INSPIRING STORIES ON ICTs USE

Innovative solutions for migrants' and refugees' empowerment
Migration and Refuge in Spain

Spain has led the arrival of migrants and asylum seekers to Europe by sea in 2018, according to data released by the International Organization of Migration (IOM).

As in the rest of Europe, in Spain, despite the dimension of the humanitarian problem, the treatment that immigration has more on security and border control than respect for the right of asylum or the protection and integration of refugees. These policies, together with the effects of the economic crisis that began in 2008, are reflected in a growing intolerance against migrants among the Spanish population. Proof of this is the reinforcement of parties that postulate the expulsion or the closing of borders: this is the case of VOX, whose program proposes the expulsion of all irregular immigrants; the deportation of those who have committed crimes; and the hardening of the policies of rooting and the "called effect". In Spain, “Movimiento contra la Intolerancia” presented in 2016 the Raxen report that evaluates racism, xenophobia and other forms of intolerance in our country. This report detected a climate of "fear of the other" in which incidents against immigrants and other people with religious and social diversity are growing, and hate speech on the Internet and social networks increases.

In general, Spain's views on immigration are mixed. The majority values positively that Spanish society is composed of "different people", and the points of demand for incoming immigrants are not so much religion or race, as knowing the language or adapting to the culture of the country.

It could be said that the policy of immigrant integration in Spain has been seriously affected both in its implementation and in the approach by two events that are interrelated: the economic crisis and the expansion of xenophobia and racism.

In December 2018, the President of the Spanish Government supported the United Nations Global Migration Pact, held in Marrakech, one of the few heads of state that attended the meeting. The Global Compact seeks to lay the foundations for the first time at the global level to facilitate a
safe, orderly and regular migration based on human rights.

The Spanish Government has also announced a Strategic Plan for Citizenship and Integration and a State Integration Fund, and has strongly denounced the rise of xenophobic discourses, which are increasingly present in Spanish politics.

At the regional and local level there are also numerous initiatives that are being carried out for the integration of migrants and refugees.

In relation to civil society organizations, in Spain there is a large number of organizations that work specifically to generate progress in the human rights of migrants and refugees. In addition, there are numerous entities that address migration and refuge issues within their activities and projects.
Alerta Discriminación = Discrimination Alert

Scope: national- Spain
Start Year: 2017
Beneficiaries: migrants, refugees... People who may suffer discrimination for their ethnicity, origin, culture, etc.

Needs / problematic addressed:
The different types of discrimination that a person may suffer because of their origin, ethnicity, culture, etc.
Direct Discrimination: occurs when a person is treated less favorably than another in similar circumstances, for ethnic and cultural reasons.
Indirect Discrimination: occurs when a disposition, criterion or practice that arises and applies in a neutral manner for all people, places an ethnic and cultural group at a disadvantage because of its special situation or characteristics.
Harassment is also considered as a form of discrimination, which has the purpose or effect of threatening the dignity of the person for ethnic reasons and creating a humiliating and offensive environment; the incitement to discrimination; the segregation; and reprisals against people who report discriminatory practices.

Description and case example
Discrimination Alert is an app to report situations of racism or xenophobia that has been created by the Red Acoge organization and allows you to report, through your mobile phone, any type of discrimination that you have suffered or witnessed.
Red Acoge has created this pioneering app to be able to inform at any time of a situation of racial discrimination that, otherwise, would be invisible. Besides being able to report these situations to the police, you can use this tool, available in Spanish, English, French and Arabic, which incorporates the novelty of being able to report several aggravating factors or motives at the same time.

Results
What happens with the complaints? Just answer a few questions, so that if
desired, and once the complaint is registered, legal advice can be requested through the same device and Red Acoge contacts the complainant.

**Next Steps**

Red Acoge is launching the campaign #ElRacismoEsUnBulo (#RacismIsAFakeNew) ... or not?, which aims to put on the table the problem that exists in our country on racial discrimination and its little complaint, since many of the discriminations suffered by people because of their ethnicity or place of origin belong to the private sphere, such as access to rent, employment or public places. A fact that causes that they can be mistakenly perceived as natural facts of daily life and, therefore, not subject to denunciation.
TWIST ISLAMOPHOBIA
Scope: national, Spain
Start Year: 2015
Beneficiaries: Muslim population

Needs / problematic addressed:
In our societies there are negative prejudices towards Islam and the Muslim population. We need to put an end to this prejudices based in stereotypes and clichés because this stereotypes and clichés are the result of the ignorance and the lack of knowledge about Islam. Ignorance must be fought through education and information. Education and information will provide us with the necessary arguments to deal with this form of discrimination. We must foster intercultural dialogue and defend a more open society, in which diversity is understood as a source of mutual enriching and not as a reason of confrontation. It’s necessary to create an educational platform that provides with the instruments and materials that will help professionals and the general public to deal with this problem.

Description and case example
Twistislamophobia, because differences add is a project that aims at dismantling the current islamophobic prejudices and speeches, giving solid arguments based on the Islamic culture and history. It is a bilingual website (Spanish and English) whose aim is to offer counterarguments to fight against this form of discrimination. It is also a space to share experiences and stories, and offers material and educational resources.

Results
Selection of relevant cases of Islamophobia based on qualitative and quantitative aspects, and we dismantled them through their detailed analysis. Proposal of educational instruments, intercultural materials, tips ... Everything you need to fight Islamophobia! Information regarding intercultural coexistence and networking with collaborating organizations in this field. Videos and images of awareness that allow us to understand that we are not different.
Build Peace Database

**Scope:** International

**Start Year:** 2013

**Beneficiaries:** people around the world

**Needs / problematic addressed:**
It is important to know what use is being made of technology for the construction of peace and how it is being used. Compile projects and initiatives on the use of technology in the different sectors of peacebuilding, around the world. As well as identifying the objectives and functions of technology for the construction of peace. And, in this way, make visible the good practices on ICT for the construction of peace.

**Description and case example**
The Build Peace Database is a collection of peacebuilding projects that use technology or have a technological component. All projects contained in the Database have been reviewed by the Build Peace team and the data is openly available upon request.

The Build Peace Database is developed and curated by the Build Peace team in order to generate insights and guide further research into the use of technology for peacebuilding. The hope is also to provide a space where people can share thoughts and best practice alongside these insights.

A peacebuilding objective is the primary goal of the project. A peacebuilding theme represents the broad thematic area a project covers. It includes recognised peacebuilding ‘sectors’ of activity, such as governance, justice, security, but also other cross-cutting themes such as gender and youth.

**Results**
A collection of peacebuilding projects that use technology or have a technological component. The Build Peace Database is an open platform for research and analysis, and as such the data contained in the Database are available for use without any kind of fee.

**Next Steps**
While the Database has a sample that is limited to the community around the Build Peace Conference, it represents a first attempt at gathering systematic information on projects that use technology for peacebuilding.
Over the next few months we will continue to interrogate the data for new insights, which we hope to publish regularly.

We will be expanding the number of projects in the Database, through crowdsourcing or desk research.

This list is not exhaustive and will be regularly updated with inputs from the community on the types of peacebuilding objectives people work to achieve.
Mothers for Life

Scope: International
Start Year: 2013
Beneficiaries: people around the world

Needs / problematic addressed:
Parents or families affected by violent jihadi radicalization who need help or advice to address the situation

Description and case example
‘Mothers for Life’ is a unique global network of mothers who have experienced violent jihadist radicalization in their own families. In most cases they have seen their sons and daughters leaving to Syria and Iraq and in many cases never to return. Sometimes their husbands have radicalized. They all share the burden of having seen how radicalization processes can destroy the bond between mother and children. Mothers for Life aims to bring these mothers together to give them the safety of a secure network of people who share those experiences and to heal their wounds. But Mothers for Life also wants to give a strong and unified voice to these mothers and their stories. The network aims to coordinate activities and provide guidance and counsel to mothers who are part of it. Membership is of course free of any charge. They circulate information, help to get in touch with mothers and families in close proximity or help with handling any other requests. Mothers for Life also aims to create strong and convincing counter narratives. Currently 12 countries are represented in the network: Canada, The United States of America, Germany, Denmark, Belgium, The Netherlands, Sweden, France, Norway, Great Britain, Tunisia and Italy.

Results
To Get in touch with dedicated and trained counsellors in a country specialized in counter-radicalization and deradicalization. Connection with other families in a country to talk about the fears and emotions, to see that parents are not alone and to hear from other families and the way they handled the situation. Help to understand what is happening in family by providing an assessment of the situation and explanation about the potential reasons and motivations behind the radicalization process. Suggest specific ways forward.
Next Steps
The network continuously grows and currently spans across 12 countries. There are two categories of members: parents who have their own national support organizations and parents who are only available for private emotional support. They do have extensive contacts and partners beyond parent members and might be able to help you even though your country is not listed in this map. This service is available for families affected by radicalization processes only.
**3D printed prosthesis intended for people without resources**

**Scope:** International  
**Start Year:** 2017  
**Beneficiaries:** People with disability and few resources

**Needs / problematic addressed:**
“I was just a few months away from finishing my engineering degree and I wanted to disconnect, I wanted to go away, the place didn't matter much, but when looking for information I ran into an orphanage in Kenya and I didn't even think about it. I needed something to grow my more personal side, and I quickly bought tickets to the Rift Valley in Kenya. Meanwhile the date was coming, I continued with my small printer, testing and researching, making small toys and decorative objects, empty, unnecessary objects. I wanted to go one step further, I remembered that some associations such as Enable the Future make hand prostheses using 3D printing. I researched them, found them, and started printing. I printed, modified, designed variants of these existing prostheses and catalogued them with a more personal name: trésdesis (3D printed prosthesis).

After all this I thought, “who could I give this to?”. I called the orphanage’s coordinator to find out what was the need for this kind of trésdesis within their area, and little by little, through WhatsApp, I was receiving photos of people who might need them.

I began to print little by little meanwhile receiving requests.

It wasn't on my trip’s week 1, neither on week 2 nor on week 3, it was around week 4 when I was finally told "Hey Guille, today are coming the people for the hands". I was super nervous, and all of a sudden, they came.

I began by explaining them how these trésdesis work. How, thanks to the joints that each person has, they function in one way or another. All these people had lost part of their limbs due to car accidents, burns or...
different types of diseases, and the truth is that it was just great to see these people I only knew from photos a few weeks before, and I only hoped that nothing would fail and that the very few measures that could be taken would make everything work properly.”

**Description and case example**

Ayúdame3D was born by the fusion of new technologies and the desire to build a better world. Our goal is to bring the revolutionary technology of 3D printing to disadvantaged people to provide them opportunities, so far unattainable because of their situation.

The project began with a small printer, a trip to Kenya in summer 2017 and a great desire to help. Not much later but much effort later, we consolidate the project and founded the association to be able to go further and reach more people.

It is an initiative that consists on the manufacture of articulated devices that allow people to grab and hold objects, and that he sends to people without resources from anywhere in the world. Its mechanism is very simple: when the arm is inserted into the PLA prosthesis, the string system is activated and the hand is closed and opened, allowing the person to hold any object.

One of the most outstanding prostheses of his project is the one he has created from scratch for Robert, a Kenyan who does not have his right arm, starting from the shoulder. It is a pioneer prosthesis because, unlike the rest, it needs to extend above the elbow. It is also more complex than the common ones, as it wears a chest harness to hold it.

"The free trésdesis I was finding on the Internet at that time covered people with wrists and elbows, since these joints are the ones that generate the mechanism that makes the trésdesis press the hand, but there was nothing for people without elbows by means of a mechanism without electronics. I still had a few weeks before leaving and I had finished my degree, so I proposed to design a new concept: a full arm trésdesis for people without elbow, extending way more the accessibility of these trésdesis to many more people with different types of problems. The new design is what cost me the most of the process. I based it on the trial and error, because the printer was small and didn't fit everything and I had to create it in parts. What I did was to get inspired by old prostheses".
"the new design is what cost me the most of the process. I based it on the trial and error, because the printer was small and didn't fit everything and I had to create it in parts. What I did was to get inspired by old prostheses".

**Results**

“It has been a spectacular experience and I knew it was just going to be the beginning of something very big. I knew that when I would be back in Spain, I would have to continue, to turn everything around. In fact, my room is no longer a toy store, it's a factory. I installed several printers to optimize the time and quality of the trésdesis manufacturing.

I used social networks to make AYUDAME3D project known, explaining what I had done and what my new purpose was: to give free trésdesis to people without resources anywhere in the world. The response was brutal. I was able to buy new printers and enough material to do trésdesis during a year”.

Since then Ayúdame3D has delivered more than a hundred trésdesis in 14 different countries. Although they operate in all continents, the greatest demand comes from countries in Africa and Asia. In order to achieve this international reach, they count on the support of other local NGOs and social entities. “Today, I collaborate with four NGOs and every week individuals ask me for trésdesis.”

At the moment the Ayúdame 3D community counts with 25 collaborators (or '3D helpers'), in charge of manufacturing more prosthesis with their own 3D printers.

**Next Steps**

“Our objective now is to raise funds and continue making prostheses for everyone who needs them.”

Anyone who wants to, can join their 3D helpers’ community, as long as they have experience in 3D printing and have a printer with specific features.
Education and Opportunities for All: Connecting Communities

**Scope:** Regional / International

**Start Year:** 2015

**Beneficiaries:** Remote communities

**Needs / problematic addressed:**
In a world as globalized as the one we live in today, many of the existing societal problems and needs are increasingly affected by the lack of access to technology. Such is the case of Mexico and Latin America where, in their thousands of rural communities, the digital divide is a situation that prevents the inhabitants from having a telephone or Internet signal and therefore from the benefits they can offer such as communication, education and access to information, among others.

This is what millions of people face every day in places where they have to walk several kilometers or spend a lot of money on transportation just to be able to do their homework or access their email. It is well known that today there is more access to digital resources than ever before, however, isolated social groups still face enormous difficulties in making proper use of these tools. The current technological alternatives are abundant, but not many are focused on remote areas development where sometimes telephone signal is not even available.

Kaanbal ("to learn" in Mayan) is a Mexican non-profit organization focused on promoting universal access to information and communications technology, as well as digital experiences in places where the Internet and technologies are very limited or non-existent. We ensure that anyone can access the best resources from the web anytime, anywhere, regardless of Internet connection. It arises as an initiative in conjunction with my partner Camilo to bring education and opportunities to the places that need it most, as well as to promote Mayan culture’s digital preservation, so strong in this area.
**Description and case example**

Our educational kits for schools and community centers, do not require an Internet connection to work and allow students to instantly access offline versions of the world’s best free educational websites including Wikipedia, Khan Academy, mobile apps, educational games, and 360 experience.

We use the Internet not only as a tool for education but also for the generation of economic opportunities. By enabling Internet access at indigenous handicraft cooperatives, we allow artisans to market their products online without leaving their communities, helping them to save money, increase their sales and improve their business network.

In schools, community centers and municipal houses in areas without Internet coverage, we enable digital libraries that generate Wi-Fi networks to which any cell phone, tablet or computer can connect and browse through the thousands of educational resources it locally stores. This ranges from the entire Wikipedia, to more than 2,000 video classes from Khan Academy, educational videos with 360-degree experience, illustrated health libraries, food guides, PDF books, educational games, information in indigenous languages, dictionaries, English courses, mobile applications, computer programs, well ... a lot of content. They also include a module which allows to upload or download files shared by connected users, so that both teachers and students can interact with content stored on their own devices such as PDF documents, photographs or videos.

So far, we have provided between 64 and 500 gigabytes of content in each school and to dimension this, keep in mind that the Spanish Wikipedia only, with more than 1.4 million articles that include text and images has a weight of just 25 gigabytes, so it is possible to handle a significant volume of information within these small digital monsters. The Wi-Fi signal transmission through access points that include local educational content without the need of Internet represents an extraordinary support for rural schools since it attends reception’s technical problem that the conventional data signal involves, as well as a network’s implementation and maintenance high costs, especially in very remote communities.

As an example, the case of Luis Roberto Poot, a 13-year-old boy, the youngest of 7 siblings who, in the morning, attends rural secondary school in the Agua Azul community and in the afternoon helps his father in field work.
When Luis has to do a task, he mainly depends on two information sources: the knowledge his teachers can share with him and the few books he has, mostly donated by well-intentioned organizations but not necessarily with relevant or updated content. If Luis needs an additional source, it means that he has to leave his community to the nearest cybercafé, which is about an hour away, having to walk several kilometers to then take public transportation, pay between half an hour and an hour of Internet time that he will use to find the information he needs, and of course take into consideration the returning cost. Now, Luis wants to be a lawyer "to protect the good from the bad," and for this to happen, he has to continue with his high school studies which will inherently require him more and more access to educational resources which entails spending more money.

Many parents like Luis', in this situation are sometimes forced to stop their children from studying to help them by working in the fields, although not intentionally, but because they lack resources. The average family in these rural communities’ lives with less than 3,000 Mexican pesos a month, something like 150 dollars a month (impressive, right?).

We also have an anecdote shared by a teacher who returned to school on a weekend for a briefcase he had forgotten and to his surprise found several students outside the classrooms accessing the platform with their cellphones, since even though the premises are closed, the server’s signal is available, so many students can do their homework or download the files they need to take them home, once again without having to leave their community, avoiding expenses and saving them time.

There are other cases that have been mentioned to us, in which some parents use the platform to download PDF books and conduct small reading circles within the community.

The case of Luis is similar to that of millions of students living in rural communities in Mexico and around the world, where they are forced to drop out of school due to a lack of educational resources within their reach that would allow them to continue to develop their learning. The educational gap is intimately linked to this phenomenon that also affects both students and teachers, who are victims of the same problem.
Results
After almost 4 years since this project began, it has transformed the reality of more than 1,500 people in 8 different communities of the Yucatan Peninsula, has received international funds and awards, as well as has been presented in the most important worldwide forums for social entrepreneurship, digital education, cultural preservation, Internet governance and technological innovation from Harvard, MIT and the UN.

Thousands of students and teachers in rural communities of Quintana Roo and Yucatan now have access to more than two thousand Khan Academy video classes, digital books, English courses, educational videos of 360-degree experience, illustrated libraries, didactic games, information in indigenous languages, dictionaries, among others.

Next Steps
The Kaanbal project is a standard that we intend to be replicated both nationally and internationally, which in the long term would allow the creation of educational community networks aimed at improving students’ and teachers’ digital performance in schools. In addition to Quintana Roo, Yucatan and the State of Mexico, we are planning to expand to all of Latin America.

Achieving this is not simple and does not solely depend on enabling ICT, it requires much effort, dedication and teamwork by multiple actors, from government, private industry, to academics and civil society, thus any kind of support is welcome. Keep in mind that ICTs make it easier and easier to connect with the world, but this only serves and makes sense for human development if our projects turn into tangible results for our immediate environment.
Fostering Social Inclusion and Multilingualism through Science

**Scope:** European  
**Start Year:** 2013  
**Beneficiaries:** International migrant communities

**Needs / problematic addressed:**
Native Scientist is a network of international scientists created to tackle educational disadvantage through science outreach.

Native Scientist journey began in 2012 when we, also scientists in the UK coming from Portugal, found out that Portuguese-speaking pupils in some areas of London were among the poorest achievers at schools. Online searchers of reports from the European Union and other reputable institutions showed that, compared with non-migrants, migrant pupils are significantly more likely to underachieve in science and math (the rate of underachievement is 40% for migrant pupils and 16% for non-migrants). I then realized the lack of exposure to science was actually widely recognized as a barrier for pupils to pursue science or be science savvy. This data shows the educational barriers faced by immigrants and the talent which is lost along the way, as well as the heightened risk of social exclusion faced by this underprivileged collective.

On another hand, typically, students who are raised bilingual or multilingual at home and go to a monolingual school struggle more than their peers at the early stages because their vocabulary is in two or more languages. For example, with English monolingual students, all of their vocabulary is in English, but Spanish-English bilingual students may have 40 percent of their vocabulary in Spanish and 60 percent in English. It is therefore understandable that multilingual pupils need more time than their peers to adjust to a monolingual school at an early stage. At a later stage, however, multilingual pupils often outperform English monolinguals. As a result, these students will likely be more competitive and have a wider range of job opportunities. In addition, multiple studies show that there are many benefits of being multilingual, ranging from higher ability to
concentrate to improved memory or cognitive flexibility.

Hence, the idea of fostering the learning of the school language as well as the home language can only be a good one.

**Description and case example**

Aware of the role in social development and cooperation that scientists could play, we developed an innovative science outreach approach based on role modelling and science and language integrated education, organising school workshops that specifically targeted migrant pupils and aimed at bringing together scientists and pupils of the same cultural background. The idea was to increase pupils’ exposure to science and the hope was that by exposing migrant pupils to scientists who they could relate to because of the shared background, pupils would feel that going to university and/or pursuing a career in science, was a real viable option for them.

As mentioned, our core activities are the schools’ workshops where scientists go out of the labs and into schools to talk and demonstrate their work to pupils who speak their mother tongue. Our workshops run in a speed dating format and they are like science tapas, where pupils get to taste different fields of science through the eyes of the four or five researchers that are brought together for each workshop.

During a workshop, you can typically see children leaning on their tables to hear, touch and see the materials brought to the workshop by the scientists. Their faces show excitement and surprise. Many times, scientists are asked for autographs at the end of the workshop!

Besides the workshops in schools, which are specially designed for pupils aged 6 – 12 years old, we also run workshops at museums and research institutions for pupils aged 12 – 18. Then we have a bespoke project that we carry out in collaboration or with the support of partner organisations. Native Books is about creating resources that language teachers can use to introduce science in their classes.

There is probably a testimonial that illustrates better the impact that we are having in the Portuguese community. One of the Portuguese teachers that we work with in London said that at the beginning of the project some parents did not want their child to attend the workshop because
parents didn’t want them to meet scientists in her after-school class. Three years later, the teacher reported to us that “I now have parents wanting to register their child for the Portuguese classes because they know the scientists are coming.”

Results
The programme has not been out there for long enough and with the full resources, to measure the effect in terms of early school dropout or youth unemployment, but the pillars and ethos of the project are to build in pupils a healthy sense of identity, a positive attitude towards speaking more than one language, and a more real understanding of what a scientist is.

To assess the impact of our work, we have been doing observations, interviews and questionnaires. Data collected at least 3 months after a workshop shows that 2 in 3 pupils feel prouder of speaking more than one language after the workshop and 58% of the pupils meets a scientist for the first time in their lives.

We are currently operating in six countries (Ireland, UK, France, Netherlands, Germany and Norway) and organising activities in 10 different languages: Arabic, Estonian, French, German, Greek, Italian, Polish, Portuguese, Spanish and Turkish.
We have performed over 200 workshops and count with a community of over 140 scientists and around 900 pupils.

Next Steps
Our next steps are focused on finding a sustainable financial model for Native Scientist and efficient ways of measuring the impact of our work.
Raising Refugee girls’ living standards through ICT

**Scope:** Regional

**Start Year:** 2014

**Beneficiaries:** Refugees and local communities

**Needs / problematic addressed:**
Refugee Girls Need You is a social non-profit organization, that benefits underserved and vulnerable population. The project falls within the framework of Rwanda Vulnerable Population Inclusion Initiatives, that aims to enhance personal development, exposure on hands-on skills as well as the use of technology among young refugee girls, by encouraging them to improve their self-esteem, confidence, hope and dare to have dreams and visions despite their situation.

Currently, Rwanda hosts several refugee camps (Gihembe, Kigeme, Mahama Camp, etc....) that shelter tens of thousands of survivors, who fled social and political instability and civil conflict in their country of origin. According to UNDP Rwanda Report about refugee camps, published in 2013, the majority of the camps’ populations are teenagers and young girls. Most of them have very low self-esteem, feel hopeless and lack inspiration, which doesn’t allow them to have life goals and a proper vision of their future.

The situation becomes worse for young women as they are exposed to multiple challenges such as pregnancy at a young age, early marriage, early occupation (housewives), etc.... They do not have any connection with women from their host community, and as a consequence lack of interaction and life experience exchanges.

Working together with young refugee girls is one of the ways to introduce them at an early age, the value of having an impact on their lives and their community, as well as make it part of their responsibility. Instead of being inactive, we help them to become innovators, job creators,
entrepreneurs and to dare to have dreams. ICT training helps them to understand technologies’ value for their development and their future life.

ICT as an enabler, can give access to education to all, beyond borders. It can also allow, including the most vulnerable populations, to have access to accurate skills (through online classes or innovation). It also boosts innovation and entrepreneurship. With access to online education and tools, women can also be reached.

ICT promotes gender equality by giving to more and more women the opportunity to learn, innovate and enter the STEM workforce; something that would not be possible without the power of exchange, outreach, collaboration and innovation. It also gives women a platform to exchange, speak out, be heard, innovate and collaborate.

Description and case example
The Refugee Girls Needs You project focuses on 3 main pillars:

◊ Empower,
◊ Share and
◊ Work.

All activities are run and based on these three main pillars.

We also cover 3 different topics:

◊ Personal Development: the life-skills component includes topics such as human rights, reproductive health and rights, peacebuilding, gender-based violence and HIV prevention structured in a participatory way so refugee girls gain self-confidence and a voice in the decisions that affect their lives. The program helps them make informed choices.

◊ Sustainable Development: an innovative economic income generation program, aiming to foster self-sufficiency, where young refugees create and manage a line of unique hand-craft objects, and get knowledge and abilities about money saving, bank account opening, in order to gain the ability to pay their own rent and household expenses.

◊ Use of Technology: this training makes use of several tools in
order to get girls enthusiastic and appealed by technology in general. The curriculum offers the opportunity to learn and practice. Through that initiative, every refugee girl will surely find something that inspires her heart and passion for life. Many topics are covered such as how to use a computer, develop websites, safety instructions, software development, how to use social media and explore technology in an informal and creative environment.

These girls’ insertion in the coding and ICT world has changed their lives in various ways. First, by increasing their self-confidence and removing all bias they had towards pursuing STEM careers. Secondly, offering them the opportunity to participate in workshops and exchanging with girls from their host country, has given them the chance to dare dream big.

Some track record:

◊ Gihembe camp: One of the girls got a job from a Computer Science company in the North of Rwanda, and others of our students continue their studies at the university in Computer Science fields.

◊ Kigeme camp: 10 girls have received employment within the camp, in the organization working with refugee called Plan. Another girl got a funding from UNICEF to start university education.

Despite many factors that sometimes prevent them from being hired in Rwanda due to their status, a big number of them get ad-hoc short-term employment around the areas they live and are among the top candidates to be hired by internal organization working within refugee camps, due to the vivacity and confidence they acquired through computer training.

A success story testimonial:

I am Solange Uwineza, I was born and raised in a Refugee Camp in Rwanda. I live in Kigeme Refugee Camp, Nyamagabe, Rwanda. My family originally came from DRC Congo. In 2017, I was selected to attend computer training through Refugee Girls Need You Project and I am very grateful for that. As young girls live in a refugee camp without any technology facilities, Refugee Girls Need You has given me the opportunity to build confidence and abilities in Technology not only
using them, but also to innovate or create them.

In fact, at the refugee camp, we don’t have internet nor computers, but we do have phones. I always wished to learn more about technology and build mobile apps, but I didn’t have any opportunity for that. When I saw a computer for the first time, I was wondering what is this? But now I am happy because today I am able to use the laptop alone. Wherever I see a computer, I am not confused or surprised or wonder what it is. Thanks to Refugee Girls Need You Project, I am able to explain to others who don’t know about computers. In addition to that, I did not know what a mobile application is. However, at the Camp, we are used to send money using Mobile Money through our cellphones, but I wasn’t aware of that as a young refugee girl. I could actually create my own application like Mobile Money and support my family in the camp. And I believe, when we will go back to DRC, I will use the skills to have an impact on my community in Congo as well.

**Results**

“REFUGEE GIRLS NEED YOU” initiative has an impact on two sides: refugees and local community.

For local community, “REFUGEE GIRL NEEDS YOU” induces a spirit of solidarity helping and supporting refugees, as well as creates a mutual collaboration between local young girls and young refugee girls, allowing them to learn from each other.

Normally refugees receive material “gifts” and donations from international actors. Our approach is to add value to what they already receive and offer them a sort of abstract donation, which is more durable and valuable for their future. Developing their personality will determine who they will become tomorrow.

Refugees tend to be ignored in their host community, “REFUGEE GIRL NEED YOU” changes citizens’ mindset and reminds them to care and understand the refugees’ situation.

That mutual connection benefits to reduce loneliness and helps young refugee girls to have access to local and international opportunities. Girls who have graduated from our program are working in computer companies or continue their studies at the university in computer science.
fields, while others have been offered employment within the refugee camps, in an organization working with refugee called Plan.

We believe that when those girls will finally be able to go back to their countries, they will make use of the skills they got from our training program to improve their lives and actively participate in their country’s development.
Free opensource educational videogames with social impact

Scope: International  
Start Year: 2016  
Beneficiaries: Migrant and refugee families – children

Needs / problematic addressed:  
Video Games Without Borders is a non-profit organization and a global community of people who believe in the potential of digital games to change the world for the better; that's why we develop social impact video games aiming to help to achieve each and every one of the 17 UN Sustainable Development Goals.

The world is facing a resource catastrophe; with over 2 million Syrian children out of school due to the now eight-year conflict, a wealth of potential human capital, creativity, and achievement is being lost. VGWB oversaw the development of our first VGWB game, Antura and the Letters, a Smartphone game to improve literacy among Syrian children out of school due to conflict.

Description and case example  
We are convinced that there are three main ways in which video games can help:

◊ Directly improving players' quality of life.  
◊ Raising funds to finance other NGOs work.  
◊ Raising awareness on special importance issues.

Our online community is composed of more than 220 people (from 28 different countries) with very diverse profiles: programmers and designers, teachers and students, psychologists and translators, etc. Our community’s doors are open to anyone who wants to help through digital games or who simply is curious to know more about the subject. Members participate voluntarily in the definition of projects and, once the necessary
funding is found, they can be part of the development team and charge for their work. In other words, we apply collaborative economy to the development of video games with social impact.

As an example, our project Antura and the Letters is a video game for mobile devices developed with the aim to teach the 2.5 million Syrian children (between 5 and 10 years old) who are out of school because of the conflict, to read in Arabic, taking advantage of the fact that the vast majority of Syrian families have a Smartphone.

It can be used as an educational complement with school children or it can be used with total autonomy by children who do not have access to formal education.

Learning becomes an adventure with Antura, the lovely dog. The player will have to cross 6 worlds full of colors and gifts. Each world includes 15 didactic units, each one with a specific pedagogical objective that is achieved thanks to a series of mini-games and concludes with a final test to reinforce the learning.

The Antura dog is the main element that motivates the player to continue advancing and is his companion on this journey.

The gifts that are collected in the different worlds allow you to customize Antura, so that each player has a unique dog and easily recognizable, creating an emotional link with the game.

Learning is based on Stealth Learning, a method that allows children to focus on play and the challenges it poses, without really having to make an effort to learn or memorize concepts. The game introduces new concepts without any theoretical explanation, it simply challenges and guides the player through the first steps so that he can then move forward on his own, creating his own mental model of knowledge. In addition, each time the player interacts with a letter or a word, the game pronounces it the correct way, reinforcing learning.

The game follows a logical progression that allows children to learn to read Arabic from scratch thanks to the following macro-steps:

- Discover and recognize letters by name.
- To discover and recognize the different forms of each letter (in Arabic a same letter has 4 different forms according to its position in the word) and its sound according to the accent that
it carries (in Arabic the main accents represent short vowels).

◊ Construct and read words formed by the letters that have already been learned.

This process is repeated in each of the 6 worlds, as each world introduces some new letters according to a difficulty curve designed to help the child build a mental model that allows him/her to learn autonomously. In this way, children can read words at the end of the first world, even if they only know a few letters. In each world, more letters will be added so that more and more words can be formed and read.

The player can review at any time his personal dictionary that includes all the letters and marks the elements already learned. Each letter can be consulted with all its forms and variations, as well as listen to the correct pronunciation of each element.

The same system is applied to words: each word can be consulted and listened to, as well as seeing the letters that compose it and, when possible, a drawing that represents it.

Once the game is completed you will have learned all the Arabic letters (with all their forms and variations, which are more than 100) and over 400 words.

**Results**

Lorem Antura and the Letters has been chosen as the winner of the international EduApp4Syria contest, organized by the Norwegian government with several international allies, and is available for free download on AppStore and Google Play since March 2017.

During summer 2017, an independent impact measurement was made in the Azraq refugee camp (Jordan) with 300 children playing Antura and the Letters and 300 other children as a control group. In March 2018, within the framework of the UNESCO Mobile Learning Week in Paris, impact assessment reports have been published approving an important improvement in reading comprehension and psychosocial well-being of children.

The reading comprehension part has been measured with a subset of the Early Grade Reading Assessment (EGRA). As it can be clearly seen in the
diagram, the control group started with an Oral Reading Fluency (ORF) level almost twice higher than the initial level of the group that played Antura and the Letters. In just two months (27 hours of play) the Antura group almost reached the control group’s level, which in turn has remained practically stable.

**Literacy**

![Graph showing ORF results by group type](image)

Regarding psychosocial well-being, Strengths and Difficulties Questionnaire (SDQ) has been used. The Antura and the Letters group started with a score clearly lower than the control group, but in this case the control group has worsened while the Antura and the Letters group has improved a lot, until reaching a score higher than the control group!

**Psychosocial Wellbeing**

![Graph showing total difficulties score](image)
In February 2018, a new version of the game has been released with several improvements thanks to the learnings resulting from that trial in the field, especially in the difficulty curve and in the player’s motivation, so we are very convinced that the impact of the game will now be even greater.

On the other hand, the game’s quality is receiving very positive feedback with over 70,000 downloads and an average rating of 4.7 stars in Google Play!
It has also received the Titanium Award for Best Serious Game of the Year at the Fun & Serious Games Festival in Bilbao and a double nomination as the Most Significant Impact and Best Learning Game at the Games for Change Awards in New York City, the social impact video games "Oscars".

**Next Steps**
At the moment, the game is only available to learn to read in Arabic, but Antura and the Letters is designed as an Open Source literacy tool that can be adapted to any language, so we want to scale its impact to other regions of the world (Latin America, Europe, Africa, Asia, etc.), either as a school support for school children or as an emergency solution in the humanitarian crises context.
In addition, the game can be adapted to learn foreign languages, both in the context of formal/semi-formal education and for of migrants’ inclusion in their host countries.

The Arabic version has allowed us to lay strong foundations for learning and experiment with various distribution channels: all this allows us to be very optimistic about the cost and impact of future versions. Thanks to the constant growth of Smartphones in developing countries and among vulnerable groups (for example, UNESCO estimates that the number of Smartphones in Africa will triple between 2015 and 2020, from 226 million to 720 million), we are convinced that we can offer basic literacy for only 1€ per child! Our goal is to help 1 million children over the next 4 years, by adapting the game to several languages: to achieve this we are looking for international partners, especially for the financing and distribution of the different game.

Everyone is invited to join our community and to help us achieve this ambitious goal... We are waiting for you!
Refugges in limbo – Greece in crisis

Greece currently hosts approximately 50,000 refugees; most of them will remain in the country. The International Rescue Committee ensures these refugees understand their rights and provides them with job training and psychosocial support so that they can rebuild their lives. Imagine that more than 1 million people were already migrants in the country since the 90’s and economical crisis that started 2010 is still alive.

Greece crisis briefing

Three years ago, people fleeing violence in the Middle East and South and Central Asia viewed Greece as an entry point to Europe. Today, Greece has become something like a holding pen for people seeking asylum. The 50,000 -plus refugees in Greece can no longer legally travel deeper into Europe; most will likely remain in the country. Integration is key to ensuring that they build successful lives in what is their new home, a challenging task in any country but exacerbated in Greece because of its ongoing financial difficulties.

What caused the crisis in Greece?

This is not a humanitarian crisis, but a political one. The European Union was founded on a commitment to international law and human rights that has driven policies for 60 years. Recently, however, the European Union adopted border restrictions and other edicts that have prevented people seeking sanctuary from entering Europe, putting the world’s most vulnerable increasingly at risk. The EU’s policies also mean that Greece, along with Italy, are being asked to shoulder much of the responsibility for the lives of those who have reached Europe in search of safety.

For instance, since the March 2016 agreement restricting border crossings, some 16,000 refugees—the majority from Syria, Iraq and Afghanistan—remain stuck on the Greek islands of Lesbos, Chios, Kos, Samos and Leros. Many are forced to live in overcrowded and dangerous conditions as they wait months for their asylum cases to be heard.
An additional 38,000 refugees are living on the Greek mainland, the majority in urban settings. Most have been traumatized by war and require psychosocial support and counseling, medical aid and other humanitarian assistance. Greece and Italy cannot be expected to bear this responsibility on their own.

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**What are the main humanitarian challenges in Greece?**

Most refugees living in urban settings are unable to find work to support their families as Greece continues to struggle economically in the aftermath of the 2010 financial crisis. High unemployment rates have taken a toll on the local population as well. As of January 2018, over 43 percent of Greek youth are unemployed. The overall unemployment rate is above 20 percent. A robust integration program is needed to ensure that local residents as well as asylum seekers benefit from assistance. Solutions and interventions must be coordinated with local and national efforts, emphasizing the important role host communities and governments play.

Refugees also need reliable information about their prospects for asylum and available services. Women, many traveling alone with children, need protection from sexual violence and trafficking. Children need support to heal from trauma. Unaccompanied children, many waiting to reunite with families relocated in other countries in Europe, fall victim to exploitation.
Title: Technology & tech education for integration

Scope: National
Start Year: 2015
Beneficiaries: Refugees-migrants

Needs / problematic addressed:

Born in Afghanistan, Arash Hemati studied Informatics and Telematics at Harokopio University, in Athens, Greece where he is currently completing his master’s degree in Advanced Information Systems in Business. He has served as an interpreter and has assisted in several day-to-day operations carried out by different international humanitarian organizations that work with refugees in Greece. Apart from being a radio producer and a very active member of the Afghan community in Greece, along with his team (NativeNet/RefuGR) he won the first prize during Hack The Camp, by presenting a smart mobile application that brings together all services available for refugees in Arabic, Farsi, and English. The app also includes basic Greek lessons and enables refugees to show off their skills and get in touch with NGOs and other potential employers. Arash is also developing a web portal (www.studyingreece.edu.gr) for foreign students interested in studying in Greece in conjunction with Harokopio University and the Greek Ministry of Education.

Description and case example

Studyingreece was founded in 2015 and it is a portal that offers information to foreigners who want to study in Greece. Right now, works a lot with refugees -who are based here in Greece- trying to give them all the useful information and facilitate them in their efforts to register in Greek schools and universities and further pursue their education. They are very honoured and happy to see their portal featured on the main page of the websites of the Greek Ministry of Education and the Greek Ministry of Foreign Affairs. NGOs and humanitarian workers can benefit from technology and make their work easier and more effective on a day-to-day basis and also on the long-term. It can help access information fast and
also help communication, both among their team as well as with other NGOs. They use databases to save all information that handle for their clients. From its experience working at camps, often no interpreters are available and technology (i.e. translation tools) can help establish a better contact and communication with the refugees there.

Results

Right now over 70% of refugees in Greece use smartphones. Their application is number (1) one at the moment. Technology -in the form of mobile apps especially- can be very useful to refugees and migrants in order to help them find jobs quickly and integrate within the Greek society. It can also provide them with the resources to learn the Greek language fast through access to online courses and tools. It can also provide them with all the information and guidelines they need in order to apply for asylum and take care of other legal matters. If we can teach them to how use computer it will be very useful for refugees.

Next Steps

The greatest challenges for NGOs that work especially with refugees face today, in terms of technology are first of all, the budget for software licenses is always a problem -for example for purchasing Office and MS project etc. That’s why they would like to spread Open Applications to NGO’s, volunteers and refugees!

Another issue is the lack of tech education, as well as the lack to of a proper network that will allow the “connectivity” among different NGO offices. They believe that both NGO workers and refugees could really benefit from some seminars and also tech support that can help them with their day-to-day operations.
Title: SEDIN-Creative Methods for Successful Inclusion in Multicultural Schools

Scope: European
Start Year: 2018
Beneficiaries: Teachers / educators / refugees - migrants and especially children

Needs / problematic addressed:

The main objective of the project is to facilitate the social inclusion of children with refugee / migrant or minority background in their school environment. The first specific objective of the project is to support teachers and educators that are teaching in multicultural schools (school with an increased number of children with refugee / migrant / minority background) to increase effectively their educational performance by implementing creative methods of learning. The second specific objective is the measurable increase of the educational performance of these children which will improve their social inclusion as well as their general integration in the mainstream society. The project will focus on the elementary school which is crucial for the successful inclusion of children from these target groups in the educational process.

Description and case example

Activities

Development of a Methodology
The aims of this activity are the following:
The adaptation of the good practices in order to be implemented in multicultural schools with a high degree of refugee children
The production of guidance for the teachers on how they can implement the methods in their schools
A guidebook is going to be developed in order to guide step by step the teachers in the implementation of the method.

Training of Trainers
The main aim of this activity is to train trainers on the adapted methods in order to provide them with the skills necessary in order to transfer the methods to teachers of multicultural schools in their countries and in Europe (in general).
The training of trainers is going to be organized with a blended method (face to face learning and e-learning). The face to face seminar is going to be organized in the framework of the 3rd transnational meeting in Ireland.

**Training of Teachers**
During this activity, there is going to be organized the training of teachers in the methods selected in order to promote the better integration of the refugee children. The training is going to be made by the trainers trained in the framework of WP3. The training is going to be organised both through face to face seminars and through the use of e-learning. It is envisaged that totally 500 teachers will participate in the training (250 through face to face seminars and 250 through e-learning).

**Monitoring of the Implementation**
In the framework of this WP, the teachers trained in WP4, as a precondition to complete successfully their training are going to implement in practice the selected methods in the schools. Complete documentation is going to be required for the implementation. A network is going to be developed in order to link between them the teachers that participate in the project. It is estimated that around 9,000 students are going to benefit from the implementation of the project.

More information:  
Title: Economic integration and education for migrants/refugees

Scope: National
Start Year: 2012
Beneficiaries: direct beneficiaries - migrants - refugees

Needs / problematic addressed:

Economic integration is a key factor for the social inclusion of vulnerable and excluded people, as refugees and migrants are. Caritas Hellas has invested greatly in this component and is currently one of the major actors in the design and implementation of holistic employability services for different target groups. Key aim of most of the economic integration services is the creation of a temporary safety net of financial or material aid, “push actions” aiming at strengthening the resilience and skills of beneficiaries and “pull actions” for facilitating their access to the labour market. In this challenging path to self-sustainability it is fundamental to help to assess their talents, expertise and options with realism and support their efforts to become economically independent by providing targeted professional aid.

Employability Hub
Since the design phase of its employability hub services, Caritas Hellas aimed at a rounded approach which takes into consideration the analysis of the labor market and legal framework and offers a holistic model of support and accompaniment for the job seekers. To live up to this goal, Caritas Hellas, conducted research with methodologies such as the value chain market analysis (VCA study) in Athens, developed digital tools such as the Online Platform and App linking Refugees to Employment and Training Opportunities, hired professional job counselors and social entrepreneurship experts and runs Pilot Programs in its shelters and Social Services.

Currently, Caritas Hellas offers to potential Job seekers:

- Job Counselling
- Financial Counselling
- Vocational Training
- Job Related Legal Counselling
- Social Entrepreneurship counseling
Indicative of the investment on employability services is also the fact that Caritas Hellas runs in coordination with CRS and Caritas Athens, internal high level coordination meetings which provide a collaborative space for reflection, exchange of experiences, program planning ideas and interventions evaluation between different programs and geographical areas of implementation.

**Caritas Hellas Online Platform.** In the context of its international activities Caritas Hellas has commissioned the development of an online platform and an app with much automation to help refugees and immigrants get information about training and employment opportunities in a preferred language of their choice.

**The Livelihoods Pilot Program.** Targeting hosted beneficiaries of the UNHCR Urban Shelter Program, CRS, Caritas Hellas and Caritas Athens have implemented a livelihoods pilot program aiming at motivating and empowering refugees for their eventual integration in Greece. The program aims to tackle five challenges for integration as these were assessed in the design phase.

**Education as a means of inclusion & economic integration.** Apart from the trainings offered in the context of Employability and Livelihoods, in 2017 Caritas Hellas focused its educational activities in English and Greek language classes for adults and children. The courses targeted mainly refugees and Immigrants as basic language skills are essential for social and economic integration. Other educational activities included computer basic skill classes, afternoon tutoring for school children, intercultural and social informative sessions and other.

**Results**
Currently the Program is under evaluation to assess its qualitative and quantitative results.

App at Google Play: Caritas Hellas
**Title: The Migrationist** - FOR MIGRANT WORKERS, A MOBILE PHONE TO FIGHT ISOLATION – AND TRAFFICKING

**Scope:** International  
**Start Year:** 2012  
**Beneficiaries:** Direct beneficiaries - migrants - refugees

**Needs / problematic addressed:**  
The *Migrationist* is an international, collaborative academic / professional blog designed to promote public discourse informed by academics and professionals who focus on issues surrounding migration, refugees, and human trafficking. This blog is intended as a medium for intelligent discourse on migration issues. We’re informed by academia, but our intent is to bring this discussion out of academia and into an accessible forum for anyone who is interested in migration. We currently post weekly and have twelve different regular contributors from seven different countries around the world. This blog was founded in September 2012 by co-editors Amy Grenier and Lali Foster, former M.A. Migration Studies students at University of Sussex in Brighton, United Kingdom.

**Description and case example**  
If you are a low-wage migrant worker from the Philippines, Nepal, or Bangladesh, the first photos of your newborn daughter might be the ones you see on Facebook as you sit in an internet café on your one day off from work. You might hear that your younger brother is going to be married from an SMS text message he sends you, or see your child’s new school uniform that she proudly shows you during a Skype call. Information and communication technology (or ICT) can be a lifeline, one of very few connections to your family and home village. After all, you might hear news of your home country’s recent flooding or election on the television in the lobby of the hotel where you work, but the television can’t tell you about the details of your daily life back home-who is building a new house, which children got into trouble, or how a friend is coping with the loss of a family member. For many migrant workers, communication technology – whether through social media platforms, email, video chat, SMS, or phone calls – is an essential tool to fight the isolation that is so common to the migrant experience. ICT use allows migrants to maintain critical ties to their home communities and fami-
lies and contributes to improved mental health. Additionally, as researchers found in a recent exploratory study by the University of Southern California’s Technology and Human Trafficking Initiative, ICT also holds potential to prevent labor trafficking or at least provide support to trafficked individuals. As both migrant-sending and receiving countries seek to minimize human rights abuses and protect migrant workers, the critical role of ICT in promoting migrant safety and wellbeing should figure more prominently into policy, planning, and innovation. Researchers have often asserted that technology, and more specifically social media, allows migrant workers to reinforce and even strengthen ties to family and friends at home. The rise of cheap international phone calls has made such forms of communication the “social glue” connecting migrants with their communities. Communication technology has become a central way that migrants maintain and build transnational networks, and increases in affordability and access have made communication a part of daily life rather than an expensive and intermittent privilege. Access to communication can also benefit workers through improved mental health (although mental health impact may vary depending on gender and other factors). Filipino migrant workers use text messages to connect with family throughout the day and be “here and there” at the same time – combating the isolation that can lead to depression and other mental health problems, especially in domestic work settings that provide little human interaction outside of an employer’s private home.

Blog’s Categories
Culture & Integration
Economics
Guest post
History
Immigration Law
Literature
Migrant health
Migrationist Monthly
Personal Stories
Politics & Policy
Public Discourse
Title: Info Aid - Information for refugees on the Balkan Route

Scope: InterNational
Start Year: 2015
Beneficiaries: direct beneficiaries - migrants - refugees

Needs / problematic addressed:

InfoAid is an app with up to date information for refugees on their way through south-east of Europe. It covers all countries on the Balkan route, including updates about the situation at the borders, weather reports for the Turkish Sea, ferry strikes, transportation information, security adviser, information for children traveling alone and many more topics. The app is developed and maintained by volunteer developers from Hungary and is donated to Migration Aid, a group of volunteers based in Hungary. Its sole purpose is to help and provide with necessary and valid information. It’s not connected in any form to the Hungarian government.

Supported languages: The reports are updated daily and available in many languages. A group of volunteers translates all reports into English, Arabic, Farsi, Greek, Pashto, Urdu.

Also implement into this app is RefugeePhrasebook, a small translation dictionary for various languages. Once the reports are downloaded, the app works OFFLINE also.

Countries covered: Turkey, Greece, Macedonia, Croatia, Hungary, Bulgaria, Serbia, Slovenia

Download free at Google Play: Info Aid or https://apkpure.com/infoaid/com.migrationaid.infoaid
Migration and Refugees: Italian approach

Throughout history Italy has always been a territory of great migratory flows. But in the first decade of the 2000s the country experienced a period of significant increase in the number of the immigrant population, from less than 1.5 million to almost 5 million, a roof that was then surpassed in 2004.

With the so-called "Arab springs" of 2011 the phase of mixed flows began in which the refugees who arrived for humanitarian reasons were flanked by people who move for work reasons.

The landings were between 150 thousand and 170 thousand a year in the three-year period 2014-2016 and saw the Italian government engaged in the reception without a substantial help from the European Union and consequently increasing disagreements from the local authorities and the population. Then in the last two years the phenomenon suffered a considerable decrease.

Decline was not due to a change of destination by migrants, but it’s the result of political choices and agreements to block departures between the countries.

Despite that the Mediterranean continues to represent the new Promised Land for millions of people.

The reception system in Italy operates on two levels that today are divided as follows: first reception, which includes hotspots and first reception centers, and second reception, which includes the protection system for holders of international protection and unaccompanied foreign minors.

2018 was the year of massive internal reforms - the so-called Security and Immigration Decree - promoted by the new government, which abolishes the recognition of humanitarian protection, the most used form of protection for asylum seekers who apply in Italy.

The decree radically changes the setting up of the acceptance migrant system in Italy.

The Sprar system has always been considered a best practice at international level because it is able to guarantee not only logistic and practical support but also provide for services aimed at social inclusion, such as Italian lessons at all levels, social and cultural activities and monitoring, work experiences and even housing support at the end of the Sprar
experience.

What is happening in Italy is that the wide media coverage on the issue of immigration and the current populist political coalitions present landings and migrants as the most urgent problem for the country, according to the hateful motto "Italians first".

Many people feel this situation as a loss of identity, produced also by economic insecurity, cultural and demographic change, the weakening of local communities; aspects that promote populists and extremists who take advantage of the vulnerability of Italians to strengthen in them the concept of “foreigner as menace”. The negative sentiment towards immigration is also exacerbated by fears for security and perception that Italy has lost control of its borders as well as the inability of the authorities to effectively manage the phenomenon of migration. Despite concerns about the management and impact of migration, most Italians do not adopt an extremist position towards migrants.

In the end the further Italian and European close to freedom of movement of people from poorer countries create an "insuperable fortress" that does not evaluate the humanitarian consequences.

And at the margins of Europe people continue to die and suffer.
DUO for a JOB
intergenerational coaching

Scope: European
Start Year: 2013
Beneficiaries: young beneficiaries-migrants

Needs / problematic addressed
“DUO’s idea for a JOB was originated during my studies. In 2012 I joined forces with Matthieu Le Grelle, and together we refined our mentoring project and established a methodology that would become the backbone of the association”. Since DUO for a JOB mentoring program is completely free for our participants, the support of financial partners is a prerequisite for our existence, our development and the sustainability of our action.

Today, DUO for a JOB relies on the skills of several permanent teams spread over 4 sites in Belgium. Whether it’s languages, training, origins, culinary preferences, ambitions or dreams, DUO for a JOB team reflects its values: rich in differences.

“Diversity is a fact, inclusion is a choice”, in the current context of global mobility, we live in a very diverse society.

DUO for a JOB matches young job seekers with an immigrant background with people over 50 years old who have a professional experience in related fields and who can accompany and support them in their job search. “In concrete terms, we considered it is a relationship through which an experienced person, “the mentor”, shares his knowledge and experience with a young person, “the mentee”, in order to promote the development of his skills and autonomy and to enable him to identify and achieve his professional objectives. This relationship (“duo”) is based on exchange, learning and permanent and reciprocal trust”. During the programme, your mentor can help you to develop: your CV and motivation letters, your self-confidence, your professional network and your capabilities.

Results
“We are very proud about the remarkable results of the initiative”. Out of about 770 "matches" formed since the start of the project, 56% of people managed to find work after 12 months. At this efficiency can add the
relationship of respect and mutual recognition that is established between citizens Belgians and migrants. This situation compels us to increasingly defend the values we believe in: commitment, tolerance, respect, generosity and above all, the certainty that a rich society is one that embraces diversity and is built on dialogue and contacts, a society that has opportunities and a place for all.

**Next Steps**
By 2020, DUO for a JOB aims at offering to over 2000 participants, both young and less young, an opportunity to experience a unique encounter between cultures and generations, training 1500 mentors in how to pass on knowledge, to listen and to embrace difference and maintaining the level of the current rates of access/return to work, which is twice as high as the “natural” insertion rate.
Hi HERE - participatory platform for a well functioning reception

**Scope:** National

**Start Year:** 2018

**Beneficiaries:** asylum seekers

**Needs / problematic addressed:**
Our idea was to identify the most critical aspects of the Italian reception system and then propose a project that would integrate the solutions. We first observed and identified some basic needs of migrants: **social bonds**, with those who remain in the country of origin, with migrants and refugees of the same ethnic group, with local communities. **Information**, especially regarding local reception services and the right to asylum. **Opportunities**, often due to their social isolation and lack of knowledge. **Voice**, asylum seekers often have difficulty making themselves heard: from other refugees, from institutions and from society in general.

Moreover, during the research, it became clear that most asylum seekers invest in the purchase of a smartphone in order to be able to connect and trace family or friends, share comments and information on the host territories, the right of asylum and the reception services locals.

**Description and case example**
So the idea to create a tool that makes all this easier and more direct. Hi Here is the app that allows migrants to share their experience, gather essential information on the right to asylum and establish new social links. The application was structured in sections, each able to respond to one of the identified shortcomings. Help asylum seekers rebuild broken social ties. Provides a platform to communicate and inform. Create a community of asylum seekers who provide mutual support between them. And it allows asylum seekers to be heard.

**Results**
The platform acts on different levels: for NGOs, a bulletin board on which NGOs can post announcements, events and offer help. Refugees have access to news from NGOs located in their vicinity and / or in other locations. Second, an informative section illustrates the basics of legislation and bureaucracy in the field of asylum through simple and schematic
tutorials. The information is available in four languages: Italian, English, French and Arabic.
Through Hi HERE, asylum seekers have the opportunity to evade isolation towards psychological recovery and the reconstruction of their self-esteem

**Next Steps**
Hi HERE is a container, naturally equipped with some basic contents - such as information sheets - but the most important content are the stories and activities shared by the users themselves, when they use the app.
**MedShr - a professional network**

**Scope:** international

**Start Year:** 2013

**Beneficiaries:** migrants

**Needs / problematic addressed:**

Nearly a million people have fled the chaos of Syria, Iraq and Afghanistan to cross into Europe. While numbers begin to fall, the conditions in the migrant camps across Europe are of immediate concern to authorities and health care providers. While there is huge concerted effort to improve the generally appalling conditions in these camps, progress is slow because of the scale of the task.

One free medical app MedShr is attempting to address these challenges by enabling doctors to upload, share and discuss medical images on a closed professional network.

“Case discussion is at the heart of how doctors learn, from medical school through to consultants and specialist surgeons. Talking about cases is critical to the way we share knowledge.

**How MedShr can help Refugees in Europe?**

MedShr was founded in 2013 with a UK DTI Research and Development grant by Dr Asif Qasim, a London cardiologist and clinical director of an NHS Trust.

The mission was to create a platform for doctors to connect with each other and discuss clinical cases in a secure place.

“We started online case discussion several years ago at a time when cardiologists were still posting CDs of coronary angiograms and scans to one another. We built a web platform that allowed doctors to upload, share and discuss images as part of a secure professional network. There was a fantastic response and developing MedShr was the next step”.

As the refugee crisis has deepened, medical apps such as MedShr at the camps have become more important.

It is a private, professional network that gives complete control over the privacy of the cases. All members are verified as doctors, healthcare professionals and medical students before gaining access to the platform.

**Results**

The community is providing medics in crisis zones and doctors in developing
countries with quick access to second and specialist medical opinions so that they can make critical clinical decisions. By connecting specialists with support, diagnoses and treatment, it has been working with organisations such as Médecins Sans Frontières and The Red Cross to work out how to support doctors in the field and contact informal groups of volunteer doctors.

Next Steps
A recent University of Birmingham report, underlines that conditions in the camp do not meet standards recommended by the UN Refugee Agency (UNHCR) and the World Health Organisation (WHO) and that ‘the shortcoming in shelter, food and water safety, personal hygiene, sanitation and security would have detrimental long-term health consequences for the camp’s residents over their lifetime’. Apps such as MedShr are among a number of apps that people and organisations are developing to help with the crisis.
**MYGRANTS**
An App to Enhance The Talents Of Immigrants

**Scope:** International  
**Start Year:** April 2017  
**Beneficiaries:** migrants and asylum seekers

**Needs / problematic addressed:**

The aim of the innovative Mygrants app is to bring out the talents, develop the potential of immigrants for their social, and work integration.

Chris Richmond, the creator of the app, describes himself as an "atypical migrant" and has a work experience for Frontex, the European Border and Coast Guard Agency headed by the European Commission. Mygrants is an app that provides an innovative response to the management of migration flows, proposing an online path to actually move from a problem to a solution.

**Description and case example**

Mygrants is the first application in 3 languages based on micro learning specifically designed to provide immigrants, through a series of thematic quiz modules information on their rights and duties, on the functioning of the Italian and European asylum system, on training for job placement, on the matching between market need and offer depending on interests, knowledge, expressed abilities.

The Mygrants team decided to use a digital tool because 90% of migrants arriving in Italy are under 35 years old, this means that they are digital natives. The app, free for immigrants (who access through an invitation code), consists of repeatable thematic quiz and multiple-choice questions on three main themes in the first level: law and asylum, social challenges and entrepreneurship and 4 main themes in the second level: labor law, hard skills, soft skills and language assessment.

Through the provision of training modules, it is possible to map migrants' previous skills, interests, strengths and areas of improvement to outline a personal profile for each trainee. The collected data also allow to build a monthly report on the performance of each trainee and monitor the empowerment process started. Mygrants identifies all the most talented, deserving and determined subjects in order to speed up and facilitate their
integration into the labor market.

Results
Up to now Mygrants has contributed to starting 920 work paths. "To see that despite the difficulties the boys want to continue to dream, as in the case of some trainees who, despite having received proposals for permanent contracts, have preferred to refuse, because they have a dream to realize and have confidence in themselves, it is a great satisfaction. Many want to create opportunities instead of just finding work." Mygrants is a winning story of digital innovation, integration and enhancement of talents and diversity.
Zenafri
Fun educational apps for African Kids

Scope: International
Start Year: 2013
Beneficiaries: Children migrants
Needs / problematic addressed:
Elizabeth is the co-founder of Lizzie’s Creations, an initiative that aims to revive the African traditional culture and storytelling through digital tools. She creates fun educational mobile app that teach kids using Africa’s native languages.
Researchers have shown that many children in Africa do not speak their country’s lingua franca (typically English, French, Portuguese or Arabic) as a first language. However, these same children are expected to learn in these languages. This creates a unique problem, making the assimilation of what is being taught harder and generally extends the learning time. According to the UNESCO, the best way to educate children is through their mother tongue. Fluency and literacy in the native language lay a cognitive and linguistic foundation for learning additional languages. Some people argue that producing learning materials in a variety of African languages is too costly in economic terms. Elizabeth and her team tried to face this issue, creating a suite of mobile applications which educate African children using their native languages.

Description
Lizzie’s Creations is a start-up company that is preserving and promoting African culture using modern day technology.
Kperrun has developed educational apps and animated video content for children in Africa. Her award-winning products help students understand the importance of preserving and promoting African culture. Before start working on the apps, she conducted a poll and asked parents and teachers what they thought of the idea and how they feel their children/wards will most benefit. It is after these tests that the apps were released into the store for children to download and use.
Three main apps have been developed. In all the over-riding theme is the promotion of some aspect of African culture while promoting education. The
aim is to keep teaching the younger generation about the African way of life.

**Afro Talez** is an application that narrates traditional African folk stories, teaches morals and life lessons to children aged from 2 to 10 years old. Some of the features are interactive games on standard classroom lessons such as counting, object recognition and more.

**Teseem - First Words** teaches kids their first words in English as well as in some major African and Nigerian languages, including Hausa, Swahili, Igbo and Yoruba, by using locally relevant scenes and objects children are familiar with.

**Shakara** is a dress-up game for girls who like fashion. The aim is that young girls learn about African fabrics and styles and take pride in them.

**Results**

Elizabeth Kperrun has taken what can be a daunting task for students—learning other languages—and managed to make it fun. Through Zenafri Limited, the company she runs, Kperrun has created educational apps for African kids of all ages. To date, her apps have been downloaded more than 120,000 times, and daily active users average 2,500.

**Next Steps**

“My plans for the future are to keep growing and to keep teaching children about Africa: our culture, our languages, our way of life. I love what I do. I hope to keep doing what we do, because with funds, every challenge is surmountable”.
Together Towards an Open Society

Cyprus is a country adapted to the modern world. In Paphos district in particular, there have been major changes during the past 25 years. These changes have brought growth, communication with other countries and civilisations and interaction with different people.

About 6,500 Third Country Nationals (TCNs) live and work legally in the Paphos District. They are people of different ethnicity, colour and religion with equal rights and the same obligations as other citizens.

The four Paphos municipalities, Geroskipou, Paphos, Peyia and Polis Chrysochous, become partners for a common cause: the implementation of the Programme «Together! Towards an open society!» which aims to integrate Third Country Nationals in the local society. We want to create conditions of smooth social coexistence and normal interaction between local citizens and immigrants.

Together, locals and immigrants, in the shared place where we live, work side by side and meet each other. This is what social inclusion is about! It is in our interest for Paphos to be a district that embraces everyone as people and as its citizens. This way we can achieve social cohesion and better prospects for progress and prosperity for the entire Paphos district.

The programme aims at the social inclusion of immigrants and sets a strong foundation for the improvement of the social intervention of local authorities in Pafos, for the creation of a society without discrimination and exclusion. The planning and implementation of the programme “Together! Open Society” was undertaken by the Geroskipou Municipality as the Final Beneficiary, having the infrastructure and experience in social and cultural activities. Participants in this partnership are the Pafos Municipality, Peyia Municipality, the Community Prosperity Council (SKE) Geroskipou, incorporating the entire district in this endeavour and the Strategy, Planning and Communication Consultants «Opinion & Action» who are responsible for the communication and interaction between partners. The Municipality of Polis Chrysochous and SKE Peyia are also partners expanding the program and its actions in the whole province of Pafos.

The programme is funded by the Asylum, Migration and Integration Fund (90%) and the Republic of Cyprus (10%).

Giannis Chrysostomou
Manager
Cyprus Pyramind Services Ltd
www.pyramind.eu

Facebook page: https://www.facebook.com/pyramidservices/
Moments of Life

Scope: local

Start Year: 2016

Beneficiaries: Migrants living in the four Paphos municipalities, Geroskipou, Paphos, Peyia and Polis Chrysochous

Needs / problematic addressed:
About 6,500 Third Country Nationals (TCNs) live and work legally in the Paphos District. They are people of different ethnicity, colour and religion with equal rights and the same obligations as other citizens.

Description and case example
“Moments of Life” is basically the story some of the migrants bring along with them and the reasons forcing them to move in Cyprus. “Moments of Life” brings to life real experiences shared from different type of people, both Cypriot and immigrants with an objective to have these stories heard by other people and bring themselves in their position. All videos created can be viewed in the projects website at http://www.inclusiontogether.com/video/

Results
When people hear other people’s stories, they bring themselves in “their shoes” hence they feel more sympathetic about these people and understand the reasons that forced them to expat. At the same time other immigrants that hear these stories fell that there are other people as well that experienced similar stories with them

Next Steps
These stories are shared among both Cypriots and Immigrants with remarkable results
Free Computer Lessons for Immigrants

**Scope:** local

**Start Year:** 2016

**Beneficiaries:** Migrants living in the four Paphos municipalities, Geroskipou, Paphos, Peyia and Polis Chrysochous

**Needs / problematic addressed:**
About 6,500 Third Country Nationals (TCNs) live and work legally in the Paphos District. They are people of different ethnicity, colour and religion with equal rights and the same obligations as other citizens.

**Description and case example**
As part of “Together Towards an Open Society” programme which is funded by the Asylum, Migration and Integration Fund (90%) and the Republic of Cyprus (10%), refugees are entitled to participate in free computer lessons.

**Results**
Immigrants are getting trained regarding various free or open source tools like for example skype so that they can communicate with their relatives abroad, web browsing to get informed about their nation’s news and other useful tools.

**Next Steps**
The programme was considered successful and is renewed every year since then.
Integration Events Calendar & Newsletter

Scope: local

Start Year: 2016

Beneficiaries: Migrants living in the four Paphos municipalities, Geroskipou, Paphos, Peyia and Polis Chrysochous

Needs / problematic addressed:
About 6,500 Third Country Nationals (TCNs) live and work legally in the Paphos District. They are people of different ethnicity, colour and religion with equal rights and the same obligations as other citizens.

Description and case example
As part of “Together Towards an Open Society” programme which is funded by the Asylum, Migration and Integration Fund (90%) and the Republic of Cyprus (10%), thru the project’s website http://www.inclusiontogether.com/events-2018/ interested parties may get informed about upcoming integration events happening in the district of Paphos. Further than this people may also get notified about what is going on from the online and printed versions of the newsletters. http://www.inclusiontogether.com/press-2-2/

Results
Immigrants embraced these events and thru the participation of third country nationals and locals, the project achieve wider adoption with satisfying participation. Year after year the participants to the events are constantly increasing, constantly receiving positive feedback from the participants.

Next Steps
The programme was considered successful and is renewed every year since then.
Future Together Facebook Page

Scope: local

Start Year: 2016

Beneficiaries: Migrants living in the four Paphos municipalities, Geroskipou, Paphos, Peyia and Polis Chrysochous

Needs / problematic addressed:
About 6,500 Third Country Nationals (TCNs) live and work legally in the Paphos District. They are people of different ethnicity, colour and religion with equal rights and the same obligations as other citizens.

Description and case example
As part of “Together Towards an Open Society” programme which is funded by the Asylum, Migration and Integration Fund (90%) and the Republic of Cyprus (10%), thru the project’s facebook page https://www.facebook.com/togetheropensociety/ immigrants and other interested parties may get information about integration events and other useful material.

Results
The facebook page in just 4 years of existance has attracted 1312 likes with 1314 followers getting notified on every event organized. Facebook is an easy way to reach people and share the project results with them, varying from events notification, pictures and videos, links to useful material, events calendar etc.

Next Steps
The programme was considered successful and is renewed every year since then.
Integration Events Website

Scope: local

Start Year: 2016

Beneficiaries: Migrants living in the four Paphos municipalities, Geroskipou, Paphos, Peyia and Polis Chrysochous

Needs / problematic addressed:
About 6,500 Third Country Nationals (TCNs) live and work legally in the Paphos District. They are people of different ethnicity, colour and religion with equal rights and the same obligations as other citizens.

Description and case example
As part of “Together Towards an Open Society” programme which is funded by the Asylum, Migration and Integration Fund (90%) and the Republic of Cyprus (10%), thru the project’s website http://www.inclusiontogether.com/training-and-educational-programmes/ immigrants and other interested parties may get informed about various integration events happening all over the province throughout the year. Free sessions of English language lessons, Cypriot Culinary lessons, Computer lessons, First aid seminars, educational trips, activities with educational and interactive exercises and presentations, children painting exhibition are among several events happening almost every month.

Results
Immigrants embraced these events and thru the participation of third country nationals and also locals, the project achieve wider adoption with satisfying participation. Year after year the participants are constantly increasing.

Next Steps
The programme was considered successful and is renewed every year since then.
VIP Values is an innovative and pioneering project that aims to raise awareness about the issue faced by young immigrants and refugees within the European Union, and the possibilities offered by ICTs for their empowerment and to give them voice.

Based on previous experience, as well as on the day-to-day work of entities working in these fields, this project is based on an idea that is already underway in Spain at a national level, the project TIC para la Paz - ICT for Peace - led by Fundación Cibervoluntarios and Fundación Cultura de Paz, which can now grow and extend its reach to an expected number of 1500 people, at a European level.

This eBook is the collaborative development of inspiring and innovative practices from a technological perspective, allowing a new approach to vulnerable groups with whom we work throughout this project. In this way, knowledge about the possibilities offered by technology, will make new and updated ways of working visible, as well as facilitate the implementation of future projects, according to the collective’s needs. This will favour the creation of more modern, inclusive and committed environments within different societies.

VIPVALUES.CIBERVOLUNTARIOS.ORG