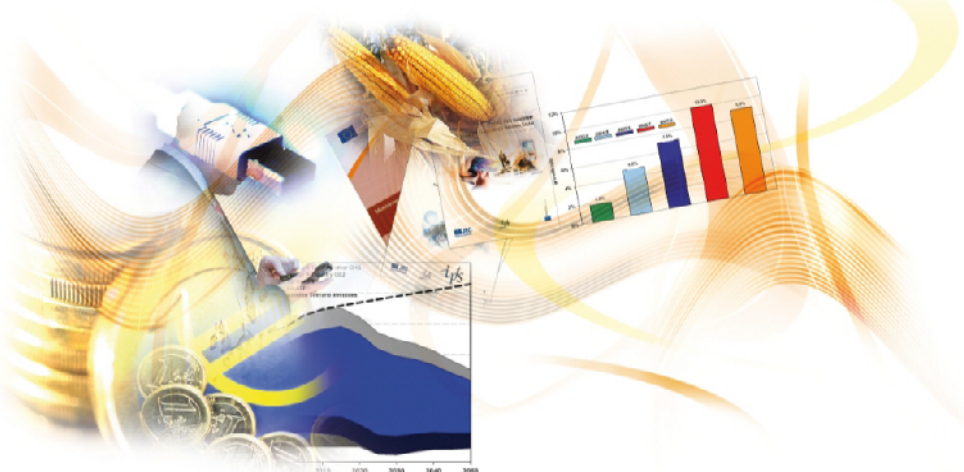# JRC Technical Notes

**epractice.eu** **Cultural Diversity Workshop:**

## The Role of Information and Communication Technologies in the Integration of Immigrants and Ethnic Minorities
### Brussels, 23 November 2010
## Workshop Report

**Editors: Gabriel Rissola, Clara Centeno,**

JRC 66147 - 2011

European Commission
Information Society and Media

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Technical Note

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**Part B. Summary of Presentations and discussions** was prepared by the ePractice communication team, European Dynamics S.A. and edited by Gabriel Rissola, JRC-IPTS, European Commission, and the Workshop speakers

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Finally, thorough checking and editing of the text by Patricia Farrer is gratefully acknowledged.

# About 

ePractice.eu is a portal created by the European Commission/DG Information Society and Media, which offers a new service for the professional community of eGovernment, eInclusion and eHealth practitioners. It is an interactive initiative that empowers its users to discuss and influence open government, policy-making and the way in which public administrations operate and deliver services. It involves practitioners from all 27 Member States, EU-member candidate states and EFTA countries. Practitioners from other countries outside the EU are also welcome to join.

The ePractice.eu portal combines online activities with frequent offline exchanges: workshops, face-to-face meetings and public presentations. With a large knowledge base of real-life case studies submitted by ePractice members from across Europe, ePractice.eu serves as a point of reference for all users.

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# Preface

Launched in 2005 following the revised Lisbon Agenda, the policy framework "i2010: A European Information Society for Growth and Employment" clearly established digital inclusion as an EU strategic policy goal. Everybody living in Europe, and especially disadvantaged people, should have the opportunity to use information and communication technologies (ICT) if they wish so and to benefit from ICT use by service providers, intermediaries and other agents addressing their needs. Building on this, the 2006 Riga Declaration defined eInclusion as "both inclusive ICT and the use of ICT to achieve wider inclusion objectives" and identified, as one of its six priorities, "digital literacy and competence actions, in particular through formal or informal education systems, building on existing initiatives. These actions will be tailored to the needs of groups at risk of exclusion, because of their social circumstances or their capacities and special needs, notably the unemployed, immigrants, people with low education levels, people with disabilities, and elderly, as well as marginalised young people, contributing to their employability and working conditions".

These goals have been recently taken further in the context of the Digital Agenda for Europe (2010), which in Chapter 6 *on Enhancing digital literacy, skills and inclusion,* calls for multi-stakeholder partnerships, increased learning, recognition of digital competences in formal education and training systems, as well as awareness raising and effective ICT training and certification outside formal education systems, including the use of online tools and digital media for re-skilling and continuing professional development

In this context DG Information Society and Media, Unit H3 (ICT for Inclusion) asked the Institute for Prospective Technological Studies (IPTS) to carry out specific research work to support the implementation of the eInclusion goals, concretely in relation to supporting the empowerment and integration of migrants and ethnic minorities in their hosting societies.

In this framework, IPTS and DG INFSO/H3 jointly organized an ePractice Cultural Diversity Workshop on the Role of Information and Communication Technologies in the Integration of Immigrants and Ethnic Minorities, which was structured around three of the main paths mentioned above. This workshop builds on the following previous work:

- "ICT for the Social and Economic Integration of Migrants into Europe" (forthcoming 2011). Authors: C. Codagnone, S. Kluzer.

- "ICT Use in Language Education for Adult Migrants: A qualitative study in the Netherlands and Sweden" (forthcoming 2011). Authors: Marianne Driessen, Joanne van Emmerik, Knup Fuhri, Lilian Nygren-Junkin, Massimiliano Spotti. Editor: Anusca Ferrari and Stefano Kluzer

- "Study on Social Computing and Immigrants and Ethnic Minorities: Usage, Trends and Implications" (2010). Authors: D. Diminescu, M. Jacomy and M. Renault. Editors: S. Kluzer and A. Haché.

- "ICT Supply and Demand in Immigrant and Ethnic Minority Communities in France, Germany, Spain and the United Kingdom" (2009), Authors: D. Diminescu, A. Hepp, S. Welling, I. Maya-Jariego, and S.Yates.

- "Overview of Digital Support Initiatives for/by Immigrants and Ethnic Minorities in the EU27", (2008), Authors: S. Kluzer, A. Haché, and C. Codagnone.

This report reflects the presentations, discussions and conclusions of the workshop, the purpose of which was to identify good practices and, in the area of ICT-enabled or supported IEM participation in lifelong learning, improve employability (including entrepreneurship) and social integration. Each topic was addressed considering access by IEM and identification of their needs; empowerment of IEM through ICT; impact measurement aspects and appropriate methodologies/tools (i.e. what is measured and how).

# Part A: Introduction

## Workshop aims and design

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### The workshop in brief

ePractice:

This workshop has been organised within the Cultural Diversity Community of the ePractice portal, at http://www.epractice.eu/en/events/2010-immigrant-and-ethnic-minorities-ict

Organisers:

The workshop has been co-organised by the European Commission, DG Information Society and Media Unit "ICT for inclusion" and Joint Research Centre Institute for prospective Technological Studies (JRC-IPTS) Information Society Unit with the logistical support of European Dynamics S.A.

Purpose:

The aim of the workshop was to identify good practices and in the area of ICT-enabled or supported IEM participation in lifelong learning, improved employability (including entrepreneurship) and social integration. Each topic was addressed considering access to IEM and identification of their needs; empowerment of IEM through ICT; impact measurement aspects and appropriate methodologies/tools (i.e. what is measured and how).

Presentations:

9 practitioners did present relevant cases on three themes: ICT-enabled participation of IEM to Lifelong learning, on ICT-enhanced employability of IEM, including entrepreneurship and on ICT-enabled social integration of IEM. Their speeches were complemented by presentations on the policy context and the existing knowledge in this field as emerges from recent research.

Outcome:

This workshop gathered 15 speakers, 43 participants including 6 members from the European Commission and its web page reached 4583 visits from ePractice members (as of 18/03/2011).

Content of this report:

- The workshop rationale, aims and themes
- A summary of the presentations and discussions
- The conclusions and recommendations
- The full list of speakers and presentations
- List of Participants

Workshop webpage: http://www.epractice.eu/en/events/2010-immigrant-and-ethnic-minorities-ict

This report is complemented by: a) the presentations made by the speakers, available at the Workshop web page, and b) the debates on the draft workshop conclusions taking place within the Cultural Diversity ePractice community, that will be included in the final version of this report.

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The full list of speakers and presentations is listed in **Annex I: Workshop Agenda**, while participants are listed in **Annex 2: List of Participants.**

## Rationale

*Recent research has shown the importance of ICT (among which social computing applications seems to play a specifically important role) in the process of enabling the socio-economic integration of IEM people and fostering cultural diversity in our European knowledge societies. However, there is still a need to improve our knowledge on the digital patterns of IEM people, their digital competences, ICT access and use, and how they are benefiting from ICT-enabled or supported initiatives to increase their autonomy, integration and contribution to the development of their hosting societies. This workshop aimed to identify initiatives and research studies to increase that knowledge.*

The integration process implies an accommodation of the migrant to the culture, social and working practices, language and institutional organisations of the host country. This continual accommodation process takes into account a series of paths leading to socio-economic participation, such as finding a job, learning the language of the host country and its use, understanding the host society culture, social and working practices, participating in social activities. As a recent study on immigrant women, e-skills and employability has demonstrated, the progressive learning and adoption of ICT by digitally illiterate migrants can not only facilitate and accelerate their accommodation paths but overall contribute to their self-affirmation and their playing of a more autonomous and active role in the hosting society.[3]

Another study[4] tells us that "migrant population show percentage of higher uses of ICT than native population on several technologies (such as webcam, email, computer and internet). Their rates are lower only regarding the use of television. Regarding internet uses, rates for migrants where about ten points upper than native population".  Besides, the Ofcom report[5] on the usage of social networking sites (SNS) by ethnic minorities in the United Kingdom tells us that: "Respondents who use the internet from Indian (31%), Black Caribbean (40%) or Black African (41%) ethnic minority groups were more likely to have set up a social networking profile compared to all UK adults who use the internet (22%)". One of the reasons for this is likely to be the generally younger profile of ethnic minority groups – although this is not the only explanation (Ofcom, 2008).  This study also shows that it is in the African and afro-Caribbean minorities that links and interactions with "strangers" are the most numerous.

It can be stated that when statistics exist they generally show that IEM use as much (or even more) ICT than native users. On the other side, they also underline that IEM tend to accede to ICT more from third places (such at cybercafés, friend's houses, work, etc) than from their home (which is generally the place from where natives accede to ICT). These conclusions have also been confirmed in the study on female migrant patterns in Europe cited above.

Regarding ICT based integration processes a previous IPTS study[6] has shown that two fundamental types of integration can be distinguished:

- *top-down [and mediated] integration* is the one which relies upon online official welcoming and integration services. These are offered by institutions, especially public authorities and

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3  Garrido M, Rissola G. Rastrelli M. & Diaz A., Ruiz J. (2010) "Immigrant women, e-skills and employability in Europe: The case of Hungary, Italy, the Netherlands, Romania, and Spain". Seattle: Technology & Social Change Group, University of Washington, available at: http://cis.washington.edu/employability/files/2010/03/tascha_immigrant_women_e-ekills_employability.pdf

4  Study on ICT equipment and uses in the immigrant population in Catalonia carried out by the IN3, available at: http://in3.uoc.edu/web/IN3/recerca/main_projects/projectes.html?idFitxa=14

5  "Social Networking: A quantitative and qualitative research report into attitudes, behaviours and use", 2008, available at: http://www.ofcom.org.uk/advice/media_literacy/medlitpub/medlitpubrss/socialnetworking/report.pdf

6  "Study on Social Computing and  Immigrants and Ethnic Minorities: Usage Trends and Implications", Editors: Stefano Kluzer and Alexandra Haché, Authors: Dana Diminescu, Mathieu Jacomy and Matthieu Renault, available at: http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=3119

sometimes by nongovernmental organisations or private companies. Diaspora websites typically link to these services;

- *bottom-up integration* is the one that rather relies on informal hospitality and is directly linked to social networking processes between migrants and members of the host society, which are also enabled by ICT. This type of integration depends on what we can call 'sponsorship' or 'working' social capital. Web 2.0 seems well suited to support this kind of integration.

An additional finding from IPTS previous research is that, while information provision is a key component of social inclusion, yet, relatively little is known about the ways in which newcomers and longer established immigrant communities locate and access content in forms that are understandable and usable to them. Little is known also about their attitudes, values, awareness of, and skills in utilizing various information institutions and related technologies. This situation is due in large extent to the heterogeneous nature of immigrants as a user group. Immigrants tend to belong to various categories (i.e., skilled workers, sponsored family members, business class immigrants, refugees, foreign students or temporary workers), and have diverse backgrounds, educational levels, and familiarity with institutions and values of the host society. Skilled workers or business class immigrants may have differing information needs and practices than sponsored family members or refugees, for instance. Similarly, it is reasonable to believe that newer generations of immigrants are more likely to have access to information in electronic form (e.g., through web sites or online forums) prior to their arrival than older generations of immigrants.

## *Policy framework*

The theme of this workshop is at the cross road of different key priorities of the Europe 2020 policy:

- To promote digital inclusion and empowerment of all European citizens, especially through actions in support of digital and media literacy/skilling for employability, learning, creating, participating , being confident and discerning in the use of digital media (Flagship initiative: Digital Agenda for Europe);

- To better support the efforts of Member States in promoting third-country nationals of diverse cultural, religious, linguistic and ethnic backgrounds to participate actively in European economies and societies (Flagship initiative: European Platform against Poverty);

- To modernise labour markets by facilitating labour mobility and the development of skills throughout the lifecycle with a view to increase labour participation and better match labour supply and demand (Flagship initiative: An agenda for new skills and jobs);

- To facilitate the integration of third country nationals by upgrading and adapting immigrants' skills, in particular by supporting vocational and language training  (Flagship initiative: An agenda for new skills and jobs);

- To promote the recognition of non-formal and informal learning (Flagship initiative: Youth on the Move).

Besides, it is also in line with the objectives of the Stockholm Programme on Integration, which aims to provide modules on three topics: 1) introductory courses including language classes; 2) strong commitment by the host community; and 3) active participation of immigrants in all aspects of collective life.

## *Workshop aims*

This workshop aimed to encourage the sharing of good practices and research studies in the area of ICT-enabled or supported IEM participation in lifelong learning, improved employability and social integration. It brought to the table public, social and private practitioners, experts, researchers and policy makers with relevant experience in this specific field, or interested to learn about. Through their participation, presentations and discussions in the workshop session, practitioners, stakeholders,

researchers and policy makers were able to learn about the current situation in the socio-economic integration of IEM enabled by ICT, and also transmit their points of view for now and for the future.

## *Workshop themes*

The topics covered by the ICT-enabled initiatives and research studies at the workshop include:

- ICT-enabled participation of IEM to Lifelong learning;
- ICT-enhanced employability of IEM, including entrepreneurship;
- ICT-enabled social integration of IEM.

Each topic was addressed considering these aspects, and speakers were encouraged to consider them in their presentations:

- Access to IEM and identification of their needs;
- Empowerment of IEM through ICT;
- Impact measurement: aspects to consider and appropriate methodologies/tools (i.e. what is measured and how).

# Part B: Summary of Presentations

In this section, we include a summary of each presentation made during the Workshop, in line with its Agenda (available in Annex 1). Questions to the speakers and their answers are merged in the respective summaries. The summaries were prepared by European Dynamics S.A. in the framework of a Service Contract with the European Commission, to be later edited by the JRC-IPTS and reviewed by the speakers themselves.

As for the rich roundtable discussions and debates held at the end of each section and of the workshop, their more remarkable outcomes are included in Part C of this report.

## 1 Welcome session

The welcome session was chaired by Giorgio Zoia, DG Information Society and Media, ICT for inclusion Unit.

### 1.1 Digital Agenda for Europe Giorgio Zoia, European Commission, DG Information Society and Media, ICT for inclusion Unit,

Speaker's presentation: http://www.epractice.eu/files/1.%20Giorgio%20Zoia.pdf

Mr Giorgio Zoia welcomed the audience on behalf of the European Commission and mentioned that the subject of the presentation will focus on "Digital Agenda for Europe" (DAE) and eInclusion. During the introduction, he explained what Digital Agenda is as part of Europe 2020 flagship initiatives. In fact, it is a key area targeting a smooth transition from what was known till now as "eInclusion" (get everyone connected) to "Digital Inclusion" (teach everyone how to use ICT).

The core idea relies on the rationale that by getting more people connected, further opportunities and jobs are generated and therefore overall social growth rises. Consequently it was explained that by creating advanced and better ICT services, demand and supply are positively affected, thus transitioning from a current "vicious" circle to a rather "virtuous" one.

It was clearly stated that DAE applies to all job categories. However cross-border barriers (e.g. legislative issues) are still in place and there is still room for further improvement. Following this, Mr Zoia continued with the presentation and overview of the 7 DAE action areas which encompass 100 Actions and 31 legislative proposals. Moreover, the digital literacy subject areas and skills included in DAE were also presented.

As a continuation the digital literacy problem source was identified through the presentation of official statistics (for the period 2008-2009) in regard to internet use and to reasons for not having internet at home. At that point the importance of intermediaries in digital literacy development was highlighted.

Finally, DAE structure and workflows were illustrated in an effort to assist the overall understanding of how it functions and he also went through all current related activities in the eInclusion field.

### 1.2 Immigration and Integration policies, Giulia Amaducci, European Commission, DG Home Affairs, Immigration and Integration Unit

Ms Gulia Amaducci initially introduced herself by explaining her role in the policy formulation for integration and how she transitioned from the research field (DG RTD) to the policy field (DG HOME).

Ms Amaducci started delivering her speech by providing a short description of the related Integration framework in the context of the Treaty of Lisbon, the Stockholm Program (new multi-annual programme for the years 2010-2014)[7] and the Europe 2020 strategy.

Special reference was made to the new Agenda for Integration that is to be officially launched in June 2011. This new Agenda has been built on an existing Integration framework that started in 2004 and will run until the end of 2010 (all actions taken in the context of this framework were also briefly described).

The progress of the new agenda set up was described along with the current status and the actions/steps needed to its finalisation having as a core target how to achieve an effective integration. The main concern on this is to establish a commonly accepted definition of Integration, how it will be applied to several fields (health, family, etc.), and finally formulate concrete actions towards actual integration. To this end, DG HOME considers establishing a Public Consultation repository where experts, academics, and relevant stakeholders will be able to submit their ideas on how the new agenda should be set up.

Furthermore, Ms Amaducci referred to DG HOME's horizontal role as a coordinator in the measurement of figures produced by predefined indicators in regard to the integration process (both on a national and EU level).

Concluding, Ms Amaducci discussed the handbook for policy makers and practitioners[8] being developed by DG HOME in order to assist the integration process on a national level. These modules include: introductory courses and language classes, strong commitment, active participation of immigrants in all aspects of life and may be used by any Member State based on local needs (DG HOME may also provide consultation to better detect actual needs).

Eventually, Ms Amaducci thanked the audience and stated that more information will be available with the new agenda presentation.

### 1.3 New Skills for New Jobs policies, Godelieve Van den Brande, European Commission, DG Education and Culture, Jean Monnet, partnerships and relations with the agencies Unit

**Speaker's presentation:**
**http://www.epractice.eu/files/3.%20Lieve%20Van%20Den%20Brande.pdf**

Ms Van den Brande introduced herself as an officer from DG Education and Culture. Initially, it was highlighted how important digital inclusion is, in terms of employability.

The presentation started with a reference to how ICT could innovate and modernize the educational systems. Ms Van den Brande noted that since the early 90's to date there has been a decline of interest in the "ICT for learning" implementation at schools. The reason attributed to this outcome is that educational systems were not and still are not ready to embed ICT in their operational systems. However, it was stressed out that nowadays in comparison to previous years, there is a new learning generation pushing the system to change towards ICT integration in the learning environment (and not

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[7] http://ec.europa.eu/home-affairs/summary/docs/stockholm_programme_en.pdf
[8] http://ec.europa.eu/ewsi/en/resources/detail.cfm?ID_ITEMS=12892

the system pushing itself as was the case till recently). In short, it is the new generation driving the agenda towards the use of ICT in the competencies learning process.

On a different note, it was mentioned that as society has significantly progressed, ICT basic skills are taught outside the school environment. As a result, educational systems must now take over a new role to teach the confident and critical use of ICT technologies (i.e. digital literacy) and this role not to be able to be replaced by family and other external intermediaries.

Following this, Ms Van den Brande in the context of ICT and Education presented a list of studies conducted by DG EAC having as a core point the societal impact of the use of these new technologies. As stated, the most important aspect of these studies is that they provide qualitative (impact of ICT use), rather than quantitative (number of computers per classroom).

More in depth analysis and statistical results were presented in regard to the study "The Future of Learning" which focuses on new ways to learn skills for future jobs. An important outcome that was also highlighted is the correlation between computer use at home and school and the respective impact on student performance. The overall outcome is that schools have not yet reached the minimum threshold for using new technologies. On the students' side, there is a difference in the level of ICT skills between those that are taught at home and those that are taught at school. Teachers, on their side are not motivated and are not confident to pass ICT knowledge to students, due to the fact that they have not been trained in ICT. According to the survey's results a holistic approach is needed that will integrate the use of ICT in schools.

Thereafter, Ms Van den Brande described the policy frameworks that DG EAC currently works on, the consultation they receive from 18 Ministries of Education under an ICT cluster, and the final report that has been drafted; highlighting the importance for ICT integration. Reference was also made to a handbook that will be soon published by DG EAC in the aim to reach targeted learners taking advantage of the fact that ICT provides the opportunity to individualize knowledge and increase collaboration among different groups of learners. Furthermore, the EU support was mentioned particularly in regard to training programs and tools that enhance the ICT integration in education (in the context of Europe 2020).

Concluding, Ms Van den Brande presented the next steps to be taken by DG EAC that would become part of a bigger agenda comprising of four DGs and IPTS.

## 1.4 Setting the scene, Clara Centeno and Gabriel Rissola, European Commission, Joint Research Centre, Institute for Prospective Technological Studies, Information Society Unit

**Speaker's presentation:**
**http://www.epractice.eu/files/4.%20Clara%20Centeno%20and%20Gabriel%20Rissola.pdf**

Ms Clara Centeno initially introduced herself and thanked the audience for attending the workshop. Her presentation aimed at clarifying IPTS mission and research activities in collaboration with EC's competent DGs, and how its work can contribute in addressing challenges foreseen for ICT in support of the social integration of migrants.

Ms Centeno then referred to the JRC-IPTS work of ICT for inclusion to support ICT for Inclusion policies by describing how it mainly contributes in Europe's 2020 five flagship initiatives and cited the target groups under consideration, namely, the migrants, youth, and (women) carers. She then briefly described the 3 groups in terms of population percentage, as well as the citizen profiles belonging in each group. She then particularly referred to the projects IPTS works on by highlighting that all of them have as a common domain ICT for cultural diversity and social inclusion. She explained on how within the context of these projects, ICT offer opportunities in IEM integration. In order to further clarify how this works she used thorough examples on ICT for improved employability, ICT in support of domiciliary care, and on support of migrant caregivers.

She then presented a number of main and secondary challenges for the maximization of the digital inclusion potential for IEM, e.g. lack of data availability, insufficient intermediaries, etc.

Concluding, Ms Centeno explained the overall policy implications by highlighting the fact that the ICT initiatives needs to be mainstreamed in non-ICT domains and particularly in the fields of employment, social inclusion, lifelong learning, health, and introduction and integration measures.

Mr Rissola took the floor to present the activities in which JRC-IPTS is actively involved. The projects cited were the BRIDGE-IT network program, an online survey on how ICT supports IEMs in their daily life integration, and a study on initiatives about Youth at risk. Moreover, Mr Rissola referred to a newly launched study on ICT designated to support informal carers and continued with a more in-depth presentation on BRIDGE-IT network. More particularly, its composition was analyzed along with the targets it aims to achieve. Finally the main project outcomes were listed and Mr Rissola invited the WS attendees to participate – if they wish- to the project's final conference (to be held the coming March). Furthermore, Mr Rissola referred to the online survey project and highlighted the fact that the survey had as a starting point the challenges previously mentioned by Ms Centeno, namely, lack of data availability. It consist on an online survey addressing 5,000 IEMs in 8 EU MS and aiming to investigate ICT skills, access, and usage by IEMs; analyze data in order to allow performance of cross-national comparison; provide analysis and evidence supportive to digital inclusion policy initiatives on the integration of IEM through the use of ICT; and elaborate the methodology in such a way so that to become longitudinal over time.

Thereafter, the topics to be investigated by the survey were briefly cited highlighting that the role of social computing in the facilitation of the integration process. Moreover, it was explained how this survey directly links with current initiatives taken within the framework of EU2020.

Concluding Mr. Rissola explained the rationale that the particular workshop was based on by presenting the following grid to be filled with inputs from the speeches and further discussed at the roundtable discussion:

| 1. Learning / 2. Employability / 3. Social Inclusion | Findings: role of ICT | Challenges |
|---|---|---|
| Access and needs analysis | | |
| Empowerment | | |
| Impact Assessment | | |

## 1.5 The Cultural Diversity ePractice Community, George Kolomvos, European Dynamics S.A.

Speaker's presentation: http://www.epractice.eu/files/5.%20George%20Kolomvos.pdf

Mr George Kolomvos presented the "ICT for Cultural Diversity and Local Integration" Community at ePractice. The aim of the community is to bring together researchers and practitioners in order to share views and experiences on the use of ICT on IEM and showcase how the electronic services have actually promoted employment, education, cultural diversity and local integration. This is done by

systemizing current and past research on the field, through identification, collection and publication of content and good practice cases. The Community consists of public administrations, private companies, NGOs, academia and independent consultants throughout Europe.

Mr Kolomvos spoke about ePractice cases in the community, as a structured way to provide brief information on relevant projects. An ePractice case filed under the community is much easier and quicker to be read and overall case filing supports dissemination and awareness purposes.

ePractice has issued the eInclusion factsheets for 30 European countries since March 2010. A factsheet presents the status of each country, providing information on strategy, legal framework, actors and "who is who" (at political level); the development achieved in each of the Riga areas and the foreseen challenges on national and EU-wide research.

Mr Kolomvos ended his presentation by urging those interested in the topic of ICT for cultural diversity to join the community and actively participate by sharing information on their projects (through ePractice cases), as well as post their views and recommendations for the Commission in order to advance the specific area of interest and eInclusion at large.

## 2   ICT-enabled participation by IEM in lifelong learning

### 2.1   ICT for guided second language learning by adult migrants (SE, NL), Stefano Kluzer, Independent Consultant (IT)

**Speaker's presentation: http://www.epractice.eu/files/6.%20Stefano%20Kluzer.pdf**

Mr Stefano Kluzer presented results from a comparative study pursued by IPTS on the use of ICT in learning the host country's language. Both the host country language (L2) and the knowledge of society (KoS) are considered crucial for integration and constitute important requirements to acquire diverse rights in the host country, from entering the country to acquiring citizenship. While Member States provide courses to migrants (some of them free of charge), they are also facing a number of challenges related to budget issues and the diversity of the trainees: different levels of educational background, different needs, time and location constraints etc. Sweden and the Netherlands were selected because of their different legal frameworks and kind of initiatives tackling these issues.

A number of case studies were briefly presented with examples of eLearning approaches with multimedia content, dedicated to migrants. Among the main findings were that trainees' attitude towards ICT is varied. A few problems on access and use of a computer came out for a number of reasons, ranging from user's motivation and competences to the design and complexity of the application itself.

Students reported that among the main benefits were the guided role-plays that simulated real life dialogues and access to authentic online materials. The teachers' view was that ICT usage can increase flexibility; allowing someone to work at his own pace and providing a wide range of materials/resources. However, more support should be provided to enhance oral skills, in order for the trainee to work on the pronunciation aspect of the language. Feedback on mistakes should also be more comprehensive. The teacher's role is usually crucial in overcoming these obstacles; however they often lack institutional support, training and investment, thus it is difficult to incorporate ICT tools in their lessons and across different levels of learners.

Mr Kluzer concluded his presentation by stressing the importance of ICT in L2 tuition and testing of adult migrants. Evidence suggested that virtual exposure to real-life situations has been much appreciated. Since no solution can fit all needs, blended solutions should be proposed in order to overcome ICT limitations and increase contact between teachers and peers to support integration.

Mr Lee Komito asked Mr Stefano Kluzer on the emancipation effects on female students and whether there was any differentiation regarding the background of these female students.

Mr Kluzer replied that these women are mostly low-educated immigrants from Muslim countries who come to the Netherlands to marry. He underlined the empowering aspect (esp. in the case of the "Virtual Neighbourhood" experience – one of the initiatives taken throughout the project) of the courses. These people grasped the opportunity to socially interact with people in the library, the bank, the post etc. He concluded by arguing that real-life interactions aimed at studying the language of the host country is an opportunity not frequently given to the IEMs and is very good motivation for integration.

## 2.2 Mobile phone-based language learning for ethnic minority communities (UK); Laura Pearson, Anspear, Ltd.

Ms Laura Pearson presented a mobile-based language learning tool for ethnic minority communities. The target groups consisted of deprived EM communities in the City of London. These people lack confidence in the use of the English language, which constitutes the main barrier of their participation in employment. A large percentage of this group actually owns mobile phones; the idea being to use this basic tool as a channel to improve contact, communication and engagement with the socially excluded communities. The effectiveness of using a mobile phone technology to support language learning was explored. The project also aimed in understanding the extent to which learners would be more likely take part in formal education, employment, access public services etc, as a result of their participation in the project.

Standard mobile phones were distributed to a number of female learners for 10 weeks. The idea behind was to use a standard mobile phone, cheap and easy to handle, where additional functionalities for this project would have been loaded on. Some of these learners were already enrolled in English language classes, using their phones as supplementary learning tools, while others were not undertaking formal language tuition at that time. Learners had access in resources such as interactive lessons, dictionaries and training exercises. Evidence suggested that people used the language resources throughout the day with intensive use during the evening hours, after finishing work and before sleeping. More extensive use occurred in the group enrolled in formal classes, while for, those who have not, the level of confidence in their language skills was increased. A large proportion of learners stated that they were now more likely to apply for a job or access public services.

The project has highlighted the potential for the use of mobile devices to support language learning to harder-to-reach communities, both as a supplementary tool for language classes and as a way to engage learners who may not have the confidence, time or money to enroll to formal tuition. Future work could usefully focus on the most appropriate resources for groups with differing needs.

Regarding impact, quite a lot of their trainees have eventually managed to find a job in companies. It came as a surprise that around 50% have either been employed or have continued their education.

Connected to this presentation, later on in the session Ms Shoresh Ibrahim from the City of Stockholm commented their on-hand experience in using mobile phones, in co-operation with SFI (Swedish for Immigration), for the integration of not highly educated IEMs coming from Arabic countries to Sweden. Teachers used these services to create and upload content and courses that could be consulted by the users. It has been proved that these eLearning systems constitute a good complement to internships. Ms Ibrahim's conclusion was that using mobile phones for the low-educated IEMs has worked, but not necessarily for those that have recently entered the country that need a different type of support.

## 2.3 ICT education enabling Roma integration (CZ), Bartlomiej Telejko, ECDL Foundation

**Speaker's presentation: http://www.epractice.eu/files/8.%20Bartlomiej%20Telejko.pdf**

Mr Bartlomiej Telejko presented ECDL, the global certifying authority for the European and international computer skills certification programmes ECDL and ICDL. ECDL, initially an EU funded project, has grown to be delivered to 10 million people around the world, with a network of 12000 centres throughout Europe. ECDL is also involved in a number of programmes addressing IEMs such as the Czech project "Internet Clubs CH@VE", nominated for an eInclusion award.

The project had three main objectives, all using ICT: to create network of Internet clubs for students; to improve integration of IEM youth with the Czech society; and to improve teaching practices. The target groups were disadvantaged youth from 11 to 15 year old at risk of socio-economic exclusion, in particular ethnic minorities of Roma origin, as well as primary school teachers. Results have showed that out of the 500 children and 29 teachers benefited, 80% participated regularly in the clubs; 45% of beneficiaries displayed an increased level of computer literacy, while most of the participants expressed their willingness to continue improving their IT skills. Projects like this can unfortunately not be scaled up and replicated, because of time constraints (too short duration of funded projects as to properly deliver benefits) and of complicated bureaucratic procedures for financing.

Mr Telejnko concluded giving some policy recommendations. He first argued that ICTs improve the social integration of youth at a strong risk of exclusion. Collaborative multi-stakeholder approach has proved to be important. eLearning tools should be encouraged to support educational benefits and life-long learning. Teachers should also be trained how to use their soft skills; how to motivate children; and how to use ICT as a pedagogical tool. Good ICT infrastructure is also required. Different financing sources are necessary (ESF, state budget, city budget); however, paper procedures should be simplified especially in EU funding.  Last but not least, time constraints for similar projects should be lifted.

# 3   ICT-enhanced employability of IEM, including entrepreneurship

## 3.1   *Immigrant women, eSkills and employability in Europe (ES, IT, NL, HU, RO), Maria Garrido, University of Washington (US)*

**Speaker's presentation: http://www.epractice.eu/files/9.%20Maria%20Garrido.pdf**

Ms Maria Garrido presented the results of a study that was aimed at identifying the impact of digital competences in advancing employment opportunities for immigrant women; assess the benefits of e-Skills training in this area and identify the role that NGOs play for inclusion goals. The study was concerned with five European countries, namely Italy, Spain, the Netherlands, Hungary, and Romania.

The theoretical background of the study is based on the ideas of Amartya Sen, a Nobel prized economist that has emphasized the importance of removing obstacles to immigrant's integration, rather than directly promoting this; in essence, the main idea is to allow individuals to express their full potential by removing constraints to their capabilities. Those capabilities, in the EU context, were codified in terms of the EU framework on Key Competences for Lifelong Learning.

The study concentrated around three paths that contribute to employability of immigrant women, namely education, social inclusion and cultural participation. In order to assess the availability and effectiveness of these paths, the study was based on a survey to more than 500 immigrant and local women with the help of 32 NGOs, who were also in-depth interviewed in the five target countries.

The statistics related to the surveyed women were presented, including their ethnic composition, employment, spoken languages, employment, etc. According to the results of the study, there is a critical need to address the issue of the inclusion of immigrant women. Based on the statistics presented, the training on e-Skills had an important measurable effect not only on immigrant women employability, but also on social inclusion aspects (i.e. training as a social activity), although not all courses were available to all participating countries. The role of NGOs was critical in both promoting awareness on the value of training, as well as playing the role of employment channels and social space for immigrant women. The importance of ICT training in their home countries was also shown to play an important role, raising the issue of facilitating the accreditation of existing studies, so as to tap on the potential of immigrant women. The possibility of using e-Skills for accessing business opportunities over the internet was discussed as a valid path for employability. The presentation concluded by emphasizing the possibility of promoting employability and removing barriers through the use of e-Government solutions that can help reduce bureaucracy (e.g. for formal recognition of educational degree), which is a major impediment to immigrants.

On a question from the audience about going deeper on the conditions needed to transform and increase the skills of tomorrow's employability, Ms Maria Garrido replied that perhaps the most important aspect is that they get their educational qualifications recognised. This is an important, well-known issue. Another aspect is the fact that these men and women are in niche markets, such as services, responding to a certain kind of segregation which is difficult to break. In countries like the Netherlands and Hungary, the language is another problematic area. She concluded pointing (more as an activist than as a researcher) that there is (incomprehensible) discrimination in terms of the jobs that women with less educational skills have access to.

## 3.2 Proposals to facilitate the job search in telecentres with IEM (ES), Pedro Aguilera, Fundación Esplai

Mr Pedro Aguilera started his presentation explaining that the mission of the NGO "Fundación Esplai" is to provide citizen services and reduce the digital gap through the use of ICT. Regarding the situation in Spain, Mr Aguilera explained that there is high unemployment that surpasses 20 % of the general population, which actually rises to over 30 % when discussing special minority groups, such as immigrants. Mr Aguilera defined employability to be the ability of a person to be ready to get a job enjoying maximum profitability of their qualifications and competences. Thus, "employability skills" encompasses four aspects:

1. training;
2. create a professional network to be in the labour market;
3. aim to get a job day-by-day; and
4. improve habits, as for example for Roma people where cultural aspects need to be improved when presenting a CV and the dress-code used when looking for a job.

The proposal of the NGO is to utilise e-facilitators, i.e., people that can address four major types of questions: "how telecentres favour employability", "their responsibility limits", "the available resources", and the "method to achieve this". Esplai's offer is based on three pillars: a workshop, a toolkit, and a 20-hour e-learning course. It is important to note that e-facilitators are not linked to "labour insertion", in the sense that they mainly facilitate actions that improve employability in the socio-economic environment of the telecentres.

The process comprises a set of seven steps:

- Step 1 assesses the digital and job-related competences of the user;
- Step 2 is devoted to develop editing skills;
- Step 3 discusses internet navigation and e-mail management skills;
- Step 4 refers to the construction of a CV, cover letter and the interview;
- Step 5 is about using the internet for job seeking;
- Step 6 refers to the promotion of a job offer taking advantage of web 2.0 facilities, and raising awareness on making someone's identity publically online; and finally
- Step 7 includes resources for entrepreneurs.

The seven steps were successfully implemented in Spain, inspiring an ongoing European funded project titled "Key Competences for All" (KC4all)[9] which is building an Employability toolkit to be massively used in telecentres across Europe.

Despite having trained 4,000 people already, Mr Aguilera recognised that they have not devised yet any process to measure the impact of their initiative, so they can't provide reliable data on how many trainees have actually found a job.

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[9] http://www.keycompetences.eu

### 3.3 An education in ICT: a fast track to employability for migrants (IE), Deirdre Kelleher, Policy and Research Officer, FIT Ltd

**Speaker's presentation: http://www.epractice.eu/files/11.%20Deirdre%20Kelleher.pdf**

Ms Deirdre Kelleher introduced herself and presented FIT (Fastrack to IT) Ltd, an industry-led initiative aimed at promoting the technical skills of those that are in danger of long-term unemployment. FIT collaborates with government departments, national education and training agencies and a host of community-based organisations in order to achieve its goals. It is the primary industry skills development initiative which functions with a goal to enable greater access to employment for marginalised job seekers. It has been active since 1999 and has trained more than 8,000 people to date in a number of courses that are continually evolving and expanding in response to skill needs or shortages and personal and professional development. Immigrants are one of the organisation's target groups, which also include: unemployed women and youngsters, single parents, disabled persons, snd others that find themselves distant from the labour market.

IEM are contacted mostly through yearly mail campaigns that are carried out in conjunction with the Department of Social and Family Affairs, and followed by information days and information sessions. FIT's approach is based on responding to common barriers to both education and training and employment opportunities faced by disadvantaged groups, but the organisation also assesses the specific and more personalised needs of learners to take into consideration the social and financial specifics of participants. An impact assessment of the courses provided by FIT was carried out, scheduled to coincide with the organisation's 10th anniversary, which was based on surveys/questionnaires; interviews with participants and industry involved with the initiative, and representatives of organisations that deliver FIT courses.

The assessment emphasized in demonstrating the potential and impact of the training courses and promoting them for further acceptance and wider use. For this purpose, two FIT Graduate surveys were carried out in 2008 and the results were summarized and presented. Detailed statistics from this exercise were presented, with special emphasis on the separation of participants into two groups, based upon the time interval that had passed since they received their training. A number of barriers that may hinder the impact of FIT courses for IEM were presented, including: rising unemployment (due to the economic crisis), racial stereotyping, lack of fluency in English, etc.

The presentation also included a short description of the Migrant ICT project (funded through the EU Lifelong Learning Programme), which is aimed at integrating migrants into a new culture and also helping them to develop IT skills and secure a relevant job or go on to further education. In the context of the project, a study was carried out, with an objective to determine the needs of migrants from Poland and Lithuania in the UK and Ireland. Based on the results of the survey, FIT has proceeded in establishing more actions and initiatives, such as e-Cert and tools for accreditation of existing skills from home countries to Ireland and the UK.

Details of the Migrant ICT project training programme START can be found at: http://www.epractice.eu/en/cases/startprogramme

During the following discussions, Ms Anais Le Corvec admitted that in their identification of projects related to IEMs during the BRIDGE-IT project she coordinates, they faced more difficulties in finding initiatives in the area of employment than in other areas. She made an example of a French project on advanced eSkills that matches young graduates from non-privileged areas with private companies. Ms Clara Centeno added the example of the European project CASA supported by the European Fund for the Integration of Third-country Nationals Community Actions. CASA addresses the need for long-term and quality care of older people and people with disabilities by facilitating and supporting the integration of third countries nationals in the EU. The aim is to improve the quality of care of people in need and help immigrants, in particular women, find better jobs and facilitate their social and economic integration into European society.

# 4 ICT-enabled social integration of IEM

## 4.1 Social media practice of non-nationals in Ireland (IE), Lee Komito, University College Dublin

Mr Lee Komito presented the preliminary results of a study funded by the Irish government through a two-year research project, which aims to investigate the role of ICT in the integration of immigrants in the country. The study examined a group of more than 65 Polish and Filipinos non-nationals residing in Ireland. Three interviews were conducted with each person in the course of two years, with each interview lasting approximately 1½ hours. The results presented were based on the first phase of the interviews that were conducted.

Results included a markedly higher use of internet among these groups, accompanied by increased ownership of laptops, use of communication tools (Skype/VOIP), broadband connections and web cameras. The presenter discussed the use of internet as an information source for the subjects, before coming to Ireland, during their stay there and in the hypothetical situation of them moving to another country. Furthermore, the patterns and means of communication with family/kinship, as well as of every day socializing where presented and discussed in comparison of the two groups (Polish, Filipinos), but also in contrast to average Irish nationals.

The presented results showed a strong tendency to form or maintain social networks through the use of ICT, mainly mobile phones and texting, but also by using IT social media with special emphasis on the sharing of digital images. Targets of such communication efforts are mainly family members, but also various communities in their home countries. The result of this type of approach is the formation of communities that remain coherent even when their members are geographically dispersed, thus forming resilient and durable electronic communities. The main implication of this is that immigrants are less likely to feel isolated in their new place of residents, which in turn may reduce the motivation to integrate with local society and retain the ability to return to their home society with less difficulty. These tendencies will be further investigated in order to assess their impact on the commitment to stay and/or extend their stay's length in the accommodating country.

Inquired about whether the various issues to be investigated concerning the length of stay, etc., will be affected thus skewing the final results, due to the economic crisis in Europe and whether this factor in his study could be weaved out, he said that the economic crisis in Ireland started about two years ago and there have been surveys on this subject, showing that the impact of the crisis for low-income persons, as the ones taking part in the survey, is surprisingly low. The middle class is suffering, but this has a minimal effect on the length of stay for immigrants.

Another participant asked whether there is a significant difference between the two national groups, which could be attributed to cultural differences. The speaker answered that they are still looking into this, but such comparisons would be difficult to make, because the two groups are not homogenous. As an example, Filipinos are much more likely to have at least one more member of their family joining them, while Polish tend to come to Ireland on their own. There are differences between the two groups, but they are probably due to phase-of-life factors, rather than cultural ones.

Finally, a representative from the audience asked whether it has been factored in the length of previous stay into these results, since experience shows that integration with society and the number of local acquaintances tends to increase with the passing of time. The speaker stated that they are looking into this and have already identified such a trend. The length of stay increases the number of persons from other nationalities that are included in the social networks of immigrants. Furthermore, there are other factors to be taken into account. For example, Filipinos have a higher tendency to socialize with persons that are neither Irish nor Filipino, which is not the case with Polish.

## 4.2  The Kaskosan network and the Roma community (HU), Gyula Vamosi, Kaskosan.com

The Roma Culture has a lot of subgroups and dialects available. Many Roma communities have not communicated with each other for several centuries. They carry a lot of stereotypes against each other and do not work with each or want to integrate in a group. In order to reach out to Roma people, the family is the first way to do so. The second is through Romanipe, which is set of rules compared to the 12 table laws of Ancient Romans, or the customary law in the United Kingdom. Romanipe has thousands of laws drawn through socialization means from the first day of someone's birth. These rules are not verbally inherited but are simply taken in and absorbed throughout someone's life. Core values of Romanipe are showing respect and having a good mood.

Social media have supported the families to grow Romanipe beyond the family context to crossing countries. Some years ago, one could hardly imagine discussing with a fellow gypsy in Spain and getting to know his eating habits, dancing moves and music interests. Social media monitoring tools such as SM2 and Radian 6 are available and help identify tags and monitor discussions that belong to the area of interest. Kaskosan has also created video content which appeals to the Roma people and driving the traffic from youtube to the site. In addition, Kaskosan has developed a Radio show, which has become very popular and being listened to by 10000 people. In few words, Kaskosan has similar features to Facebook but has additional features such as music, forums, and group features set up in various areas such as cooking and setting cooking competitions.

The impact created by the site can be summarized by the following:

- The site was launched in May 2009 and since then, there have been 200000 unique visitors
- There are 16000+ registrations and 10000 active users
- The Kaskosan videos have a million views while users uploaded thousands of videos.
- There are 1000 registrations per month without funding.
- An environment of positive thinking, where values are celebrated has been created.
- People can look at the content without registering but in order to interact with people and make comments, registration is necessary. This is an opportunity for Kaskosan to collect data, but it has been observed that registration decreases when detailed input is asked.
- Beginning from Hungary, this initiative has also reached and attracted Romany families throughout Europe and beyond, reaching gipsy audiences in US, Brazil, and Argentina.

To illustrate the impact that the site can have, Mr Vamosi shared a personal story. Back in the World War, he said, a lot of gypsies were taken to concentration camps. Many of these people managed to survive and moved to different countries. Some of his own family members moved to Chicago. By using Kaskosan, the families were able to find each other. This is how Mr. Vamosi reunited with his family living in the US.

On demographics, he mentioned that there is a central language used, with many existing dialects. If one of these dialects is spoken, they can understand each other. Nevertheless, the challenge remains that the language is oral and it has never been written, when it is necessary that people are educated and learn how to type and read Romani. The site has enabled many people to speak the language that they could not use for many years. The site is available in English and Romani, with the latter constituting 37% of the entire base. Furthermore, an effort is currently made to increase the conversion rate and the number of visitors, with a tendency showing that there is a 25-50% increase per quarter through viral channels. In addition, 2/3 of the Kaskosan members are 24 years old and under, including a large share of women and children.

As for the challenges, Mr Vamosi enumerated the following:

- The website is appreciated by the Roma people but donors cannot be convinced that a website could help with social integration;
- Conversion of the site to a financial and educational platform is needed;
- Growing the base in the central and south eastern regions is difficult because there is no internet penetration in general and not only in the Roma communities;
- Community engagement is a difficult process: when discussing about ICT and minorities and migrants, the focus should be on their social and cultural life. Roma people are very happy and proud of their identity and are sharing a lot of common bonds sharing with each other. Therefore, it is important to understand their likes and dislikes and build a community strategy where conversations would be monitored in order to be able to intervene and manage the different tempers.

Thereafter, he continued with the following opportunities:
- Support and strengthen the Roma families and communities;
- Take the site to other countries such as to Romania;
- Enable Roma families and communities to share their music, culture and traditional values, while strengthening and enriching the emerging global Roma identity;
- Extend the benefits of educational achievement and financial stability to Roma families;
- Empower Roma families and communities to better engage with the larger society, for instance through video communication.

He also mentioned the importance to catalyze positive change in Roma communities by:
- Enabling Roma around Central and Eastern Europe to connect with the global Roma culture to reunite families and communities;
- Identifying opinion leaders and community organizers with influence and trust in their communities;
- Creating heroes out of successful Roma who are integrating in the larger society but are not losing their culture.

With respect to educational and financial integration, he said that both aspects are really significant. Roma people need schooling, education and be supported in building and continuing their businesses. Finally, he shared that in his initial question on how to evolve the site into a social integration platform, he can answer with confidence that many software were mentioned that could be used for that. He urged a follow-up discussion if there was a common interest to cooperate with each other.

During the questions round, he added that the site is open to non Roma people and many are joining the site but they constitute a minority in comparison to the Roma people. Nevertheless, the site receives positive feedback from everyone. There is animated content about the history of Roma people in three languages that has been translated in collaboration with the University of Manchester. The language is being taught to Roma people and mainstream.

Asked about how to move from the community to actual integration with the local society, he explained that while many users ask about job opportunities, others use the site to talk to their families. Most of them are interested to identify opportunities of good living, to what the site provides information on what stipends they can get and what training opportunities they may have, among others.

Regarding the current perception of what Roma people are facing in different countries and how Kaskosan.com can be a useful tool to help people that do not use ICT, he gave a case example: one of the users, a 32 years old father send them an email that he was living in the village and one of his Hungarian friends joined the far right extreme party and started threatening him that he should leave the country or he would be killed. By making this known through the site, many people started asking how they could provide support to him and other people that are going through similar situations.

Nevertheless, a coordinated discussion could be better facilitated by improving the interface of the site, which could be possible through additional funding.

As a conclusion, one participant said that Kaskosan seems to be not only a platform for debates around the Roma community, but the host of one of the most interesting Roma youth movements that is making use of ICT. Meanwhile, this is a movement that helps people to retain their identity. Kaskosan should become the leader of this type of debates and they should be given a fair chance to do this.

### 4.3 Inclusion in multicultural neighbourhoods through social media (NL), Ed Klute, MiraMedia/Media4me

**Speaker's presentation: http://www.epractice.eu/files/14.%20Ed%20Klute.pdf**

Mr Ed Klute primarily showed a video on how social media enables participation and dialogue in multicultural neighbourhoods and stated that ICT can support social skills and second language, but it can also be used for empowerment and giving people a voice.

MiraMedia is a bottom up, NGO organisation founded 25 years ago in the Netherlands dedicating their efforts on media and diversity. The organisation works on three different levels. First, they work closely with the mainstream media to make them more intercultural in the way of their human resources and facilitate ethnic minorities. Second, they offer a digital platform for ethnic minorities to raise their voice by writing articles using their own perspective about issues written in the newspapers. For instance, in the Olympic Games held in Beijing, the online newspaper by MiraMedia has covered issues on human rights about the Chinese Government. In Serbia, newspapers are filled with a lot of comments from refugees but not from Serbs, who are now enabled to also use the platform and share their opinion. On issues related to hijacking or privacy in Somalia, the opinions of migrants are usually covered but not of Somalis, which are now made known as well. Third, they provide media training to spokespersons of migrant organisations on how to deal with the press and talk to television programs and journalists, thus also covering the comments by migrants and not just those of the rightists and populist people. Finally, in the US, America's voice, a lobby of media has been organized to make their own news, by picking up the issues and trying to change the political agenda in a different way.

Mr Ed Klute continued with a brief history of Media4Me, which came into existence out of frustration. While seeing opportunities of ICT, the organisation made DVDs and websites, ending up with boxes of DVD's that were not used and websites that would not continue when funding would stop. From then on, the organisation started working on how to make ICT work and encourage social inclusion, intercultural dialogue, participation and citizenship. Primarily, the organisation looked at where ICT skills are needed; and what is happening in the neighbourhoods by using demographics and identifying the ways ICT and the social life of media could help to resolve different problems and issues.

In terms of the neighbourhoods, the primary questions the organisation asked were: "which are the stakeholders"; "with whom are we coping"; "who are using ICT"; "who are dealing with ICT skills"; "where the expertise is" and "who has the facilities". Many different institutions were identified that did not know anything about each other and did not cooperate or had a joint policy. High schools and elementary schools were working independently from each other. Inside organisations had no literacy skills and had no idea what they could do with ICT. Teachers wanted to use ICT, but they did not have the competences. Secondly, the organisation looked at the opportunities and the ways social media tools could be used. According to Mr Klute, ICT can encourage social cohesion and improve intercultural dialogue. It can unite people and give them a voice, while show them what is happening; encourage civic journalism and improve the image and status of their neighbourhood.

Thereafter, he continued by enumerating examples of media tools, ranging from radio and television, to actual methods such as bringing people together; narrow casting information and developing local heritage websites, where members in the area can publish stories about the history of the

neighbourhood, and finally providing Skype services to the elderly so that they can communicate with doctors, hospital and families etc.

He then stated that giving people a voice means training the spokespersons and providing the neighbourhoods with radio and television, websites and newspapers. In order for everything to be coherent in a neighbourhood, there has to be a comprehensive policy in place that allows the provision of media support in the library, radio and television stations that supports all these organisations to participate in different issues. Necessary preconditions are the cooperation with stakeholders and creating support for media literacy.

Media4Me has installed a helpdesk that is mapping all the good practice of ICT usage that can be replicated and match the relevant parties according to needs and bring together the school with the elderly. Furthermore, the organisation selects flexible neighbourhoods to experiment and develop methodologies to bring these people together in the neighbourhood and gather different stakeholders to discuss among each other on how to manage on different issues.

Media4Me is also involved in media coach trainings for teachers, librarians (600-700 people over their last 2 years); launch discussions with vocational training centres to integrate ICT in their vocational curriculum; participate in workshops and existing conferences organized in a neighbourhood and organize their own conferences. Finally, the organisation also sets up a network of stakeholders by identifying the different stakeholder organisations, such as social housing organisations that are dealing with these issues and are placed within the community. In addition, various communities including schools and libraries meet both physically and online to get the necessary critical mass and push towards the use of ICT in their community and neighbourhoods.

Finally, Mr Klute said that MiraMedia is also very active with Ethnic Minorities that can also support the organisation's initiatives if they get more organized.  MiraMedia facilitates the organisations of ethnic minorities and provides support in the planning of media events and projects.

Asked about linking citizens with service providers and if there are any difficulties linking with local authorities' services in terms of reporting online issues with traffic lights as or the collection of rubbish, which can make access much more popular for citizens, he said that MiraMedia is linking everybody with anybody. If something happens, such as problems with parking, the organisation picks up the issue and interviews the local people by asking for their opinion, which will be broadcasted on radio and written in the newspaper.

# Part C: Workshop Conclusions and Recommendations

In this section, we present an integrated analysis of the contributions from the different workshop speakers, and the main themes which were discussed in the workshop sessions. We also present further discussions in the ePractice's Cultural Diversity community and during a workshop on policy options held as part of BRIDGE-IT[10] Final Conference (Barcelona, 10-11 March 2011)

We start by pointing out contextual trends at both policy and practitioner level, and subsequently identify the positive role that ICT already plays in encouraging IEM to participate in lifelong learning, to improve their employability and entrepreneurship and their social integration. We conclude that digital competences can be a catalyst for other key competences, and that ICT can offer a customisable toolbox of solutions for multiple integration purposes. However, the deployment of these solutions still needs policy development and support and the active intermediation of NGOs. This suggests that a multi-stakeholder approach would be advisable not only for the quality of the outcomes but also for sustainability purposes.

# Identified Needs, Opportunities and Challenges

## On the European policy context

·   *Information Society policies: moving from "eInclusion" (get everyone connected) to "Digital Inclusion" (teach everyone how to use ICT)*

The Digital Agenda for Europe (DAE), which is one of the Europe 2020 flagship initiatives, promotes a smooth transition from what has been known up till now as "eInclusion" (get everyone connected) to "Digital Inclusion" (teach everyone how to use ICT). When more people become connected, further opportunities and jobs are generated and therefore overall social growth rises. The DAE applies to all job categories; by creating advanced and better ICT services, demand and supply are positively affected, thus producing a "virtuous" circle, which in turn produces a massive need for digital competence training in which intermediaries will play a crucial role.

·   *Immigration and integration policies: taking the necessary steps towards an effective integration of Immigrants*

A new Agenda for Integration will be officially launched by DG HOME in June 2011. This new Agenda has been built on an existing Integration framework (2004-2010), developed in the context of the Treaty of Lisbon, the Stockholm Programme (new multi-annual programme for the years 2010-2014) and the Europe 2020 strategy. This new Agenda aims to achieve effective integration by establishing a commonly accepted definition of integration, its interpretation in different fields (health, family, etc.) and the set of concrete actions needed to bring about actual integration. It foresees a Public Consultation repository on how the new agenda should be set up. Its success will be measured against predefined integration indicators. A handbook for policy makers and practitioners will be delivered at a national level in order to assist the process of migrant integration.

·   *Education and culture policies: the educational system to stimulate the confident and critical use of ICT*

Though educational systems were (and still are) not ready to embed ICT in their operational systems, a new learning generation has started to push strongly for increased integration of ICT into the learning environment.  It is well known that ICT basic skills are mainly taught outside the school environment, so the role educational systems must now play needs to be adequately shaped to that

context. Schools can certainly play a key role in the promotion of a confident and critical use of ICT technologies, in a way that the family and other external intermediaries could not. But in order to adapt the educational system to that role, a holistic approach that considers both student and teacher needs must be adopted to the integration of ICT in schools. ICT must be accompanied by appropriate institutional and policy supporting measures (extended availability of ICT resources, flexible teaching and learning schemes, adapted pedagogical methods, etc).

### On ICT-enabled participation by IEM in lifelong learning

- *Learning the host country language is a key issue for migrants' integration, and ICT can facilitate its acquisition*

As explained in one of the research studies presented at the workshop, during the last decade Europe's education and training systems were required to adapt their approach to the demands of the knowledge society as well as to the need for an improved level and quality of employment, in response to the Lisbon European Council strategic goals for the European Union (2000).

> "One of the main components of this approach is the promotion of basic skills that everyone should have the opportunity to acquire through lifelong learning, skills that become the essential basis for further learning. These "key competences" are: *literacy and numeracy (foundation skills); basic competences in mathematics, science and technology; ICT and use of technology; learning to learn;* and *social skills, entrepreneurship, and general culture.* The Barcelona Council's conclusions (2002) stressed the need for action to improve the mastery of those basic skills, notably *digital literacy* (together with *foreign languages*). Subsequently, a special working group on key competences introduced a European framework for the eight key competences outlining the corresponding knowledge, skills, and attitudes that relate to these domains. This document became an essential reference for the "Education and Training 2010" work program, for the Lifelong Learning Programme 2007-2013, and for national policies in many European countries." [11]

For immigrants, communicating in the host country language (L2), which they can consider a "foreign language", and their knowledge of society (KoS), constitute important requirements for acquiring diverse rights in the host country, from entering it to acquiring citizenship. However, public language courses provided by Member States are insufficient and face a number of challenges related to budget and to the diversity of the trainees (educational levels, cultural backgrounds, time and location constraints, etc).[12] ICT can help to cope with these constraints, by developing language and digital competences in a combined way (for example, by introducing grammar hints and language exercises during digital literacy courses, which are for migrants a full immersion experience with local language. Alternatively this could be done the other way round, during language courses, by looking for online language learning resources or doing computer-based languages exercises). The fact that significant numbers of IEM are already intensive users of ICT for communication purposes and basic needs provides an opportunity for this, and makes this option more affordable. However, migrants have

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[10] BRIDGE-IT Thematic Network on ICT for Social Integration and Cultural Diversity is a project which is co-funded by the CIP-PSP programme of the European Commission. More information: http://www.bridge-it-net.eu

[11] Reproduced from one of the studies presented at the workshop: Garrido, M., Rissola, G., Rastrelli, M., Diaz, A., & Ruiz, J. (2010), *Immigrant women, e-skills & employability in Europe: The case of Hungary, Italy, the Netherlands, Romania, and Spain.* Seattle: Technology & Social Change Group, University of Washington, p.18. Available at http://tascha.uw.edu/research/employability/immigrant-women-employability-europe/.
The European Reference Framework on Key Competences For Lifelong Learning (2007) can be consulted at http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf
The Presidency Conclusions of the Barcelona European Council (2002) can be consulted at http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/ec/71025.pdf

[12] This issue is discussed in more details in Kluzer S., Ferrari A. & Centeno C., "Language Learning by Adult Migrants: Policy Challenges and ICT Responses" (forthcoming)

different levels of Internet access and education (which can vary even between different generations of the same family), leading to the need for customized approaches and solutions when implementing these training courses.

Further discussions around this topic during the Policy Workshop at the BRIDGE-IT Final Conference also called attention to the importance of preserving IEM's native languages in the context of an increasingly multicultural society. It was claimed that migrants should be provided with the opportunity to work and learn in their mother tongues (particularly when they have recently arrived, but not only then). This would lead to a greater need for native language learning opportunities that would require the active involvement of migrants in order to multiply these opportunities. For example, they could become producers of learning opportunities, and free software could be used to support them in this role. The workshop participants recommended that policy should adopt an approach based on multi-lingual learning opportunities, including non-EU languages.

- *ICT-based learning and inclusion projects have a potential for the integration of IEM kids/youth*

Ch@ve, an ICT-based learning and inclusion project[13] with young people (aged between 11 and 15 years old) at risk of socio-economic exclusion (mainly from the Roma community) which involved primary school teachers, had three objectives, all using ICT: to create a network of Internet clubs for students; to improve integration of IEM youth within the Czech society; and to improve teaching practices. It showed a high level of engagement (80% of the students participated regularly in the clubs) and demonstrated the important learning effects this can produce (45% of beneficiaries displayed an increased level of computer literacy, while most participants said they would be willing to continue improving their IT skills after the project ended). In addition, workshop participants pointed out that ICT for children's education is a key motivator and can result in spin-offs for ICT appropriation by other categories of users, particularly women (i.e. their mothers). There is room to promote increased use of ICT for learning, but first courses are required to help teachers use ICT more systematically as a pedagogical and motivational tool.

- *NGOs play a critical role in reaching and engaging IEM in learning processes but their initiatives frequently face sustainability difficulties; multi-stakeholder partnerships are probably the model to pursue*

The workshop participants agreed that NGOs play a critical role in reaching IEM and in providing them with adapted solutions for their lifelong learning facilitated by ICT, as the project mentioned above demonstrates. Later on, this was endorsed by participants at the BRIDGE-IT Final Conference, who supported civil society initiatives, recognising that there are numerous civil society approaches in every region. These are, however, often uncoordinated and have a very limited impact. This recognition suggests that policy should make use of all this expertise, and also support the professionalization and legitimisation of facilitators who act as "local coordinators", as, thanks to their efforts (often in the form of volunteer work), these initiatives are socially successful.

Nonetheless, as the activities carried out by NGOs and the civil society are frequently financed by public funding programmes, it was recognised that extending the benefits of this kind of project over time, enlarging the number and type of beneficiaries, is difficult for two main reasons: time constraints (the duration of funded projects is often too short to properly deliver long-lasting benefits) and the complicated bureaucratic procedures associated with European funds. The participants discussed measures to palliate these constraints and identified various alternatives which could be explored: identification of good ICT infrastructures which could be put at the disposal of the initiatives (for example, those available in public civic centres or libraries); identification of alternative funding schemes and the establishment of collaborative multi-stakeholder partnerships where NGOs partner public and private organizations. These partnerships seem to be the most appropriate way of carrying on effective and sustainable initiatives.

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[13]  "Internet Clubs CH@VE" in Czech Republic. Project's website: http://www.internetovekluby.cz

- ***Digital competences and ICT-supported training courses are tools for empowerment***

ICT-supported solutions include the use of Internet, mobile and smart phones, digital TV and, broadly, the media. They can constitute a "toolbox of (combinable) solutions" useful to address different kind of needs, not only for learning, but also to provide people with a social space in which they can interact, find jobs or express their opinions (thus these solutions contribute to building human, social and cultural capital). ICT for learning brings benefits for learners (in terms of access -time and place-, individualized learning, on-the-go learning, etc.), for teachers (flexibility and individualisation of approaches; reduction of on-site teaching time, etc.) and for the social environment as well, since the active adoption of ICT by individuals produces a positive impact in their wider living context (family, neighbourhood, local community).

Digital competences have an empowering and motivating effect as they can develop end-user skills, motivation, and self-esteem. Understanding IEM's motivation to learn ICT (e.g. for making their voices heard in society) is the key to strengthening the empowerment effect, for example by linking training with personal purposes. In lifelong learning, an increased level of digital literacy motivates people to learn further digital competences and other competences as well, as is the case with many immigrant women (and men, but fewer) who participate in digital courses while they continue to learn other things, developing an educational itinerary that builds the human capital element.

For those IEM who are more at risk of exclusion, ICT-enhanced courses clearly have empowering aspects. For young IEM, who are normally more familiar with ICT than older generations, ICT can be directly beneficial for their empowerment and emancipation, as it can stimulate them to develop professional or personal projects where digital competences are of value, from helping older people (e.g. their parents or grand-parents) to become digital literates, to creating or participating in affinity-based online communities (which expand their horizons while reducing their dependence on their immediate environment), or to identifying job opportunities online (valuing their digital capital). For low-educated female immigrants (e.g. Muslim women who have emigrated to the Netherlands), ICT can constitute a resource for studying and practicing the host country's language, facilitating their more basic steps to integration (indeed, speaking the host country's language in real contexts is a very good motivator for integration but is an opportunity not frequently available to all migrants, so giving them the opportunity to practice speaking with a machine or interacting in simulated real-life contexts can palliate that deficit).

In conclusion, ICT-supported solutions can constitute a customisable toolbox for empowering IEM. However, for this toolbox to be effective, a number of issues still need to be addressed, like inequalities in ICT access; appropriateness of the tools to the specific context where they are implemented; IEM's motivation to use ICT; usability issues; adaptation of solutions to low skilled migrants and basic digital literacy training; foreseeable impact (of adopting ICT-supported solutions) on their environments, etc.

- ***"Blended learning" solutions are preferred to support non-formal and formal learning[14]***

ICT-supported courses can increase training flexibility and provide access to a wide range of materials/resources - like guided role-plays that simulate real-life dialogues for language learning- and promote the future adoption of Internet by IEM in their daily lives (for shopping, banking, etc). Though computer-based training and standard learning management systems (like the popular Moodle) are being used more and more in education and training, users still need human support (guidance, teacher-student interaction, etc.), and blended (ICT/human) schemes are still preferred over self-

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[14] According to CEDEFOP Glossary (http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp), *non-formal learning* refers to the learning embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), while *formal learning* stands for the learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources),

learning options. Technologies for learning purposes are also more widely used, from DVDs and Internet to the latest arrived mobile phones, digital terrestrial television and consoles, which offer greater opportunities to practice and socialise. For example, applied games[15] and the massive commercialization of game consoles worldwide are expected to make the experience of using ICT more enjoyable, leading to a more effective ICT-based learning process which is also more autonomous (i.e. requiring less human assistance to learners). But while applied games still have to mature, mobile phone technology is already starting to play a role. Mobiles can be especially useful for training harder-to-reach communities, both as a supplementary tool for language classes and as a way to engage learners who may not have the confidence, time or money to enrol in formal tuition. A standard mobile phone, cheap and easy to handle can be enough, with the additional functionalities to be loaded on. Though non-formal learning would seem to be more open to innovation and experimentation with new media, a pilot project in London showed that a group enrolled in formal classes used mobile-based resources for language learning more than a group engaged in non-formal learning and that people used the mobile as a language resource, particularly during their free time. This pilot demonstrated the empowering effect of mobile on a large proportion of learners, who stated they would be more likely to apply for a job or access public services after participating in mobile-supported learning experiences.

·   ***More policy support is needed to promote the potential of ICT-supported solutions for learning***

The previous paragraph showed that ICT-supported learning plays an important role in IEM informal, non-formal or formal learning,[16] and in IEM empowerment. However, in order to reap the full potential benefit, policy development and support is necessary to remove barriers. First, there is still a geographical divide in access to online services which, for example, affects IEM living in rural areas and policy can help to eradicate these territorial inequalities. Second, Member States usually apply a top-down approach which is not based on IEM's real needs, so a more focused, bottom-up public approach is required. Third, at user level (end users and intermediaries) there is a need to modernise the methodologies and learning strategies adopted to motivate users, develop their skills and increase their critical and confident use of ICT. The design and complexity of applications (final users rarely take part in the design phase) also need to be reviewed in order to address specific learning requirements (e.g. pronunciation/oral skills and feedback on mistakes in language learning). The role of policy action is more limited in this third dimension, but coordinated efforts could create a framework in which projects and initiatives addressing these aspects could be clustered and promoted. Finally, it is recognised that social actors play an important role in the integration of ICT in learning, but they often lack adequate pedagogical and digital competences, and the appropriate resources. Equally, teachers and schools who are confident about the usefulness of ICT for learning purposes do not always have the means or institutional support to use ICT extensively. More institutional and policy support is required to promote the multiplying role of intermediaries.

Later on, it was proposed during the Policy Workshop at the BRIDGE-IT Final Conference to develop ICT for IEM learning not as an "isolated" integration approach but as a natural part of lifelong learning (with certain special requirements). Concretely, it was proposed that ICT for IEM should become a part of regional lifelong learning systems. This would also be a means of recognising and promoting different solutions for different national contexts.

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and which typically leads to validation and certification. In both cases there is a learner's explicit intention to learn.

[15]   We prefer using this term instead of "serious game", which is rather controversial.

[16]   Always according to CEDEFOP Glossary (see footnote 7), informal learning refers to the learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support and, in most cases, is unintentional from the learner's perspective.

- ***The impact of digital competences and ICT-supported training in IEM learning needs to be measured***

Workshop participants identified the following variables which should be analysed and -whenever possible- measured in order to determine the impact achieved: motivation; confidence building, self-esteem; frequency of usage; access to learning (time, place); engagement in other training following digital literacy training; digital literacy level; formal vs. non-formal tuition; usage during the day; social outcomes (e.g. "non-formal training" as a bridge to formal education, which increases IEM's confidence). Any impact should go beyond each initiative's immediate context, so measurement should also go beyond the individual, to family and local reach and then to aggregated data at regional / national / European level. At the output level (learning and expectation measurement), participants highlighted the need to measure the increment of confidence on ICT-based learning, and to map and analyse initiatives and good practices at national level, in order to increase their visibility.

## *On ICT-enhanced employability of IEM, including entrepreneurship*

To increase the impact of social initiatives on IEM´s employability it is necessary to understand the key barriers to finding jobs faced by IEM (e.g. legal residence barriers, stereotypes, or exclusion from human resource selection processes due to their limited knowledge of the local language) and subsequently act to remove them. The different dynamics for recruitment adopted in online vs. offline scenarios were highlighted as an opportunity for ICT to reduce some of these barriers, for instance by making company hiring rules publicly transparent, or by creating specialised job e-marketplaces for IEM. Workshop participants agreed again that a multi stakeholder approach would be the most appropriate way to maximise employability.

- ***Digital competences and ICT can help IEM to overcome constraints that prevent them from accessing better opportunities***

Helping IEM to integrate themselves into the labour market first implies reaching them and understanding their needs. We know that they are unemployed or underemployed in bigger numbers than native population, and when they are employed, they are usually restricted to low skilled job. Some of the constraints to accessing better opportunities come from the mismatch between their backgrounds and local market requirements. Others are a consequence of job market rules which are not prepared to value their diversity of languages, job cultures and styles. Opportunities for IEM are limited due to their lack of fluency in the host language, lack of social ties with natives, racial stereotyping, the limited recognition of competences obtained in foreign countries or the contraction of the job market that is pushing natives to compete with migrants for jobs they used to disregard. Though they are often restricted to low skilled and badly paid jobs, IEM should not be victimized but rather empowered. As one of the research studies presented highlighted,[17] paths to education, social inclusion and cultural participation contribute to improving IEM's employability, which is a dynamic process rather than a static condition. Digital competences and ICT can facilitate the evolution of these paths by increasing IEM's awareness of their local opportunities, allowing them to express their full potential and at the same time, helping to remove the sources of unfreedom or deprivation that limit this expression. For instance, online public services designed for people who are not native speakers and do not know the host country's institutional settings or its culture, can reduce the bureaucracy associated with the recognition of non-European educational diplomas, allow easier comparison of IEM and native qualifications (e.g. by offering a standard framework and tools to measure them), or make the job market and selection procedures more transparent and equitable. This is just one example of what eGovernment could do for the integration of IEM, if adequately planned to deal with their diversity and specific needs.

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[17] Garrido, M., Rissola, G., Rastrelli, M., Diaz, A., & Ruiz, J. (2010), *Immigrant women, e-skills & employability in Europe: The case of Hungary, Italy, the Netherlands, Romania, and Spain.* Seattle: Technology & Social Change Group, University of Washington, available at http://tascha.uw.edu/research/employability/immigrant-women-employability-europe/

- *Training in digital competences has multiple empowering effects*

One of the research studies presented[18] showed that digital competence training produces a multidimensional impact. It can have important measurable effects on employability, entrepreneurship -as an alternative path for employability, due to the many business opportunities over the internet- and on other dimensions that affect their employability, like local language learning and social inclusion (i.e. training as a social activity). However, though IEM are frequent Internet users of online communication and job seeking services, they are less aware than the native population of the critical role that digital competences can play in their lives. This study found no correlation between the level of digital competences and employment of the surveyed IEM, suggesting that ICT training increases the individual's skills and personal chances for employment, but does not provide access to it. In a changing context, jobs constantly evolve, as do the hard and soft skills required. Today, improving one's employability requires training and networking, and more pro-activism. Digital competence training can be a catalyst for this process and push IEM to progress in other paths to integration, either by facilitating the acquisition of new competences directly –e.g. of local languages- or indirectly by promoting, for example, the development of interpersonal and social skills during training activities, or stimulating learners to attend other courses. However, participants criticised the fact that the delivery of digital competence training courses is irregularly offered in Member States (e.g. the case of Netherlands contrasts with the case of Italy, as the mentioned research study showed). This suggests that policy efforts are still needed to unlock this potential.

- *ICT can enhance not only job seeking, but others dimensions of employability too*

"Employability" was defined by a speaker as the ability of people to be ready to get jobs best adapted to their qualifications and competences. "Employability skills" were defined as combining training, the development by job seekers of their own online professional networks, the daily motivation to get a job and the improvement of their own habits (e.g. dress-code for interviews, etc). Most of these skills can be improved by means of structured ICT-enhanced training. This can cover assessment of a job seeker's own competences ("employability barometer"), standard ICT skills development (editing, browsing, emailing) and their application to job seeking (preparation of a CV, online job seeking), development of Web 2.0 competences to strategically manage their own digital identity. This training could also include awareness raising on entrepreneurship and self-employment alternatives to the (decreasing) jobs opportunities available in the labour market, particularly for socially-excluded people.

- *NGOs play a critical role in empowering IEM with the help of ICT*

The role of NGOs is critical in both promoting awareness of the value of training, and also in providing employment channels (e.g. by cooperating with public employment agencies and facilitating IEM's access to them) and social spaces. However, there is still limited awareness and knowledge of projects that use ICT to enhance the employability of IEMs. This suggests that employability may be a relatively recent field for NGOs and more actions are needed to support their crucial role in improving employability, particularly in the context of a crisis. These actions would include empowering facilitators to work with/for IEM (social workers, cultural mediators, etc). In this context, measures supporting the provision of ICT tools and training for intermediaries (e.g. the employability package for telecentres presented during the workshop) as well as awareness raising of existing good practices are urgently needed. So far, however, there seems to be a limited number of initiatives and these are little known by potential adopters/multipliers/replicators.

- *Education in ICT can provide a fast track to employability for IEM*

The current mismatch between the labour market needs for employees with ICT skills (in both the ICT industry and other industries) and availability of skilled labour supply points to an opportunity for action to integrate migrants and other unemployed people. Indeed, multi-stakeholder partnerships (government, education and training providers, disadvantaged communities) led/supported by ICT

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[18]  *Ibid.*

industry players (who are potential employers) could be established to develop and promote technology-based training programmes and career development paths for migrant job seekers and other individuals that find themselves excluded from or at a disadvantage in the labour market. An example of such a partnership was presented at the workshop (Fast Track to IT). Employability programmes of this kind should include training for "marketable" technical skills and the means to accredit IEM skills locally (especially those acquired in home countries). In order to do this, it is important to identify the different levels of ICT skills (or eSkills) required by the local labour market (understanding that this is a changing context in which skills evolve constantly) and to formulate recommendations for formal education and occupational training programmes that cover these competences.

- *Measuring impact of ICT-supported learning initiatives on employability shows positive results but requires a specific methodology and investment*

It was stated that, to be meaningful, the measurement and analysis of the impacts of ICT-supported initiatives needs to be contextualised to the mission of each project or organization. A number of dimensions to be taken into account when studying the impact of initiatives, which go beyond measuring the output of training activities (for example, how many trainees have successfully completed a course), were listed by participants. This list shows the variety of angles that need to be considered: matching between IEM profiles and job skills or education requirements, the percentage of users starting employment or further education after a training activity, how long IEM manage to keep a job, and their progression in career development. These outcomes should then be linked to the cost of the initiative. The challenge, however, is that measuring most of these dimensions requires following up individuals, which may mean that individuals are contacted some months after training has finished.

The workshop showed that while some organisations have not yet developed strategies to follow up users after the end of training activities, due to formal concerns, lack of resources to carry out this task, etc, others have already completed the exercise and have had stimulating results. For example, FIT (IE) discovered that around 50% of their trainees had either found work or continued their education. Some research projects have also attempted to measure their impact: for example, a qualitative analysis of a group of Bolivian migrants who attended a digital literacy training course as part of an action research project was carried out,[19] and also a survey of migrant women in Spain, Italy, the Netherlands, Hungary and Romania.[20]

- *Policy support is necessary to enhance the positive role of ICT to increment IEM employability*

During the second session of the Policy workshop held as part of BRIDGE-IT Final conference, the need to support the ICT-enhanced employability of IEM from policy making was underlined, leading to a discussion that pointed out a number of policy options:

1. Develop an "ICT Europass" in order to formally recognise their digital competences

2. Give digital competences an official status in EQF / NQF, in formal and non-formal competences and from basic to advanced skills levels

3. Use ICT to improve vocational orientation processes of migrants (which means also addressing their formal, compulsory education)

4. Support the further development of online training courses and new training models adapted to IEM needs (flexible learning timetables, participatory, employment-oriented)

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[19] "Bolivian women in Catalonia" (ES). Project website:
http://www.uoc.edu/opencms/opencms/webs/projectes/dones_bolivianes/ca/projecte/index.html

[20] Garrido, M., Rissola, G., Rastrelli, M., Diaz, A., & Ruiz, J. (2010), *Immigrant women, e-skills & employability in Europe: The case of Hungary, Italy, the Netherlands, Romania, and Spain.* Seattle: Technology & Social Change Group, University of Washington, available at http://tascha.uw.edu/research/employability/immigrant-women-employability-europe/

5. Better recognise and support (by means of digital competences, technology-enhanced learning) the changing role of teachers and facilitators in formal and non-formal education

6. Find ways to provide schools and formal education in general with more options to experiment, e.g. making curricula more flexible in order to allow ICT-based experimenting (according to local / regional needs and target groups).

## *On ICT-enabled social integration of IEM*

• ***IEM are at least as intensive users of ICT as their national counterparts, and their major motivation is communication***

IEM are already making extensive use of Internet and social media - this makes it easier to reach them through ICT. There are several studies showing a use of Internet among IEM groups at least similar to their national counterparts, when not markedly higher. Stimulated by increased opportunities to buy cheap Internet access devices and to use ICT resources at public and private Internet access points (telecentres, cyber-coffees, low-price phone booths, etc), which give them access to communication tools (Skype/VOIP), broadband connections and web cameras, some (perhaps privileged) IEM are becoming more and more connected. Migrants tend to form or maintain social networks through the use of ICT, mainly mobile phones and texting, but also by using IT social media which focus on sharing digital images. The targets of these communication efforts are mainly family members, and various communities in their home countries, but also, albeit to a lesser extent, members of their host country society. An ongoing research study presented at the workshop showed that the intensiveness with which ICT is used by IEM to communicate can be limited by the level of development of ICT in their home countries; despite that, their social life is largely with fellow nationals and half of their significant contacts live outside the host country, which indicates that long-distance non-family relations persist and that ICT/social media (pictures, video) can support both strong and weak ties. Social media contributes to giving IEM a presence in the social sphere (i.e. to reducing their social 'invisibility'), providing both the host and home communities with opportunities for mutual collaboration and relationship follow-up.

• ***ICT adoption patterns differ among IEM groups but tend to evolve with the time of stay in the host country***

Though portals and websites which aim to integrate IEM usually know first-hand migrants' different online patterns, there is still a limited number of studies analysing them. Based on a literature review, an attempt to characterise and classify IEM migratory stages was made by JRC-IPTS,[21] identifying the technologies used to satisfy specific needs at to each stage of the migration process. These stages range from 'preparation for migration' - e.g. Web, e-mail and TV are used to explore information and images of the destination- to 'arrival' -e.g. mobile and SNS (Myspace, Skyblog, etc.) are used to establish and manage social relations, and for job seeking and job-related mobility, to 'settlement' – e.g. VoIP, webcams, chats, mobile/SMS or web are used to stay in touch with family (and send remittances), diaspora and homeland, and live in the digital society (education, jobs, make their voice heard), to 'circular migration' and 'return'. An ongoing research study in Ireland[22] on the use of ICT by IEM to communicate with relatives and friends in the host country confirms that the time spent in the host country transforms IEM patterns of ICT adoption and use (which tends to be progressively less dependent on friends and family for information to become more confident in public sources over time).

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[21] See Kluzer's presentation "Setting the Scene: Use of ICT by migrants" on behalf of JRC-IPTS at the Joint JRC IPTS – DG INFSO eInclusion Seminar on: ICT for the integration of migrants: skills, jobs and participation, Brussels, 20th January 2010, available at:
http://is.jrc.ec.europa.eu/pages/EAP/documents/100120_INFSO_EAC_SK_IEMICTsettingthescene_v2.pdf

[22] See Mr Komito's presentation on "Social media practice of non-nationals in Ireland" reported in Section B of this report and available at: http://www.epractice.eu/files/12.%20Lee%20Komito.pdf

- *Digital divides in access and skills are important and these need to be addressed with adapted measures*

Despite the fact that a number of IEM are already intensive users of Internet, the digital exclusion of many IEM is a relevant social issue that needs to be politically addressed in many countries. Factors like age, host language proficiency, education level, socio-economic status and gender shape the digital divide. Also, the lack infrastructure (Broadband, Public Internet Access Points) in disadvantaged and segregated areas is creating barriers to accessing opportunities. While digital access and skills are crucial for their digital and social integration, measures should be more problem-oriented and contribute to the achievement of personal aims in order to support IEM digital inclusion. They could focus, for example, on skills development and language acquisition, job finding, access to health information and services, or information and access to legal rights and public services. Further challenges to speeding up the process of IEM's e-Inclusion consist of the insufficient digital skills of intermediaries, lack of support to them, and also the unsustainability of many initiatives.

- *Online IEM communities can be very supportive but, to be successful, they need a specific community-building strategy*

The result of the intensive use of Internet among IEM groups is the formation of communities that remain united even when their members are geographically dispersed, thus forming resilient and durable virtual communities. These communities can arise spontaneously or be explicitly created. In the second case, in order to be successful, IEM-friendly portals and websites need to design a clear community-building strategy that respects IEM cultural patterns and differences and builds on this. For example, in the case of Roma people, the online portal KaskoSan.com showed how a bottom-up approach (made by Roma people for Roma people to strength their ties and make their voice heard) mobilised this ethnic minority across borders in order to reposition the Roma community in host society perceptions, enhancing the ties among the Roma community across Europe and internationally, while using social media monitoring tools to identify common user needs and interests. The portal has not only allowed Roma families dispersed around the world to reunite, or passed on traditions to the younger generations, but it has also supported the standardisation of a language which is rarely written, thus facilitating Roma people from different countries to communicate with each other and retain their identity. This is one example of how ICT can enable IEM families and communities to maintain their identity and at the same time share their culture and traditional values with host societies, opening the mind of local communities towards IEM values, religions, life styles, etc. Thus, ICT can empower IEM to better engage with the larger society. However, it must be remembered that IEM online patterns are not homogeneous and differ among IEM groups: when IEM are already online, there is a risk of amplifying the 'diaspora' effects (participation in own national/ethnic community – bonding effects, vs. integration into the host society – bridging effects), expressed in unwillingness to integrate with the local society or reluctance to include other nationalities in their social networks. All these aspects need further investigation, so new studies in the field would be welcome.

- *Neighbourhoods can be laboratories of online media for civic participation and social cohesion, but require the engagement of multiple actors and media literacy development*

As one of the presentations illustrated,[23] neighbourhoods are local environments where the impact of small-scale initiatives can be very significant and immediately perceived, even when there is no impact analysis framework. While showing what is happening in the surroundings, ICT/online media can encourage civic journalism, unite people and give them a voice, and improve the image and status of their neighbourhood. Providing neighbourhoods with radio and television, websites and newspapers and giving their spokespersons channels to communicate can help to bring people together; by localising broadcasting information, developing local heritage websites or providing communication

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[23] "Inclusion in multicultural neighbourhoods through social media" (NL). Presentation available at: http://www.epractice.eu/files/14.%20Ed%20Klute.pdf

channels to doctors, hospitals and families. Simple problems of coexistence can be solved by interviewing local people and broadcasting their opinions on local radio, or in newspapers. This requires engaging key actors like local libraries, radio and television stations, social housing associations, schools, libraries, etc. and the implementation of policies promoting media literacy.

# Final considerations

As we have seen, migrants have already adopted ICT for its daily live in at least similar degree than their native counterparts, and a part of them is even making a more intensive use. IEM patterns of ICT use and adoption are not homogeneous and vary depending on many factors, among which the stage of their migration trajectory (from newly arrived to well established IEM), their age, education, socio-cultural or economic background. But while connected migrants is the happy side of the story, digital divides still exist and are a source of inequality, pointing out to the need for adapted digital inclusion measures, both in terms of access and skills, to integrate those IEM less prepared to become active part of a knowledge-based society where ICT is one of the main components. In recognising this fact, participants suggested that the Member States should be encouraged to promote the digital access and literacy of IEM, to empower and give them more opportunities for participation in the societies they are living, and to include the minorities in the participatory decision making processes of the local and social issues that concerns their lives. Indeed the social and digital spheres are interrelated and can be interdependent for a successful integration. Today, becoming digital literate is one of the key skills needed for a migrant to keep in touch with his/her close family and friends and to learn about the host country, to access to learning or job opportunities, and to further achieve digital education and empowerment. Connected to this, one emerging key message from this workshop -and a challenge for the future- was the opportunity for digital competence development processes to become catalysts of the development of other key competences (interpersonal and social competences, learning to learn, sense of initiative, etc.) and a motivating tool for IEM to progress in any of their integration paths (either in education, labour or society).

Some potential collateral effects derived from the use of ICTs were mentioned and would require further investigation. As it was observed, social media helps the IEM communities to be internally stronger and more connected, but at the same time can lead to reduced interaction with the local community. IEM integration is not an easy process and ICT may constitute an important, motivating and overall positive tool, but its application needs to be contextualised and embedded in wider (local) integration projects, with other ingredients such as political support, interaction with host country community, etc. Sometimes ICT creates exclusion, increasing the digital divide (which impacts on the exploitation of the socio-economic opportunities revealed by ICT), the gender gap and the distance between the poor and rich people. Promoting the critical use of ICT and life-long learning are crucial to overcome these undesired effects.

At their arrival migrants are less familiar than natives with local bureaucratic procedures, and in most of the cases their limited trust on the public power (for instance, in the welfare system) leads them to make a reduced or no use of available public resources. According to participants, using technology to improve the daily life by eGovernment should be promoted by the Digital Agenda, with a view to empower and encourage migrants and minority groups to take full advantage of them. An example of where eGovernment can helps IEMS was made in reference to certification of educational degrees and professional competences acquired outside the EU. But despite the improvement of this situation is mainly a responsibility of the public administration, the civil society and Third sector organisations could help by providing specific recommendations (for example, through a consultation process), not only for a better integration of IEM but for increasing the impact of existing online public services as well.

From the whole range of actors, NGOs in particular have a critical role to play across many areas of integration, and being enablers of ICT put at the service of integration both through digital literacy measures and through using ICT for enhancing employment, learning and social integration opportunities. Their staff working with/for IEM, generically called here "facilitators" (social workers, cultural mediators, etc), are the key actors of the integration processes, and need also to be recipients of ICT tools and digital competence training for intermediaries in order to exploit the full potential of ICT for social aims. NGOs adopting a collaborative and multi-stakeholder approach are in better

conditions that working isolated to improve the social impact of their initiatives and also to find solutions for their financial sustainability, a main concern of NGOs. As for this last aspect, in another ePractice workshop[24] celebrated recently, participants highlighted that ICT can help improving the efficiency of the initiatives, making their management easier and reducing their implementation costs. However, when planning initiatives a balance between the social side and ICT implementation and impact was recommended.

As for the Impact reached by initiatives dealing with ICT-enabled integration of IEM, the workshop showed that there is a limited quantity of available evidence, so much more effort would be required to develop impact analysis systematically in this field. A few examples were collected in connection with training for employment field. There, one of the studies presented verified that digital competence training is useful for learners to advance in many dimensions of their life, which in turn have a positive impact on their employability, but this does not guarantee them accessing to a job. However, one initiative showed positive outcomes, with half of people trained who later found a job or continued their education.

In conclusion, from ICT-enhanced language learning courses to (digital) competences self-assessment tools for employability or online media resources for civic participation, the range of ICT related resources available is very rich and the practices presented at the workshop provide evidence that it has a potential to support IEM´s integration, improving different aspects of the life of IEM as well as their coexistence with their hosting societies. This workshop has contributed to show that ICT is already playing a positive role on the integration of migrants and ethnics communities in Europe, and that this potential is progressively taken into account in Immigration and Integration policies, but its huge potential is still yet to be exploited. A recall to continue promoting digital inclusion measures, support awareness raising actions, support the training of social actors to use ICT in their integration projects, etc. was made by participants, reminding the need for an ICT platform to enlist all those and more examples across Europe, so that everyone knows the initiatives developed per country and recycling existing initiatives is made easier.

Regarding how to expand the ICT-based initiatives that enhance the process of facilitated learning, employment and social inclusion for IEM, it was said that EC policy and funding tools are already available through the FP7 and CIP funding instruments, the ePractice portal; the website on Immigration and Integration, the Integration Fund and the contribution (initiatives and pilots) of multiple stakeholders. However, new policy options were discussed, particularly in relation to funding networking activities and platforms for exchanging good practices among multiple stakeholders across Member States.

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[24] See the "ePractice Digital Literacy Workshop on Digital Competences for Social Inclusion Actors and Intermediaries (Brussels, 12 October 2010) - Workshop report" (forthcoming, to be published online on ePractice portal).

## Annex I: Workshop Agenda

| Time | «Cultural Diversity»<br>European Commission, DG Research – 0/54<br>Rue de Champs de Mars, 21 CDMA SDR2, Brussels 1050 |
|---|---|
| 9:00-09:30 | **Registration** |
| 09:30-09:35 | **Welcome and Introduction**<br>Giorgio Zoia, DG INFSO, European Commission |
| 09:35-09:50 | **Digital Agenda for Europe**<br>Giorgio Zoia, DG INFSO, European Commission |
| 09:50-10:05 | **Immigration and Integration**<br>Giulia Amaducci, DG HOME, European Commission |
| 10:05-10:20 | **New Skills for New Jobs**<br>Lieve Van Den Brande, DG EAC, European Commission |
| 10:20-10:40 | **Setting the Scene**<br>Clara Centeno and Gabriel Rissola, JRC-IPTS, European Commission |
| 10:40-10:50 | **The Cultural Diversity ePractice Community**<br>George Kolomvos, EUROPEAN DYNAMICS S.A. |
| 10:50-11:00 | **Questions and Answers** |
| **ICT-enabled Participation by IEM in Lifelong Learning** | |
| 11:00-11:20 | **ICT for Guided Second Language Learning of Adult Migrants (SE, NL)**<br>Stefano Kluzer, independent consultant |
| 11:20-11:40 | **Mobile Phone-based Language Learning for Ethnic Minority Communities (UK)**<br>Laura Pearson, Anspear Ltd. |
| 11:40-12:00 | **ICT Education enabling Roma Integration (CZ)**<br>Bartlomiej Telejko, ECDL Foundation |

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|---|---|
| **12:00-12:20** | **1st Roundtable Discussion** |
| **12:20-13:20** | **Lunch Break** |
| | **ICT-enhanced Employability of IEM, including Entrepreneurship** |
| **13:20-13:40** | **Immigrant Women, eSkills and Employability in Europe (ES, IT, NL, HU, RO)**<br>Maria Garrido, University of Washington |
| **13:40-14:00** | **Proposals to facilitate the Job Search in Telecentres with IEM (ES)**<br>Pedro Aguilera, Fundación Esplai |
| **14:00-14:20** | **An Education in ICT: A Fast Track to Employability for Migrants**<br>Deirdre Kelleher, Policy and Research Officer, FIT Ltd |
| **14:20-14:40** | **2nd Roundtable Discussion** |
| **14:40-15:00** | **Coffee Break** |
| | **ICT-enabled Social Integration of IEM** |
| **15:00-15:20** | **Social Media Practice of Non-nationals in Ireland (IE)**<br>Lee Komito, University College Dublin |
| **15:20-15:40** | **The Kaskosan Network and the Roma Community (HU)**<br>Gyula Vamosi, Kaskosan.com |
| **15:40-16:00** | **Inclusion in Multicultural Neighbourhoods through Social Media (NL)**<br>Ed Klute, MiraMedia/Media4me |
| **16:00-16:20** | **3rd Roundtable Discussion** |
| **16:20-17:00** | **Conclusions and Recommendations:**<br>**European Commission** |

# Annex II: List of Participants

| NAME | SURNAMES | ORGANISATION |
|------|----------|--------------|
| Pedro | Aguilera Cortes | ESPLAI |
| Guilia | Amaducci | EUROPEAN COMMISSION |
| Peter | Birch | Education Audiovisual Culture Executive Agency |
| Pinel | Cécile | DG EAC, EC |
| Clara | Centeno | European Commission JRC - Institute for Prospective Technological Studies |
| Vassili | Danilof | EUROPEAN DYNAMICS S.A. |
| Graciela | De La Fuente | Universitat Oberta de Catalunya |
| Isabelle | De Vriendt | Florainfo.be |
| Gabriele | Di Marcantonio | Progetti Sociali s.r.l. Impresa Sociale |
| Fiona | Fanning | ECDL Foundation |
| Any | Freitas | TraduXio Project |
| Arkaitz | Fullaondo | Tecnalia Research and Innovation |
| Maria | Garrido | Technology and Social Change Group | University of Washington |
| Lalya | Gaye | Culture Lab, Newcastle University |
| Shoresh | Ibrahim | City of Stockholm |
| Tibo | Jansingh | Kleurrijker |
| Deirdre | Kelleher | FIT Ltd. |
| Tshitshi | Kia ntoni | SPF Finances -FOD Financien |
| Ed | Klute | MiraMedia/Media4me |
| Stefano | Kluzer | No_affiliation |
| George | Kolomvos | EUROPEAN DYNAMICS S.A |
| Lee | Komito | University College Dublin |
| Rosalia | Krautzer | CIC Carinthian International Club |
| Angel | Labrador | Atos Origin |
| Anaïs | Le Corvec | Interactive Media Lab- university of Barcelona |
| Richard | Lewis | Institute for European Studies |
| Marcella | Migliori | CESI |
| Vassilia | Orfanou | European Dynamics, S.A. |
| Laura | Pearson | Anspear |
| Salvatore | Petronella | EUROPEAN COMMISSION |
| Gabriel | Rissola | European Commission JRC - Institute for Prospective Technological Studies |
| Adela | Ros | Universitat Oberta de Catalunya |
| Katarzyna | Szkuta | Tech4i2 |
| Bartlomiej | Telejko | ECDL Foundation |
| Gyula | Vamosi | Angle Cultural and Educational Organization |
| Lieve | Van De Brande | EUROPEAN COMMISSION |
| Frans | Van Hoek | CINOP |
| Kerstin | Weertz | EU WAREHOUSE |
| Frank | Wilson | Interaction Design |
| Guido | Wouters | Eshgro |
| Giorgio | Zoia | EUROPEAN COMMISSION |

European Commission

**JRC 66147 – Joint Research Centre – Institute for Prospective Technological Studies**

Title: ePractice Cultural Diversity Workshop on Understanding the Role of Information and Communication Technologies (ICT) in the Integration of Immigrants and Ethnic Minorities (IEM), Brussels, 23 November 2010, Workshop Report

Authors: Gabriel Rissola, Clara Centeno, and the ePractice Communication Team

**Abstract**

This report reflects the presentations, discussions and conclusions of a workshop on "The Role of Information and Communication Technologies in the Integration of Immigrants and Ethnic Minorities." It was held in Brussels on 23 November 2010 in the context of the ePractice Cultural Diversity Community. Its purpose was to identify good practices in the area of ICT-enabled or supported IEM participation in lifelong learning, and to improve employability (including entrepreneurship) and social integration. Each topic was addressed considering access by IEM and identification of their needs; empowerment of IEM through ICT; impact measurement aspects and appropriate methodologies/tools (i.e. what is measured and how).

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