinateur

42 CRoNO

44 Migration online

46 IMES

48 Associazione Crossing

50 Nénuphar

52 // LABOUR/ECONOMIC PARTICIPATION //

54 Votre banque ici et là - bas

56 Envoi argent

58 Mongol.cz

60 Nos quartiers ont des talents

62 Surfing to the job

64 INTI Integration exchange: online integration services for third country nationals

66 Ken - KES

68 Online Job centre for foreigners

70 // CIVIL SOCIETY //

72 Prato Migranti

74 Réseau Education - RESF

76 Migrations a Besancon

78 Mixopolis

80 Maroc.NL

82 Couscous Global

84 Surprising Europe

86 Samenet

88 Leva giovani

90 Mondo Digitale

92 Other resources

Introduction



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

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

Pioneer initiatives targeting those issues have already been started throughout Europe over the last few years, but they are usually isolated, still poorly known and do not often involve the stakeholders that might be interested in them and might contribute to their development. The need for a thematic network to stimulate and facilitate “bridging” dynamics between agents and organizations acting and researching on the potential of ICT to improve integration and cultural diversity is at the origins of the Bridge-IT network.

Bridge-IT aims at:

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

>

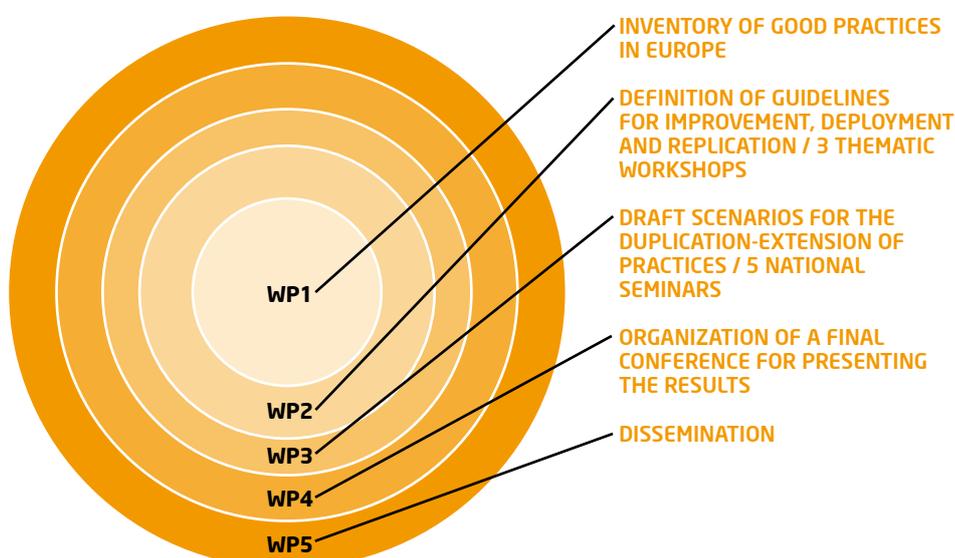
The potential of ICTs for promoting the integration of migrants and cultural diversity in Europe

>

Raising awareness and facilitating networking activities among stakeholders

>

OBJETIVES OF BRIDGE-IT



What is this booklet for?

This booklet presents many initiatives born in different places and for different reasons, embedded in heterogeneous policies, targeting different audiences, but sharing also a common goal: using ICT to improve the socio-economic integration of IEM, to support the operations of intermediaries working with them and to enhance mutual knowledge and social interaction with all members of the host society. All the initiatives tackle challenges actually posed to IEM, and intermediaries working with them, in order to achieve a better education, economic participation, civic engagement and enjoyment of possibilities offered by the information society inside a culturally diverse Europe.

This inventory of practices serves as a basis for providing guidance to those who are interested in being involved in the further development of ICT-based solutions and approaches targeting immigrants' needs. It provides also elements of reflection to all stakeholders dealing with ICT for social inclusion, economic participation and life-long learning. Besides, it presents practices that can become an inspiring reserve of methodologies for those working with and for IEM that might be interested in integrating ICT in their services and daily work processes.

This booklet introduces some methodological recommendations on how those current practices can be improved, deployed at a larger scale and/or be replicated. In that sense, we believe that all the initiatives presented and referenced in this booklet are composite practices that present inventive and creative elements, but which are also subject to weaknesses, bottlenecks and many challenges. A further assessment of these experiences and the preparation of guidelines based on them and similar ones are envisaged in the next steps of the Bridge-IT project. //



**Providing
guidance
and becoming
an inspiring
reserve
of methodologies**





Main findings and analysis



Description of the methodology

This selection of practices has been gathered thanks to the contribution of Bridge-IT partners¹. The Institute for Prospective Technological Studies² (DG Joint Research Centre³) coordinated the development of the methodology and framework to identify and collect Good Practices. The main purpose of this work package was to develop an in-depth analysis of each of the submitted practices in order to identify elements composing a “Good Practice on ICT for IEM” and to list a set of criteria facilitating their replication in other contexts.

Each partner has been requested to propose two practices they found inspiring from their country or elsewhere. The next step they engaged in was to interview the initiatives’ coordinators. Those exchanges provided interesting insights about what was done, why it was being developed, by whom and how it was implemented.

The establishment of those contacts was also meant to facilitate the collection of valuable information not generally described, or easily available, through traditional dissemination channels such as websites or brochures. Besides, it was meant to stimulate networking between practitioners in order to know each other better. Finally, the interviews were also an opportunity to stimulate some self-reflection regarding ones own practices.

In addition, an on-line template was used by partners to submit the information gathered during the interviews. This template did differentiate between target users defined as categories of the population ideally addressed by the practice, and “key users” defined as the end-users that do really incorporate and/or use the service/initiative. This differentiation provided interesting insights regarding the users and developers of those practices.

Note that the analysis is illustrated by extracts of interviews; it has been decided to remove the name of the initiatives behind the quoted extracts in order to ensure the anonymity of the contributors.

1 - See the complete list at <http://www.bridge-it-net.eu/>

2 - <http://ipts.jrc.ec.europa.eu/>

3 - <http://ec.europa.eu/dgs/jrc/index.cfm>

Analysis of Good Practices

A SET OF DIVERSIFIED PRACTICES BECAUSE "ONE SIZE DOES NOT FIT ALL"

Theme	Typology	GP name
Education	Informal learning (mostly for youth, new media focus)	<i>Xenoclipse</i>
Education	Informal learning (mostly for youth, new media focus)	<i>Associació Joves TEB</i>
Education	Informal learning (mostly for youth, new media focus)	<i>Ravalgames</i> - <i>Associació Joves TEB</i>
Education	Adult education	<i>TRIO - Foreigners project</i>
Education	Adult education	<i>Alane Newsreader</i>
Education	PIAP - Access and training for Digital Literacy	<i>La Goutte d'ordinateur</i>
Education	Holistic accompaniment and digital literacy training	<i>CRoNO</i>
Education	Online resources and good practices regarding integration	<i>Migration online</i>
Education	Digital literacy training	<i>IMES</i>
Education	Digital storytelling and intercultural dialogue	<i>Associazione Crossing</i>
Education	Online resources for teachers and students	<i>Nénuphar</i>
Labour / economic participation	Financial inclusion	<i>Votre banque ici et là-bas</i>
Labour / economic participation	Financial inclusion	<i>Envoi argent</i>
Labour / economic participation	Telecommunication services	<i>Mongol.cz</i>
Labour / economic participation	Using ICT to train and search a job	<i>Nos quartiers ont des talents</i>
Labour / economic participation	Using ICT to train and search a job	<i>Surfing to the job</i>

>

**29 initiatives
in Czech Republic,
France, Germany,
Italy, Netherlands,
Spain and
United Kingdom**

>

Labour / economic participation	One stop Shop, Public services oriented towards IEM	<i>INTI Integration exchange - online integration services for third country nationals</i>
Labour / economic participation	Competences assessment	<i>Ken-KES</i>
Labour / economic participation	Using ICT to train and search a job	<i>Online Job centre for foreigners</i>
Civil society	One stop Shop, Public services oriented towards IEM	<i>Prato Migranti</i>
Civil society	Social engagement using ICT	<i>Réseau Education - RESF</i>
Civil society	Digital storytelling and intercultural dialogue	<i>Migrations a Besancon</i>
Civil society	Digital storytelling and intercultural dialogue	<i>Mixopolis</i>
Civil society	Digital storytelling and intercultural dialogue	<i>Maroc.NL</i>
Civil society	Digital storytelling and intercultural dialogue	<i>Couscous Global</i>
Civil society	Digital storytelling and intercultural dialogue	<i>Surprising Europe</i>
Civil society	Digital storytelling and intercultural dialogue	<i>Samenet</i>
Civil society	Social engagement using ICT	<i>Leva giovani</i>
Civil society	Holistic accompaniment and digital literacy training	<i>Mondo Digitale</i>

What is a Good Practice?

This section introduces some key concepts found in a literature review about good practices: How can they be identified, what stands behind, which elements should be taken into account when analysing them? It should be noted that reviews and booklets presenting practices can refer at them as “Best Practices” or “Good Practices” among others. Regarding our methodological framework “Good Practices” has been preferred as a mean of avoiding definitive conclusions and because it captured better the fluid aspects of practices understood as “work in progress”. Practices might be good, less good or even counter-productive depending of the moment and place they are being implemented and analyzed.

A) Evaluating a Good Practice (GP) requires some critical distance based on a correct mix between neutrality and ethics, therefore it is recommended not to be the evaluator and examined at the same time:

“When asked what a GP case is and how GP is constituted most practitioners emphasised its role as a means of (1) learning and (2) communication rather than

a means for gaining reputation, recognition or awards [...] What is perceived as a truly GP case is an honest description of problems encountered, even failures, critical success factors and lessons learnt⁴.”

B) Identifying GP can be a tool contributing to a broader methodological approach. Their identification and analysis are meant to generate an inspirational reserve linking practitioners with policy-makers:

“Best practice can be defined as programmes and projects which by way of research and/or evaluation are demonstrated to be effective, efficient, relevant and sustainable and have produced outstanding results and identified success factors that can be transferred to other settings⁵”.

C) The impact of a GP has to be interpretable and measurable. A GP to be defined as such, has to create an impact that can be evaluated, meaning it has to be felt by the people in charge of its development, and by the people who are targeted by it (target users and key users). Without systematic and regular impacts assessment lessons learned can't be developed, dark spots can't be removed, potentials can't be fully exploited.

D) A GP is determined by its potential to generate social transformation showing evidence regarding the following dimensions:

“Being innovative [...] capacity to develop new and creative solutions to common problems; Making a difference [...] attaining a positive and tangible impact on, for example, migrants' living conditions; Sustainable effect [...] achieving a sustained eradication of problems, such as social exclusion; Potential for replication [...] as it can serve as an inspirational framework for generating policies and initiatives elsewhere.⁶”

To wrap up, it is important to underline that all the initiatives presented and referenced in this booklet are defined as GP because they address real needs and problems experienced by IEM, intermediaries working with them and the host society, but this doesn't mean they all are successful in addressing objectives listed above. They can of course be improved as they try to overcome some of their limitations.

The different roles of ICT

Previous research⁷ identified two main roles attributed to ICT by initiatives addressing IEM:

- Initiatives where ICT plays a **primary role** either by enabling the 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)⁸.
- Initiatives where ICT plays an **instrumental role** as its use make the activities cheaper to carry out (e.g. all communication functions), or add specific value (e.g. anonymity, privacy and distant outreach in critical counselling services) although not constituting its main focus.

>

Not being the examiner and the examined at the same time

>

Monitoring and assessing the impact of GP

>

GP produces social transformation

>

4 - Knowledge sharing in a distributed community of practice: a case study of ePractice.eu, Juliane Jarke, European Journal of ePractice, N°1 November 2007, <http://www.epracticejournal.eu/downloadpdf/1>

5 - “Immigration and asylum committee, 22nd meeting of the national contact points on integration 21 January 2008”

6 - “Best Practices In Immigration Services Planning”, Synnøve Bendixsen and Paul de Guchteneire, UNESCO, Section for International Migration and Multicultural Policies, available at: http://www.unesco.org/most/migration/article_bpimm.htm

7 - “Overview of Digital Support Initiatives for/by Immigrants and Ethnic Minorities in the EU27”, (2008), Authors: S. Kluzer, A. Hache, and C. Codagnone, JRC Scientific and Technical Reports.

8 - *ibid.*

This booklet presents mostly initiatives attributing a primary role to ICT. This is due to the particular context and scope in which operates the Bridge-IT thematic network more focused in researching on the potential role played by ICT driven initiatives than by ICT supported initiatives. Thus it doesn't mean that practices attributing an instrumental role to ICT aren't numerous, efficient and beneficial for the socio-economic integration of IEM.

This primary role played by ICT can take several shapes. Beyond practices enabling the access and training to ICT (*La goutte d'ordinateur, Associació Joves TEB, Mondo Digitale, IMES*), practices focus on developing specific technological services (*KEN, Alane newsreader, Ravalgames*) or adapting traditional financial and ICT services to the specific needs of IEM (*Votre banque ici et là-bas, Envoi d'Argent, Mongol.cz*), we found activities trying to solve more urgent daily needs of IEM, such as:

- Learning a new language (*TRIO- Progetto stranieri*).
- Training and finding a job (*Surfing to the job, Nos quartiers ont des talents, Online Job centre for foreigners*).
- Accessing lodging (*Mondo digitale*).
- Finding information about local culture and available public services through on-line one stop shops for newcomers and IEM in general (*Prato Migranti, INTI Integration exchange: on-line integration services for third country nationals, Migration on-line*).

Another interesting group of practices are those providing a whole set of services (house searching, training, ICT skills, job and house searching, leisure and free time etc) by adopting a holistic approach in order to support the variety of social needs expressed by users particularly at risk of exclusion, like unaccompanied minor migrants (*CRoNO*) or asylum seekers (*Mondo Digitale/ Centro ENEA*). Many initiatives use also ICT to enhance the "voice" of IEM putting at their core the narratives and memories of their participants with regards to immigration flows, experiences and perceptions of the host society and other subjects. Working on these issues often improves the participants' social capital and their possibilities to engage in active citizenship (*Maroc.NL, CousCous global, Mixopolis, Surprising Europe, Samenet, Migrations à Besançon*). Practices using ICT to enhance volunteering and exchange between IEM and host society have been also identified (*Leva Giovani and Réseau Education Sans Frontières*).

Finally, ICT primary role can also address daily needs of the intermediaries working with IEM such as teachers or trade unions: e-Learning platforms and contents to enhance the understanding of intercultural diversity (*Nénuphar, Migration online*).

The importance of the socio-political context

The motivation to develop a practice generally relates to the desire of providing a solution to meet a socio-economic need. Diagnosing those needs requires taking into account the socio-political context. Regarding the analyzed GP we found initiatives that are either "bottom up" or "policy driven".

Bottom up practices try to provide a solution to socio-economic needs stemming from the increase of migratory flows associated with globalization phenomena, which can directly impact, for instance, the creation of new services like "*Envoi d'argent*", "*Votre banque ici et la bas*", "*Online Job centre for foreigners*".

>

Access and training to ICT

>

Developing specific technological services

>

Adapting traditional ICT services

>

Solving daily and urgent needs

>

Holistic accompagnement

>

Production and diffusion of the voices

>

As explained by their coordinators:

"The international community has decided, particularly in the framework of the G8 launched at the Sea Island summit, to formulate a set of general principles designed to assist countries to improve the market for remittance services";

"With the migrant workforce on the rise, and new receiving countries providing enormous opportunities for the foreign workers, the remittance industry plays a decisive role in creating a fair and supportive environment for those who found their jobs away from home. Very often, their families are entirely dependant on the money they remit back to the home countries every month or every week. And these are hundreds of millions of people worldwide that we are talking about";

"The employment of immigrants is one of the long term issues in the Czech Republic. In view of the complications with the issuing of visas and finding a suitable work, many immigrants come to the Czech Republic through official and unofficial intermediaries (or work agencies). This often leads to the exploitation of immigrants, illegal employment, tax evasion and other negative effects [...] With regards to the above mentioned reasons, our initiative could enable immigrants to easily find a job through an online job service".

Policy-driven practices are the ones stemming directly from European, national and/or regional policies related to eInclusion, eGovernment, integration and/or labour policies. To implement these policies, involved actors often find a support (at times a crucial one) in the use of ICT. An example is represented by the introduction in some EU countries of language and other "cultural" requirements on immigrants for admission eligibility, the awarding residency etc. Among the clearest impact of policies we find the emergence of services such as ICT based training, specifically targeting IEM in order to prepare them to the "integration exams"⁹. As explained by a coordinator of this type of initiatives:

"All so called newcomers from 16 to 65 who are allowed to stay in the Netherlands and don't have certain educational certificates, or more than 8 years of schooling are obliged by law to do an "counterinsurgency" [...] A huge part is about learning the Dutch language. Our initiative was designed to help newcomers learn Dutch in the context of current events".

Other practices (TRIO-Progetto Stranieri, INTI, Centro ENEA/Mondo Digitale and Réseau Education Sans Frontières) also exemplify policy-driven GP:

"The project can be seen as the result of social inclusion policies and actions in order to promote ICT uptake at a European, national and regional level. It has developed specific e-learning modules on Italian language for foreigners, with support of integration funds from the Ministry of Interiors".

"This is an experimental project and multi-services centre wanted by the Interiors Ministry and the Rome Municipality [...] and this was also in line with the Italian White Book on Technological Innovation that stated the aim to delete barriers of IT development in order to favour the democratic growth of the population with particular attention to specific groups with particular needs".

"Online platforms were constructed within the framework of the 9 Common Basic



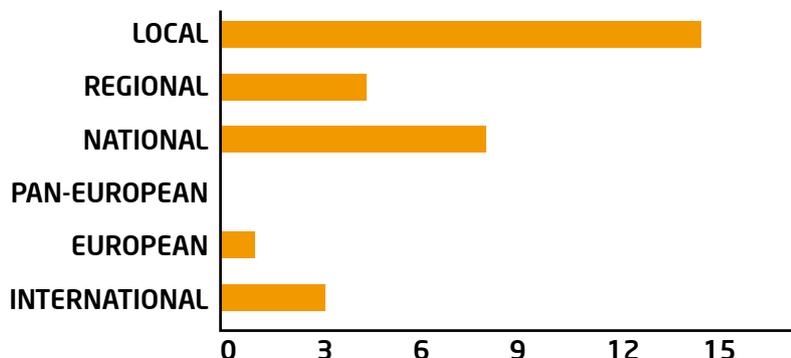
Bottom-up and policy-driven GP



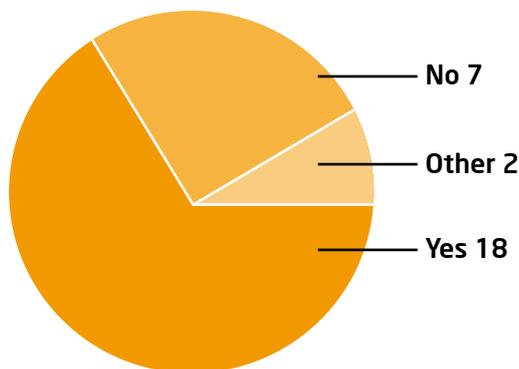
9 - Those "integration exams" are being developed in some EU countries such as UK, France and the Netherlands

Principles (CBPs) adopted by the Justice and Home affairs council in November 2004, and incorporated into the European Commission communication on "A Common Agenda for Integration" in 2005".

Context matters: Local and holistic approach



HOLISTIC APPROACH



It should be remarked that almost two third of the GP have a local or regional scope, which might explain why so many of them declare having a holistic approach to ICT and IEM.

A holistic approach that enhances cultural diversity using ICT takes in account the whole set of needs (social, cultural, economic) affecting immigrants, and other users (such as intermediaries, neighbours, public administrations, third sector organizations), rather than focusing on only one part. This is typically needed in specific territories with many inhabitants with an IEM background. Indeed a precise knowledge about the socio-economic needs and specificities of such a context is an essential prerequisite to develop services and other actions that are really needed by its inhabitants. Holistic approaches are complex and challenging and when trying to measure their potential for replication, extension and/or scaling in other contexts, the understanding of the relation happening between their parts become crucial.

>

Rather than focusing in only one part a holistic approach takes into account the interdependence of the parts interacting together

>

10 - European e-Inclusion Initiative, First Contributions to the Campaign, "e-Inclusion: be part of it!", Lisbon, 3 December 2007, This document was prepared by the "ICT for inclusion" (INFSO-H3) unit of the European Commission, under the co-ordination of Miguel González-Sancho and in collaboration with the "Institute for Prospective Technological Studies" of the Joint Research Center, also of the European Commission. They were supported by a group of experts, who focused in particular on the evaluation of the contributions received to the call and deeper analysis of the 30 contributions elaborated in this document. The experts are: Joe Cullen, Syb Groeneveld, Alexandra Hache, Stefano Kluzer, Hervé Le Guyader, Christine Leitner, Rasmus Shermer.

Source: http://ec.europa.eu/information_society/activities/einclusion/docs/bepartofit/contributions_booklet.pdf

A crucial role played by partnerships

Research on eInclusion initiatives underline the crucial role played by partnerships between Public Administrations and Third Sector Organizations¹⁰. Our sample confirms the important role played by the Public Sector in developing services and/or financing their development. On the other hand, almost all the initiatives are coordinated and implemented by non-profit organizations, with the exception of two initiatives oriented towards financial inclusion and telecommunication services, driven by organizations from the commercial sector (*Mongol.cz, Votre banquet ici et là bas*).

LEADING ORGANIZATIONS OF THE PRACTICES

Public sector (Public Administration)	14	42%
Private sector (Large enterprises)	2	6%
Private sector (SME or independent)	1	3%
Network or consortium	3	9,00%

Various types of involvement of IEM

Key users of the practices are heterogeneous and correspond either to IEM (elderly migrants, women IEM, children, young people with migration backgrounds, young graduates with migration background, youth without school certificate and apprenticeship, unemployed, newcomers, refugees, asylum, humanitarian aid seekers, specific ethnic groups such as Mongolians or Sámi), either to the so-called "intermediaries" that work for/with IEM (teachers, educational professorial, community professionals, workshops leaders, social workers, youth workers, employment and qualification companies, teacher from the vocational and non-school education sector, policy-makers, third sector organizations, NGOs).

Most of our practices declare involving IEM in their development. The need for this involvement is expressed for instance by taking into account users needs inasmuch as their socio-demographic, cultural, educational and economic specificities before the implementation of the initiative. This involvement prevents from wasting financial and human resources in services that might result being useless, or unpopular, due to the lack of understanding of real necessities.

This participation can also be optimized through the whole process by involving IEM in the design and implementation of the initiative reinforcing the links between IEM, host population and acting "intermediaries". Besides, it can enhance the responsiveness, transparency, and the initiative's capacity of adaptation to the evolution of the needs of "key users".

The major bottlenecks faced for the involvement of IEM are related to the difficulty to decide about which are the criteria of representativeness, which degree of involvement and management should be required, and which legitimacy should be attributed to the decisions or recommendations provided by IEM during their involvement.

>

GP addresses either IEM or intermediaries working with them

>

Crucial role of Third Sector Organizations in the implementation of Good Practices

>

We list below some of the modalities of involvement undertaken in the examined practices:

➤ **Interview IEM before developing the practice to identify their needs:**

“Ahead of starting the project, staff from migrants’ organisations and the young migrants themselves were interviewed about their needs and wishes” you must ref. the practice if you make a direct quotation.

➤ **Involve IEM as tester and user feedback:**

“Our software was tested in praxis by migrants and helpful suggestions were made by them. Accordingly, migrant organisations and employees (with and without migration background) of employment and qualification companies gave also helpful inputs”.

➤ **Involve IEM as contributors to the methodologies and content developed:**

“We developed participative workshops with the youth involved in the project applying action research methodologies”.

“Migrants play an important role in the delivery of the training, since they decide themselves on what topic they want to research in the internet”.

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

➤ **Involve IEM as intermediaries/trainers/multipliers for other IEM:**

“The participation of IEM was achieved either through migrants’ organisations [...] or through organisations who have migrant clients and who already are aware, based on their daily interaction with migrants, about the most important information needed”.

“Initially, training has been conceived for multipliers/future trainers in order to promote health information on the internet; now it addresses the migrant women themselves as beginners, and there is even the goal to give some women the competence to train other migrant women later on”.

“The Diasporas associations are the main interlocutors of the authorities: they enable the relay of information to the migrant communities and also, to express their opinion concerning the projects implemented by the authorities, with the aim to accompany the migrants’ efforts”.

➤ **Involving them as coordinators of the initiative:**

“A woman of Turkish-Kurdish background already involved in the design of the project became the person responsible for the project at the organisation level”.

“The web project was organised on request of the target group: after the television show stopped, a lot of young people reacted and said that they wanted the show to continue, online! This was the start of the project”.

➤

**Involvement
of IEM:
evaluators,
contributors,
testers, trainers
and coordinators**

➤

A common challenge: monitoring activities and evaluating through impact assessment

Monitoring is an essential step to ensure the sustainability, quality and adaptation of a practice. Monitoring involves two dimensions: the ability to measure and evaluate how precisely activity/tasks are fulfilling their original aim, and the capacity to communicate this evaluation to the agents concerned. Therefore monitoring wraps up dynamics such as outreach activities oriented towards external actors such as stakeholders, researchers, citizenship (for instance by maintaining a website presenting the practice, contributing to seminars, developing networking activities with actors from scope-near practices) and communication with the users/implementers/partners that are developing and/or benefiting from the service that is being monitored (for instance by using web 2.0 applications, developing internal surveys, developing groups discussion). Monitoring activities has to be completed with regular impact assessments, which are based on an evaluation of the results produced by the monitoring activities. Ideally, those should be carried out by the people in charge of gathering data and monitoring activities, and it should also be developed in collaboration with a professional external to the organization.

The study "Supporting Access to ICT for BME (Black and Minority Ethnic) Groups in Deprived Areas: Approaches to Good Practice"¹¹ differentiates "hard outcomes" and "soft outcomes" when monitoring the impact of a service or initiative targeting IEM. As they point out, "hard outcomes" can be more easily quantified, as they relate to the number of participants and/or users of a specific service/training, the traffic in a website, the achieved rates of success in an eLearning platform, etc. The "soft outcomes" are usually less tangible and they correlate with indicators such as building confidence, raising people's aspirations and providing a valuable mechanism through which people can socialise and network with others. Those "soft outcomes" stimulate the motivation and confidence in using ICT, as much as the capacity to enhance one's autonomy by improving the capacity to learn, search/find a job, access public services, enhance social engagement through the use of ICT.

IS YOUR INITIATIVE UNDERTAKING ANY MONITORING/IMPACT ASSESSMENT?

YES	17	55%
NO	12	39%
MEASURING HARD OUTCOMES	1	3%
MEASURING SOFT OUTCOMES	4	13%
MEASURING HARD AND SOFT OUTCOMES	4	13%
OTHER	1	3%

People may select more than one checkbox, so percentages may add up to more than 100%.

>

Evaluating how GP fulfil their original aims

>

Measuring and interpreting "hard" and "soft" outcomes

>

¹¹ - "Supporting Access to ICT for BME Groups in Deprived Areas: Approaches to Good Practice" by CLES Consulting, MCCR & CEMVO, 2003.

WHICH KIND OF MONITORING TASKS ARE YOU DEVELOPING?

UNDERTAKING NEEDS ASSESSMENT EXERCISES	6	35%
DEVELOPING OUTREACHING ACTIVITIES	8	47%
FEEDBACK MECHANISMS (SURVEYS, FOCUS GROUPS AND/OR EXTERNAL EVALUATION)	11	65%
OTHER	6	35%

People may select more than one checkbox, so percentages may add up to more than 100%.

The analysis of initiatives shows that a third part of our sample does not carry out any monitoring nor impact assessment activities at all. Most of them seemingly because they have been recently launched and are mostly dedicating their energies to the implementation of their practice. Another third only measures the traffic going on in their website and/or develop outreach activities based on spreading and communicating what they do to audiences other than the ones currently using the service/practice. As stated before, monitoring means developing a follow-up of tasks and ensuring outreach activities with external actors, and among users and partners involved in order to communicate them the results of those follows-up. In that sense, practices developing only outreach activities towards external actors aren't yet fully developing monitoring tasks even though they might declare doing it. It can be remarked that the more an initiative lasts, the more likely it is to be undertaking monitoring tasks and measuring its impact assessment. On another level we can observe that undertaking impact assessment activities does enhance the lifetime and sustainability of those initiatives as it helps them to understand and fix their weaknesses, inasmuch as it brings them the opportunity to enhance their strengths.

Basically, we have identified the following elements as bottlenecks that should be addressed in order to insure the systematic monitoring and impact assessment:

- Lack of awareness of the importance of undertaking those activities for the sustainability, visibility and responsiveness of the initiatives. A situation that drives a largely shared perception that they are "donor requirements" rather than "management tools".
- Lack of material and human resources (time, methodologies, know-how) to implement and ensure those dynamics.
- Lack of design of systems to produce baseline data regarding indicators to assess the social impact of initiatives.
- Lack of guidance and standards to develop "impact assessment" of initiatives dealing with ICT and IEM.
- Lack of monitoring culture, as one assumes its project or work is the correct one.



**Undertaking
impact
assessments
enhances
the lifetime
and sustainability
of the initiative**



We detail below the methodologies¹² described by our GP in order to monitor, measure and evaluate their impact:

Documenting the process and developing internal evaluations:

"We develop an internal evaluation based on "diaries" to follow the whole process and the weblog of the project as an external and reflexive tool".

"According to the statistics of the website from January 2009 to date 66000 people have visited it. The accesses from public offices are not counted in. This number includes 4000 Chinese users, 2300 Arab users, 392 visits in French and 800 in English".

External evaluations:

"Regular bi-annual assessments [...] are conducted by the Spanish Red Cross. In addition, the Swiss Academy for Development (SAD) was hired to conduct a detailed evaluation of the first phase of the project".

Surveys and feedback mechanisms:

"The impact of the training campaign was measured by a feedback form filled in by the participants at the end of the training, plus a feedback form filled in by the trainer and a follow-up evaluation through telephone interview, more or less 6/8 weeks after the training. The follow-up evaluation showed that nearly all of the participants made use of their newly obtained knowledge to train young people themselves".

"The centre has foreseen a monitoring and evaluation system that is useful to measure results and improve the project. It evaluates: - impact on the territory; - the functioning of the started autonomy processes; - network building (both institutional and private); - guest opinions; - project execution in relation to objectives and deadlines. Following these indicators, results will be published on our website".

12 - List of methodologies is extracted from the description of the practices.

Some operational recommendations

The analysis of the GP interviews with key actors involved in their development and implementation provide some preliminary recommendations to increase their impact. Those aren't definitive conclusions but inputs for the next steps to be undertaken by the Bridge-it thematic network that will concentrate on the definition of guidelines to facilitate the potential of those GP for scalability and reproducibility in other contexts. Nevertheless we introduce them for consideration, inviting the reader to exchange with us at <http://bridge-it.ning.com/>

Informal education on ICT skills and use (as in other domains) should also give access to recognition (diploma, certificates and degrees): This should be achieved in order to enhance the employability of IEM (*Ken-Kes, La goutte d'ordinateur*).

Involve more ICT private sector and key players in the development and steering of partnerships: Public and non profit sector partnership to develop and steer projects regarding education and enhancement of civic engagement of IEM. (*Mondo Digitale, Leva Giovani, CousCous Global, Mixpolis, Migrations à Besançon, INTI...*) is a widespread approach. However the contribution of high standard software and telecommunication companies from commercial sector is also determinant for the development of some projects leading to economic participation and employability of IEM (*Nos Quartiers ont des Talents, Votre banque ici et là bas, Mongol.cz*).

Make a tactic use of web 2.0: Some projects show that there is still place for a helpful use of "classical" websites. However, there is a progressive transition towards Web 2.0¹³, Social web and mobile technologies are becoming more and more diffused as they help to overcome digital, literary and economic barriers suffered by many IEM. Initiatives consistent with IEM technological behaviours (i.e. taking in consideration their widespread use of mobile phones) and promoting a community building approach are more inclined to last and to develop a clear socio-economic impact for IEM they are targeting.

Engage those who are computer literate in volunteer activities or training for other migrants: The role of multipliers is crucial as it helps them build their self-esteem up while they become the support and enabler for others to get acquainted with ICT. This win-win-situation is an integral part of several good practice examples.



Looking forward sustainability, scalability and reproducibility"



¹³ - "Web 2.0" refers to what is perceived as a second generation of web development and web design. It is characterized as facilitating communication, information sharing, interoperability, User-centered design and collaboration on the World Wide Web. It has led to the development and evolution of web-based communities, hosted services, and web applications. Examples include social-networking sites, video-sharing sites, wikis, blogs, mashups and folksonomies", Source: wikipedia

Conceptual design and strategic recommendations for the scalability and replicability of GP in other contexts

This set of criteria provides from anterior researches, studies, literature review of initiatives using ICT to address IEM in order to develop a positive impact in their education and socio-economic participation. A GP should try to take in account the following dimensions when being planned, implemented and developed.

Multidimensionality:

- Take into account the socio-demographic profile (age/gender) of target and key users.
- Enhance intercultural understanding by producing contents taking in account intercultural contexts and multi-language issues.
- Be gender sensitive.

User centeredness:

- Be developed upon the knowledge of migrants' real needs.
- Take into account eAccessibility¹⁴ recommendations.
- Take into account the variety of ICT skills and digital literacy levels among its developers and users.
- Enhance the motivations to use ICT by embedding their practice in daily needs of the target users. The practice of ICT becomes a facilitator to search and identify available resources.
- Involve aspects beyond 'computers' and 'the Internet' by taking in account all the possibilities offered by multimedia and mobile devices.

Participation:

- Involves actively individual IEM and IEM organizations during its design, implementation and/or delivery and evaluation.
- Involves actively potential trainers, teachers, social workers and other intermediaries in intercultural challenges in order to remove "closed mentalities" and prejudices.

Transformation:

- Enhances inclusion and social cohesion by producing social transformation while it is being developed.
- Is innovative, creative and able to adapt to the evolution of the contextual needs (i.e. availability or scarcity of resources).
- Enhances its transparency by providing useful and updated information about its development so it can be adapted, scaled and transferred to other contexts or places.
- Develops monitoring tasks and impact assessment so it can evaluate its real impact and adapt to it. //

14 - http://ec.europa.eu/information_society/activities/einclusion/policy/accessibility/index_en.htm



Good practices

>



Education



> **Informal learning (mostly for youth, new media focus)**

XenoCLIPSe

“Digital Video Clips for Ethnic Minorities”

XenoCLIPSe is an action-research, a project about ethnic minorities, media and representation.

After the successful experience of the consortium’s first collaboration, eCLIPSe, this new project envisaged empowerment through creating access to new technologies for immigrants and minorities. The main tool is digital video and its distribution on the net. The idea is to allow people who have difficulties accessing new media and technologies to make and distribute their own information in an easy way and to pass this knowledge and skills on to their peers. In this project, an on-line course and a face-to-face workshop on digital video were developed by the partners in each country. Participants produce video clips and distribute them on the net through a streaming server. All contents are available on the website. Besides, a database of contacts between journalists and people from minority groups or different ethno-cultural backgrounds has been created. This ‘address book’ aims to improve the visibility of minorities in the media on one hand, and promote the involvement of minority groups as media makers on the other. A directory for each participating country is being created thanks to the involvement of associations and non-governmental organisations, which have been working on these issues for the last few years. During the project’s follow-up a network was devised, xenoclipse.net, with the aim of disseminating and promoting these tools as a claim for more diversity in the media.

In Spain there is a need for more support and funding from local authorities or institutions to insure the maintenance of those tools once the lifetime of the fund is over. This is a crucial issue particularly for the intensive maintenance required by the “address book” to keep it updated and alive. Regarding its reproductibility, we can note that the address book is operative and the online courses developed are publicly available in 8 different languages. A network has been created to insure the sustainability of those tools through a further dissemination and implementation.

>

Where: Transnational initiative.

>

When: 2005-2006 as a project, from 2007 onwards as a European network.

>

Who: Universidad de Barcelona (Spain), universities, media watch organisations (Public sector and Non-profit sector).

>

For whom: Young people (18-30).

>

What: Workshops, online course for video makers, diversity address book for journalists.

>

How: Promoting the presence and participation of minorities in the media through digital and media literacy.

>

Contact information:
<http://www.xenoclipse.net>
Laboratori de Mitjans Interactius,
University Barcelona
Pg. de la Vall d’Hebrón 171
Edifici Llevant 005
CP 08035 Barcelona
0034 93 403 50 65
<http://www.lmi.ub.es>

>

If you liked this initiative, have a look at:

Mundo (Finland):
<http://www.yle.fi>
Roots and Routes (Europe):
<http://www.rootsnroutes.eu>

>



> **Informal learning (mostly for youth, new media focus)**

Ravalgames

“Don’t just play the game, design it!”

Ravalgames is an interdisciplinary project that works with different groups, community settings, media (radio, video, graphic design, web2.0, videogame design) and cultural practices such as music, hip hop, maps, interviews. The essential aim is to improve the social skills, self-confidence, autonomy of the 25 youth engaged through the stimulation of an intercultural dialogue with the different agents contributing to the project. The youths engaged develop interviews and social interaction with other local agents and places of the neighbourhood. The design and development of the videogame is based on participative workshops that entail the following activities: mapping social actors and issues, development of dialogues and characters, composition of music and video, and presentation of the work developed by the youth themselves. The principal scenario of the videogame is located in the “Rambla de Raval” (a central and popular promenade) and the main character is Patel, a young Indian woman, who is looking for a job and a better life. To achieve this, she has to interact with different characters in order to transform her life in the next five years. Currently, three different community centres are collaborating with the aim to include 8 news characters, new images, posters, videos and dialogues. The video game is licensed with creative commons (3.0) and it will be uploaded for its free distribution and use by other social centres.

The design of the videogame is based on a multi-disciplinary participatory process contingent to its activities, agents and media involved. This constitutes its main strength, and also weakness, as to be successful it requires counting on a solid network of professionals that trust each other and are able to share among them inasmuch as to show flexibility, cultural and gender sensitiveness. Besides, the deep involvement of the youth in the decisional making process, through the experience of democratic frameworks such as general assemblies, is a good factor for their social inclusion and social engagement. Finally, their use of free software, free licensed audiovisual contents and their release of the videogame using a creative commons license insure its diffusion and use by other organizations working with youth coming from an immigrant and/or ethnic minority background.

>

Where: Spain, Local initiative (Catalonia, Barcelona, El Raval).

>

When: Since 2007.

>

Who: Associació per a Joves Teb (Non-profit sector).

>

For whom: Youth and kids with immigrant background.

>

What: Videogames, informal learning, creativity.

>

How: Participatory action research taken by an education team together with youngsters in order to design, produce and distribute a 3D videogame about their daily life and personal perceptions.

>

Contact information:

<http://jovesteb.org/ravalgames/weblog>

Associació per a Joves Teb
C. dels Salvador 6, bxs
08001 Barcelona
0034 93 442 58 67

>

If you liked this initiative, have a look at:

Bordergames (Spain, Germany); <http://www.bordergames.org>



Adaptació: Cameró De vore
Capacitat: De 10 a 16 i a 18 anys
Idioma: Va ser traduïda en Català i ha estat a Barcelona per a veure i veure el joc en el Raval.

congnom/Va
adrecer/ n
capacitat
historia: he



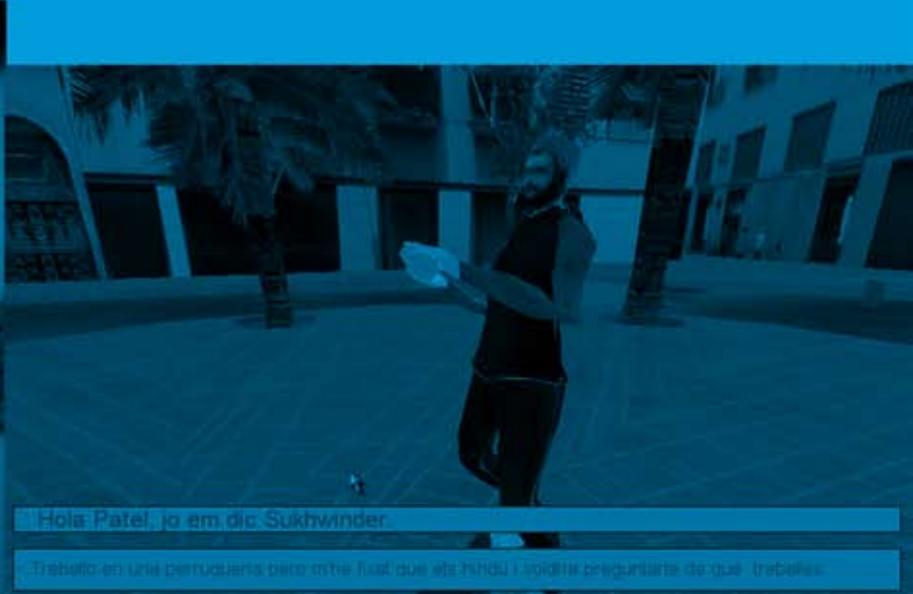
Verónica Espinosa
 Mestra de català i gestora de programes de desenvolupament del llenguatge per al taller de Català d'Àfrica del Raval.
 Email: veronica.espinosa@raval.cat
 Idioma: català, castellà, anglès, francès
 Afecció: cinema, música, viatges



Verónica Espinosa
 Mestra de català i gestora de programes de desenvolupament del llenguatge per al taller de Català d'Àfrica del Raval.
 Email: veronica.espinosa@raval.cat
 Idioma: català, castellà, anglès, francès
 Afecció: cinema, música, viatges



Verónica Espinosa
 Mestra de català i gestora de programes de desenvolupament del llenguatge per al taller de Català d'Àfrica del Raval.
 Email: veronica.espinosa@raval.cat
 Idioma: català, castellà, anglès, francès
 Afecció: cinema, música, viatges



> **Informal learning (mostly for youth, new media focus)**

Associació per a JovesTeb

“Video, radio and multimedia workshops”

Associació per a JovesTeb is a youth centre for people between 12 –24 years old, opened all evenings from 17:00 to 20:00 hours, offering a wide range of activities centred on youth culture. Its principal aim is digital literacy and youth participation in the different dimensions and aspects of everyday life, promoting their autonomy and development through significant methodologies using ICT related to their interest. They produce workshops with the involvement of the youngsters related to their actual socio-cultural environment, the multicultural Raval neighbourhood in Barcelona, using several media like music, sports, digital edition, video edition, graphic design, web, and videogames (Raval surf, Bollywood workshops, Artescape, etc). They work on different social issues that are very close to the different collectives engaged (violence, lack of work, social housing, public resources of the neighbourhood, racial and ethnical issues, gender and women issues, mother caring, migration and coming back politics, trading and business at the Raval, history and oral memories, etc..). They also work on social skills and intercultural dialogue: different groups of different ages, cultural and social background work together or in small groups under an umbrella project, learning how to collaborate, live together, discuss and meet other people and places in the neighbourhood.

This experience is deeply embedded in the knowledge developed by the working team on the needs and motivations of the youth living in this multicultural neighbourhood of Barcelona. Some aspects of their methodologies can be reproduced in other contexts such as involving the youth in the decision making process regarding activities to be developed, maintained and adapted. Finally, their use of free software and the application of free licenses to the audiovisual contents produced by the youth insure its diffusion and use by other organizations.

>

Where: Spain, Local initiative (Catalonia, Barcelona, El Raval).

>

When: The association was created in 1995.

>

Who: Associació per a Joves TEB (Non-profit sector).

>

For whom: Youth, between 12 and 24 years.

>

What: Free software, multimedia, neighbourhood.

>

How: Teb’s main aim is digital literacy and youth participation in the different dimensions and aspects of everyday life.

>

Contact information:
<http://www.jovesteb.org>
Associació per a JovesTeb
C. dels Salvador 6, bxs.
08001 Barcelona
0034 93 442 58 67

>

If you liked this initiative, have a look at:
Rainbow radio (Germany) :
<http://www.regenbogen-radio.de>

>



Hola Convidat

Els tallers i activitats del Teb, Gener-Marc 2009

TALLERS I ACTIVITATS

09

Gener-Marc 2009

teb

Associació per a Joves Teb

Presentació

L'Associació per a Joves Teb té l'objectiu de difondre i crear indústries creatives, de comunicació i màrqueting i participar de certes activitats, tallers, cursos, etc. Tant a nivell de teoria, com a nivell de pràctica, de manera que els joves de Catalunya i de les illes participin i s'entendran.

En el marc de l'associació dels diferents projectes que hem desenvolupat al moment de l'associació, que poden ser: **Reportatge fotogràfic**, que ha permès la creació de projectes fotogràfics que són molt bonics, i la creació de una web i un blog afegint els canals.

El Teb ha estat fet per iniciativa dels diferents administracions públiques: Departament de Cultura i Turisme, Departament de Recerca i Innovació Tecnològica, Departament de Treball i Seguretat Social.

Al llarg de la història, el Teb ha estat finançat de diferents maneres, al principi, al 2008, el 2009 i el 2010, una sèrie de canals públics que són les diferents administracions públiques: Departament de Cultura i Turisme, Departament de Recerca i Innovació Tecnològica, Departament de Treball i Seguretat Social.

teb
Associació per a Joves



> eAdult education

Trio Progetto Stranieri (TRIO Foreigners Project) “eLearning system for social inclusion”

TRIO (Technology, Research, Innovation and Vocational Guidance) is a project born in 1998 as a learning content management system or learning structure that targets a wide range of user groups. Trio Progetto Stranieri (TRIO Foreigners Project) is a part of TRIO and is an e-learning project addressed to immigrants promoted and financed by the Employment Ministry and the Tuscany Region. The project aims at giving instruments to the immigrant population to improve their social inclusion in the local communities through e-learning classes. Italian language Classes (beginner, elementary and intermediate level), guidance about territory services, notions about work safety rights and duties of foreign workers are addressed. E-learning centres have tutors trained to assist foreigners in accessing the e-learning courses. Tutors play a key role in the project working with users who have no computer skills or only a basic knowledge of Italian.

e-learning Training Centres are access points to the Web Learning System TRIO. A tutor is always available providing assistance to users. Tutors were in charge of the following tasks: receiving foreigners, assisting them in the use of technologies, making the learning process easier.

TRIO has made come to the surface many important issues that have become great learnt lessons, such as the need to involve third party organizations and other intermediaries if you want to reach immigrants, especially with innovative services. It has also showed the benefits of the eLearning platform (own pace learning and anytime learning) for IEM to learn a new language. TRIO also encountered many drawbacks, such as the lack of digital access and skills by many immigrants who could have taken a valuable advantage from this platform but could not use it. It also lacked some innovation and creativity regarding the pedagogy of language teaching. Besides, it did not count with an in-depth impact assessment that might have helped its orientation and adaptation.

>

Where: Italy, Regional scope (Tuscany region)

>

When: TRIO global project started in 1998. Ended.

>

Who: ARCI, COSPE, Region of Tuscany (Public sector and Non-profit sector).

>

For whom: IEM.

>

What: Access, digital literacy, multi-language.

>

How: E-learning centres with adapted tools for IEM.

>

Contact information:

<http://www.progettotrio.it>
Direzione Generale delle Politiche Formative, Beni e Attività Culturali
Settore FSE – Sistema della Formazione e dell’Orientamento
Via G. Pico della Mirandola,
24 - 50132 Firenze
00390554382322

>

If you liked this initiative, have a look at:

Infopankki (Finland): <http://www.infopankki.fi/>
Alphanumérique (Belgium): <http://www.telenetfoundation.be/fr/consultez-les-resultats/recherchez-un-projet/brabant/joseph-swinnen-bruxelles.html>

>

trio

**BENVENUTO nella pagina personalizzata di accesso TRIO
Centro Scientifico Prevenzione Oncologica**

TRIO - Accesso Area Privata

Se sei già registrato all'Area Privata di TRIO per Centro Scientifico Prevenzione Oncologica inserisci i tuoi dati

Logn:

Password:



Se non sei già iscritto all'Area Privata di TRIO per Centro Scientifico Prevenzione Oncologica

[iscriviti](#)

[> Per accedere all'Area Pubblica di TRIO clicca qui!!](#)



**CENTRO
PER LO STUDIO
E LA PREVENZIONE
ONCOLOGICA**

Istituto Scientifico
della Regione Toscana

io

gettotrio.it

trio

www.progettotrio.it

trio

www.progettotrio.it

io

gettotrio.it

trio

www.progettotrio.it

trio

www.progettotrio.it

io

trio

trio

Alane Newsreader

“Taking into account your levels of literacy”

In the Netherlands all newcomers from 16 to 65 who do not have certain educational certificates (or more than 8 years of schooling in the Netherlands) are obliged by law to do an “inburgeringscursus”, or integration course. A huge part of it focuses on learning Dutch. Alane Newsreader was designed to help newcomers learn Dutch taking into account their current context meaning that the tool combines topicality/news with pedagogical steps to learn a new language. With the newsreaders, students learn new vocabulary by reading today’s news. Often, news articles are too difficult to serve as learning material, but by using language technology they are able to select articles that fit with a learner’s (second) language proficiency, interests and learning goals. They select texts that are comprehensible, and at the same time provide enough opportunities for learning new vocabulary. Their level of vocabulary is tested and a profile of the user is made with its personal details, such as knowledge of other languages and preferably subjects that they would like to read about. Together with the library of Amsterdam, OBA (Openbare Bibliotheek Amsterdam), Alane Newsreader is used for free language courses for newcomers. In the library they can access computers and learn to use them as they use Alane to learn Dutch.

Alane is a very promising practice but since it has been launched recently it still lacks baseline data regarding its appropriation by IEM. In this respect, they are not developing any impact assessment tasks, a situation that could damage their sustainability. Moreover, it would be interesting to make this experience available online, insuring further dissemination and maybe an adaptation of this system to other languages.

>

Where: The Netherlands, National scope.

>

When: Since August 2007.

>

Who: Educatie Technologie- Edia (Commercial sector).

>

For whom: Newcomers and IEM learning Dutch.

>

What: Newsfeed, literacy, integration course.

>

How: A news reading tool which collects newsfeeds, indexes them and analyzes articles according to their use of words.

>

Contact information:

<http://www.edia.nl>

EducatieTechnologie- Edia
Asterweg 19 D12 1031 HL
Amsterdam
0031 20 716 36 13

>

If you liked this initiative, have a look at:

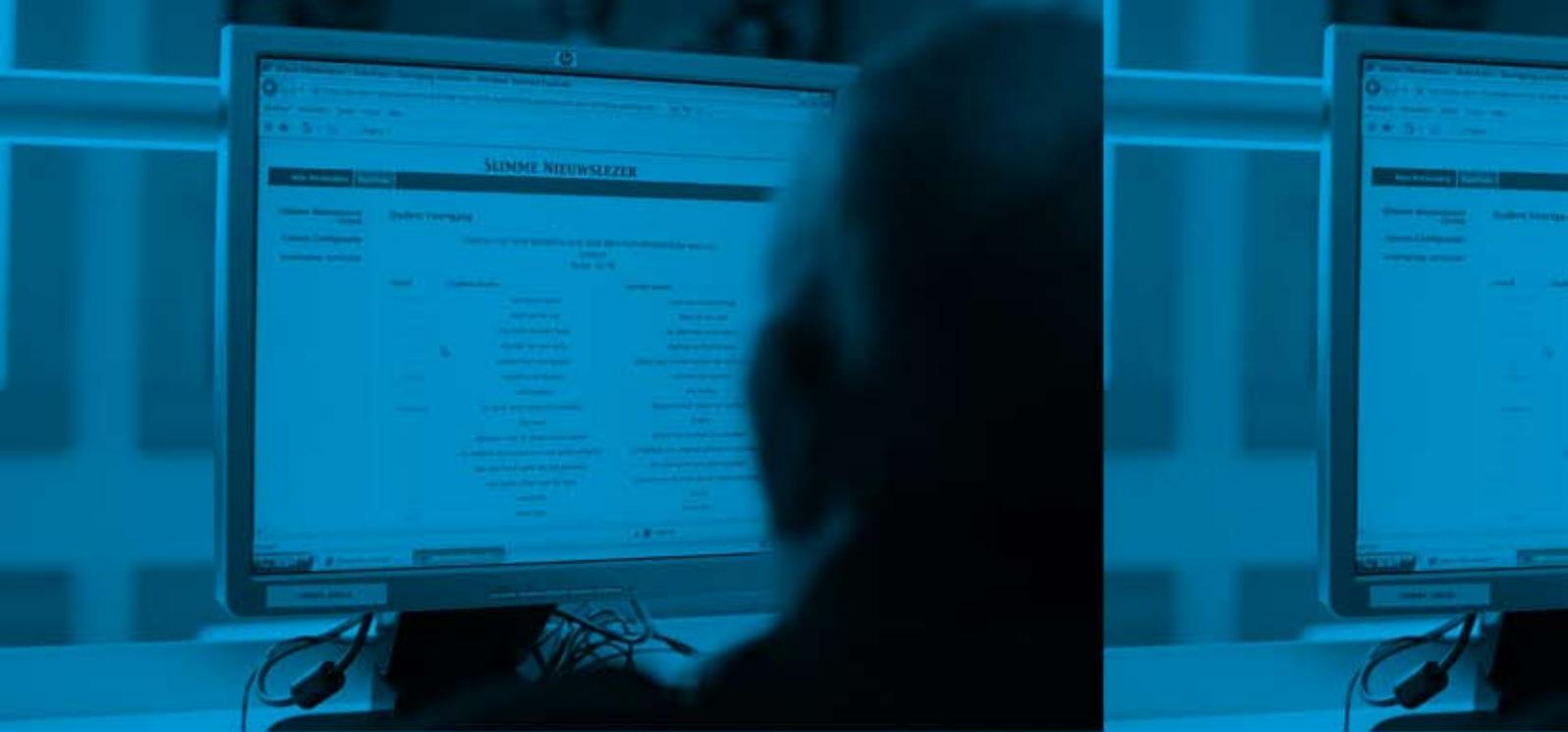
Wikim (Europe) :

<http://wiki.wikim.eu>

ITPreneurs:

<http://www.nahw.nl>

>



NE ALANE AL

LEZER NIEUWSLEZER NIEUW



EPN La goutte d'Ordinateur

"Access and training to ICT in the neighbourhood."

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

This PIAP plays a double complementary role by enhancing the possibility of IEM to access and train in ICT, and at the same time by developing a diagnosis of the evolution of the needs of the neighbourhoods' inhabitants. In that sense, this practice fits with the common evolution of many PIAP that are changing from being simple ICT access points to becoming places that deliver several e-services. Besides, it offers a recognised certification of the ICT skills acquired during the training processes, which enhance the employability and assessment of skills acquired by its users. However, this practice does not develop any impact assessment and should take care of it in order to be able to improve its diagnosis ad self-reflection. Notice also that the material is rather old and the association is looking for a new donation. Besides, there is no specific approach or training to Web 2.0 applications which constitutes a weakness with regards to the enhancement of the networking capabilities of their users.

>

Where: France, Local initiative (Paris 19^e arrondissement).

>

When: Since January 2002.

>

Who: Association La Goutte d'ordinateur (Non-profit sector).

>

For whom: Socially and digitally excluded among which IEM.

>

What: Access, digital literacy, orientation.

>

How: A Public Internet Access Point (called Espace Public Numérique) in a highly dense immigrants area of residence offers access and specific training targeted to the needs of its users.

>

Contact information:

<http://www.epn-fcs75.org/19ème-epn-goutte-d-ordinateur/>

7, rue Léon, 75018 Paris
00 33 1 42 51 03 61

>

If you liked this initiative, have a look at:

Public Internet Access Point (Malta) :

<http://www.mitc.gov.mt>

Internet Spaces Network (Portugal):

<http://www.espacosinternet.pt>

>

> **Holistic accompaniment and digital literacy training**

CRoNO

“A personalized follow-up and formation of young immigrants.”

The situation of unaccompanied minors migrants (UMM) gained importance in Spain at the end of the 90s, when some media showed the situation of Moroccan minors living in the street. The majority of children who migrate on their own do so hiding underneath trucks and buses between Tanger and Algeciras, or even in rafts. Since then, action has been taken to confront these minors' situation; however, it appears that their condition as illegal immigrants remains over being a minor. In this context, the project CRoNO is put in place. Its general objectives aim at: stimulating their integral development working towards their social, educational, cultural and work related integration; tackling their needs stemming from their vital development with those that arise out of their condition as migrants; achieving their participation in the host society, in order for them to enjoy their rights as children and carry on their obligations as citizens. ICT skills and digital literacy training is one of the activities inside the CRoNO initiative. Methodologies of intervention are adapted to each specific social and cultural context of the territory where it is being developed. This is achieved through the formation of 80 volunteers specialised in individualised attention towards all the participants. Until now, CRoNO has worked with 480 boys, girls and adolescents. Their age ranges from 9 to 18 years of age, although the programme will also take on those who have participated in it in the past, but who are overage now and have not been able to reach complete social integration. Therefore this type of intervention could be extended until the individual is 21 years old.

This initiative has developed regular bi-annual assessments, including process indicators and impact measures which have been conducted by its coordinator, the Spanish Red Cross, but also by an external evaluator. This in-depth assessment has been very important in making the decision to extend the experience for three years more and exporting it to a 4th locality (Cádiz). This practice is very well documented and counts on the know-how of the reservoir of volunteers working with UMM, both elements are good factors to ease its extension and reproduction in other places affected by the arrival of UMM.

>

Where: Spain, National initiative (Madrid, Lanzarote, Guipúzcoa, Cádiz).

>

When: Since June 2006.

>

Who: Cruz Roja, Nokia (Non profit sector, Commercial sector).

>

For whom: Unaccompanied Minor Migrants.

>

What: Formation, leisure, citizenship.

>

How: Providing a personalized attention towards the social, cultural and emotional needs of young unaccompanied immigrants.

>

Contact information:

<http://www.cruzroja.es>

Cruz RojaEspañola

Avenida Reina Victoria 27

28003, Madrid

00 34 91 335 46 33

>



Migration Online

“Providing updated data on anti-discriminatory practices”

The Website contains useful information for the integration of migrants as it offers them different opportunities to share their experience and act against discrimination. The target group are migrants as well as “multipliers” understood as the persons who work in the field of migrant integration. The website structures itself around those contents: good practices, a library with material for integration matters, law and regulations and statistics. The database on “good practice” (www.migration-online.de/good-practice) offers examples against discrimination and for integration in the working environment, such as for example companies’ agreements for fair partnership or activities in business. The website is run by DGB Bildungswerk, whose main activities concern labour law, health and safety, European work councils, social and cultural competence and integration of migrants. It offers information and organizes seminars and conferences for multipliers with issues are: migration, integration, participation, antiracism, antidiscrimination, German and European migration law and other topics concerning migration politics. The website is used during the trainings and seminars, where participants can have access to it for information.

As it is managed by a trade Union, the knowledge on how policies impacts the immigrants’ daily life and needs is strong, which is a good base to maintain and provide updated data and information for integration and against discriminative behaviour. User involvement is rather weak. Even though there are opportunities for users to leave comments in a forum, the use of web 2.0 applications is still marginal. So for example, up to now it is not possible to implement RSS-feeds. Those technical limitations might partly explain why interaction is not as high as hoped by the coordinators with only a small part of the users giving feedback and using the opportunity to share their experience.

>

Where: Germany, National initiative.

>

When: Since 2001.

>

Who: DGB Bildungswerk, national training institute of the German Trade Union Confederation (DGB) (Non profit organization).

>

For whom: IEM and the host population at same time.

>

What: Good Practices, training, formation.

>

How: A website with useful and updated information regarding policies and opportunities against discrimination.

>

Contact information:

<http://www.migration-online.de>

DGB Bildungswerke.V. -
Hans-Boeckler-Str. 39
40476 Duesseldorf
Germany

>

If you liked this initiative, have a look at:

Fundación Migrar (Spain):

<http://www.migrar.org>

De quel droit! (France):

<http://www.dequeldroit.net>

>

> Digital literacy training

IMES

“Volunteering and providing individualized attention”

This initiative offers free Internet courses for migrants in the city of Hannover. In cooperation with local partners (migrant-associations, libraries, city-culture-centres), the project uses the computers and internet access available. It is not necessary to register to pay for the courses or to come regularly every week. Volunteer-supervisors help on an individual basis to learn how to deal with the internet and other ICT's. The Internet-pilots are mediators (multipliers) which often have an intercultural background and work for free as important agents in the local network of Internet and computer access points in associations and public places. They are trained in technical skills as well as in intercultural competences. The project learned a lot from key users and it is on their own recommendations that it organised child caring for users who might need it. The project also learned from key users that subgroups of different ethnic, sociocultural and educational background have different needs with respect to learning digital skills. On the software level the project uses freeware programs that often have been programmed in Linux environments. The project webpage and the content management system are programmed under Linux and runs on a Linux server.

One problem in relation with ICT has been the multi-language option. In all access points used for the internet courses, the software on the computers was installed in their German version. This made it sometimes difficult for IEM to understand the associated “menu structures”. Another problem concerns the language settings of internet browsers and text processing programs. For example, it was often not possible to work with Russian or Arabic characters. Also, many access points (libraries) are very restrictive with their computers, meaning that they did not allow the Internet-pilots to install additional software that was necessary to fulfil the needs of the participants.

>

Where: Germany, Local initiative (Hannover).

>

When: Since October 2003.

>

Who:

ProjektwerkstattUmwelt und Entwicklunge.V. (Association for Environment and Development) (Non profit sector).

>

For whom: IEM in general.

>

What: Digital literacy, ICT skills, training.

>

How: Social and Digital Integration through Internet Courses.

>

Contact information:

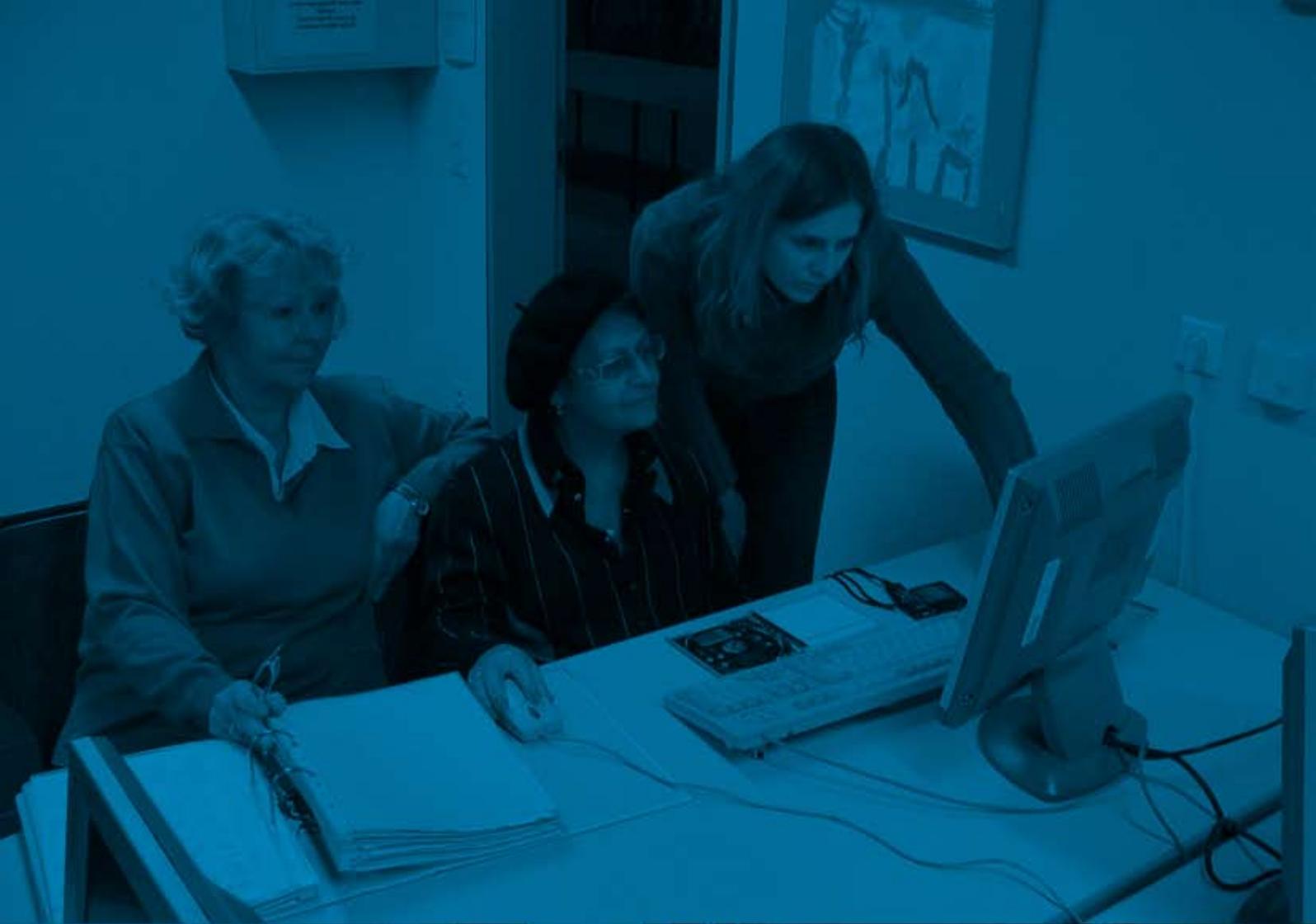
<http://www.imes.info>
ProjektwerkstattUmwelt und Entwicklunge.V.
Hausmannstr. 9-10
30159 Hannover
00 49 (0)511 2625470

>

If you liked this initiative, have a look at:

APCIS (France):
<http://www.projets-citoyens.fr/node/116>

>



Crossing TV

“A web TV where new generations can express themselves”

This action aims at transferring ICT competencies to Italian and non Italian students in Bologna, through a WebTelevision. They have to describe, recode and account for the increasing multicultural society they live in and experience day by day. CrossingTv counts on an editorial and intercultural staff (16 boys and girls, 8 Italians and 8 foreigners). The main initial objective was to shed light and to give voice to young people, especially the second generation of migrants, of whom official media do not talk or do not give a full representation. Young migrants, part of the editorial staff, play a substantial role in the video conception and production available on the web Tv. An initial ICT knowledge is deepened through digital video recording techniques. All the learning process is practical, given the fact that they learn by doing new things. Alongside the digital video production, all the interactive applications of ICT are used: web tv, blog, facebook are 2.0 tools used several times a day in order to communicate, exchange new information, write articles, make decisions regarding the staff’s editorial activity. Interaction through Web 2.0 application is extremely important given the absence of a stable physical place to meet, discuss and operate.

This non-profit initiative is supported by a public administration (Bologna municipality) which has recently become very involved in projects related to second generation migrants’ integration. As this public support is given just at the initial stages, it implies the need for alternative funding in the medium and long term in order to be transformed in a more stable and permanent action. Besides, the practice does not undertake any impact assessment which can put at risk its mid and long term sustainability. The use of web 2.0 constitutes one of its strengths as it enhances the production of social capital and shared knowledge which can be transferred to other youth groups wishing to incorporate digital and multimedia creation practices.

>

Where: Italy, Local initiative (Bologna).

>

When: Since February 2008.

>

Who: Associazione Crossing (Non profit sector).

>

For whom: IEM and the host population at same time.

>

What: Video, web TV, digital storytelling.

>

How: A web TV where youth (half Italian and half foreigners) learn to use ICT in order to foster their knowledge on cultural diversity.

>

Contact information:
<http://www.crossingtv.it>
<http://www.associazionecrossing.blogspot.com/>
Associazione Crossing - Bologna
00 39 327 4497719

>

If you liked this initiative, have a look at:

Xenoclipse(Spain):

<http://www.xenoclipse.net>

Glocal Youth (Italy):

<http://www.glocalyouth.net>

>

GENERAZIONI IN AZIONE - Tutti gli episodi:



Generazioni in azione - episodio 1

Crossang Kizito e San Valentino

14 febbraio 2019. San Valentino, la festa degli innamorati. Crossing TV è andata a curare durante "Crossing Kizito - San Valentino", iniziativa che si è svolta in varie città d'Italia presso l'Associazione "i Talenti" di Aldo Tassinari e Casa Sociale Rappresentativa Valerio Tiberio (Caserta - Via Castro Carlini - Napoli).



Generazioni in azione - episodio 4

I vincitori di CROSSINODE

CROSSINODE è prima concorso creativo per "New Talent" presso i vincitori della sua prima edizione al Festival Europeo del Rap di Bologna Area (2018 - 19204 - Milano, maggio). I lettori d'oro di vincitori della sezione Rap: Leo Pando, e di vincitore della sezione Management: Dany Marzi. Non abbiamo mancato!



Generazioni in azione - episodio 3

L'Europa nelle scuole

Il 5 maggio del 1991 nasce l'Unione Europea, in occasione di questa ricorrenza, è stato organizzato l'iniziativa "L'Europa nelle scuole" per avvicinare gli studenti al tema così polifemo di tutta la società attuale dall'Unione Europea, al Voto. Grazie al bisogno di studenti delle scuole (Istituto Apollonio-Pizzilli, C.so Pelli, Lodi 1-1).



Video

Tutti gli episodi

Rubriche

- A GRADU
- PEOPLE
- S.O.SEX
- GENERAZIONI IN AZIONE
- L'AMORE UNIVERSALE
- SPORTS
- FUORI DAL CORO
- MILLE MODE
- L'INDISPONIBILE
- IL SOFÀ
- CUCINE IN FESTA
- CROZZLIFE
- COTTAUSON

Tags



Generazioni in azione - episodio 2

Introcchiando Associazioni

In questa puntata la nostra redazione ha "introcchiato" una rete italiana e Belgica per responsabili di varie regioni d'Italia di Associazioni (Associazione Promozione dei giovani stranieri "Idea" nella sua struttura in Italia). Con l'occasione abbiamo realizzato una intervista per capire chi è e cosa propone Associazioni.



Generazioni in azione - episodio 5

Voce alle seconde generazioni

Di stanza con il termine "secondo generazione" i figli di immigrati hanno scatenato in Italia. Con loro e con l'identificare queste seconde generazioni abbiamo intervistato alcuni attivisti di associazioni di giovani di seconde generazioni presenti a Bologna e Ancona, durante il convegno Rappe Lodi - Città e giovani stranieri organizzato dal Comune di Lodi.

8. WFA - episodio 8
Mircea e Marco



Mircea e Marco sono stati per 5 anni compagni di banco e sono diventati grandi amici. Amano la Playstation, le belle macchine e le gite fuori porta.

Una giorno non sappiamo vuol diventare direttore di banca e l'altro vuol puntare sulla carriera politica.

con Marco Giuffrida e Mircea Constantin Moisa ringraziamo Vittorio Volontari per l'ospitalità.

L'intervista è stata realizzata in collaborazione con il portale di informazione sociale Bandiera Grigia, grazie al contributo della Federazione di Bologna Ufficio Terzo Settore - Ufficio Politiche dell'Immigrazione.

Online da mercoledì, 17 Giugno 2019

Tutti gli episodi di **8. WFA**

Commenti: [0 commenti commenta](#)

Condividi questo video:



Copie e visualizzazioni nel tuo browser: [visualizza](#) [app](#) [download](#) [stato](#)



Video

Tutti gli episodi

Rubriche

- A GRADU
- PEOPLE
- S.O.SEX
- GENERAZIONI IN AZIONE
- L'AMORE UNIVERSALE
- SPORTS
- FUORI DAL CORO
- MILLE MODE
- L'INDISPONIBILE
- IL SOFÀ
- CUCINE IN FESTA
- CROZZLIFE
- COTTAUSON



la tv delle nuove generazioni

CROSSING TV

> **Online resources for teachers and students**

Nénuphar

“Not only teaching but also helping learners to integrate a system”

Several investigations have noticed the lack of suited tools for the migrant school public, in particular to help them in the integration process. The ICT products concerned exclusively the difficulties of language; for these reasons, the Department of Technology decided in 2004 to encourage the project “Nénuphar” as an original and suited tool for IEM. The French Educational Ministry has then opened a specific experimentation for 3 years. It’s a classical platform offering a very easy access to users with an HD connexion: website with videos, sound, flash animations, texts, mails. It suggests different types of activities: school situations with videos, flash animations and teaching activities around the difficulties IEM encounter in their integration process. “Nénuphar” has been tested by a group of teachers in their classrooms, at each step of the pilot elaboration. The actual pilot has been thoroughly tested from beginning to end on a group of 100 pupils and their teachers in Paris and Poitiers. All the results are showing the users’ real interest and the necessity of his development.

“Nénuphar” is not only teaching but also helping the learner to integrate a system, as much on a language level as on a cultural ground. All efforts are focused on making this integration phase as efficient and as easy as possible for a learner living in great difficulties.

The originality of “Nénuphar” lies in the fact that the actual pilot demonstrates how to integrate a certain age groups of students into the French educational system. But the matrix of “Nénuphar” is built in such a way that it can easily be applied to other target groups: young pupils, adults, learners in specific situations. The language can change, the documents can be adapted to the country, the transferability of the concept and the material is indeed very easy to do. But it is to note that the interface is still very classical, and would need some upgrades and innovation, as well as put in real practice the ongoing pilot project.

>

Where: France,
International scope.

>

When: Since 2004.

>

Who: Ministère de l’éducation, France (Public sector).

>

For whom: IEM pupils, students and their teachers.

>

What: Adapted tools, pilot, eLearning.

>

How: By developing explicit/implicit discourses, understand codes of local school systems, problems of representation, language situations.

>

Contact information:

<http://nenuphar.cfeditions.com>

DAREIC de Paris
47, rue des Ecoles
75230 Paris cedex 05
0033 1 40 46 21 14

>

If you liked this initiative, have a look at:

Safir (Sweedden):
<http://www.integra-ab.se/Filer/SAFIR/english/index.htm>

Internet Clubs CH@VE project (Czech Republic): <http://www.internetovekluby.cz>

>

À la cantine

C'est Thomas (l'élève à la cantine) qui vient servir les élèves neofrancophones. Il parle plus souvent à l'espagnol la vidéo et aide les consignes.



Regardez la vidéo en

 Français

Puis dans la langue de
votre choix si vous
sélectionnez

Espagnol

Arabe

Chinois

[Parlez chinois... en avant](#)

[Changer l'aspect](#)

[accueillir Nénuphar](#)

[modifier votre profil](#)

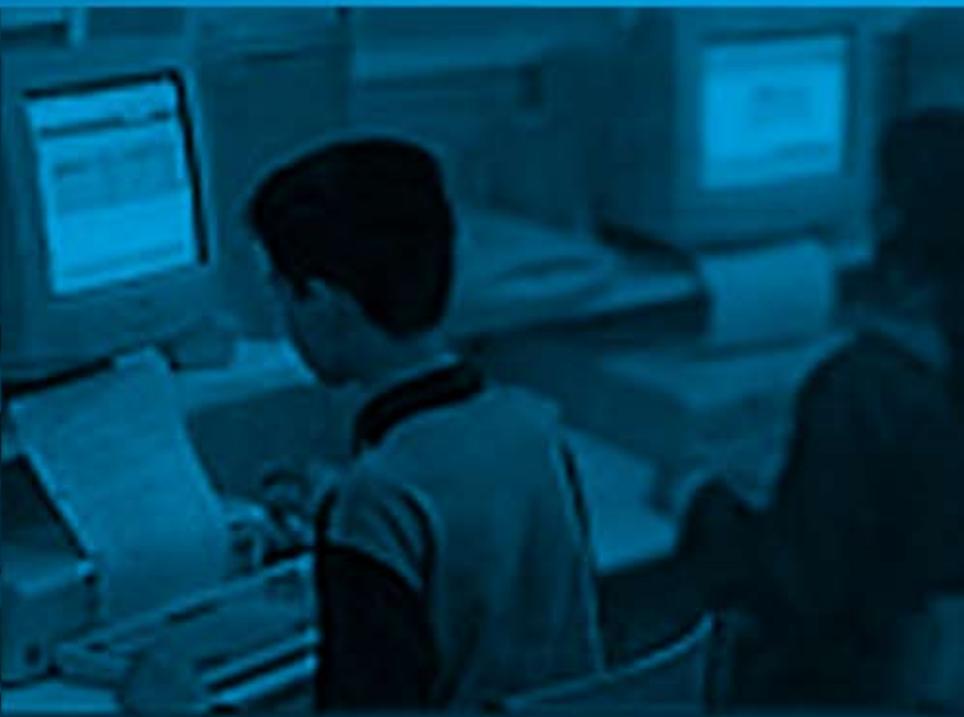
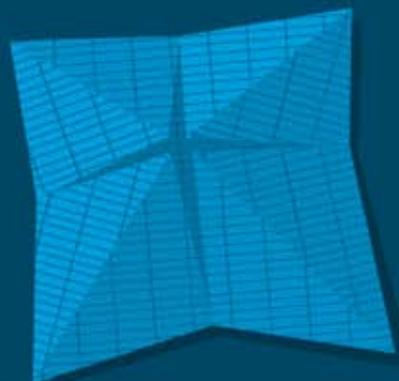
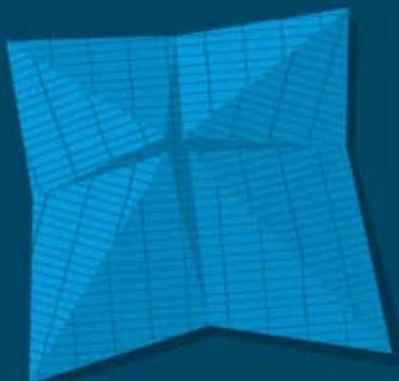
[changer le mot de passe](#)

[quitter Nénuphar](#)

[Faire un mail à votre](#)

[collège le Nénuphar](#)

[pour plus d'infos](#)





Labour/ economic participation >

> **Special banking services**

Votre banquet ici et là-bas "Your bank account here and there"

As all banks in France, Société Générale (SG) segmented migrant populations according to their socio-professional category or their age, but without taking into account their specificity due to the home ties they keep preserving. Immigrants' needs are very standard, but with regards to their country of origin, their attention is turned to money transfers, property access and finally fear of dying far from the native land and that the family would have no financial means to repatriate the body. In order to offer new solutions SG developed 4 specific services: a) the possibility to freely open a bank account in the home country without travelling back home. A home-banking service (internet, call center, phone, fax) is generally proposed to the customer so that he can consult at any time the situation of his account abroad. b) i-Transfert, a money transfer solution by phone with costs among the lowest in the market. c) The possibility to obtain a mortgage in order to finance projects in the country of origin without travelling back home. d) Maetis, an insurance for body repatriation. Regarding the appropriation of these services, we can remark that migrants control perfectly the telephone and as the possession rate of mobile phones is around 80 % for the migrants living in France, a service such as i-Transfert® becomes user-friendly. Moreover, they do not need to go to the bank, stay in queue and fill in forms. On the other hand, a lot of them would like to have a confirmation that the transfer was performed well. In order to answer these expectations, an option actually in the process of implementation, is to send an acknowledgment of receipt by SMS.

For the remote process of opening accounts, as well as for the international transfers, the principles of the French bank system (existing tools, compliance, etc) but also the specificities of all the subsidiaries implicated (different national banks rules, various commercial terms, etc.) had to be integrated. The experience of this work is highly valuable as it constitutes the removal of a major bottleneck preventing the development of other banking services of those characteristics. The 4 services were developed among an assessment of the needs of IEM customers throughout internal surveys; this research has facilitated the development of highly targeted services to the specific needs of this "niche". Finally, facilitating mortgages back home does enhance the dynamics of economic development at those local levels.

>

Where: France, International.

>

When: Since August 2005.

>

Who: Société Générale (Commercial sector).

>

For whom: Specifically IEM.

>

What: Banking account, mortgages, remittances.

>

How: Creating tailored banking services in order to "bancaise" migrant populations in the place of their residence and in their country of origin.

>

Contact information:

http://particuliers.societegenerale.fr/clientele_internationale.html

BHFM/ANI/AEF 17

Cours Valmy 75886 Paris

Cedex 18

00 33 1 42 14 02 59

>

If you liked this

initiative, have a look at:

Envoi d'argent (France):

<http://www.envoiaargent.fr>

>

Votre banque, Ici et là-bas

On est là pour vous aider

SOCIÉTÉ
GÉNÉRALE

Pour faciliter la gestion de vos comptes,
le suivi de vos opérations, le règlement de vos dépenses,
la Société Générale a développé un ensemble
de solutions adaptées à vos besoins en France.

▶ Avec Jazz[®], vous bénéficiez d'un ensemble de services bancaires
qui vous simplifie la vie et récompense votre fidélité.

- Votre compte est automatiquement incliné dans votre utilisation mensuelle
- Le choix du paiement immédiat ou différé en fin de mois
- Une facilité de crédit de 500 euros minimum²
- L'assurance de vos remboursements de paiement avec Quilès
- Le service d'urgence Toutes Cartes
- La simplicité de vos avoirs avec le Relevé Synopse JAZZ

▶ Gestion de vos comptes à distance

Votre Banque par téléphone :

Un seul numéro **3933**⁽⁴⁾ pour vous informer
et gérer vos comptes en toute sécurité 24h/24 et 7/7

Votre Banque par téléphone mobile

Avec Messalia[®], vous recevez sur votre téléphone mobile des SMS
qui vous informent de la situation de votre compte bancaire.

Votre Banque sur Internet

- Gestion de vos comptes bancaires, comptes d'épargne
- Réception de vos relevés de compte en ligne
- Opérations de virements en ligne

3 33

www.societegenerale.fr

www.societegenerale.fr

Envoi d'argent

“Compare and get the best rate to send your remittance”

The international community decided, in the framework of the G8 launched at the Sea Island summit, to formulate a set of general principles designed to assist countries to improve the market for remittances services. The Website of Rates Comparison for money transfers aims at improving the transparency on the market of the money transfer and provides detailed information to the consumer. The final purpose is to reach an optimization of those transfers' rates so they can contribute to the economic development in the countries of origin of the migrants. The site currently concentrates on six countries with large communities in France: Comoros, Mali, Morocco, Senegal, Tunisia and Benin. It will be soon extended to other countries such as Cape Verde and Burkina Faso. The heart of the initiative is the Rates Comparison for money transfers. The monitoring centre points out the offers of money transfers of the banks on 16 destinations: account to account transfer, account to cash, cash to cash, cash to account. It also indicates the lead time of the transfer, the tariffs for 4 different amounts (100€, 300€, 500€, 1000€). It gives detailed information on the modalities of transfers, the given guarantees, the risks, the legal obligations. Beyond this, the Internet site gives an editorial platform informing migrants on all news concerning the transfers of funds: banks' offers, promotion of the actions led by the public and private actors in the countries of origin, investment and development projects. These activities as well as the establishment of the financial institutions, benefit from a geo-referencing (Google map).

The main problem is related to the difficulties created by the banks, contrary to money transfer operators, in insuring global remittance costs. This way only the emitting ones are being taken into account in the calculation of the price of the remittances. Although the final cost, at arrival can be important, notably because of the receipt commissions perceived by the establishment in the country of origin, and because of the application of an exchange rate commission. The website therefore does not allow giving exhaustive information to the migrants. It will be interesting to extend this service to a European scale taking into account major countries of destination of remittances.

>

Where: France, National Initiative.

>

When: Since October 2007.

>

Who: Agence Française de Développement (Public sector).

>

For whom: IEM in general.

>

What: Rates, remittances, financial service.

>

How: A website to step up transparency on the remittances market in order to cut costs.

>

Contact information:

<http://www.voidargent.fr>

Agence Française de développement

5 rue Roland Barthes

75012 Paris

00 33 1 53 44 31 31

>

If you liked this initiative, have a look at:

World Bank

<http://remittanceprices.worldbank.org/>

<http://www.sendmoneyhome.org/>

Send Money Home

<http://www.sendmoneyhome.org/>

<http://www.sendmoneyhome.org/>

>

> **Telecommunication services**

Mongol.cz

“Set up your telecom enterprise!”

One of the biggest issues in the Czech Republic is the existing fragmentation of information for migrants. Even though some websites for migrants exist, it is still difficult to find specific information. Besides, the available information is generally provided in Czech or English without taking into account other language needs. This initiative is based on setting up a company that signs a contract with a mobile operator offering a programme for businessman/woman. The contract provides its users with a cheaper calling rate (free for fixed charge) and in addition they receive practical information, such as exchange rates, job offers and cultural events inside the Mongolian community in the Czech Republic. The possibility to spread information inside the Mongolian community through mobile phones seems to be a successful idea if we take into account the increase of its number of customers, around 20 at the beginning, and a year after 153 clients. A key player in this initiative is the company, Mongolian Centre, which established a partnership with Vodafone and receives a fixed amount of money (percentage) for every client subscribed to the service. Regarding the involvement of its users, on one hand they passively accept the information through their mobile phones and call for favourable charge. On the other hand, they become active as they can write informative messages and disseminate them through the established network.

As this initiative is only focused on the Mongolian immigrant's community and especially people connected with the company Mongolian Centre, this might constitute restriction for further dissemination. But it could be used as an inspiration for other IEM communities settled in other places that would like to play a more active role in relation to their use of telecommunication. Another issue is that the practice seems to support integration within the immigrants' community, but not outside. The messages are written in Mongolian by Mongolians. It does not facilitate the integration of Mongolians to a broader society. In a sense, those services do enhance mostly “bonding social capital” between IEM. On the other hand, the practice does support information availability for people who are often excluded due to their lack of language knowledge, lowering their dependence of employers, intermediaries, interpreters and reinforcing their knowledge.

>

Where: Czech Republic, National initiative.

>

When: Since March 2008.

>

Who: Mongolian Centre spol. s. r. o. (Commercial sector).

>

For whom: Mongolian community leaving in Czech Republic.

>

What: Call rates, networking, mobiles phones.

>

How: Favourable rate calls and free services for texting messages inside the Mongolian community located in Czech Republic.

>

Contact information:

<http://www.mongol.cz>
00420 773 976 420

>

If you liked this initiative, have a look at:

Germany.ru (Germany):
<http://www.germany.ru>
Polonia.de (Germany):
<http://www.polonia.de>

>

> Using ICT to train and search for a job

Nos Quartiers ont des Talents

“Equality of opportunities for young graduates coming from disadvantaged neighbourhoods”

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

The aim of the founders was to create stronger links between the companies implanted in Paris popular suburbs and their population. The best way to implement real connexions was to introduce more diversity in the top management of the local businesses to reflect the population surrounding them. The programme allows the graduates to present their profile to the 500 partner companies; to be sponsored by one of the 1 300 mentors of the operation, senior managers or company leaders; to benefit from coaching sessions allowing them to adapt their professional project to the recruiting sectors and the professions, etc.

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

From a local experimentation which became a departmental initiative, Nos Quartiers ont des Talents has now grown into a program of regional scope. Due to the regional success of the program, the desire is to be able to allow a national expansion in large built up areas in France. Several communities and eligible employment areas have been identified, such as Lyon, Marseille, Toulouse and Lille. This deployment on four new sites will enable the integration of between 1 200 to 1 500 additional graduates. Based on the several evaluations and impact assessment undertaken, this practice looks very promising and could constitute a very inspiring initiative for other countries/contexts.

>

Where: At the beginning Paris and surroundings, in the future National initiative.

>

When: Since spring 2005.

>

Who: MEDEF (French Confederation of Business Enterprises).

>

For whom: Graduates under 30, living in disadvantaged areas, and companies.

>

What: Recruitment processes, mentors, anti-discrimination.

>

How: Through its website and online services, the initiative pretends helping out graduates meeting company managers and business people.

>

Contact information:

<http://www.nosquartiers-talents.com>

Nos Quartiers ont des Talents

General Secretary
+33 1 40 12 96 95
+33 6 89 30 49 27

>

If you liked this initiative, have a look at:

The Ethnic Jobsite (UK):

<http://www.ethnicjobsite.co.uk>

>



**NOS QUARTIERS
ONT DES TALENTS**



Surfenzum Job

“Tailoring digital literacy to job searching”

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

In order to also address the needs of the two biggest groups of migrants in Germany, information is provided in Turkish and Russian language. The impact of the training campaign was measured by several feedback forms prepared for the participants and the trainers, as well as an evaluation conducted by telephone 6 – 8 weeks after the training. This follow-up showed that nearly all of the participants made use of their newly obtained knowledge to train young people themselves digital literacy exemplified through job search online. Most of the participants were more likely to use the Internet for job search and placement than they did before. All participants reported about the benefits they gained from the training course as well as from the training material (online and printed) within their daily work with disadvantaged youth. About 90 percent of the participants announced that they would recommend the training to their colleagues.

>

Where: Germany, National initiative.

>

When: Since September 2005.

>

Who: Stiftung Digitale Chance (Non profit sector).

>

For whom: Social workers and youth at risk of social exclusion (specific contents translated for youth of Russian and Turkish background).

>

What: Job searching, training, networking.

>

How: A training campaign targeted at social workers and youth not in training, education and/or employment.

>

Contact information:

<http://www.surfen-zum-job.de>

Stiftung Digitale Chancen
Fasanenstr. 3

10623 Berlin

0049 30-4372774

>

If you liked this initiative, have a look at:

MAKS (Belgium):

<http://www.maksvzw.be>

ICE – InterCulturalExpress (Austria):

<http://www.waff.at>

>

> **One stop Shop, Public services oriented towards IEM**

Integration exchange: online integration services for third country nationals (INTI)

**“One stop shop to improve autonomy
and integration”**

The initiative consists in the development of 9 online platforms in 9 European Union cities that will provide basic and crucial information to newcomers as well as to long-term residents. Information, resources and contacts related to the following domains: Knowledge of the host society: history, religion, social customs and economy / Working in the city / Learning in the city/ Living in the city/ Access to health/ Participating in the host community.

The online platforms were constructed in the framework of the 9 Common Basic Principles (CBPs) adopted by the Justice and Home affairs council (2004) and incorporated into the European Commission communication on “A Common Agenda for Integration” (2005). The objective is to provide migrants and particularly newcomers with information on local services, names of contacts to whom speak in these services and what to do in order to work, learn, find a place to live, access health services and participate in their new community. The content is organized, not according to the needs of service providers, but according to the needs of the immigrants themselves. So a list of dos and don'ts was agreed on how to structure the information that should be contained in the portal, by providing specific examples. Migrants participated in the design of the contents of the portal as each partner participating in the project built a Local Action Group composed of migrants' organisations, trade unions, universities, public authorities working in migration and integration issues.

As each portal is designed in order to be tailored to the needs of territories involved in the project, the practice offers good possibilities for reproducibility in other contexts. In the case of Barcelona, for instance, it is focused on providing information for migrants who are attracted to the city looking to work in the creative and cultural industries. This means that there is a high potential for adaptation and flexibility to specific localized needs of IEM. Nevertheless, the practice has not yet undertaken impact assessment so it is difficult to measure its capacity to overcome traditional problems related with online platforms such as its maintenance, updating of information and involvement of its users in the production and diffusion of its contents.

>

Where: Pan European (Hungary, Italy, Netherlands, Spain, UK).

>

When: Since August 2008.

>

Who: QeC-ERAN (Consortium).

>

For whom: Immigrants and authorities/organizations dealing with immigrants.

>

What: One stop shop, public services, newcomers.

>

How: Online platforms providing useful information related to immigrant needs.

>

Contact information:

<http://www.qec-eran.org>

QeC-ERAN

Rue Vieux Marché aux Grains 48

B-1000 Bruxelles, BELGIUM
0032 2 524 4545

>

Programa de desenvolupament de les illes turístiques
 Desenvolupament de les illes turístiques amb un enfocament sostenible i innovador, desenvolupant el turisme sostenible.

El 2014, l'any clau
 El 2014 és un any clau per a les illes turístiques, ja que és el primer any en què s'apliquen les mesures de desenvolupament de les illes turístiques.

Objectius principals
 - Desenvolupar el turisme sostenible.
 - Promoure el desenvolupament sostenible.
 - Millorar la qualitat de vida dels ciutadans.
 - Protegir el medi ambient.

Accions principals
 - Desenvolupar el turisme sostenible.
 - Promoure el desenvolupament sostenible.
 - Millorar la qualitat de vida dels ciutadans.
 - Protegir el medi ambient.

Programa de desenvolupament de les illes turístiques
 Desenvolupament de les illes turístiques amb un enfocament sostenible i innovador, desenvolupant el turisme sostenible.

El 2014, l'any clau
 El 2014 és un any clau per a les illes turístiques, ja que és el primer any en què s'apliquen les mesures de desenvolupament de les illes turístiques.

Objectius principals
 - Desenvolupar el turisme sostenible.
 - Promoure el desenvolupament sostenible.
 - Millorar la qualitat de vida dels ciutadans.
 - Protegir el medi ambient.

Accions principals
 - Desenvolupar el turisme sostenible.
 - Promoure el desenvolupament sostenible.
 - Millorar la qualitat de vida dels ciutadans.
 - Protegir el medi ambient.

almec
 Desenvolupament de les illes turístiques amb un enfocament sostenible i innovador, desenvolupant el turisme sostenible.

Menu
 Home
 Sobre nosaltres
 Serveis
 Projectes
 Contacte

Informació
 Adreça
 Telèfon
 Correu electrònic

almec
 Desenvolupament de les illes turístiques amb un enfocament sostenible i innovador, desenvolupant el turisme sostenible.

Menu
 Home
 Sobre nosaltres
 Serveis
 Projectes
 Contacte

Informació
 Adreça
 Telèfon
 Correu electrònic

Projectes
 - Projecte de desenvolupament de les illes turístiques.
 - Projecte de promoció del desenvolupament sostenible.
 - Projecte de millora de la qualitat de vida dels ciutadans.
 - Projecte de protecció del medi ambient.

Contacte
 Adreça
 Telèfon
 Correu electrònic

itd avaliació de projectes
 Desenvolupament de les illes turístiques amb un enfocament sostenible i innovador, desenvolupant el turisme sostenible.

Menu
 Home
 Sobre nosaltres
 Serveis
 Projectes
 Contacte

Informació
 Adreça
 Telèfon
 Correu electrònic

comune.crotone.it
 Desenvolupament de les illes turístiques amb un enfocament sostenible i innovador, desenvolupant el turisme sostenible.

Menu
 Home
 Sobre nosaltres
 Serveis
 Projectes
 Contacte

Informació
 Adreça
 Telèfon
 Correu electrònic

KOPINTÁRKI
 Desenvolupament de les illes turístiques amb un enfocament sostenible i innovador, desenvolupant el turisme sostenible.

Menu
 Home
 Sobre nosaltres
 Serveis
 Projectes
 Contacte

Informació
 Adreça
 Telèfon
 Correu electrònic

Beizol 2009
 Desenvolupament de les illes turístiques amb un enfocament sostenible i innovador, desenvolupant el turisme sostenible.

Menu
 Home
 Sobre nosaltres
 Serveis
 Projectes
 Contacte

Informació
 Adreça
 Telèfon
 Correu electrònic

> **Adapted Software for competences assessment**

Ken Kompetenz-Erfassungs-Notebook

“Make all migrants competences visible”

The improvement of career opportunities from migrants needs new instruments and processes. Migrants often have work experience or hold university degree from their own country that is not officially recognized in Germany. Therefore, they have to be enabled to make all their competences visible and document them systematically for potential employers, even in the case that the competence is officially recognized by Germany common testimonials or certificate. To support this, the Notebook for capture of competences – KEN– was developed. KEN could be classified between personal management-systems and e-learning. KEN covers three elementary points: “activities”, “workbook” and “curriculum vitae” completing them by an “infopool”. Occupational qualifications, skills and personal as well as social competences get collected by assessment (self-assessment and external assessment). There is a demo version for using KEN: <http://demo.kompetenz-erfassungs-notebook.de/> (User: testnutzer, login: tester) that allows to take a deeper insight in the software. The key users are employment and qualification companies and their participants (especially migrants). KEN was developed through a process of exchange with those companies. The software was tested by migrants and many helpful suggestions were given by them. KEN was developed on an Open Source Lizenz (Ruby, Ruby on Rails). It has to be underlined that KEN exists only in German in order to ensure that the compilation of competences can be used directly in the German labour market.

Besides its recent launching (2008), this practice hasn't undertaken impact assessment activities; therefore it is difficult to measure its real potential in enhancing the employability of IEM. On the other side, the decision to provide the interface of KEN only in German constitutes a barrier for its use by IEM newcomers, limiting its use only by IEM that already count on a certain level of integration in the host society. Nevertheless, it is a very innovative initiative that challenges at its core one of the major obstacles faced by IEM which is the acknowledgment of their competences inside the EU countries. Further examination of the possibility of this practice should be undertaken in order to provide solutions that would facilitate the matching between local market job needs and potential offers from IEM settled in Germany.

>

Where: Germany, Regional initiative.

>

When: Since January 2008.

>

Who: A network (within the framework of an ESF funded project) and coordination of Bagarbeits.V. (Non-profit sector).

>

For whom: Specifically IEM.

>

What: Competences assessment, software, training.

>

How: A software for work-process oriented towards the capture of competences and their development in companies for qualification.

>

Contact information:

<http://demo.kompetenz-erfassungs-notebook.de/> (User: testnutzer, login: tester)

<http://www.bagarbeit.de>

Bagarbeits.V.

Brunnenstr. 181,

10119 Berlin

00 49 (0)30-283058-0

>

Online Job Centre for Foreigners

“Matching online labour offer and demand for foreigners”

Employment of immigrants is one of the long-term issues in the Czech Republic. In view of the complications with issuing visas and finding a suitable work, many immigrants come to the Czech Republic through official and unofficial intermediaries (or work agencies). This often leads to the exploitation of immigrants, illegal employment, tax evasion and other negative effects. In regard of the above-mentioned reasons, the motivation to settle this service was to enable immigrants to easily find a job through an online job service. Currently, it is the only centralized website for online job seekers focused on immigrants in the Czech Republic. The Centre also provides other services such as online information about the Employment Act, online inserting of individual applicant CVs. The webpage exists in various language translations (Czech, English, French, Spanish, Dutch, Greek, Moldavian and others). In addition, every Sunday, the service sends text messages with the five most suitable jobs to registered users. It allows immigrants to be informed, since the majority uses mobile phone, but not all of them have access to the Internet. Nowadays about 206 job applicants from abroad (both EU and non-EU countries) are registered on the Online Job Centre with their job requests.

Currently, one of the most substantial problems is the lack of job offers, and particularly of skilled jobs. Also, the limited access to Internet by both employees and employers is a bottleneck. Not all immigrants know how to use the Internet either, and it could be very difficult for them to insert the work offer or search for a job through the Internet. On the other hand, being multilingual and providing inputs regarding job offers through mobile phone constitute good assets. Besides, this initiative counts on strong partnerships with other administrations involved with migration issues such as Bureau of Labor, Ministry of Foreign Affairs and Ministry of Interior.

>

Where: Czech Republic, National initiative.

>

When: Since June 2004.

>

Who: Ministry of Social Affairs (Public Administration).

>

For whom: Youth and kids with immigrant background.

>

What: Curriculum, labour market, eGovernment.

>

How: An online Multilanguage website targeted towards foreigners in order to ease them finding a job in Czech Republic.

>

Contact information:
http://portal.mpsv.cz/sz/zahr_zam/prociz/vmciz
Ministry of Social Affairs
Czech Republic
00420 844 844 803

>

If you liked this initiative, have a look at:

Work in Czech (Czech Republic):

<http://www.soze.cz/workinczech>

>



Pracovní nabídka

Pracovní podmínky

- Práce v zahraničí
- Práce v domácnosti
- Práce v kanceláři
- Práce v obchodě
- Práce v zemědělství
- Práce v dopravě

Pracovní benefity

- Právní ochrana
- Právní ochrana v případě nezodpovědnosti

Pracovní podmínky

Pracovní podmínky

- Práce v zahraničí
- Práce v domácnosti
- Práce v kanceláři
- Práce v obchodě
- Práce v zemědělství
- Práce v dopravě

Pracovní benefity

- Právní ochrana
- Právní ochrana v případě nezodpovědnosti

Pracovní nabídka

Pracovní podmínky

- Práce v zahraničí
- Práce v domácnosti
- Práce v kanceláři
- Práce v obchodě
- Práce v zemědělství
- Práce v dopravě

Pracovní benefity

- Právní ochrana
- Právní ochrana v případě nezodpovědnosti

Pracovní nabídka

Pracovní podmínky

- Práce v zahraničí
- Práce v domácnosti
- Práce v kanceláři
- Práce v obchodě
- Práce v zemědělství
- Práce v dopravě

Pracovní benefity

- Právní ochrana
- Právní ochrana v případě nezodpovědnosti



Civil society



Prato migranti

“Strong partnerships between stakeholders dealing with the integration and participation of IEM ”

This service is based on the cooperation between public institutions and social actors, including immigrants’ associations in the production of a joint eGovernment one stop shop online for immigrants. A local network was established in order to develop a web portal (and other integrated ICTs tools) for the integration and participation of immigrants in the local community and thus enhance their representation. The District, the Municipality, the Prefect’s office and the Chamber of Commerce are the main actors. The network was then extended to other local actors (i.e. most of them municipalities until reaching more than 30 different actors). The goal is to provide all the necessary information to citizens on one platform by reducing the difficulty for the citizens, and especially the immigrants, to move from one office to another. Thanks to the website, all the information is available connecting from home or from the several internet-points in the city. The information on the website is provided in many languages (English, Arab, Chinese, Albanian, French, Urdu) in order to be easily comprehensible to everyone. Recently, the web platform has been used to provide information through digital videos placed throughout the city; thanks to the project, a few of them have been placed in strategic points for immigrants and information is translated and delivered to this specific target.

Despite IEM are crucial for the website, the project’s steering committee decided to not include them into the management body due to the difficulty in managing representation and pluralism issues. The other main critical aspects are: information retrieval, collection and analysis. The website editing took longer than what was forecasted. The translations in many different languages have implied some difficulties, since it is complicated to uniform concepts and meanings in different languages and this constitutes an important know-how for any actor interested in developing a Multilanguage platform oriented towards IEM. This practice constitutes an inspiring way of developing strong partnerships between stakeholders dealing with the integration and participation of IEM.

>

Where: Italy, Local initiative (Tuscany, Prato).

>

When: Since July 2008.

>

Who: Provincia di Prato (Public Administration).

>

For whom: IEM and host population at the same time.

>

What: One stop shop, eGovernment, Public Services.

>

How: A multilingual web based platform that works as one stop shop to identify all public services located in the city.

>

Contact information:

<http://www.pratomigranti.it>

Provincia di Prato

Area Programmazione e

Valorizzazione Servizi

Via Ricasoli 25 - 59100

Prato

0039 (0)574 534 578

>

If you liked this

initiative, have a look at:

HELP & Integration funds (Austria):

<http://www.help.gv.at/>

[Content.Node/HELP-FC.](http://www.help.gv.at/Content.Node/HELP-FC.html)

[html](http://www.help.gv.at/Content.Node/HELP-FC.html)

GovWorks (Netherlands):

<http://www.govworks.nl>

>



ONE-STOP SHOP:
A new answer for immigrant integration

JLS/2006/INTI/148



Handbook
on how to implement
a One-Stop-Shop



Réseau Education sans Frontières - RESF

“Let them grow here”

Illegal immigration is defined as the entry on a national territory of foreigners that either don't possess documents authorizing them to stay, or whose validity has ended. The Education Without Borders Network (RESF) was created following a meeting at the Labour Council that included teachers and staff from the National Education Department, students, parents, educators, associations, unions and human rights organizations. All parties were alarmed by the situation of undocumented children and adolescents which had received schooling in France and decided to create a “solidarity network” in order to monitor, spread information, and mobilize people in favour of giving these children a legal status. RESF includes associations and trade unions, but the members of the organizations act first and foremost as individuals. All its members are voluntary workers. Many RESF members are often teachers or student parents, who are eyewitnesses to the threat of expulsion, faced by sans-papiers, and decide to become their godparents. This republican sponsoring entails to offer them an everyday help. The participation of the undocumented immigrants in RESF's meetings, inasmuch as inside online activities (discussion list) is rare. Most of the exchanges between sponsor (Godparent), and sponsored (Godchild), are done face to face or over a mobile phone. For RESF, the Internet is an amplifier, a tool that enables ensuring rapid (inter)national coverage, obtaining support from teacher unions, associations specialized in foreigners' rights, and most important the multiple individuals for whom the Internet constitutes in some cases their first form of engagement.

The low level of participation of the immigrants themselves can be explained by their legal situation that exposes them at legal consequences, inasmuch as it might derivate from low levels of literacy (linguistic and digital). The RESF does not address those problems and therefore does not contribute to the empowerment of the immigrants regarding those skills. But RESF enhances bottom-up dynamics of integration by providing guidance, emotional and legal; to the undocumented migrants they try to support. The republican model of godfathering constitutes an interesting way of sharing and exchanging between immigrants and the host population, as it also provides some clues of what social capital and social engagement can do for social inclusion. Finally, the fact of being an informal network without centralised structures enhances a light and flexible form that can last without needing funding by using tactically internet and mailing lists.

>

Where: France, National initiative.

>

When: Since June 2004.

>

Who: Informal network (Non profit sector).

>

For whom: Undocumented Immigrants (minors and their families).

>

What: Solidarity, godfathering, mobilization.

>

How: A “solidarity network” that monitors, circulates information and mobilizes people in favour of undocumented children so they can have a legal status.

>

Contact information:

<http://www.educationsansfrontieres.org>

>

If you liked this initiative, have a look at:

Exiled Journalists (UK):
<http://exiledjournalists.net>

Migrant and Refugees Communities Forum (UK):
<http://www.mrcf.org.uk>

Refugee & Migrant Forum Manchester (UK):

<http://www.mrsn.org.uk/forum>

>

AUCUNE CHAISE VIDE
DANS NOS ÉTABLISSEMENTS
À LA RENTRÉE, NI APRÈS !!!

Jeunes scolarisés
et parents
sans-papiers...

Pierre-Alain de Michelmont



30 juin 2006 (OUVERTURE DE LA CHASSE À L'ENFANT
MOIS NE LAISSERONS PAS FAIRE !)



CÉRÉMONIE DE PARRAINAGE - BURET - CONCERT
SAMEDI 2 JUIN 2007
19H00-23H00
**PARRAINAGE CITOYEN
DE FAMILLES SANS-PAPIERS**

SOUTIENEZ-VOUS !
C'est ensemble que nous pouvons faire la différence.

Régularisation, mode d'emploi

**N'HABITE PLUS
L'ADRESSE INDIQUÉE**

Christian Bales - Olivier Aissani

**droits bafoués
Stop
à l'expulsion
de mes parents**

Logo of the French Republic

Jeunes scolarisés et parents sans-papiers
C'est ensemble que nous pouvons faire la différence.

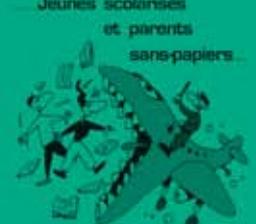
AUCUNE CHAISE VIDE
DANS NOS ÉTABLISSEMENTS
À LA RENTRÉE, NI APRÈS !!!

Jeunes scolarisés
et parents
sans-papiers...

Pierre-Alain de Michelmont



30 juin 2006 (OUVERTURE DE LA CHASSE À L'ENFANT
MOIS NE LAISSERONS PAS FAIRE !)



CÉRÉMONIE DE PARRAINAGE - BURET - CONCERT
SAMEDI 2 JUIN 2007
19H00-23H00
**PARRAINAGE CITOYEN
DE FAMILLES SANS-PAPIERS**

SOUTIENEZ-VOUS !
C'est ensemble que nous pouvons faire la différence.

Régularisation, mode d'emploi

**N'HABITE PLUS
L'ADRESSE INDIQUÉE**

Christian Bales - Olivier Aissani

**droits bafoués
Stop
à l'expulsion
de mes parents**

Logo of the French Republic

Jeunes scolarisés et parents sans-papiers
C'est ensemble que nous pouvons faire la différence.

Migrations à Besançon

“Better understand each other
to better live together”

The project aimed at the creation of a collaborative website in order to promote internet as a mass media of proximity that would facilitate a citizen commitment of the inhabitants regarding the history of migrations in Besançon. This collaborative website offers the possibility for anyone to submit contents (text, audio, and video) and it counts with a collection of testimonies about the various migration flows that have occurred towards this medium sized city.

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

The contents are only available in French even though the project team plans to develop translation of some testimonies in migrants' languages so they can be accessed by new migrants and refugees. Besides, this initiative lacks sustainable financial resources, since it depends on voluntary work and funds. The lack of digital literacy of many of its users contributes to the few amounts of spontaneous and direct contributions to the website. Nevertheless, the originality of the practice lies in the establishment of networks among immigrants and the host population through the gathering and development of testimonies and personal narratives regarding immigration. Besides, the plurality of stakeholders involved, from national and local government institutions agencies to some private partners and of course the migrants themselves counterbalances its lack of financial sustainability.

>

Where: France, Local initiative (Besançon).

>

When: Since december 2007.

>

Who: Centre Communal d'Action Sociale (CCAS) (Public sector).

>

For whom: Specifically IEM.

>

What: Memories, digital storytelling, narratives.

>

How: Personal stories are conceived as tools to create “social link” through a collaborative website where everybody can contribute.

>

Contact information:

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

Centre Communal d'Action Sociale (CCAS) de Besançon,
9 rue Picasso, 25000 Besançon, France.
0033 381 52 92 56

>

If you liked this initiative, have a look at:

Histoire Immigration (France):

<http://www.histoire-immigration.fr>

>

LE SITE DES
JEUNES

LE SITE DES
JEUNES

LE SITE DES
JEUNES

BACONTEZ
votre histoire

BACONTEZ
votre histoire

migrations à Besançon

LE SITE DES
JEUNES

LE SITE DES
JEUNES

LE SITE DES
JEUNES

BACONTEZ
votre histoire

BACONTEZ
votre histoire

migrations à Besançon

LE SITE DES
JEUNES

LE SITE DES
JEUNES

LE SITE DES
JEUNES

Mixopolis

“Mentoring to improve vocational training”

SchulensNetz.V. is a voluntary, non-profit organisation, founded in 1996 by the Federal Ministry of Education and Research and Deutsche Telekom AG. Its objective is to firmly anchor new media and the Internet in everyday teaching. To achieve this, SchulensNetz provides innovative internet-based education models (content and platforms) to support teachers and students for a self-responsible and critical-minded use of new media. Mixopolis aims at the participation (in education, labour and cultural/social life) of young immigrants in Germany in multimedia areas. In order to do so, it seeks to motivate participants of vocational education, in order to reduce social barriers and to promote intercultural potentials in a vocational context. Mixopolis aims, on one hand, at an active participation of its target group on the portal and, on the other hand, at building a network of federations and enterprises. It co-operates closely with schools, youth associations and participants of vocational education. Ahead of starting the project, staff from migrants organisations and young migrants themselves were interviewed about their needs and wishes. These are the services provided: A magazine (users can comment on news about job, education or cultural life, they can also give input for interesting themes); community building (the most active participation is found here in clubs and threads). Users can also create their own profile in the section “My Mixopolis”; training (through interactive learning modules); e-Mentoring (for each part competent contacts are available, they give advice in many categories or help the user in detail questions).

Before the start of the project, staff from migrants organisations and the young migrants themselves were interviewed about their needs and wishes. This type of involvement of IEM prior to the beginning of the practice insured the identification of the features and options considered as really useful by youth and young adults with migrant backgrounds. Like many other projects using ICT to enhance the participation of youth IEM, the evaluation of the impact (visibility) of those voices inside the mediascapes of the host societies remains unclear. Some exchanges on those issues between the several identified practices dealing on this subject would constitute an interesting reservoir of lessons to be learned.

>

Where: National scope (Germany).

>

When: Since January 2009.

>

Who: SchulensNetz e.V. (Non profit sector).

>

For whom: Youth IEM.

>

What: Communities, e-learning, magazine.

>

How: An intercultural youth portal to address a positive reinforcement of young migrants by creating a bridge between digital learning and networking.

>

Contact information:

<http://www.mixopolis.de>

SchulensNetz.V.

Project Mixopolis

Martin-Luther-Allee 42,

53175 Bonn, Germany

0049 228 910 48 245

>

If you liked this initiative, have a look at:

Digitales(Europe):

<http://www.digi-tales.org>

>



Magazin » E-Mentoren

Aktuelles

Blickpunkt

E-Mentoren

» Im Profil

» Online-Zeiten

Medien

Events

Links

Über Mixopolis

Anmeldung

Im Profil



E-Mentoren
Frederic Darmstädter

Schüler und Pfadfinder aus Bonn.
» [Mehr](#)



E-Mentoren
Nurdan Kurt

Frisch "gebackene" Bürokauffrau aus Köln.
» [Mehr](#)



E-Mentoren
Margarita Plati

Bankkauffrau und
Vorstandssekretärin aus Köln.
» [Mehr](#)



E-Mentoren
Aglika Infante

Motivationstrainerin und
Beraterin aus Köln.
» [Mehr](#)



E-Mentoren
Ali Dogan

Rechtsreferendar aus Spenge
(bei Bielefeld).
» [Mehr](#)



E-Mentoren
Meran Yesilbas

Praktikantin und (demnächst)
Studentin aus Kiel.
» [Mehr](#)



E-Mentoren
Olga Mazur

Studiert Deutsch an der
Universität in Kasst.
» [Mehr](#)



E-Mentoren
Firat Gul

Set-Aufnahmeleiter
(Lindenstraße) aus Köln.
» [Mehr](#)



E-Mentoren
Nadiah Ayeva

Kauffrau (Bürokommunikation)
aus Hamburg.
» [Mehr](#)

Suche

Benutzername

Passwort

Mit dem Login akzeptiere ich die

» [Nutzungsbedingungen](#)

» [Hoch nicht Mitleid?](#)

Einloggen

Wer ist online?



» [Alle anzeigen](#)

Aktien Ausbildung

Beruf [Suche](#) E-Mentoren

Jugendliche Medien

Migranten Schule

Studium

Meine Foreitbeiträge

» [Re: zuwenig Pausen in de](#)

Aktuell im Trainingscenter

Traumberuf Koch - was
steckt wirklich dahinter? Wir
haben uns mit einem Koch-
Azubi unterhalten und einen

Mixopolis

Mixo

Maroc.nl

“User content creation in an online platform”

The Moroccan community in the Netherlands is (generally spoken) having difficulties when it comes to: education, social interaction (with natives, but also other ethnicities) and access to work places that they find meaningful. Since its conception, Maroc.nl had several aims to find solutions to these problems. First, develop an online community for Dutch (and Flemish Belgian) people of all backgrounds, with an emphasis on the immigrant community. Then create a news portal and a magazine, using the platform created by the online community to inform those target groups of relevant news. Not only does Maroc.nl provide news from Morocco, but also relevant news for immigrants living in the Netherlands. Members can use the forum, and add audio and video logs for others to enjoy. Finally, it also looks for its future, as it needs to continue to evolve. Recently a database of thousands of legal songs of Moroccan music in its many forms was included in the site, in addition to popular Western music. Users can create playlists and stream music endlessly. Voice and video chat will soon be added as well, making moderated and free video conversations between two or more parties possible anywhere in the world. Eventually a talk show will be hosted using this medium.

The impact assessment aspect of the project has to be improved since it is not formal yet. For example, it is not clear what is the exact role and participation of IEM inside the practice, although they seem very active. One the problem encountered is the lack of financial support, and its consequent problems. The initiative and the development of ICT has been going side by side, both had an overwhelming effect on each other. The more ICT development was made the more the initiative could evolve. The practice started as a personal hobby and grew into an acknowledged platform for the Moroccan community as it was able to reflect its wishes and desires. It is now getting to the next level (professional)!

>

Where: Netherlands,
National scope.

>

When: Since 2000.

>

Who: Stichting Maroc.NL
(Non profit sector)

>

For whom: All IEM,
although more focused on
young migrants.

>

What: Internet platform,
web 2.0, voices.

>

How: An interactive
platform where any IEM can
publish contents related
to Moroccan community in
Netherlands.

>

Contact information:

<http://www.maroc.nl>
Stichting Maroc.NL
Johan Jongkindstraat 127
1062 CT Amsterdam
0031 (0)20 4080296

>

**If you liked this
initiative, have a look at:**

The Bangladeshi Youth
Organisation (UK):
[http://www.bym.org.uk/
splash.asp](http://www.bym.org.uk/splash.asp)

>



meer dan **1000** artikelen

marroc.nl

START | [MUNMARC.NL](#) | [FORUMS](#) | [NIEUWS](#) | [CHAT](#) | [FOTO'S](#) | [GAMES](#) | [ZOEKEN](#) | [ISLAM](#) | [BLOGS](#) | [RELATIES](#)

LAATSTE NIEUWS

- [D 11:49 Nijmegen: studenten slaagt voor 22 vakken](#)
- [D 12:06 Gebiedsrecht voor jongeren in Utrechtse wijp](#)
- [D 12:02 Zandse instellingen burgemeester in Marokko](#)
- [D 12:50 RITour meet migrantenactiviteiten Marokko en Nederland](#)
- [D 12:44 WAM onderzoekt bewering WVM over problemen in de](#)
- [D 12:42 Boycot Antwerpse leerlingen tegen verbod hoofddoel](#)
- [D 12:38 Afrikaanse vluchtelingen willen weg uit Marokko](#)
- [D 12:31 Belgische Marokkanen meer Marokkaan dan Belg](#)
- [D 11:51 Marokkanen initiatiefproject Israël goed](#)
- [D 12:09 Kijkamers voor wapen](#)
- [D 10:35 Feyenoord wil ook vertrekken met 'gratis' Boskhal](#)
- [D 10:17 Al Mersaal scoort 30 in AZ wedstrijd](#)

MAGAZINE



Maroc 20, 1999

De redactie van Marroc.nl, het eerste online magazine van Marokko, is nu beschikbaar op 7 plaatsen in Nederland.

Afspraak is afspraak: de redactie van Marroc.nl zal alle berichten op de hoogte te zijn van het nieuws en de ontwikkelingen.

MPC LAADBOX

- [A baba waya baba \(2965\)](#)
- [Allah ya moulane \(2527\)](#)
- [Mama le'z'zinou \(1216\)](#)
- [Awjouk alla \(948\)](#)
- [Yasmina \(849\)](#)
- [Musique soussia \(796\)](#)
- [Amahig Douyya \(675\)](#)
- [Out of light \(609\)](#)
- [01.mp3 \(523\)](#)
- [Casanova \(500\)](#)
- [24.mp3 \(498\)](#)

Meer MP3's

ADVERTENTIE



CHATBOXEN

Naam:

Tekstchat

Videochat

SUPPORT



NIEUWS TABS

Search Tags:

amerikaanse · bush · dood · irak · iran · islam · israel · marokkaanse · marokko · moslims · nederland · nederlandse · VTDUW · vtduwin · vtduws

TOP GAMES

Spel	Speler
Pacman	19102
Tetris	12471
Snake	7890
Fruit Kabook	3978
Super Mario Power	3544
Cars	3228
Metal Slug 1/2/3/4	2726

LAATSTE AV

1	Geen titel	DRLOVE
2	Swamperty	Loe
3	Geen titel	DRLOVE
4	Ipod	DRLOVE
5	Geen titel	Loe
6	Geen titel	Loe
7	Geen titel	Loe



arabic girl



Kamalen Faiden MO_3L



SidiSidi



ChebaZina



now

Fantasy

0-Cards thema: Fantasy 58 32 Fri November 12, 2004 11:48am by jaanvito

Fri June 11, 2004 9:30pm by luo

Homer

0-Cards thema: Homer 109 49 Wed October 2, 2004 9:46am by Abba

Sat June 12, 2004 9:25am by miss faze

Kunst

0-Cards thema: Kunst 136 13 Tue March 28, 2007 10:29am by killerbody

Tue June 29, 2004 4:38am by miss faze

Liefde

0-Cards thema: Liefde 100 74 Thu October 21, 2004 2:42pm by aHua

Thu July 8, 2004 9:08am by dabo34

Recent Photos



Marouane Hethubelo



Soudouk, Soudouk, veldkennis



Sunayen Hethubelo



Jant 'Sk jonghe' adrian111



a serious question? adrian111



Montage Film 7 Hethubelo



Apostroph Hethubelo



S2S fard666



fard666



Surbal Hethubelo



Tinkys Hethubelo



Outimat Hethubelo

Statistics

Users: 94,272
Photos: 3,263
Comments: 6,485
Views: 55,574,297
Out Spoke: 181,308
1 unregistered users

CousCous Global

“Intercultural dialogue through ICT mediated debates”

Couscous Global is a platform to discuss and debate for teenagers and young adults' world wide. The web project was organised on request of the target group. After the Cola television show stopped a lot of young people reacted they wanted to continue the show, online! In general, social networks are used to find friends, people who think like you and like the things you like. This way, lack of knowledge about others, and prejudices stay. Connecting opposites is much more thrilling. Couscous films debates with opponents or helps young people to get them filmed, subtitled and uploaded. The short film clips give a realistic view of their lives with positive elements and hardships. Couscous Global wants to use the online platforms to connect you with your opponent, so there will be a true debate on line.

The watching of the DVDs and the reactions are filmed. This is the first output for the platform. The output is, if possible edited on the spot, or transferred to the Netherlands for editing. Next, a debate in the Netherlands is organised and recorded. Through an anti-tag system opponents are found and invited for a debate. The ambassadors make sure the film clips are actually recorded and uploaded. The website uses web 2.0 applications such as YouTube for uploading and stocking all videos, and also an open source software called Anymeta, which is a community management system that offers a sustainable information structure for internet projects. The system allows visitors to actively participate on the website, while the resulting information automatically appears in the right place, within a relevant context. This makes anyMeta extremely suitable for social networks, knowledge management, collaboration and storytelling.

This project was requested and developed with young IEM, meaning that its users were actively involved since the beginnings. This provides the project with a solid base for its mid and long term sustainability. Besides, and regarding its impact, notice that the use of Metadata provides the contents created with a high visibility, since semantic networks score very high on search engines like Google. Nevertheless, the practice has not yet undertaken impact assessment activities and therefore it is difficult to develop a clear evaluation of the impact, diffusion and appropriation of the practice by its key users.

>

Where: International scope (Netherlands located).

>

When: Since August 2008.

>

Who: Couscous Global (Non profit sector).

>

For whom: Teenagers and young adults with an IEM background.

>

What: Intercultural dialogue, ambassadors, video creation.

>

How: Couscous Global engages young people from all over the world in a worldwide discussion.

>

Contact information:

<http://www.couscousglobal.com>

Couscous Global P.O.box
17367 1017 HL
Amsterdam

>

If you liked this initiative, have a look at:

Commedia(Greece):

<http://www.commedia.net.gr>

Migrant to Migrant radio stream (Netherlands):

<http://m2m.streamtime.org>

>

Female sexuality

Norway vs Iran

Here you can see questions and answers about female sexuality between Sofie from Norway and Sara from Iran

Holland

SOFIE ABOUT HER BURQA PERFORMANCE IN THE RED LIGHT DISTRICT IN AMSTERDAM

Sofie is an artist from Norway. She has a question for you: What do you think about putting a woman in a burqa in the red light district?

Sofie about her burqa performance in the red li...



COMMENT

discussion Sofie about her burqa performance in the red light district in Amsterdam | comment

RE: SOFIE ABOUT HER BURQA PERFORMANCE IN THE RED LIGHT DISTRICT IN AMSTERDAM
200nikesdeep do it do it.

discussion Sofie about her burqa performance in the red light district in Amsterdam | comment

RE: SOFIE ABOUT HER BURQA PERFORMANCE IN THE RED LIGHT DISTRICT IN AMSTERDAM

ElmalMianthropia I think it is very stupid. The windows are made for prostitution, not for artists, that pay almost nothing for...

Watch the movies from/ about...

AFGHANISTAN



ARMENIA



BAHRAIN



CHINA



QATAR



HOLLAND



IRAN



IRAQ



ISRAEL



LIBYA



NORWAY



SINGAPORE



Surprising Europe

“Immigrants stories of do and don’ts addressing potential new immigrants”

The platform partly is a reaction to policies in the Netherlands and all over Europe. African labour migrants often come to Europe with high expectations. But the view of Europe is largely determined by false rumours and prejudices. In most countries below the Sahara there is a huge shortage on trustworthy information about Europe. Often, after having arrived in Europe, migrants have problems, it is hard to get a living permit, to find work, and returning is not possible because of loss of prestige.

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

The project consists out of: a television-series with a linked debate program for use in African international English website; the making of a documentary about the project for a Dutch audience.

Surprising Europe does not aim to discourage anybody to come to Europe but rather to ask people in Africa to weigh their option before they leave their homelands.

This practice is very innovative in its way of addressing the crucial issue posed by the production and diffusion of knowledge inside migrant sending countries, the idea being to provide potential migrants with contents and reflexions that can help them to decide and/or prepare their migratory process towards the EU. Besides, the mix between an online web2.0, a documentary and a magazine provides IEM with a variety of supports that can be used in different ways. Nevertheless it is still difficult to develop a clear evaluation of the impact, diffusion and appropriation of those contents by its target users as no impact assessment has been yet undertaken.

>

Where: International scope (located in Netherlands).

>

When: Since August 2008.

>

Who: Surprising Europe (Non profit sector).

>

For whom: IEM (specifically located in the Netherlands and Africa) and host population.

>

What: Narratives, do and don’ts, migration flows.

>

How: A web platform to share first hand experiences and tips in order to prepare oneself to come to Europe, and specifically the Netherlands.

>

Contact information:

<http://www.surprisingeurope.com>

>

If you liked this initiative, have a look at:

Refugee Stories Project (Europe):

<http://www.ecre.org/refugeestories/>

>

- GENERAL
- START
- LIVING
- WORKING

- STRESS
- PERMIT
- CRIME
- RETURN

- BROWSE ARTICLES
- IMAGES
- VIDEO
- TAG CLOUD

SURPRISING EUROPE



● [Home](#) / [General](#) / [About Surprising Europe](#)

Why Ssuuna Golooba came up with this idea

[Comments](#) [Mail](#) [Remember](#) [Print](#)

After reading an article about the plight of the 11 illegal immigrants that were killed at Schiphol airport detention I was inspired to come up with a film /TV series that would give Africans the true picture of what goes on in Europe.

A fire broke out while immigrants were awaiting deportation at a prison complex outside Amsterdam's Schipol Airport in October 2005 killed 11 people. This prison was built during a rapid expansion of detention facilities

to deal with the influx of smugglers and illegal immigrants, as well as asylum seekers

who were locked, more especially because of the lack of such negligent situations. I saw the news in newspapers for my people and after this incident, I thought that the best way to help with a film about the life of

Africans go through especially the process of staying illegally. Many are willing to Europe to make a better life, but what the Schiphol incident was

that legal immigrants fall victims of. They don't know they have nowhere to run

to in any of the Western countries so the situation is almost impossible for an illegal immigrant. I intended to frustrate every effort of immigrants who are threatened with stiffer fines and contracts of landlords that they can't afford.

Low bandwidth

- BROWSE ARTICLES
- IMAGES
- VIDEO
- TAG CLOUD

● [Home](#) / [Stress](#) / [Racism](#)

European Racism against Black People

[Comments](#) [Mail](#) [Remember](#) [Print](#)

I have to ask the question why do African people bother living in such xenophobic and racist countries such as Switzerland, Austria, or Germany? I am well aware that other European countries have anti black prejudices and biases such as Russia.

I am focusing on the Western European countries at the moment to be the focus of this discussion. The German speaking countries are known for their history of racism and anti black prejudices. I understand that people move to Europe for educational opportunities, for a better life, or to live with families. I continue to be amazed when I hear about African people living in those German speaking countries.

It's so frightening Germany and Austria especially the hostility and racism against black people is so shocking. Why would anybody black person want to live there?

France is a country that once claimed to be tolerant of "different" people such as Josephine Baker and Langston Hughes. Well times have changed in France the nation now has an immigration crisis.

The French have banned Muslim girls from wearing the hijab at schools. I know in France there are racists such as the current French president Nicolas Sarkozy and the right wing leader Jean Marie Le Pen, and the UK also has racial problems.

Not so long ago Sarkozy called immigrant youth "scum" even though he's the son of Hungarian immigrants. For the white French majority although Sarkozy is of Hungarian origin he's still white and he is still viewed as a "real" European. Immigration and racial intolerance was one of the main themes for the recent French election. In France there is a strong current of xenophobia and racism against blacks and Arabs.

I have to ask the question, why do black people even bother living in



Read further

● [Home](#) / [Crime](#) / [Detention](#)

"I survived the fire at the detention centre at Amsterdam airport"
On the night of 27 October 2005, 11 illegal immigrants perished in a fire that broke out in a "removal facility" at Amsterdam Airport. 15 others, including guards, were injured.

● [Home](#) / [General](#) / [EU countries](#)

The Netherlands - general information
Information about geography, history, climate, economy and migration

● [Home](#) / [Working in EU](#) / [Working conditions](#)

Working in the shadow economy
The very strict way of enforcing the law is typical for the richer countries in the middle and north of Europe like Germany, the Netherlands, Sweden. In southern countries like Spain and Italy it's somewhat different. The laws are similar but the authorities turn a blind eye to unlawful practices more

About us | Partner | Disclaimer | Contact

SURPRISING EUROPE



Read further

SAMENET/Sámi Network Connectivity

**“This platform is beneficial for Sámi democracy,
identity, information, debate and education.”**

Sami people are unfortunately often subject to social and political exclusion, as well as at risk when it comes to the digital divide due to the lack of infrastructures. The Sámi Network Connectivity addresses issues about accessibility to technology. A solution has to address topographic circumstances (mountains), the fact that major areas are environmentally protected (which puts constraints on installing fixed infrastructure such as antenna towers and limits the availability of power sources), and the semi-nomadic nature of reindeer herding. The vision of SNC is to be an active and positive part in taking the potentials of ICT into actual use, in a contemporary re-establishment of nomadism, a “post-modern nomadism”. The SameNet server is placed, owned and administered by Samernas utbildnings centrum (Sámi Education Center) in Jokkmokk. Sámis can connect through Internet with the First Class Client or through the web browser. The First Class Collaboration Suite is a fully integrated suite of applications designed to enhance communication, collaboration, and knowledge sharing within education and corporate environments. It provides a base to enable the Sami community to fully participate in developing and implementing the initiative. The key ethos in both SAMENET and SNC is to provide a collaborative social networking environment that supports the already existing cultural interaction and democratic structures of the Sami people. Decision-making is therefore essentially democratic and based on participatory consultation. SAMENET uses relatively ‘low tech’ technology - First Class - which is stable, reliable and user friendly. Very few technological problems have been encountered.

SAMENET is currently under trial, so it is difficult to get data on impact assessment, although it is planned to measure the outcomes. The main problem has been the funding, linked to sustainability issues. More research is needed and further development of the techniques necessary to draw conclusions about its effectiveness. Although, it is important to point out a great partnership involving various local and state actors, as well as the Sámi community, and in particular the work realized with the Sámi women.

>

Where: Sweden/Finland, Regional scope (Jokkmokk, Norrbotten County).

>

When: Since 2000.

>

Who: Samernas Utbildnings centrum (Public sector)

>

For whom: Sámi people.

>

What: Internet platform, Social Network Platform, Community server.

>

How: An interactive training involving actively a nomadic ethnic community.

>

Contact information:

<http://same.net/julev>

Samernas Utbildnings centrum

Borgargatan 2

962 32 Jokkmokk

Tel: +46 (0)971 440 00

>

If you liked this initiative, have a look at:

Voces Gitanas (Spain):

<http://www.vocesgitanas.net>

>



SameNet

JULEV ÁARJEL DAVVI SVENSKA SUOMI ENGLISH

[Start](#)

[Om SameNet](#)

[Ny användare](#)

[Web-login](#)

[Hämta FC-klienten](#)

[Support](#)

[Kalender](#)

[Kontakta SameNet](#)

SameNet- samiskt medborgarnät

SameNet är ett samiskt medborgarnät vilket gynnar samisk demokrati, identitet, information, debatt och utbildning. Som ansluten användare på SameNet får du en smidig e-postadress med domännamnet same.net. Exempel på e-postadresser kan vara ari.veikko@same.net.

Organisationer kan upprätta konferenser för sina medlemmar. Konferenserna går att utforma efter behov. Det finns även konferenser på SameNet som är öppna för alla SameNet användare.



Nyheter



Köp/till



Lediga tjänster



SÁMI RÁÐGIVNINGSRÅDET
Sámiid ráđđuvárddat



SÁMIID RIIKKASEARVI
Sámiid Riikkasearvi



Sámediggi
Sámedigge
Sámiidigkkie
Sametinget

Copyright © SameNet - The sami network! [admin]



EUROPEISKA UNIONEN
Europeiska regionala utvecklingsfonden

> **Social engagement by volunteering**

Leva giovani

“Youth volunteering to bridge upon digital divide”

As youth show to be generally more expert and interested in ICT, the Leva Giovani initiative focuses on them for volunteering in order to transfer their knowledge of ICT to other groups at risk of digital exclusion such as elderly, migrants and women. This action is part of the wider LevaGiovani project supported by Reggio Emilia municipality which aims to stimulate and spur young citizens to volunteer in different activities through some kind of symbolic and material incentives (checks for cultural consumption, cultural trips and stages). Previously, in 2004, the local institution created a welcome center - Il Punto di incontro Madreperla - for women coming from Eastern Europe, and in 2006 LevaGiovani for digital divide has been activated to help those women out with ICT related problems and issues. LevaGiovani aims at: reducing the digital divide experienced by a set of social groups; stimulate youngsters to opt for volunteering and spending time in social and helpful activities; matching people with different backgrounds as the learning experience acquires more profound nuances inside a more complete human relationship and contributes therefore to deeper social integration dynamics. ICT plays a central role even though the learning process is not restricted to ICT, but is thought to be an instrument for the needs of those marginal groups (eg: writing a CV and looking for a job; using Skype to reach and communicate with the family abroad; learn to look for relevant information).

The initiative has shown great impact because it became so popular within the young living in Reggio Emilia that the municipality encouraged its extension to the whole Reggio Emilia Province. This is a very good indicator to state that a practice is needed and therefore its sustainability should be insured. Nevertheless, it is difficult to develop a clear evaluation of the impact of the practice in the social engagement of its participants as no impact assessment activities haven't been undertaken yet.

>

Where: Italy, Local initiative (Reggio Emilia, Emilia-Romagna).

>

When: Since 2006.

>

Who: Municipality of Reggio Emilia (Public sector).

>

For whom: Socially-digittally excluded (among which IEM).

>

What: Volunteering, ICT skills.

>

How: A volunteering program for youth in order to teach digittally excluded groups ICT skills.

>

Contact information:

<http://portalegiovani.eu>

Municipality of Reggio Emilia

Via Emilia a San Pietro, 12, 42100 Reggio Emilia, Italy 0039 0522 456012

>

If you liked this initiative, have a look at:

Conecta Joven (Spain):

<http://www.conectajoven.org>

>



16/03/2006



21/06/2007



> **Holistic accompaniment and digital literacy training**

Mondo digitale

“An e-café inside a centre for refugee seekers”

Centro ENEA is an experimental project and multi-services centre wanted by Rome Commune and Minister of Interior, intended to promote a new territorial system for the reception of refugee seekers by favouring the networking of opportunities and resources of the territory. In that sense, the centre represents a deep cultural change: from a static service model to a dynamic approach of reception based on the study of personalized projects for every single person, depending on their stories, needs, expectations. This is done in order to offer specific services and instruments to help them in the migratory path, enabling him/her to give value to his identity and make wise choices. A special emphasis is put on needs related to finding a job, a house, learn Italian. In the Centre 400 people are hosted and there are social operators, linguistic mediators, Italian language teachers, psychologists and lawyers. One of the central services inside the centre is a “net-café” that provides digital alphabetization courses to refugee seekers and that is managed by Fondazione Mondo Digitale. E-Cafè offers pc with internet connection, Italian language classes and professional guidance classes using computers. e-Café services are open to all Rome citizenship as an instrument of integration of refugee seekers within the society. Through e-Café it is possible to get in contact with organizations and communities of refugee seekers in Italy through email, chat, skype services. Besides, they also organize classes for high school students inside ENEA Centre that could also be attended by guests of the centre: for example 3D graphic classes and courses for building up computers utilizing parts of old pcs.

This initiative is the one that develops the most detailed monitoring activities and impact assessment of our entire sample. In that sense, a lot can be learned from it and many exchanges should be established to understand how its methodology can be applied in other contexts. Besides, another of its characteristics is the fact that they do not need to develop many outreach activities as their target users are the refugees’ seekers residing as hosts inside the ENEA centre.

>

Where: Italy, Local Initiative (Roma).

>

When: Since October 2007

>

Who: Centro ENEA (Public sector).

>

For whom: Refugees seekers.

>

What: Formation, services, refugees.

>

How: A centre that hosts 450 refugees and provide also an e-café opened to them and to the host population.

>

Contact information:

<http://www.mondodigitale.org>

FondazioneMondoDigitale (Digital World Foundation)

Via Umbria 7, Roma

0039 (0)64 20 14 109

>

If you liked this initiative, have a look at:

Emmaüs Cyber Space (France):

<http://www.emmaus-france.org>

>





Other ressources



Other resources

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

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

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

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

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

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

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

http://www.ofcom.org.uk/advice/media_literacy/medlitpub/medlitpubrssl_emg08: OFCOM study regarding “Media Literacy Audit: Media literacy of UK adults from ethnic minority groups”, The purpose of this report is to provide a rich picture of the different elements of media literacy across the key platforms of television, radio, the internet and mobile phones. It is a report that looks specifically at adults (aged 16+) from ethnic minority groups (EMGs) within the UK population. People surveyed for this research will be of ethnic origin and may have been born in the UK or overseas, but they currently reside in the UK. Respondents were given the option of conducting the survey in English, Punjabi, Gujarati, Urdu, French, Somali or Arabic North African.

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

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

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

Notions, concepts, scientific research

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

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

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

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

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

Source: Council of Europe, http://www.coe.int/t/dg4/intercultural/concept_EN.asp

Discrimination: “Direct discrimination occurs when a person is treated less favourably than another in a comparable situation because of their racial or ethnic origin, religion or belief, disability, age or sexual orientation. An example of direct discrimination is a job advert, which says “no disabled people need apply.” However, in reality discrimination often takes more subtle forms. That is why indirect discrimination is also covered. Indirect discrimination occurs when an apparently neutral provision, criterion or practice would disadvantage people on the grounds of racial or ethnic origin, religion or belief, disability, age or sexual orientation unless the practice can be objectively justified by a legitimate aim. An example of indirect discrimination is requiring all people who apply for a certain job to sit a test in a particular language, even though that language is not necessary for the job. The test might exclude more people who have a different mother tongue.”

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

Empowerment: “Empowerment refers to increasing the spiritual, political, social or economic strength of individuals and communities. It often involves the empowered developing confidence in their own capacities. The term Human Empowerment covers a vast landscape of meanings, interpretations, definitions and disciplines ranging from psychology and philosophy to the highly commercialized Self-Help industry and Motivational sciences. Sociological empowerment often addresses members of groups that social discrimination processes have excluded from decision-making processes through - for example - discrimination based on disability, race, ethnicity, religion, or gender. Empowerment as a methodology is often associated with feminism: see consciousness-raising.”

Source: Wikipedia.

Active Citizenship: 'Participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy' (Hoskins, 2006).

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

Source: "Measuring Civic Competence in Europe, A composite Indicator based on IEA Civic Education Study 1999 for 14 years old in School", Bryony Hoskins, Ernesto Villalba, Daniel Van Nijlen and Carolyn Barber - EUR 23210 - European Commission, Joint Research Centre, Institute for the Protection and Security of the Citizen, Centre for Research on Lifelong Learning (CRELL).

Economic participation: "Might be enabled by "active labour policies" which are those that support re-skills, lifelong learning programs and "entrepreneurship" which aims to support start-up for instance. Economic participation is measured through classical indicators of labour market such as employment rate or activity rate, but when regarding immigrants and other social categories at risk, applying the same policy approach might overcome and regulate market constrains and opportunistic behaviour (minimum wage, anti-discrimination policies etc.)"

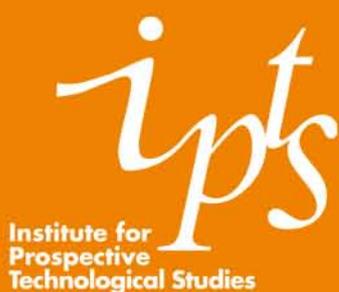
Source: Davide Calenda.

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

Source: European Commission (2001). Making a European area of lifelong learning a reality. COM(2001) 678 final.

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

Source: Wikipedia. //



Creative Commons 3.0 <http://creativecommons.org/licenses/by-nc-sa/3.0/>