Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

JSTE
GRID FOR THE ANALYSIS OF BEST PRACTICES
GOOD PRACTICE examples about European cases of integration by social and digital learning

N.1

Name of the best practice	Modern Digital Educational Environment
Country where it is realized	Russia
Who realised the best practice?	Modern Digital Education Environment in Russia Federation
When was it realized?	HSE Online project is under the supervision of HSE's eLearning Office. This is an expert centre, which develops and provides support to all HSE projects in the field of online education. The HSE Online's team coordinates the development of eLearning and distance learning technologies at HSE, as well as provides technical, organizational and analytical support to online education projects on both Russian and global platforms. Furthermore, it eagerly promotes best practices in content development, support and organizational assistance for eLearning activities.
Arguments of the best practice	One of HSE Online main projects is 'Modern Digital Educational Environment in the Russian Federation', as well as joint efforts with leading Russian academic institutions on the 'National Open Education Platform' (NOEP) and new online specializations. Furthermore, one of the important lines of partnership for HSE Online is its direct cooperation with universities in Russia's regions.
Describe the best practice	An automatic psychometric analysis service has been developed by the staff of the HSE eLearning Office and integrated with the online.edu.ru portal's subsystem (a 'one stop shop' information service), which ensures access to 100s of Russian online courses. The service's functions are open to all users: online course developers, who are registered on the portal. Analysis of course data allows the authors to improve content, adapt it for the needs of specific groups of students, as well as provide more objective assessments and, as a result, improve the effectiveness of studies. When taking an online course, learners leave behind their 'digital footprint'. In other words, this would

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

mean statistical data on such things as views of a lecture video or test performance information (including such metrics as duration, total attempts, the ratio of correct to incorrect answers, etc.), as well as peer reviews of other students. This results in a large quantity of data, which can be stored in online course platforms to be analysed automatically by the service.

Our service analyses online courses with respect to four key criteria: difficulty of content; variations in students' abilities; students' comprehension of course content; analysis of evaluation materials. An analytical report, which is sent to course creators, includes recommendations on how to improve a course's content. Such reports and recommendations help creators to optimise difficulty levels and accessibility of course content for learners, enhance student involvement, make sure a course's difficulty and student ability coincide, as well as improve the quality of evaluation materials of online courses (tests and peer-review materials).

When this service was being developed in 2017, around 270 online courses were analysed and updated. In addition, more than100 course creators, developers and methodological specialists took part in training sessions in data analysis at HSE, while future users of this services will have a chance to use a special electronic handbook (in Russian), which includes methodological materials and recommendations on how to upgrade and improve online courses. Since the 2018 autumn session, many courses have been improved in terms of content quality.

Once adjustments have been made to an online course, it is subject to automatic psychometric analysis and then receives a 'mark of quality', which means it has received the service's approval. The priority project 'Modern Digital Educational Environment in the Russian Federation' is particularly focused on assessing the quality of online courses, available through 'one stop shop' resources, their multifaceted expert review and boosting the effectiveness of the learning process.

	HSE won the competition to develop the project 'Development and Implementation of Methodologies and Instruments of Psychometrical Analysis of Online Courses' (as a part of the priority project 'Modern Digital Educational Environment in the Russian Federation') in 2017.
Results achieved and impact obtained	A multifaceted analysis of a course can boost competition between platforms and developers, encourage creators to improve the quality of their work, ensure access to verifiable information about online courses for educational institutions and students with respect to virtual academic mobility, as well as foster trust on the part of users and educational organisations in regards to eLearning in general.
Web Link for more information	https://online.edu.ru/public/promo

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

JSTE
GRID FOR THE ANALYSIS OF BEST PRACTICES
GOOD PRACTICE examples about European cases of integration by social and digital learning

N.2

Name of the best practice	ISDL Integration by social and digital learning
Country where it is realized	Poland, Italy, Romania, Germany, Turkey
Who realised the best practice?	Euro-Idea Fundacja Spoleczno-Kulturalna
When was it realized?	Integration through Social and Digital Learning (ISDL) is a transnational project supported by the European Commission under the current Erasmus+ programme. The project focuses on the situation of migrant population and unemployed in different countries, and grows out of the belief that successful social inclusion and integration is dependant on the availability of intensive adult learning pathways promoting specifically cultural sensitivity and digital literacy. The aim of this project is to seek out examples of good practices from NGOs, organisations and initiatives, that have developed innovative, creative and well-working methods and schemes within adult-education for integration. The end goal is to put together a collection of in-depth descriptions of the best examples found through our research, to be made available as an Open Educational Resource. ISDL is aimed at anyone working within adult education. Through this project we are hoping to be able to offer new inspiration, ideas and impulses for the educational activities they are offering.
Arguments of the best practice	Exchange and transfer of Good Practice examples with practical details about its possible use and effective implementation. The OER outputs are going to be used by educators of ADULT MIGRANTS and UNEMPLOYED. The selected TOPICS are: Active Citizenship and Community Building Cultural Awareness

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

	Open Government Urban Sharing Lifestyles Social Communication Methodology Digital Literacy Digital Education
Describe the best practice	Migration is considered the most important issue of the century. Every year millions of people all around the world are forced to abandon their homes because of different displacement reasons such as: poverty, war, persecution social and political exclusion or searching for a better life. All European countries are affected, directly or indirectly, by this migrant flow. More than 43 million people world-wide are now forcibly displaced, the highest number since mid-1990s. As our societies are becoming more various because of migration tendencies, more people started to live in multicultural societies. The increasing number of refugees' population call the need of some issues such as, social integration, tolerance, non-discrimination, solidarity, public health etc. Most of the migrants are unemployed and this difficult situation is affecting the social engagement and the integration. Also the unemployed that are not migrant are showing the same problems in the full integration and on the needs to increase the skills both social and digital for a better employability.
Results achieved and impact obtained	Migrants and unemployed need to increase the knowledge and skills about: cultural sensitivity in order to be more integrated in the society active citizenship in order to feel part of a larger and new context where to live in digital literacy to increase the employability and also extend the adult education thanks to ICT tools
Web Link for more information	https://www.isdlearning.eu/

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

JSTE
GRID FOR THE ANALYSIS OF BEST PRACTICES
GOOD PRACTICE examples about European cases of integration by social and digital learning
N.3

Name of the best practice	The Migrant Integration Policy Index (MIPEX)
Country where it is realized	MIPEX as a unique tool that measures migrant integration policies in 40 OSCE participating States (all European Union Member States plus Armenia, Bosnia and Herzegovina, Canada, Iceland, Kazakhstan, the former Yugoslav Republic of Macedonia, Moldova, Norway, Serbia, Switzerland, Turkey and the United States), as well as Australia, Japan, New Zealand and South Korea.
Who realised the best practice?	OSCE
When was it realized?	As part of MIPEX, 167 policy indicators have been developed to create a rich, multidimensional picture of migrants' opportunities to participate in society. The index is a useful tool to evaluate and compare what governments are doing to promote the integration of migrants in all the countries analysed.
Arguments of the best practice	Measuring migrant integration is a complex task due to the multifaceted nature of integration processes. The main tools in current use include: MIPEX (see below), the European Union's Eurobarometer on integration and the National integration Evaluation mechanism (NIEM, http://www.forintegration.eu/). Migrant integration methods are in the process of constant development for various reasons, including: • The growing body of knowledge on good practices in the area of migrant integration; • The adoption of new international and regional legal instruments and policy documents; • The adoption of new national strategic and policy planning instruments; • Case law of the international and national courts; and

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

	• The development of new technologies to assist in migration integration (e.g., language learning technology).
Describe the best practice	The MIPEX policy indicators cover eight areas: labour market mobility, healthcare, family reunion, education, long-term residence, political participation, access to nationality and anti-discrimination. The project engages key policy actors and informs them about how to use the indicators to improve integration governance and policy effectiveness. MIPEX enables integration policies to be measured at the national level and allows for comparisons of countries at the international and regional levels, including in different areas of policy and over time. MIPEX assessment criteria reflect OSCE commitments and are anchored in the standards of the Council of Europe and the European Union, as well as relevant UN and ILO conventions.
Results achieved and impact obtained	Soon after arrival, any temporary resident has the right to settle permanently in the country if they secure a basic legal income, obey the law and, if necessary, improve their language skills. All migrants with the option to apply for permanent residence have access to free language courses and study materials. For an applicant, the procedure is short and almost free of charge. In case an application for long-term residence is rejected, the migrant has full rights to appeal. If accepted, they are secure in their status as a permanent resident, and are treated equally, with the same rights and responsibilities in most areas of life as other nationals.
Web Link for more information	http://www.mipex.eu/what-is-mipex

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

JSTE
GRID FOR THE ANALYSIS OF BEST PRACTICES
GOOD PRACTICE examples about European cases of integration by social and digital learning
N.4

Name of the best practice	IntegrAction
Country where it is realized	Italy, Greece, Finland, Germany
Who realised the best practice?	ANOLF MARCHE
When was it realized?	The project was for 30 months. In order to reach its objectives, the project partnership realized 3 Intellectual Outputs connected with the main barriers faced by refuges and asylum seekers: host country language, access to the job market, social acceptation by local communities of the host country. The IO1 - "Tool4aLLs - Toolkit on digital tools for Literacy and Language proficiency"; the IO2 "Immigrants in the Labour Market: a manual to facilitate entrepreneurship and business start-up"; the IO3 "Webdoc – Migrant Diaries" been tested during the project lifetime with the main participants of the projects: operators, teachers, educators, migrants, refugees and asylum seekers, native people. Then, the partnership shared them to the local communities during 5 Multipliers Events.
Arguments of the best practice	"IntegrAction – Action for socio-economic integration of refugees and asylum seekers" project was elaborated in order to promote the social and economic inclusion of the refugees and asylum seekers in the local context of reception. The general objective of the IntegrAction project was to contribute to the social and economic inclusion of migrants, refugees and asylum seekers in the local context of reception. The integration of people with a migrant background was a fundamental element both for the past and for the future of EU; data update at January 2018 state that 22.3 million people (4.4 %) of the 512.4 million people living in the EU were non-EU citizens. Several studies show as immigration could bring a positive contribution to public finances and welfare of host EU countries, considering the level of skills and competences possessed by immigrants, and the duration of the integration process. Fast and successful integration is essential in order to maximize the opportunities generated by migrant

	flows. At the same time, other researches confirm that migrants face obstacles and suffer of discrimination behaviours. Particularly, the refugees/asylum seekers arrived with the recent migration flows composed a specific vulnerable group due to the absence of a defined migratory project (they have had to abandon rapidly the country of origin), and the consequences of abuses suffered before to leave the country and during the travel to EU. Other problems are: - Low knowledge of host country language and illiteracy; - Difficulties about the recognize of qualification and skills possessed; - Lack of access to quality education system; - Limited access to job market; - Discrimination to the housing access. In several cases, they suffer the manifestations of xenophobic and racist behaviours by local communities due to the unsafety perception and feelings.
Describe the best practice	During the last two years, Germany was the first EU country for the number of requests of humanitarian protection, followed by Italy and Greece. "IntegrAction – Action for socio-economic integration of refugees and asylum seekers" project was elaborated by ANOLF Marche in collaboration with KMOP (GR), IED (GR), Learnmera (FI), and Job4Refugees (DE) in order to promote the social and economic inclusion of the refugees and asylum seekers (project target) in the local context of reception. Specific objectives were: - Improve the linguistic competences of refugees and asylum seekers in order to promote the process of socio-economic integration; - Increase the employability of immigrants through the strengthening of socio-professional and entrepreneurship competences aimed at job placement, active job search and self-employment; - Develop social and intercultural competences in immigrants stimulating their active participation in the local communities through mutual understanding initiatives. The main expected results at the end of the project were:

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

	- Activation of lifelong learning attitude in refugees/asylum seekers. - Increased awareness among refugees and asylum seekers of local, national and European labor market mechanisms and increased opportunities to open their own business. - Raised awareness of citizens towards refugees and their problems and minimizing the feeling of xenophobia of the community. - Development of a more effective and closer cooperation among the authorities, organizations and institutions working within the fields of migration and integration process.
Results achieved and impact obtained	The Specific Objectives were: To improve the linguistic competences of refugees and asylum seekers in order to promote the process of socio-economic integration. To increase the employability of immigrants through the strengthening of socio-professional and entrepreneurship competencies aimed at job placement, active job search and self-employment. To develop social and intercultural competences in immigrants stimulating their active participation in the local communities through mutual understanding initiatives. The intellectual Outputs within the project were connected with the main barriers faced by refugees and asylum seekers: host country language, access to the job market, social acceptation by local communities of the host country.
Web Link for more information	https://www.integraction.eu/

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

JSTE
GRID FOR THE ANALYSIS OF BEST PRACTICES
GOOD PRACTICE examples about European cases of integration by social and digital learning
N.5

Name of the best practice	IOM Summer School on Migration Studies 2020
Country where it is realized	Czech Republic
Who realised the best practice?	IOM Prague
When was it realized?	24th to 29th August 2020
Arguments of the best practice	Up to one hundred students from all over the world migrants and refugees with different knowledge of migration topics (there will be PhD students, experienced young professionals but also bachelors from different field of studies) had the opportunity to participate for free. Because of that, it could be difficult for us to satisfy the expectation of all participants.
Describe the best practice	The 12th IOM Prague Summer School on Migration Studies will be held at Charles University in Prague from. IOM Prague has organised the Summer School every year since 2009, and more than 600 students and professionals from almost 100 countries have attended these lectures. The programme was opened for university students (both graduate and undergraduate) as well as young professionals. Six days of lectures, workshops and discussions with experts provided a unique opportunity to get familiar with different migration topics, including integration of migrants, trafficking in human beings, environmental migration, migration and gender, migration and health, migration and development and return migration.
Results achieved and impact obtained	This was an opportunity for migrants to connect all over the world, increase tolerance and get familiar with different migration topics, including integration of migrants, trafficking in human beings, environmental migration, migration and gender, migration and health, migration and development and return migration.
Web Link for more information	http://www.iom.cz/home/iom-summer-school-on-migration-studies-2020

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

JSTE
GRID FOR THE ANALYSIS OF BEST PRACTICES
GOOD PRACTICE examples about European cases of integration by social and digital learning

N.6

Name of the best practice	Family Water Safety: swimming skills for newly arrived immigrants in Sweden
Country where it is realized	Sweden
Who realised the best practice?	Swedish Life Saving Society (Svenska livräddningssällskapet)
When was it realized?	Two years
Arguments of the best practice	Through the Family Water Safety programme, the Swedish Life Saving Society has successfully provided newly arrived immigrant children, young people and their families with swimming expertise so that they can feel safe in water, become water safety ambassadors and enjoy Sweden's outdoor life.
Describe the best practice	Sweden is a country with more than 100,000 lakes and a variety of outdoor activities in the summer and winter. Knowing how to swim 200 metres is also compulsory for school children at the age of 12. As such, it is crucial for any individual residing in Sweden to know how to be safe in water. In this context, the Swedish Life Saving Society developed the Family Water Safety programme to provide newly arrived immigrants with experienced swimming teachers and training sessions from the Swedish Lifeguard Society. The aim of the project is to develop the target group's swimming skills so that they feel safe in water and become water safety ambassadors or swimming teachers. The project started with a "test group swimming camp". The lessons learned from this camp formed the basis for the educational materials used in the training activities.
Results achieved and impact obtained	Up until fall 2019, the project trained 50 water safety ambassadors and 44 swimming teachers from the target groups. The project also arranged four advanced training courses for existing swimming teachers, where around 1,300 newly arrived children have attended swimming courses. As a result of the programme, many of the water safety ambassadors and swimming teachers have

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

	found jobs as swimming teachers or water security guards.
	At the initial stages of the project, the educational materials were written in easily accessible Swedish to enhance the target group's knowledge of Swedish. However, in the evaluation of the project, interviewed water safety ambassadors and swimming teachers highlighted that it is important to use the participants' mother tongue to ensure that they fully understand what is being taught. For instance, they noted that many participants were not comfortable admitting that they did not understand what was being said, which hindered the goal of the training sessions. As a result, the water safety ambassadors and swimming teachers ended up translating the materials and holding the swimming lessons in their mother tongue. Newly arrived immigrant children and their families in Sweden
Web Link for more information	https://svenskalivraddningssallskapet.se/simkunnighet/projekt-simkunnighet-for-nyanlanda

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

JSTE
GRID FOR THE ANALYSIS OF BEST PRACTICES
GOOD PRACTICE examples about European cases of integration by social and digital learning

N.7

Name of the best practice	Empty Houses for the Homeless project: Casas sin Gente para Gente sin Casa
Country where it is realized	Spain
Who realised the best practice?	Fundación Arteale / Arteale Foundation
When was it realized?	26/06/2018 (two years)
Arguments of the best practice	The Empty Houses for the Homeless project helps refugees in Vitoria-Gasteiz, Spain find their homes by establishing strong trust between them and the owners of empty properties through the use of collaborative law and 'conscious contracts'.
Describe the best practice	Europe has more than 11 million empty houses, with 3.4 million of them in Spain alone. The Arteale Foundation, which coordinates Empty Houses for the Homeless, points out that while there are various reasons why residential dwellings may be left empty, a common issue is that the traditional process of renting does not allow landlords and tenants to establish trust, thus discouraging home owners from listing their property for rent. Owners' worries about renting to the wrong tenants are further exacerbated by the fact that Spain requires contracts to be set up for a minimum of five years. On the other hand, refugees are vulnerable to homelessness and in need of reliable housing options. The Arteale Foundation, founded by two lawyers in 2017, saw this as an opportunity to create partnerships between refugee families and real estate owners looking for tenants. ey to the success of the Empty Houses for the Homeless project is its focus on collaborative law – a process based on good faith and disclosure between home owners and renters. Arteale assists the dialogue between refugees and home owners and helps set up 'conscious contracts'. These contracts are different from the traditional rental agreements as they also

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

reflect the values, needs and constraints of both parties. The contracts include a 'peace pact' which establishes how the parties would resolve any unexpected situations and conflicts that may arise during the duration of the contract.
As the Arteale Foundation focuses on the connection between law and art, the process also uses artistic techniques as a communication tool in order to create an atmosphere of empathy and compassion.

Refugee families in need of accommodation are identified with the help of the public administration, which also helps get Arteale in touch with the owners of empty houses. The homes need to be situated in cities, but the project may prioritise areas that would be beneficial to the migrants' integration. Homes need to be in good condition, with refurbishments costing up to 6,000 EUR, sometimes borne by the owners, or, if funding is available, by Arteale.

Local volunteers play a vital part in the process. They do not need to be lawyers but must undergo training on collaborative law. Volunteer teams which include lawyers, coaches or psychologists are especially effective. The project also reaches out to student volunteers who have proven to be effective advocates for renting to refugee families within their communities.

Results achieved and impact obtained	In 15 months, six empty homes were included in the conscious rental scheme and 20 people found accommodation. So far, 15 volunteers have joined the project during its first two years. The project currently operates in Vitoria-Gasteiz, with plans to expand in the region, as well as the EU and the USA. In the next three years, more than 200 empty homes are expected to be provide accommodation to 800 tenants from vulnerable groups. The project collaborates with schools in order to disseminate information and attract new volunteers, so far reaching out to around 2,000 students. The Arteale Foundation gathers annual feedback from the participants. Since January 2020, the foundation has been working to systematise its process to scale up in other countries and include other beneficiaries.

	Refugees, who often struggle to find accommodation in the traditional market Owners of empty homes, previously hesitant to enter the rental market In the long term, the inclusion of more options in the rental market would increase competitiveness of the market. The project currently focuses on helping refugees find homes. The foundation is planning to include other migrants in the future. The project is funded by private donations and grants. In the future, the foundation plans to target professionals, real estate foundations and social enterprises interested in supporting the project.
Web Link for more information	http://www.arteale.org

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

JSTE
GRID FOR THE ANALYSIS OF BEST PRACTICES
GOOD PRACTICE examples about European cases of integration by social and digital learning

N.8

Name of the best practice	New Challenges - New Answers: Project for skills evaluation and recognition of refugee and asylum seekers
Country where it is realized	Austria, Germany, Croatia, Slovenia, UK, Finland
Who realised the best practice?	Jugend am Werk Steiermark GmbH
When was it realized?	Project Start 01/09/2016 Project End 31/08/2018
Arguments of the best practice	The objective of New Challenges – New Answers (NCNA) was to develop a model for effectively assessing and recognising previous academic and professional achievements of refugees and asylum seekers. Seven partners from Austria, Germany, Croatia, Slovenia, UK, Finland and Italy joined forces in this two-year Erasmus+ project. A prerequisite for an individual's integration in a new society is the comprehension of their skills and knowledge by employers, social workers and others. However, there are difficulties in evaluating these competences due to the different education and vocational training systems in different countries, and general assessment methods for competences are lacking or not effective. The aim of NCNA was therefore to address this issue through three main objectives: Development of an effective assessment method for skills, knowledge and competencies for jobs in the five industrial sectors: wood, metal, construction, tourism and social services, using existing European tools to assess refugees' / asylum seekers' competences as a starting point. Development of a manual of methods for integrating refugees/asylum seekers by way of enabling them to work in the wood, metal, construction or tourism industries. Development of an individual planning tool for the personal integration of refugees/asylum seekers

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

| Describe the best practice | The NCNA project focused on supporting the target groups of refugees and asylum seekers with a promising outlook for receiving permission stay in an EU Member State.

Research: The NCNA target groups are diverse. Therefore, it was necessary to research possible tools and approaches to be used in the competence assessment model and to investigate briefly the backgrounds of the target groups. The project sought 10 participants in each partner country (70 total) who were members of the target group to take part in research through personal interviews. The project also involved experts from the four focus sectors (metal, wood, tourism, construction), labour market experts, representatives refugee/asylum seeker associations and representatives of vocational educational training centres.

Testing: The project also sought participants in each country for the testing phase of the project to try out and provide feedback on the project's competence assessment and recognition procedure, as well as the personalised labour market integration planning.

Training: Finally, trainers and guidance/counselling professionals participated in the learning and teaching activities organised as part of the development of the NCNA model handbook. |
|---|---|
| Results achieved and impact obtained | The project developed and published a Research Study, Model Handbook and Labour Market Integration Plan. The documents are available in multiple languages.

Research Study

72 refugees and asylum seekers and 213 experts from the four focus sectors (metal, wood, tourism, construction) and other labour market experts and stakeholders contributed to the research.

Model Handbook

Based on the results of the research, the project partners developed an approach for the assessment, validation and recognition of mainly informally |

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

	acquired competences in the sectors of metal, wood, tourism, and construction, based on existing European instruments for skills assessment and validation. The model takes into account the target group's particular background (e.g. competences acquired through informal learning, diverse cultural backgrounds, lack of language skills, etc.) as well as the principles of equal access and gender equality. Labour Market Integration Plan This plan provides a personalised account of a person's vocational qualifications, focusing on their perspectives for successful integration in the labour market and development of language skills and social integration dimensions. It provides a 360 degree-view of a person's current and potential situation and can be used as a guidance and counselling document for both vocational educational training/labour market experts as well as directly by clients. The plan sets out a step-by-step process of integration with ongoing monitoring of progress. The NCNA PIP Database provides a digital tool to supplement the document. The project's target beneficiary groups were refugees and asylum seekers with a promising outlook for receiving permission stay in an EU Member State. The project also reached out to trainers and guidance/counselling professionals.
Web Link for more information	https://ncna.eu/index.php/en/index.html

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

JSTE
GRID FOR THE ANALYSIS OF BEST PRACTICES
GOOD PRACTICE examples about European cases of integration by social and digital learning

N.9

Name of the best practice	Migration: Beyond Prejudices – Connecting with young people to provide a fact-based understanding of migration
Country where it is realized	Belgium
Who realised the best practice?	Université libre de Bruxelles (ULB) and Conseil Jeunesse Développement (CJD)
When was it realized?	01/01/2015 Since 2015, the project Migration – Beyond Prejudices (Migrations - au-delà des préjugés), in partnership with Université libre de Bruxelles (ULB) and Conseil Jeunesse Développement (CJD), has organised workshops, web documentaries and games for young people at secondary schools and youth centres to help them gain a fact-based understanding of migration.
Arguments of the best practice	In response to the refugee 'crisis' in 2015, experts from Université libre de Bruxelles (ULB) and Conseil Jeunesse Développement (CJD) combined their scientific and educational expertise to develop discussion facilitation tools for young people. The project opens conversations among young members of the host society about sharing responsibility in integration, along with schools and institutions. The goal of the project is to deconstruct the prejudices conveyed in the media and society about asylum and migration.
Describe the best practice	Migration – Beyond Prejudices offers four workshop modules that each address a different widespread stereotype about migrants. The workshops are conducted by volunteer leaders who are recruited and trained by the project to lead the workshop sessions, which take place at secondary schools and youth centres. The workshops allow young people to reflect and talk about the migration situation happening around them and to form their own opinions while getting acquainted with the processes that asylum seekers and migrants go through.

Results achieved and impact obtained	For the 2018-2019 academic year, the project trained 80 volunteers to lead workshops (well beyond the goal of 50 volunteers). There were 94 workshops with 1,789 young people participating as well as 8 public events. Following the workshops, 21 young people got involved in activities organised by the CJD with unaccompanied minors and 5 of them joined the CJD. The project assesses impact on the participants by asking them to brainstorm around the word 'migration' before and after the workshops. Participants also fill out a questionnaire aimed at measuring psycho-social representations regarding migration (feeling of threat, stereotypes, etc.).
	It seems that, following the workshops, young people feel less threatened in terms of work, economic concerns, rights, etc. There also appears to be a change in stereotypes as migrants are perceived as more social and moral as a result of the workshops.
	However, the project has found that two-hour interventions seem to be not quite enough for creating a big change in the representation of migrants. Project stakeholders are working with teachers to address the topic of migration in school projects, so the project expects bigger results as the work done will extend beyond the workshops.
	The direct beneficiary group are young people who take part in the activities as they benefit from actions aimed at improving daily interactions between communities. They also acquire scientific knowledge about migration, which will help them become well-informed citizens.
	Migrants and people of migrant backgrounds benefit from this programme indirectly because it helps to deconstruct the stereotypes that they are subject to and raises awareness about discrimination. Support for this project comes from Fondation Bernheim, Commission communautaire française and Fédération Wallonie-Bruxelles. The workshops are led by volunteers.
Web Link for more information	http://engagee.ulb.be/migration-au-dela-des-prejuges/

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

JSTE
GRID FOR THE ANALYSIS OF BEST PRACTICES
GOOD PRACTICE examples about European cases of integration by social and digital learning
N.10

Name of the best practice	AVAIL – Amplifying the voices of asylum seekers and refugees for integration and life skills
Country where it is realized	EU-wide
Who realised the best practice?	International Federation of Red Cross and Red Crescent Societies
When was it realized?	12/02/2018-11/02/2020
Arguments of the best practice	AVAIL was a two-year project that built on the experiences of refugees and asylum seekers to increase their participation and representation in their new local communities. The name AVAIL stands for 'Amplifying the voices of asylum seekers and refugees for integration and life skills'. The initiative involved Red Cross Societies in the United Kingdom, Ireland, Italy and Latvia and was supported by the International Federation of Red Cross and Red Crescent Societies (IFRC). The project was based on the idea that the empowerment of refugees and asylum seekers and recognition of their skills can boost their integration in the host society. Through recognition and development of refugees' skills, one can tap into the potential of newcomers for the host society, promoting mutually beneficial relationships. The project also aimed to contribute to the European Commission's objective to develop innovative actions to increase third country nationals' participation in host societies.
Describe the best practice	The project included the following main components. Implementation of project activities varied according to the project county (see more): Educational and social activities and cultural life – peer to peer approaches, life-skills training, educational events

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

	Volunteering – peer support networks, community buddies, refugee ambassadors Media outreach – training refugees and asylum seekers to speak with the media and share their personal stories Decision-making, consultation and representation frameworks – refugee ambassadors, providing input into partners' and public authorities integration strategies where possible
Results achieved and impact obtained	The aims of AVAIL were to develop peer connections and support among refugees and asylum seekers; strengthen social inclusion in the host community; promote the voices of refugees and asylum seekers and have their voices taken into account by service providers, public authorities and the media; and establish a regular practice of gathering and sharing experiences. Activities implemented as part of AVAIL can be seen on the websites of IFRC and the British Red Cross. Refugees and asylum seekers were the main target group. Through the project's activities that connected refugees and asylum seekers with the host community, the project also aimed to benefit the host society in the long term. This project was funded by the European Union's Asylum Migration and Integration Fund (AMIF).
Web Link for more information	https://redcross.eu/projects/promoting-integration-and-diversity-across-europe

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

JSTE
GRID FOR THE ANALYSIS OF BEST PRACTICES
GOOD PRACTICE examples about European cases of integration by social and digital learning

N.11

Name of the best practice	Project ST
Country where it is realized	Portugal
Who realised the best practice?	TAIPA-CRL, Cooperative Organization for the Integrated Development of the Municipality of Odemira
When was it realized?	Portugal
Arguments of the best practice	The ST Project was the first project in the field of migration in the municipality of Odemira, Portugal, in 2013. It is funded by the Choices Program (5th Generation) / the High Commission for Migration (ACM) and promoted by TAIPA. The project emerged after a group of actors observed an increase in the number of migrants arriving in the region and a need for responses to welcome them, especially children and young people.
	The ST Project aims to bring people together, provide space for encounters between cultures and ethnicities and improve the relations between the local and migrant communities. Since implementing the project's activities seven years ago, it has brought positive changes to the lives of approximately 1000 children, young people and families.
Describe the best practice	The municipality of Odemira and the civil parish of São Teotónio currently host 57.8% of migrants that reside in the Beja district. Over the last decade, thousands of migrants have arrived from Asia, including from Nepal, India, Bangladesh, Thailand, Brazil, Bulgaria, Romania, Ukraine and Pakistan.
	With this new migration pattern, different habits, cultures and languages became present in the territory, bringing new opportunities and challenges for newcomers and natives. The language barrier is the first key obstacle to integration; school absenteeism, high levels of school failure and low professional aspirations lower the opportunities for migrant children and young people. Socially, the new migratory reality has caused insecurities and violence

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

	on the streets, with some physical confrontations between Asian groups. In addition, drug use has raised concerns among the local population. Despite the absence of hateful or racially motivated crimes, the local community holds discriminatory attitudes about migrants.
	For these reasons, the ST Project seeks to accompany children and young migrants throughout their school, family and social life. In particular, it aims to contribute to school success and the reduction of school absenteeism, involve the migrant community in activities that promote their civic participation, and promote the social integration of migrants, particularly children and young people in the parish of São Teotónio.
	The methodology of the ST Project is based on three elements: ecological-developmental intervention, community intervention and inter-institutional intervention. In this sense, the contributions of each of the elements of the different systems and partnerships directly influence the project's actions with its target audience. The entire intervention is based on the establishment of relationships of trust.
Results achieved and impact obtained	The main impact of ST Project can be witnessed at the community level, where there is coexistence of people from different geographical origins in the same space and with the same objectives. Currently, the local community recognises the importance of Project ST in educating their children with the migrant children that attend the activities. For the project, this is a sign that the mindsets of locals are becoming more open and accepting of the cultural diversity that marks the village.
	At an individual level, the project has also majorly promoted school success. For instance, many young people improved their school results or successfully finished the school year. With the project's insistence on the importance of school, there was a reduction in school absenteeism. Furthermore, youngsters who had an aggressive behavior at the beginning of the project are now mediators of conflicts among the younger participants.

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

The project's beneficiaries are divided in direct and indirect participants. The direct participants include children and young people that are aged between 6-25 years old and originate from more vulnerable contexts and higher exclusion risks, i.e. descendants of migrants. The project has children and young people of at least eight different nationalities (Bulgaria, India, Nepal, Portugal, Ukraine, Romania, Algeria, Brazil) which are mostly male. The identified direct participants face a variety of risks such as school absenteeism, school failure, unemployment (NEET youth) and deviant behaviours. Indirect participants are any other children or young people who do not fall in any of those risky situations, as well as family members, teaching staff, educational assistants or other technical staff. In each year, the total number of participants (direct and indirect) to be covered cannot be less than 160 participants, 50 of which must be direct. In 2019, the project reached around 300 participants.

85% of the project was funded by the Choices Programme (Programa Escolhas, 7th Generation) sponsored by the High Commission for Migration (ACM). 15% of the funding was covered by the Consortium entities, composed of TAIPA, the Municipality of Odemira, the civil parish of São Teotónio, the Group of Schools of São Teotónio and Odemira's Children and Youth Protection Commission. This consortium was responsible of defining the intervention strategies and monitoring the evaluation of the project regularly.

In addition to the Consortium, the project also had the involvement of other local informal partners, namely the local policy force - GNR, the Health Centre of Odemira - Community Care Unit, the civil parish of S.Teotónio, the Home of S.Teotónio, ADMIRA, Association PédeXumbo, Association of Local Traditions Nã Drome and other social intervention projects such as CLAIM (Local Centre for Migrant Integration), project Giramundo and project "I, You and Us".

The total funding for the 2 years of intervention was €

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

	168,681.97 (Choices Program: € 117,600.00; Consortium: € 51,081.97). The team consists of a full-time coordinator, a technical staff member and a part-time community facilitator.
Web Link for more information	https://www.facebook.com/ProjetoSTe5g/

JSTE
GRID FOR THE ANALYSIS OF BEST PRACTICES
GOOD PRACTICE examples about European cases of integration by social and digital learning

N.12

Name of the best practice	Luxembourg: peer training for integration
Country where it is realized	Luxembourg
Who realised the best practice?	Luxembourg
When was it realized?	01/05/2016 -30/04/2019
Arguments of the best practice	Shared Integration is a project by 4motion which recruits and trains young people aged between 12 and 26 years old so that they become diversity ambassadors in Luxembourg. They are supported through non-formal education and peer training methods to develop the necessary skills to implement their own diversity awareness raising activities with their peers. Hosting refugees in Luxembourg has stirred various forms of hate speech and prejudices. Despite the multicultural nature of the country, youths who help newcomers in settling and integrating often face exclusion and discrimination. The Shared Integration project aims to tackle this by providing the youth with the means and tools to face these challenges through tailor-made training, personalised support, non-formal education and peer training based activities. As such, it seeks to train several local multipliers so that they become active actors in hosting, welcoming and helping newcomers settle in their new country.
Describe the best practice	Develop workshops in classrooms and recruit young people for the training. Provide anti-discrimination and inclusion training to the recruited youths. Between 15 and 20 young people are trained each year. Support the newly trained youth in building their own diversity activities. Support the intervention of the participants as peer trainers in various contexts, including in school classes, youth centers, refugee reception centers and associations. Reward the youth with European mobility opportunities and support them in finding student

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

	jobs and entertainment programs.
Results achieved and impact obtained	More than 100 workshops were developed. More than 1,000 young people were reached by the project activities. 56 young people were trained and prepared to intervene with their peers. More than 20 activities were organised by trained youths. 8 different schools have hosted awareness-raising workshops about diversity and integration. Youth between 12 and 26 years old. The project was funded by the Asylum, Migration and Integration Fund (AMIF) and OLAI.
Web Link for more information	https://www.4motion.lu/

![JSTE logo]
CITIZENS OF PUBLIC LIFE IN DIGITAL LEARNING

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

JSTE
GRID FOR THE ANALYSIS OF BEST PRACTICES
GOOD PRACTICE examples about European cases of integration by social and digital learning
N.13

Name of the best practice	Student Refugees helps refugees in Denmark enter and succeed in higher education
Country where it is realized	Denmark
Who realised the best practice?	Student Refugees
When was it realized?	01/05/2017
Arguments of the best practice	Student Refugees is a student-driven project assisting people with refugee status with accessing higher education programmes in Denmark and supporting them after they have been accepted.

The project is based on the idea that education should be inclusive of all. Therefore, the project's web platform seeks to provide all the relevant information about how to fulfil requirements and apply for a higher education in Denmark. Moreover, the platform provides suggestions and alternative routes to overcome common obstacles that people with refugee status may face when trying to access higher education. |
| **Describe the best practice** | The goal of Student Refugees is to assist potential students with a refugee background in entering higher (tertiary) education and assisting them with integrating into student life.
n 2015, the Prime Minister of Denmark invited universities and organisations to a meeting on how arriving refugees could become part of Danish society, focusing on utilising the education they already have. This led the organisation Studenterhuset (Students House) to investigate if and how students with a refugee background had access to universities, either to continue or start education. The organisation found that very few refugees were accepted into higher education.

The difficulties and barriers for people with refugee status in accessing higher education in Denmark are serious. One of the challenges is getting their education from the home country recognised, while another is the temporary nature of residence permits |

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

for refugees (maximum 2 years at a time). For some groups, there is a limited right to higher education. The migration and asylum laws are constantly changing. And of course, there is an obvious challenge with language and social networks. Consequently, the number of higher education students with a refugee background is not at the level it could potentially be.

Student Refugees began as a student-driven project in 2017. Refugees often need guidance on entering higher education as the application process is quite complex and different from many other countries. Moreover, they often face many other life demands as they settle in Denmark. The project tries to mediate the challenges through personal guidance to refugees and collaboration with educational institutions and the Danish Ministry for Higher Education.

The project's volunteers offer guidance to refugees at 'application cafés' in Copenhagen for two hours, twice a month. In addition, the volunteers communicate with and guide the refugees via email and Skype. Recently, the project also began having 'pop-up application cafés' in different parts of Denmark outside of Copenhagen. An important part of the guidance has been to develop the only comprehensive, online guide to Danish higher education for refugees—studentrefugees.dk.

In 2018, the project added a branch called Student Refugees Buddies to help refugees who have been accepted into a higher education programme with their adjustment into the higher education setting. A refugee student is paired with a volunteer who is already enrolled in a higher education programme in Denmark. The volunteer helps the refugee to navigate the system and learn about university culture in Denmark.

One of the more indirect yet important goals for Student Refugees is to enhance cultural understanding and social networks. Personal meetings and seeing things from the refugees' perspectives is important for the volunteers as well, so they get a better understanding of the refugees as

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

	individuals and the struggles they are facing. The project also seeks to increase the chance that the refugees become active citizens in Denmark, as well as creating possibilities of showing successful results of higher education for this group. Each volunteer is carefully selected based on their application and educational background. It is important to have volunteers from as many Danish universities and education programmes as possible, in order to be able to cater to each refugee's needs. The volunteers need to have a serious commitment, as the higher education application process can take months or even years and involves many challenges that are unique for each refugee.
Results achieved and impact obtained	Student Refugees started in 2017 and has helped around 230 people with a refugee background in their process of entering higher education. There are no exact numbers on how many have been accepted into higher education. This year, Student Refugees is expanding the application cafés to other parts of Denmark and is helping the Icelandic Student Union in opening a sister organisation in Iceland. In April 2019, the project was the national winner of the Charlemagne Youth Prize. In May 2019, it won the Active Student Award at the University of Copenhagen. The project has so far not been evaluated externally but conducts a lot of internal evaluation in order to improve and learn from experience. The project's 'parent' organisation Studenterhusets evaluates the programme in close collaboration with the volunteers and updates the project's supporting foundations and external partners. The main beneficiary group are people with refugee backgrounds who wish to apply for a higher education programme in Denmark, either continuing or beginning their studies. The majority of the participants are of Syrian origin. So far, more male than female prospective students have participated in the application cafés, but lately there has been an

	increase in the number of female prospective students joining.
	Besides refugees, volunteers also benefit from the project, as they gain more knowledge and understanding of the refugees' backgrounds, home countries and cultures.
Web Link for more information	https://studentrefugees.dk/en/

![JSTE logo]

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

JSTE
GRID FOR THE ANALYSIS OF BEST PRACTICES
GOOD PRACTICE examples about European cases of integration by social and digital learning

N.14

Name of the best practice	Coping with Corona – Swedish Language Buddy Online
Country where it is realized	Sweden
Who realised the best practice?	Buddy Sweden (Kompis Sverige)
When was it realized?	The nonprofit association Kompis Sverige (Buddy Sweden) sets up meetings between new and established Swedes to promote the social and linguistic integration of newcomers. In response to the coronavirus pandemic, which has impacted the ability to meet in-person, the organisation is now launching Language Buddy Online—a language training service through video calls. According to Johan Bäckström, operations manager at Kompis Sverige, many newcomers in Sweden feel a strong desire to practice more Swedish and preferably with someone who is fluent in the language. Under normal circumstances, the participants meet in real life. But as this is not possible due to the coronavirus outbreak, they want to offer an alternative.
Arguments of the best practice	Besides promoting language learning, Language Buddy Online helps fulfill the human need to have contact with others. By pairing newly arrived immigrants with established Swedes for video calls, the organisation wants to help reduce social isolation at a time when more and more workplaces and language training centres are forced to shut down, causing many people to lose social contacts in their everyday life. According to Bäckström, many established Swedes who are isolated at home will appreciate the opportunity to do something meaningful while limiting their physical social interactions. In this way, the project addresses two current social challenges at the same time.
Describe the best practice	Technically, it is not difficult to meet online. There are plenty of digital video calling services, but the challenge for newcomers is to find people to talk to whom they have never met before.

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

	Kompis Sverige makes sure that matching is easy: people who are interested in participating provide their contact details and indicate which digital apps or services they prefer. Then Kompis Sverige matches a new and an established Swede together and makes sure that they can contact each other. Sign up is done through the organisation's website.
Results achieved and impact obtained	This is a recently launched, ongoing project responding to sudden difficulties created by the coronavirus pandemic. The project directly benefits newly arrived immigrants as well as established Swedes, who get an opportunity to make a meaningful contribution to integration while following the advice to minimise their offline contact with other people.
Web Link for more information	https://kompissverige.se/sprakkompis-online/

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

JSTE
GRID FOR THE ANALYSIS OF BEST PRACTICES
GOOD PRACTICE examples about European cases of integration by social and digital learning
N.15

Name of the best practice	City Quiz & Walk
Country where it is realized	Finland (coordinator), France,Greece, Lithuania, - Portugal
Who realised the best practice?	Learnmera Oy
When was it realized?	Finland, Portugal, Greece, Lithuania, France
Arguments of the best practice	City quiz social games and mobile apps have been in trend for several years, and the demand is still growing. In the digital era it is essentially important to reach the target audience using the methods and means that decrease the distance between the educator and the student, and the mobiles apps successfully occupy this niche. The main aim of the City Quiz&Walk project was to enhance integration and cultural education of migrants, immigrants, expats, and students using an innovative city quiz mobile application. The most important practical result of the project been the creation of the mobile applications through the planned activities and cooperation, which had an impact on successful integration of the immigrants and expats and educating them in the field of the receiving cultures.
Describe the best practice	According to the research conducted at the preparatory part of this project application, the mobile app created for this project been unique digital solution both for the foreigners residing in partner countries as well as the professionals working with immigrants and refugees. Furthermore, they aim at delivering a simple digital solution that would answer the needs of both highly educated and low-qualified adults and young adult; they provided a significant amount of tailored educative content delivered in a most user-friendly way. In this project, they delivered 5 versions of the mobile application for city quizzes with the main focus on the partner's cultures in their capital cities (Finland,

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

	France, Greece, Portugal, Lithuania). This thematic app contained illustrated and text questions been a help the user get a better understanding of the culture, traditions and key figures in the partner cultures. In their mobile app they offered a possibility to explore the culture and history both by solving the online quizzes in the mobile app and (when the app user is present at the quiz location) by following the map of the area to be able to solve the quizzes and familiarize themselves with the places on which the questions are based. Each version of the mobile application been available in 2 languages (English+partner language). Before the official launch, the mobile applications been tested first by the partner organizations in-house and then with around 100 stakeholders to guarantee the highest quality of the outputs.
Results achieved and impact obtained	In order to ensure that this project's goals been fulfilled perfectly, a project methodology was designed: 1) Pre-project research was conducted to find out about similar tools, their specifications, and limitations; 2) Extensive research about mobile apps and best practices on local markets will be made by all partners, and a report will be made with all considerations; 3) Types of exercises and educative content been prepared for the mobile apps reality; 4) Based on these reports, 5 versions of the mobile application will be created, ensuring the best educational gamified approach for the stakeholders; 5) A mobile app will be tested in-house and externally, all versions will be released globally 6) A digital and analogical dissemination plan been set in motion to raise awareness about the concerns that led us this project, our goals, and solutions. The project been disseminated on regional, national, European and International levels. On regional level all partners been arrange a launch event and the apps will be made available in all the application stores globally. The desired impact would be having refugees, migrants and others use the applications to

Citizens of public life in digital learning (JSTE)
Project Number : 2019-1-UK01-KA204-061372

Co-funded by the
Erasmus+ Programme
of the European Union

	enhance and accelerate their cultural awareness and enhance their education and socialization processes. We aimed at least 500 mobile application downloads in total over all of the mobile application versions one year after the project completion. To reach and exceed this number of downloads, the partners been in touch with the stakeholder organizations on the local levels (such as expat centers, international and student unions, associations dealing with migrants etc), their social partners and through social media as a tool for disseminating the apps. The apps been available for free download on both Ios and Android markets within 3 years after the project has ended. After the project completion, similar mobile apps been created for other cities and countries using partly the same coding, procedures and documentation, thus we can state that the transferability of the developed outputs and project results can be considered very high if another project can be made as transfer of innovation in the future.
Web Link for more information	https://cityquiz.eu/