



circular economy to infinity

50 best practices

**for bridging the digital divide
by fostering the collaborative
economy**

**Include-CE. Inclusion and Digital empowerment through
circular economy. 2022-2-MT01-KA220-YOU-000097092**



**Co-funded by
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INTRODUCTION

1. THE INCLUDE-CE PROJECT

INCLUDE-CE project aims to reduce the digital divide in technological skills, readiness, and resilience of migrants, refugees, asylum seekers, ethnic minorities (henceforth MRAE) in order for collaboration, social and labor inclusion through the philosophy of circular economic system via re-use, repairing, refurbish of second hand digital devices such as computers, mobile phones, tablets repurposed into educational devices and assets of the target group.

The project is based on the fundamental idea that digital education is crucial for learning, employability purposes and inter-cultural dialogue, thereby contributing to the digital transformation of European societies.

The project will also be supporting product value maximization, addressing resource efficiency through the collection and refurbishing of used digital devices and its components which will otherwise have ended up as waste contributing to emission and energy leakages.

<http://www.include-ce.eu>

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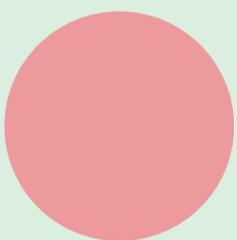


INTRODUCTION

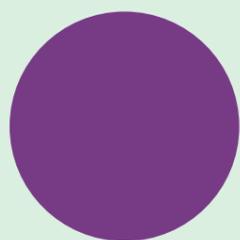
2. THE INCLUDE-CE BEST PRACTICES GUIDE

The INCLUDE-CE Best Practices Guide contains 50 activities, resources and success stories addressed to professionals working with people with a migrant background (migrants, refugees, asylum seekers and ethnic minorities) to acquire knowledge and develop skills to promote the social inclusion and employability of these people through ICTs, circular economy and other environmentally sustainable actions.

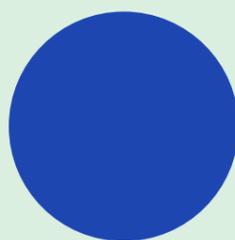
The Good Practices are included in 5 different Areas for Action for bridging the digital divide by fostering the collaborative economy. The Good practices have been compiled by the INCLUDE-CE partners, presented below,



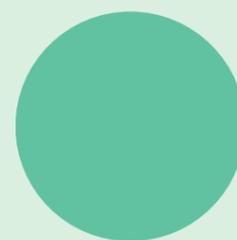
Access to
electronic
devices
by
MINDSHIFT



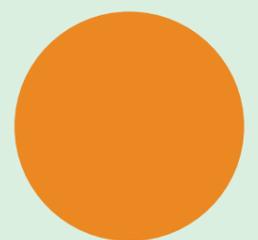
Connectivity
by
AMAM



Digital skills
training
by
CARDET



Promoting
the
collaborative
economy
by
SSF



Awareness
raising and
advocacy
by
ARCIRAGAZZI



R E U S E

R E D U S E

R E C Y C L E

PARTNERS



SSF



Arciragazzi

Portici



CARDET



AMAM



Mindshift



SSF

Solidaridad Sin Fronteras (SSF) is a non-governmental organization comprised of ten dedicated professionals from diverse fields. We strive to promote the welfare, integration, and development of vulnerable groups, fostering social responsibility, tolerance, and justice. We launch projects, conduct research, and offer training activities and seminars focused on social, political, and cultural issues, while defending the right to education. Our work is particularly focused on supporting migrants, refugees, asylum seekers, and families facing difficulties in social integration.

SSF is experienced in providing comprehensive care to at-risk individuals, including migrants, refugees, and asylum seekers. We facilitate professional training, design projects for citizenship integration, and develop educational programs for sustainable development. Our research and analysis inform recommendations for government and social actors, enhancing our interventions and outreach



<https://www.ssf.org.es>



Arciragazzi Portici

Arciragazzi is an organization committed to advocating for children's rights and fostering social inclusion for all young people aged between 14 and 30. This includes individuals with limited opportunities, minors in the care system, young people with a migrant background, and LGBT youth. In collaboration with the Shannara Social Cooperative, the organization focuses on empowering young people to become agents of social change through a variety of initiatives and topics. Arciragazzi's projects span across various activities like training courses, study visits, and youth exchanges, all within a Euro-Mediterranean framework relating to migration issues. They excel in promoting cohesive societies and creating opportunities for both local and migrant youth to thrive.

The organization has a robust presence in Italy with around 50 youth centers spread across different regions. Arciragazzi Portici, one of its branches, is a notable member of the No Hate Speech Network, the European Anti-Racism Network (ENAR), and the Equal Opportunities Territorial Commission at the Municipality of Portici.

The cornerstone of their projects is the advocacy of minority rights, particularly for children, migrants, and women. Many of the organization's volunteers are educators and youth workers who work with at-risk minors and vulnerable youth. Arciragazzi prioritizes community work, aiming to develop shared goals that are effective, democratic, and inclusive.

In their quest to break down social barriers and promote social, territorial, and environmental cohesion, Arciragazzi employs an innovative approach. They focus on key activities like promoting interculturalism through international mobility and fostering critical and inclusive thinking through advocacy. Through these initiatives, they encourage the recognition and respect of diverse perspectives and experiences.



<https://www.arciragazzi.it>



AMAM

African Media Association Malta (AMAM) is an NGO focused on positively portraying Africa through various online media forms including radio podcasts, video clips, and articles. AMAM aims to address root issues Africa faces, with a special emphasis on migrant communities, including youth and vulnerable groups such as migrant women. It promotes democracy, social inclusion, human rights, respect, equal opportunities, self-branding, and mobile journalism. AMAM also provides training for amateur journalists and migrants, enhancing their media literacy and journalistic skills. The organization's activities are visible on its YouTube Channel. It has effectively leveraged its firsthand knowledge of migrant issues, engaging with government ministers to influence policy changes.

AMAM serves as a hub for African communities in Malta, supporting the formation of other voluntary organizations and youth groups. It's an active member of PHROM, the Platform of Human Rights Organizations in Malta, and an appointed member of the Forum for the Integration Affairs, tasked with integrating migrants into Maltese society. It's also an associate partner of Job Plus, the National Maltese Job Agency, aiding in the development of their project Employment Support Services for Migrants.

AMAM's work in community-led initiatives has made it a reference point for a diverse pool of migrant communities. It offers internships to students across Europe and has developed a strong knowledge base to serve migrant and youth communities effectively. AMAM is recognized by the Agency of Welfare of Asylum seekers (AWAS), granting them access to refugee centers to support vulnerable groups. Its efforts aim to advocate for a cohesive society and improve the lives of the most vulnerable



<https://www.africanmediamalta.com/>



CARDET

Established in 2004, CARDET is a non-profit research and development center in Cyprus, recognized for its work on social justice and migrant integration programs. It founded the Mediterranean Migration Network and serves as the Cyprus Focal Point of the European Website on Integration and the Migrant Integration Policy Index Project. Affiliated with global institutions like Yale University, CARDET has completed over 100 initiatives on migration and integration. With a diverse international team, CARDET has participated in more than 200 projects in over 40 countries, many of which were backed by international agencies and governments. The team's core strength lies in meticulous planning, execution, and evaluation of projects across various contexts.

CARDET's management is bolstered by a 10-member board with experience in education, business, research, and evaluation. Employing 50 full-time and part-time staff, most of whom hold graduate degrees in relevant fields, CARDET is ISO 9001 certified, emphasizing quality in management, research, and education services.

As one of Cyprus's leading education and innovation organizations, CARDET boasts a team of qualified professionals engaged in innovative curriculum design and development across various sectors for both face-to-face and online learning environments.



<https://www.cardet.org>



Mindshift

Mindshift, founded in 2017, is a Human Capital consulting company dedicated to boosting digital and interpersonal maturity in organizations and society. They operate globally, focusing on competence development, training, career management, and preparation for new labour market demands. They also onboard young talent and design social network communication strategies.

In 2018, Mindshift-Group was formed, becoming co-owner of The Key Talent Portugal, a company focused on digital talent strategy. Mindshift also represents the German-based cut-e group in Portugal, providing innovative online tests and gamified assessments globally. In 2019, they created a Projects Business Unit to foster transnational partnerships for innovative education and training solutions. They integrate Corporate Social Responsibility principles and Sustainable Development Goals into their value creation process.

Mindshift collaborates with local partners from various sectors, engaging strategic stakeholders to exchange expertise, share innovative practices, and generate impact. With over 50 European projects, their key focus areas include upskilling, inclusion, sustainable development, women empowerment, entrepreneurship, and digital talent.



<https://www.mindshift.pt>



C I R C U L A R

E C O N O M Y



50 best practices

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ACCESS TO ELECTRONIC DEVICES

One of the main barriers to accessing digital technology is the lack of access to electronic devices, such as computers, tablets and mobile phones. The circular economy can help reduce this barrier by promoting the reuse and recycling of electronic devices. Non-profit organisations can collect used electronic devices, repair them and redistribute them to migrants who do not have access to digital technology.

INCLUDE -CE

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OBJECTIVES

-  Promoting equality
-  Promote education through free online courses

DESCRIPTION

Abierta is a website that provides free online courses on various topics related to education, culture, technology, health, environment, etc. The courses are offered by different institutions and organisations, such as universities, museums, foundations, Non-Profit Organisations (NGOs), etc. The courses are open to anyone who wants to learn and share knowledge.

To use abierta's services, one needs to register on the website with its email and password. Then you can browse the catalogue of courses and choose the ones that interest you. You can also search for courses by keyword, category, institution, or language. You can enrol in any course for free and access the content and activities at your own pace. You can also interact with other learners and instructors through forums, chats, or blogs. You can also evaluate your progress and receive a certificate of completion if you meet the requirements.

Moreover, it also receives donated computers and delivers them to associations or individual beneficiaries in need.

Abierta has more than 2 million registered users from over 200 countries who have enrolled in more than 1.000 courses. Some examples of users are teachers, students, professionals, researchers, activists, artists, etc. Some examples of institutions that offer courses are UNED, UOC, UNAM, UBA, UCM, Museo del Prado, Fundación Telefónica, Greenpeace, etc.

Abierta operates globally, reaching users from different regions and cultures. The courses are available in different languages, such as Spanish, English, French, Portuguese, Catalan, etc. The website also has a multilingual interface that allows users to choose their preferred language.

ACCESS TO ELECTRONIC DEVICES

1

ABIERTA | WEBSITE

Abierta has a positive impact on the education, culture, and society by providing free access to quality learning resources and opportunities for everyone. It also promotes the values of openness, collaboration, and diversity among its users and partners. It has received several awards and recognitions for its work, such as the National Award for Education Quality and Innovation 2010, the Internet Award 2012, the UNESCO Chair Award for Distance Education 2013, etc.



TO LEARN MORE

<https://www.abierta.org> is a website that provides free online courses on various topics related to education, culture, technology, health, environment, etc. The courses are offered by different institutions and organisations, such as universities, museums, foundations, NGOs, etc. The courses are open to anyone who wants to learn and share knowledge. This initiative also receives donated computers and distributes them among those in need.



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OBJECTIVES

-  Provide access to technology and education for everyone
-  Reduce the environmental impact of electronic waste

DESCRIPTION

Camara Education aims to provide access to technology and education for everyone, especially in Africa, by collecting, refurbishing, and delivering Information and Communication Technology (ICT) equipment to schools and other educational institutions. Camara Education also provides teacher training and innovative learning programmes that enhance digital skills and literacy and conducts research and advocacy on ICT for education issues and best practices.

To use its services, one can either access its online resources and information or contact it to request its services or participate in its programmes. People can also support its work by donating, becoming a member, volunteering, or collaborating with this initiative. Camara Education has reached more than 4.4 million children in over 3,000 schools in Africa with its ICT equipment and education programmes.

Some examples of its beneficiaries are students, teachers, school leaders, etc. Some examples of its donors are Siemens, Sony Pictures, AstraZeneca, O2, Oxford University Press, etc.



TO LEARN MORE

<https://camara.org> is the website of Camara Education, a charity organisation that provides computers, teacher training and innovative learning programmes to schools across Africa. The word “camara” means “teacher” or “one who teaches with experience” in West African Bantu-derived language. The charity was founded in 2005 in Dublin, Ireland and has given computer access to over 4.4 million children so far.



OBJECTIVES



Provide access to technology and education for everyone



Support the development and empowerment of communities and individuals

DESCRIPTION

Computer Aid International aims to provide access to technology and education for everyone, especially in the developing world. This initiative collects donations of computers, tablets, mobile phones and other Information and Communication Technology (ICT) equipment from individuals, companies, schools, universities, and government agencies, and refurbishes them for reuse. It also delivers the equipment to various organisations and projects that need them, such as schools, libraries, hospitals, Non-Profit Organisations (NGOs), etc.

Moreover, it provides training, support, and research on ICT for development issues. To use Computer Aid International's website, one can either access its online resources and information or contact it to request its services or participate in its programmes. People can also support this initiative's work by donating, becoming a member, volunteering, or collaborating with it. Computer Aid International has reached more than 14.5 million people in over 100 countries with its ICT equipment and education programmes. Some examples of its beneficiaries are students, teachers, health workers, farmers, activists, etc. Some examples of its donors are Siemens, Sony Pictures, AstraZeneca, O2, Oxford University Press, etc.



TO LEARN MORE

<https://www.computeraid.org> is the website of NGO Computer Aid International, which aims to provide access to technology and education for everyone, especially in the developing world, by collecting, refurbishing, and delivering ICT equipment to various organisations and projects that need them. Computer Aid International also provides training, support, and research on ICT for development issues and best practices. Founded in 1997, it has reached more than 14.5 million people in over 100 countries with its ICT equipment and education programmes so far.



OBJECTIVES

-  Generating an alternative economy
-  Promoting the circular economy
-  Promoting Corporate Social Responsibility programmes

DESCRIPTION

Donalo is a marketplace where companies, institutions or individuals can donate their surplus products, such as computers, equipment, furniture, books, etc. to entities of the social and solidarity economy (ESS) or to other people. Donalo also remanufactures computers devices and recirculates them to families and people affected by digital inequalities. To use donalo, one needs to register as a donor or as a receiver. Then people can browse the available products or publish their own products. They can also contact the other party to arrange the delivery or collection of the products. Moreover, people can donate computer equipment to the donalo workshop, where they will be reconditioned and recirculated. This initiative has already received donations from 55 companies, individuals, and institutions, and has recirculated products to 79 entities of the ESS and 464 social causes. Some examples of donors are Reutiliza.K, loris, Fundación migranodearena, etc. Some examples of receivers are Fundación Prodis, Fundación Exit, Fundación Balia, etc. Donalo is based in Barcelona, Spain, and operates mainly in the national territory. However, it also accepts donations from other countries if there are large quantities of products. Donalo has a positive impact on the environment, by preventing the generation of waste and CO2 emissions, and on society, by creating green jobs and reducing digital inequalities. This initiative has avoided the generation of 176.634 kilograms of waste and recirculated 38.622 products, including 897 computer devices. It has also maintained a job for a person in social exclusion thanks to their remanufacturing activity.



TO LEARN MORE

<https://donalo.org> is a website that allows people to donate and reuse products, especially computer equipment, and to support social and environmental causes. It is a project from Fundación Migranodearena, a non-profit organisation that connects people, companies, and organisations through digital tools. Donalo aims to promote the circular economy and reduce waste and CO2 emissions.



OBJECTIVES



Create equitable access to opportunity by providing devices, internet access, digital skills training, and tech support for communities



Reduce e-waste and shrink the digital divide by refurbishing and refreshing donated devices

DESCRIPTION

Human-I-T is a non-profit and social enterprise that collects unwanted electronic devices, refurbishes them, and distributes them to people in need of digital technology. It also provides low-cost internet access, digital skills training, and tech support for communities left on the wrong side of the digital divide. It has an online store where eligible individuals can buy laptops and tablets from top brands with discount. Human-I-T invites businesses and organisations to donate their e-waste and provides e-waste removal services and data destruction. It then processes the donated devices to the highest environmental and data-security standards. It also aims to ensure that all its devices in use are appropriately recycled at end of life. It then distributes the refurbished devices to local communities through targeted programmes and initiatives, such as the Affordable Connectivity Programme (ACP), which offers monthly subsidies and device discounts to help people get online and stay connected to the Internet. It also pairs these devices with low-cost internet connection, digital training, and 1-1 technical support. Human-I-T has served over 1 million people, diverted over 7 million pounds of e-waste, and installed over 100,000 devices across the United States of America (USA). Some of its partners include Microsoft, Dell, HP, Google, Lenovo, Samsung, and Intel. Human-I-T operates in the USA, except for Hawaii, Alaska, or the American territories. It has offices in Los Angeles, California, and Detroit. Human-I-T's good practices have created equitable access for people who lack digital technology, while at the same time protecting the planet from e-waste. Its impact includes helping students achieve an education, seniors accessing healthcare services, working parents finding and training for new employment opportunities, and more.



TO LEARN MORE

<https://www.human-i-t.org> is the website of a non-profit and social enterprise that creates equitable access by providing devices, internet access, digital skills training, and tech support for communities left on the wrong side of the digital divide, while at the same time, empowering businesses and organisations to do good by diverting technology from landfills to protect our planet.

OBJECTIVES



Provide education to children and students in underdeveloped regions



Protect the environment



Empower local communities

DESCRIPTION

Labdoo is a global collaborative social network of volunteers who donate, collect, prepare, and deliver unused laptops loaded with educational software to schools in need using CO₂-neutral means. Labdoo also provides online mentorship and in-person volunteering opportunities for teachers and students through international exchange programmes. To use Labdoo, one can either join the network as a volunteer or contribute without joining. People can donate or collect unused laptops, tablets, or e-readers and bring them to a nearby Labdoo hub or send them by mail. They can also deliver a laptop to a school if they are travelling to a destination where there are schools in need. Likewise, people can request laptops for their school or educational centre by filling out an online form.

According to Labdoo, this initiative has supported over 2,000 schools in 139 countries while giving more than 600,000 students a chance at a better education. Some examples of schools that have received laptops from Labdoo are Zephaniah Free School in Pakistan, Kar Geno International Programme in Kenya, Arunachala Rising Sun in India, etc. Labdoo also helps schools and families in Germany with Information Technology donations for homeschooling, integration, and flood relief. Labdoo operates globally, reaching schools in both developing and developed countries. It has hundreds of hubs and thousands of volunteers around the world who collect, prepare, and deliver the laptops.

Some of the countries where Labdoo has delivered laptops are Afghanistan, Bangladesh, Brazil, Cambodia, Colombia, Ethiopia, Ghana, Haiti, Indonesia, Kenya, Nepal, Pakistan, Peru, the Philippines, Rwanda, Senegal, Tanzania, Uganda, Vietnam, Zambia, etc. Labdoo has a positive impact on the environment, by preventing the generation of waste and CO₂ emissions from the production and transportation of new laptops, and on society by providing education and digital inclusion to children and students in underdeveloped regions. It has avoided the generation of more than 2 million kilograms of waste and recirculated more than 30 thousand laptops, saving more than 10 million kilograms of CO₂ emissions. It has also supported the United Nations' Sustainable Development Goals (SDGs) Agenda for 2030.



TO LEARN MORE

<https://www.labdoo.org/en/> is a website that allows people to donate and reuse unused laptops loaded with educational software to schools in need using CO2-neutral means. It is a project of Labdoo, a non-profit global platform where people around the world collaborate to bring education and digital inclusion to children and students in underdeveloped regions. Labdoo also provides online mentorship and in-person volunteering opportunities for teachers and students through international exchange programmes.



OBJECTIVES

-  Raise funds for the human rights campaigns
-  Reduce the environmental impact of electronic waste

DESCRIPTION

Movilbak is an initiative of Amnesty International Spain that encourages people to recycle their old mobile phones and tablets and donate their value to support the human rights campaigns of the organisation. Movilbak's webpage also provides information about the environmental and social impact of recycling electronic devices and reducing the demand for minerals that generate conflicts, such as coltan.

To recycle ones' old mobile phone or tablet and donate to Amnesty International, you need to take on the following steps: i) Access Movilbak's website, a recycling company that collaborates with Amnesty International; ii) Search for your device model and see how much it is worth; iii) Choose to donate the total or a part of the value to Amnesty International; iv) Fill out a form with your personal and contact details; v) Receive a prepaid envelope to send your device to Movilbak; vi) Receive a confirmation email and a certificate of donation from Amnesty International. More than 10.000 people have already recycled their old mobile phones and tablets and donated to Amnesty International through this initiative. Some examples of donors are individuals, companies, schools, associations, etc.

This initiative is available for people who live in Spain, where Amnesty International and Movilbak operate. However, Movilbak also provides information about other ways to recycle electronic devices in other countries, such as France, Germany, Italy, United Kingdom, United States of America, etc. This initiative has a positive impact on the environment, by preventing the generation of electronic waste and CO2 emissions from the production and transportation of new devices, and on society, by providing funds for the human rights campaigns of Amnesty International. It also raises awareness about the environmental and social consequences of using mobile phones and tablets, such as the exploitation of natural resources and human rights violations in countries such as the Democratic Republic of Congo.



TO LEARN MORE

<https://www.es.amnesty.org/actua/recicla-tu-movil/> is an initiative of Amnesty International Spain that encourages people to recycle their old mobile phones and tablets and donate their value to support the human rights campaigns of the organisation. Its webpage also provides information about the environmental and social impact of recycling electronic devices and reducing the demand for minerals that generate conflicts, such as coltan.



OBJECTIVES



Provide education to children and students in underdeveloped regions



Protect the environment



Empower local communities

DESCRIPTION

Ordenadores Sin Fronteras (OSF, Computers Without Borders in English) is a Non-Profit Organisation (NGO) that aims to help computer technology reach all parts of the world. It collects, refurbishes, and donates computers and other devices to public schools and institutes in Spain and other countries.

It also promotes digital literacy and environmental awareness among its beneficiaries and donors. OSF takes on the following steps to implement its project:

- i) it receives requests from schools or institutes that need computers or devices;
- ii) collects donations from companies or individuals who have functional computers or devices that they do no longer use;
- iii) checks, cleans, and repairs the donated equipment and installs free software on it. Not only that, but it delivers the refurbished equipment to the requesting schools or institutes, either by its own means or by collaborating with other NGOs or institutions. OSF provides maintenance and support for the donated equipment, as well as training for the users.

OSF has delivered more than 2.500 computers to public schools and institutes in Spain, as well as in other countries such as Morocco, Senegal, Peru, Bolivia, Ecuador, Colombia, Guatemala, Nicaragua, Honduras, El Salvador, Mexico, Cuba, the Dominican Republic, Haiti, Ukraine, and Palestine. OSF operates mainly in Spain, where it has several branches in different regions. It also works in other countries in Africa, Latin America, Eastern Europe, and the Middle East, where it collaborates with local partners or institutions.

OSF has a positive impact on several aspects, such as:

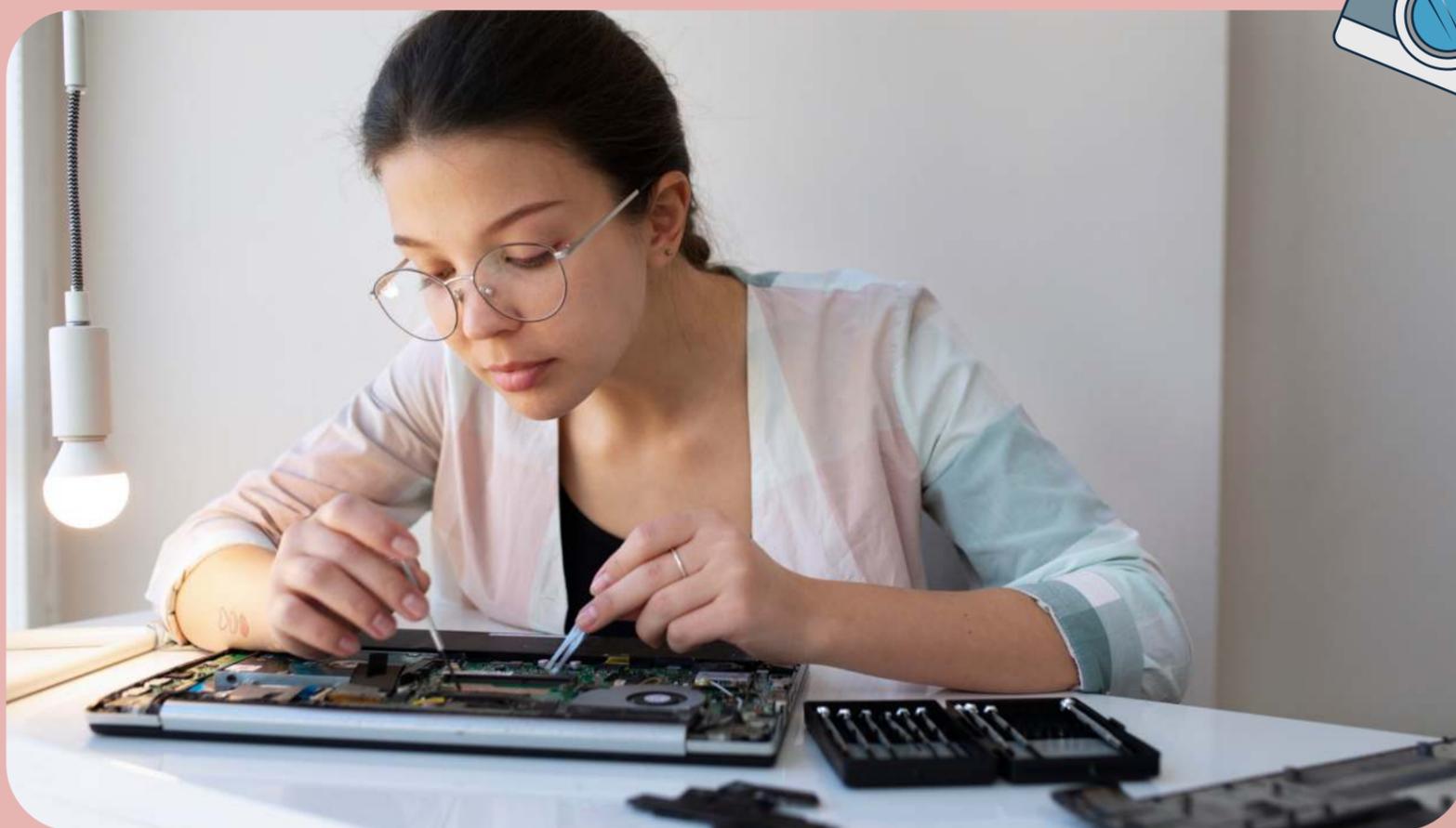
- i) Education – it provides access to computer technology and digital literacy to students and teachers who otherwise would not have it. It also fosters intercultural exchange and cooperation among different schools and countries;

- ii) Environment – it reduces the amount of electronic waste and CO2 emissions by reusing and recycling computers and devices that would otherwise be discarded. It also raises awareness about the environmental impact of technology among the donors and beneficiaries;
- iii) Social – it contributes to social inclusion and development by empowering marginalised groups and communities with computer technology and education. It also promotes solidarity and volunteerism among its donors and participants.



TO LEARN MORE

<http://www.ordenadoresinfronteras.com> is an NGO that collects and refurbishes donated computers and sends them to public schools and institutes in Spain and other countries. Its mission is to promote the right to education and access to technology for everyone. It also accepts monetary donations and volunteers.



OBJECTIVES

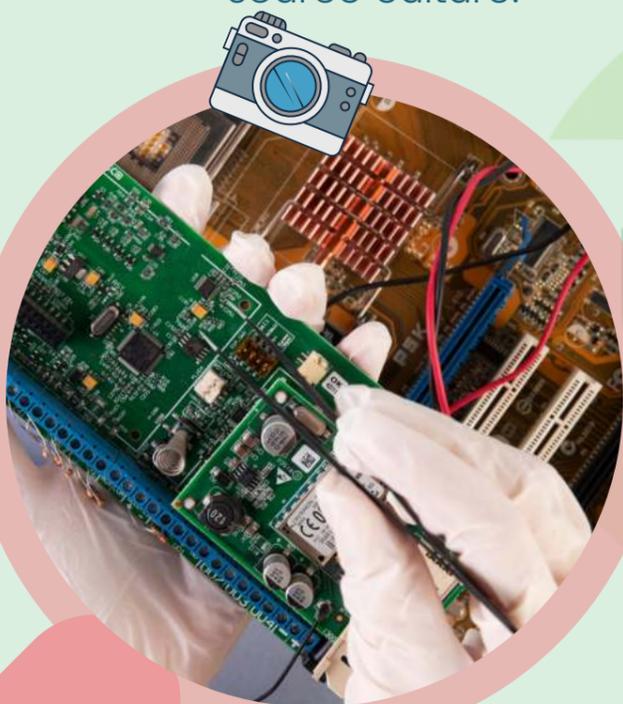
-  Evaluate the environmental and social impact of reusing and recycling computer equipment
-  Analyse the needs and preferences of the potential users and beneficiaries of their services

DESCRIPTION

Reciclanet is a non-profit organisation that reuses and recycles computer equipment, promotes free software, and offers training and workshops on various topics related to technology and ecology. It also provides secure data deletion services and sells refurbished devices with a warranty. To donate ones' old computer equipment to Reciclanet, you need to fill out a form on Reciclanet's website and contact by email or phone to arrange a pickup. Reciclanet will then evaluate the condition of the devices and either refurbish them for reuse or send them to an authorised recycling manager.

This initiative has worked with various entities such as schools, libraries, social centres, cooperatives, associations, and individuals who have benefited from its services or supported its mission. Reciclanet operates mainly in the Basque Country, Spain, where it has two physical stores in Erandio and Mungia. It also collaborates with other organisations and projects in other regions and countries.

Reciclanet has a positive impact on the environment, education, and social inclusion by reducing electronic waste, promoting the right to access technology and information, and offering affordable and sustainable alternatives to conventional consumerism. It also contributes to the diffusion of free software and to an open-source culture.



TO LEARN MORE

<https://reciclanet.org> is a non-profit organisation that reuses and recycles computer equipment, promotes free software, and offers training and workshops on various topics related to technology and ecology. It also provides secure data deletion services and sells refurbished devices with warranty. Its mission is to contribute to the sustainable development of society with information and communication technologies.

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OBJECTIVES



Spread new technologies among less privileged social groups



Promote the conservation of the environment

DESCRIPTION

Tecnologías Solidarias (TeSo) is a Non-Profit Organisation (NGO) which aims to spread new technologies among less privileged social groups. TeSo offers various services and programmes, such as recycling computer equipment, giving training courses, organising events, collaborating with other entities, etc.

To use the company's services, one can either access its online resources and information or contact it to request its services or participate in its programmes. People can also support the company's work by donating, becoming a member, volunteering, or collaborating with it. TeSo has worked with various entities such as schools, libraries, associations, NGOs, etc., who have benefited from its services or supported its mission. Some examples of its beneficiaries are people vulnerable situation, such as migrants, refugees, unemployed, etc. Some examples of partners are UGT, ETSINF, Falla Plaça García Morato - Yecla, etc. TeSo mainly operates in Valencia, Spain, where it has its headquarters. However, it also works in other regions and countries through its international projects or collaborations. Some of the countries where it has delivered computer equipment or training are Morocco, Burkina Faso, Senegal, Guinea Equatorial, Congo, Cuba, Argentina, Peru, Bolivia, Colombia, Ukraine, Mozambique.

TeSo has a positive impact on society by promoting digital inclusion and social justice for less privileged groups. It also contributes to the environment by reducing electronic waste and CO2 emissions by reusing and recycling computer equipment. It promotes the values of solidarity and cooperation among its users and partners.



TO LEARN MORE

<https://teso.org.es/> is the website of NGO TeSo, which aims to spread technologies among less privileged social groups by providing them with technical resources and training. TeSo also recycles computer equipment that is no longer used and donates it to other associations that need it. TeSo was founded in Valencia, Spain, in 2001 and has collaborated with other entities and projects in various countries.



CONNECTIVITY

Another major barrier to accessing digital technology is the lack of internet access or a low-speed connection. The circular economy can help reduce this barrier by promoting access to public access points, such as libraries and community centers, or through device loan programmes with mobile data plans.

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REFUGEE INFO BUS | SUCCESS STORY

OBJECTIVES

-  Provide migrants and Asylum Seekers means to connect to Internet
-  Provide a safe space to charge their mobile devices
-  Build capacity in Digital literacy and technology

DESCRIPTION

Refugee Info Bus is a mission by a small grassroots organisation operating on the UK border (also called Refugee Info Bus), in Northern France operating out of a mobile bus. They distribute new cables, plugs and phone batteries as well as sim cards to people on the move. They also provide information on UK, France and Greece asylum processes.

Since 1990, different areas have been occupied by migrants in Calais, shaping what people call the “Jungle of Calais”. The bus initiative was created to cater for their need to stay connected with their loved ones.

For many migrants in irregular situations, it remains difficult to get a wifi connection to contact their family or to be informed about anything (location, rights, housing...).

After the Jungle was dismantled in 2017, l’Auberge des Migrants continued the bus idea in Calais with The Good Vibes bus initiative, allowing hundreds of migrants still stuck in the city to access its technological facilities. They take advantage of the moment of food distribution to offer internet access, legal assistance and technological help to migrants.

Supported by the Refugee Info Bus, They provide WIFI to migrants and allow them to recharge portable devices with electronic sockets. With posters displayed on the bus, some information is given out, such as their rights and how to seek asylum in France.

The Bus had 5 distribution sites in Calai.. With its successful implementation in Calais, the idea was also activated in Greece

REFUGEE INFO BUS | SUCCESS STORY

DESCRIPTION

The Good Vibes bus initiative was financed by a crowdfunding campaign who aimed at collecting 30.000 euros.

The initiative hit the headlines across Europe and has helped many people to stay connected with their loved ones, amid the struggles that they faced in Calais.

In 2017, the Infobus could connect 70 people at a time. Hundreds of migrants have benefited from it.

As for the results, there were over 10,000 Wi-Fi logins facilitated within a year, more than 1,000 workshops delivered, providing crucial information on the UK, French and Greece asylum systems and legal rights.

They were able to fix approximately 25 phones and distributed new phones to community members who had no phone. They also gave out over 80 phone cables, new plug heads and new batteries.

Refugee Info Bus operated in Athens until January 2020.

The Refugee Bus info is still operative In the UK and available to support connectivity initiatives at any refugee camps within it capacity.



TO LEARN MORE

<https://www.refugeeinfobus.com>

<https://www.infomigrants.net/fr/post/6639/a-calais-un-bus-special-apporte-une-connexion-wifi-aux-migrants>

<https://www.infomigrants.net/en/post/5240/refugee-info-bus-offers-migrants-internet-legal-assistance>

<https://www.gofundme.com/f/calais-infobus>



THE REDINC COMMUNITY NETWORK | INITIATIVE

OBJECTIVES



Improve Connectivity and Communication



Empower the Community



Retain Youth and Foster Development

DESCRIPTION

In Buenos Aires, a rural town in Colombia, some residents used to go neighbor-to-neighbor to issue alerts. Cut off from the Internet and wireless services, they used a megaphone to announce community meetings. They wanted that to change.

In September 2017, leaders from the area met with the Colnodo team (an NGO specialised in providing internet solutions to remote areas) to present their connectivity needs. For a population of 35,000 inhabitants, the connectivity index is 30%, regularly interrupted for three, four, or five days during bad weather.

To implement better options, volunteer students from the University of Cauca and international organizations provided workshops and support to the inhabitants of Buenos Aires to help them learn about community networks and identify strategic points for signal.

Tryout equipment for the cellular network was installed by the end of 2017. Colnodo signed an agreement with the Ministry of Information Technology and Communications (MinTIC) to access experimental spectrum frequencies.

To bring connectivity to their rural communities, they began the RedINC [INC Network] project.

- Red because recipients identify as Indigenous, Black, and peasant people,
- INC for Information Technologies and Communications.

Three base stations were installed by September 2019, making the 2G network operational.

The network enabled locals to make calls and send text messages for free within the network because RedINC partnered with a local Wi-Fi provider to establish internet access for the network.

THE REDINC COMMUNITY NETWORK | INITIATIVE

DESCRIPTION

As for the results, RedINC facilitated communications between farms, the reservation, and rural communities, functioning as a telephone system. Improved communication also helped prevent young people from leaving the fields.

Locals could make calls and send messages for free within the network, fostering connectivity among community members.

The initiative demonstrated the potential for community networks to address connectivity challenges in hard-to-reach areas.



TO LEARN MORE

- [Redinc](#)
- <https://www.colnodo.apc.org/>
- <https://www.colnodo.apc.org/es/EXPERIENCIAS/el-equipo-de-redes-comunitarias-de-colnodo-fabrica-prototipo-de-antena-para-conectar-territorios-en-colombia>
- <https://tdr.libre.org.ar/>



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MAMILA COMMUNITY NETWORK | PROJECT

OBJECTIVES

-  Create WiFi hotspots in the six villages under Chief Mamaila.
-  Provide affordable Internet connection to Local youth
-  Improve the quality internet services in the area

DESCRIPTION

Mamaila is a cluster of six villages in the Greater Letaba Municipality in South Africa, made up of more than 20,000 people, where the technology landscape is just as stark, with Internet access out of reach for most residents. The area is served by several mobile providers, but coverage is expensive and unreliable. One gigabyte of data ranges in price from roughly ZAR 30 (US\$2) for 24 hours to ZAR 85 (US\$5.75) for 30 days, but even this is cost prohibitive for many residents. The connectivity gap holds back the youth, especially in terms of education, employment opportunities, access to information, and the chance to innovate. It is well established that the COVID-19 pandemic has sharpened what it means to be under-connected, and digital divide has become a buzzword worldwide.

And so came the Mamaila Community Network by Zuri Foundation created by Kgopotso Magoro, born and raised in the village. The project is funded by the “Connecting the Unconnected” programme operated by the Internet Society.

The Project started as a pilot, using a radio colocated on a nearby mobile operator’s tower, which offered 20 Mbps links to three hotspots in the community with access was free for the population. But that could not cover the needs of the population.

For a more sustainable action, the Project initiators decided to build a 18-metre tower on a hillside with clear lines of sight to all six villages, on a plot of land offered by the local council. All the community participated in the effort as the three six-metre sections of the tower had to be hauled up the hill on foot by community members with the help of ropes.

The Tower is connected to the internet through radio using solar panels and batteries.

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MAMILA COMMUNITY NETWORK | PROJECT

DESCRIPTION

To prevent theft, CCTV cameras have been installed at the top of the tower. The community network's tower is connected to the wider Internet via a wireless link to a tower operated by national telco MTN, which in turn connects to a fiber network operated by Teraco Data Environments and CMC Networks.

The access to the internet is not free, but much more affordable and more reliable. Data is sold in 1Gb increments, valid for 24 hours, at roughly one third the cost of comparable packages from mobile operators.

So far, six hotspots in two villages have been established, and there are plans to extend to the remaining villages.

To eliminate the need to deal with cash, the community network uses the 1ForYou voucher platform, in wide use nationally and familiar to the community. It's also beneficial in a region affected by migratory labour: breadwinners in the cities can purchase data for their children and families at home in the villages.

The Impact lies in changing the perspective of rural youth and their opportunities in a digital world.

Businesses are flourishing thanks to their connection to the world.

There is a sense of ownership of the network by the community, as it was developed by one of 'their child'



TO LEARN MORE

<https://www.internetsociety.org/issues/community-networks/success-stories/mamaila/>

<https://justnews.africa/2020/09/19/coming-from-rural-area-is-like-being-cursed/>

<https://www.itweb.co.za/content/6GxRKqYQ6wmqb3Wj>



14

CONNECTIVITY FOR ALL | INITIATIVE

OBJECTIVES

-  Making connectivity available
-  Making connectivity affordable
-  Making connectivity usable

DESCRIPTION

Connectivity for Refugees is an initiative led by UNHCR's Innovation Service, aiming to guarantee that both displaced populations and their hosting communities have the opportunity and freedom to participate in an interconnected society, and enjoy access to technology.

The Connectivity for Refugees initiative follows a systematic approach to ensure its effectiveness. It begins by identifying target locations with significant refugee populations. Through thorough assessments, the initiative evaluates the specific connectivity needs and challenges faced by refugees in these areas.

Connectivity coordinators actively engage with private sector partners, development actors, and governments. They work tirelessly to establish partnerships and secure support for connectivity initiatives.

Once partnerships are formed, the initiative focuses on infrastructure development. This includes setting up mobile network towers and improving internet access in refugee camps and host communities.

Connectivity coordinators are deployed in different refugee camps and areas. They serve as advocates for connectivity, working to build relationships with stakeholders.

The initiative has been implemented in several locations, including:

1. Greece: Connectivity solutions have been established in refugee sites across the country.
2. Tanzania: Connectivity initiatives have been implemented in Nyarugusu refugee camp, where mobile network towers were set up to provide 3G coverage.
3. Jordan: The initiative has opened projects in Jordan to address connectivity challenges and improve access to digital tools and services for refugees.
4. Chad, Malawi, Uganda, Ethiopia, and Kenya: Activities are ongoing or planned in these countries to address connectivity needs and enhance access to technology for refugees.

DESCRIPTION

The Connectivity for Refugees initiative has had several impacts and results: refugees have been able to stay connected with their families and loved ones, connectivity has allowed refugees to access trusted sources of information about the asylum process, changing procedures, and available services, empowering them to make informed decisions. Refugees have used connectivity to access educational resources, learn new languages, continue disrupted education, and acquire skills that can enhance their self-reliance and future prospects.



TO LEARN MORE

<https://www.unhcr.org/innovation/connectivity-for-everyone/>

<https://www.oecd.org/digital/broadband/connectivity-for-all-oecd-recommendation-on-broadband-connectivity.htm>

<https://www.unhcr.org/innovation/connectivity-for-refugees/>



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OBJECTIVES



Access to connectivity to fight against numeric exclusion



Access to digital equipment



Support for essential skills

DESCRIPTION

Emmaüs Connect is a programme created by Emmaus France, with the aim to support the most isolated people by acting on the three main levers of digital inclusion: access to means of connection at solidarity prices, cheap reconditioned equipment and free learning to acquire essential skills.

Applying for a job, finding accommodation, making a doctor's appointment, redoing paperwork, paying taxes, accessing social benefits, keeping track of children's schooling... People now have to go online to access most everyday services, even though 48% (In France) have at least one obstacle preventing them from making full use of digital tools and the Internet.

Emmaus Connect is a network that allows vulnerable people to afford numeric materials and to get access to the Internet at an affordable price. (prepaid phone refills or rechargeable web-trotters with 8 GB internet cards). These offers are relayed within a network of digital relays throughout the French territory.

In practice, they allow modest families from all backgrounds to access digital tools at solidarity prices, bringing technology within the reach of even the most modest budgets.

- They offer prepaid telephone and internet top-ups at solidarity prices (around 40% off market prices), thanks to the support of The Mobile provider SFR.
- They also sell low-cost equipment such as basic telephones, smartphones, laptops, etc. from reconditioned donations.
- They provide advice to vulnerable people about package deals, as well as mediation to settle any disputes they may have with their internet operator.

Donations of electronic devices are mostly provided by some companies and individuals. Such materials are then reconditioned by volunteers of partner organisations who download simple and useful applications on them.

DESCRIPTION

Emmaus connect aids are dedicated to people in need, old ones or without any diplomas, unemployed, in harsh conditions of living, including migrants and refugees.

With a big network of partners, they achieve a lot. With their collaboration with SFR (A French Telephone Network company) for example, they provide more than 1 million phone and internet connections at reduced prices.

Its action is spread on 19 areas in France in 8 different regions: (Îles de France, Grand Est, Haut de France, PACA, Auvergne-Rhône-Alpes, Centre-Val-de-Loire, Occitanie, Nouvelle Aquitaine).



TO LEARN MORE

[emmaus-connect, un soutien pour l'accès au numérique.](https://emmaus-connect.org)
<https://emmaus-connect.org>

<https://emmaus-connect.org/wp-content/uploads/2022/02/Affiche-Offres-Emmaus-Connect-2022.pdf>

<https://emmaus-connect.org/professionnels-de-laction-sociale/> <https://youtu.be/4aIY17X-5ZE>



FIBER COMMUNITY | PROJECT NETWORK

OBJECTIVES

-  Build a fiber community network
-  Connect the mountainous village of Shaghap to the rest of Armenia and the world
-  Access online courses for students

DESCRIPTION

The village of Shaghap in Ararat (Armenia) faced limited internet access and scarce entertainment options due to their remote location and lack of infrastructure investment. However, the community decided to build a fiber community network after learning about similar successful projects in the region. The initiative was driven by Kristine Gyonyan, Director of the Union Operators of Armenia, who discovered the concept of community networks during the 2019 European Community Networks Summit.

To implement the project, the community engaged in discussions with various stakeholders, and with the support of the Ministry of High-Tech Industry of Armenia, a pilot project was developed.

The Community Networks Foundation was established to lead the project. They partnered with a local network operator, Arpinet, and the Armenian Electronic Network for infrastructure planning and use.

The community installed over 18 kilometers of fiber optic cables, connecting Shaghap to the nearby village of Vedy, and an additional two kilometers within the village to connect various homes and buildings, including the local school.

The implementation of the community network brought about significant improvements. The school was finally able to organize online lessons, expanding students' learning experiences beyond the classroom.

The improved connectivity also attracted investment to create a robotics lab at the school, combining internet-based learning with local innovation. A local pastry shop benefited from video monitoring for increased safety and saw an increase in business, while tourists now stayed longer and ordered more due to the availability of Wi-Fi. The community members also enjoyed enhanced entertainment options at home.

FIBER COMMUNITY | PROJECT NETWORK

DESCRIPTION

The success of the community network in Shaghap sparked attention across the country and was featured in news stories on different channels. As a result, plans are underway to expand this solution to seven other communities near Shaghap, benefiting thousands more individuals.

The impact and results have been substantial. The school now provides online education, fostering improved learning opportunities. The local pastry shop has experienced increased business and safety measures with video monitoring. Tourists are staying longer and spending more due to the availability of Wi-Fi. Furthermore, residents have access to a wider range of entertainment options at home. The success of the project has generated interest and plans for further expansion to other communities, bringing connectivity to more isolated areas. The positive outcomes have garnered attention nationally and have positioned Shaghap as a model for connecting underserved areas.



TO LEARN MORE

[How a Rural Community in Armenia Built Their Own Internet - Internet Society](#)

[2019 European Community Networks Summit Agenda - Internet Society](#)

[Tusheti Community Network One Year Later: Creating Impact, Sustainability, and Scalability - Internet Society](#)



PASS SANTE | PROGRAMME MOUSSO

OBJECTIVES

-  Create a connected device to store patient data
-  Automatic access by health professional to the patients data
-  Reducing the death rate due to medical errors

DESCRIPTION

PASS SANTE MOUSSO in Ivory Coast is a digital health record system that enables patients to store all their medical and personal information in one place, accessible at any time via a web and mobile application. The system also uses a physical medium, such as a bracelet, medallion or card, to facilitate access to medical information in the event of an emergency.

Created by Ivorian Corine Maurice Ouattara.

In 2014, the city of Abidjan was struck by the death of young model Awa Fadiga at 23 years old, victim of assault. Transported to hospital, she died for lack of adequate care, due to a lack of information.

Painful by this tragedy, Corine Ouattara decides to set up a device that will allow everyone to carry their personal and medical information with them, in order to facilitate their care. This is how the * PASS SANTE MOUSSO * project was born.

In Ivory Coast, a country of almost 30 million inhabitants, 70% of the population don't have a medical record, so it is difficult for health professionals to give the best care to patients.

The majority of patients use a notebook that they take with them at the hospital when needed. But in case of an accident, an emergency, no information is available to the medical team in order to save their lives.

The PASS SANTE MOUSSO offers a variety of jewellery that allows its owner to carry personal and medical information with him at any time, in order to facilitate his care and ensure better follow-up. It's an electronic health book that saves lives.

PASS SANTE | PROGRAMME MOUSSO

DESCRIPTION

Accredited by the Ministry of Health, it is available in many shopping points in the country. With more than 62 879 users, the Pass Moussou operates in 85 health centers, with 118 health professionals covering clinics and partner pharmacies, for a cost of 5,000 CFA francs (about 7.62 euros), and an annual subscription of 1,000 CFA francs (1.52 euros),

The impact has been big. It has opened the way to reduce mortality by accidents and paved the way for a connected system nationwide.

The price is also very affordable and the pass is accessible to low income citizens. Data breach threats exist everywhere and the initiators guarantee thorough security measures to protect patients information.

This initiative is an example of how digital innovation can help a poor community to improve their health security.



TO LEARN MORE

https://resilient.digital-africa.co/en/blog/use_case/pass-moussou-a-connected-bracelet-to-save-lives/

<https://www.santemoussou.net/>

<https://youtu.be/hM2xiHgKEss>



OBJECTIVES

-  Connect refugees and displaced people to each other using technology.
-  Empower Refugee Women in the Tech Industry
-  Build a Supportive Community and Network

DESCRIPTION

Techfugees was created in 2015 following an online call by Mike BUTCHER, the editor-in-chief of Techcrunch in Europe, in response to the image of Aylan, a young boy found dead on a beach in Turkey.

Techfugees provides technological solutions to connect refugees and displaced persons to each other. They organize hackathons, workshops, and training programs to introduce refugees to digital skills and the tech industry.

They offered a fellowship program called #TF4Women, which provides free reintegration training for refugee women in the digital and technology sectors.

Moreover, Techfugees connects their beneficiaries with potential employers through their global network and facilitates job placement opportunities.

Finally, they create an online community for alumni to support each other and share information and job recommendations.

Techfugees established partnerships with organizations and companies such as Google, French Tech, and Cisco to support their initiatives and provide resources.

Techfugees operates globally, with activities and programs conducted in various locations in Asia, Europe and Africa..

Techfugees has helped refugees and displaced persons acquire digital skills and integrate into the tech industry, improving their chances of finding employment.

Through their fellowship program, they have empowered refugee women by providing personalized support, mentorship, and connections to potential employers.

DESCRIPTION

Techfugees has created a community that fosters networking, support, and information sharing among its alumni.

Techfugees' innovative funding model, involving donations from companies involved in the association's activities, ensures sustainability and scalability of their initiatives.



TO LEARN MORE

<https://resilient.digital-africa.co/blog/2021/07/29/techfugees-la-tech-au-service-de-linsertion-des-migrants/>

<https://resilient.digital-africa.co/en/blog/2021/07/29/techfugees-tech-for-the-integration-of-migrants/>



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**VISION INTERNET
CYBER CAFÉ** | SUCCESSFUL STORY**OBJECTIVES**

-  Access to the Internet for Students
-  ICT Development for local Business
-  Connection to mainland cities

DESCRIPTION

In the town of Murambinda, located approximately 294 kilometers from Harare (Zimbabwe), a modest cyber cafe called Vision Internet has transformed into an Internet powerhouse, thanks to foresight, innovation, and determination. Murambinda, a community heavily reliant on agriculture, has made remarkable progress in education, healthcare, and ICT development for local businesses.

Vision Internet was established in 2001 as a cyber cafe housed in an old shipping container. Local residents skilled in welding, art, and paintwork came together to develop this project, embodying the spirit of ubuntu, a shared humanity. Initially serving Murambinda's few thousand residents, Vision Internet quickly grew beyond its borders, becoming a vibrant community network that benefited not only the town but also underserved communities in Buhera North and West.

Students have now have access to the Internet and can acquire information. The network covers a radius of 40 kilometers, reaching a population of 108,000.

Vision Internet, initially a cyber cafe, has evolved into a resource center and information hub. The founders began offering digital literacy training, which led to requests from the education and health ministries. As the Internet hub expanded its services, schools invested in their own photocopying machines and facilitated online school registrations. Other sectors, including health and agriculture, also embraced connectivity.

In 2019, the community network was deployed with a 40-kilometer radius, connecting 80 schools and various institutions. Partnerships with telecom operators.

The impact of the community network has been remarkable. Murambinda Mission Hospital, equipped with Internet access, became one of the best in the country, offering advanced research technology and improved care for tuberculosis and HIV. The community network also generated revenue by providing ICT-related services and training.

VISION INTERNET CYBER CAFÉ | SUCCESSFUL STORY

DESCRIPTION

The success of the Murambinda model caught the attention of the Ministry of ICT and Courier Services, leading to its endorsement for wider implementation. Murambinda Works has become a Center of Excellence, inspiring other rural districts to replicate its success and empowering communities to find solutions for themselves.

The transformation of a modest cyber cafe into an Internet powerhouse in Murambinda demonstrates the power of community-driven initiatives. It is an excellent example of bridging the digital divide in Zimbabwe.

The Murambinda community network has successfully addressed these challenges, thanks to the passionate community driving the project and a multi-sector approach that brought everyone together.



TO LEARN MORE

[2021-Muraminda-Case-Study-EN.pdf \(internetsociety.org\)](#)
[Planting the seeds of The Internet of Things in Africa | Internet Society - Zimbabwe Chapter \(isoc.org.zw\)](#)
[Murambinda Works - Internet Society](#)



OBJECTIVES

-  Connect rural women to the internet
-  Empowering young woman and enhancing livelihoods
-  Fostering Entrepreneurship

DESCRIPTION

The Internet Saathi program offered by Google is dedicated to empowering rural women from India, particularly in the states of Madhya Pradesh and Bihar, through internet usage and digital literacy. These women, known as "Internet Saathis," play a crucial role as agents for change and trainers within their communities. Internet Saathi program provides women with training to become Internet Saathis—a term meaning “friend” in Hindi. These Saathis then provide training on the basics of internet access to other women in their communities and surrounding areas.

It focuses on several key activities to achieve its objectives. Firstly, it provides training to rural women, equipping them with the necessary skills and knowledge in digital literacy.

To ensure the sustainability and expansion of the program, the Internet Saathi initiative has established the Foundation for Rural Entrepreneurship Development (FRIEND). This foundation serves as a platform for implementing the Internet Saathi and livelihoods program, and it aims to create opportunities for rural women to develop sustainable income sources.

Furthermore, the program plays a crucial role in empowering women in their entrepreneurial journey. It provides support and functionalities that assist women at every stage of their entrepreneurial development. By offering income-earning opportunities and necessary support elements, the application aims to enhance the success and scalability of women-led enterprises.

To assess the effectiveness and impact of the Internet Saathi program, regular impact studies are conducted. These studies help measure the outcomes and effects of the program, providing valuable insights for further improvement and development. By continuously evaluating the program's impact, the Internet Saathi initiative strives to refine its approach and ensure its effectiveness in empowering rural women.

THE INTERNET SAATHI | PROGRAMME

DESCRIPTION

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TO LEARN MORE

Google is committed to bridging this divide. Through our Internet Saathi initiative, women ambassadors trained and educated women across 300,000 villages on the benefits of internet in their day-to-day life.

<https://about.google/values-in-action/internet-saathi/>

DIGITAL SKILLS TRAINING

In order for migrants to take full advantage of digital technology, they need to have basic digital skills and knowledge. The circular economy can help reduce this barrier by offering digital skills training programmes through non-profit organisations or workplace training programmes.

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ADDRESSING THE PUBLIC SECTOR'S DIGITAL SKILLS GAP: NEW IDC STUDY | RESEARCH & REPORT

OBJECTIVES

-  Conduct Thorough Research
-  Target Identification and Data Collection:
-  Analysis and Policy Guidance

DESCRIPTION

The initiative is multifaceted and involves several key activities. It begins with a thorough research phase, where the current state of digital skills is assessed, and the challenges are identified. This includes a detailed examination of existing training programs, the identification of gaps, and an exploration of opportunities for improvement. The implementation process is methodical and involves several steps. It starts with identifying the target regions and sectors, followed by a meticulous collection of data on existing digital skills and gaps. The next step involves a careful analysis of the challenges and opportunities, leading to the compilation of the findings into a comprehensive report. This good practice has been utilized by various stakeholders, including public sector organizations, educational institutions, and policymakers in the Asia Pacific and Japan region. The geographical reach of the good practice spans the entire Asia Pacific and Japan, reflecting a broad and inclusive approach. The impact of the report is expected to be significant, providing valuable insights that can guide future digital skills training and policy development, thereby contributing to the overall enhancement of digital literacy and competence.



TO LEARN MORE

The [AWS Public Sector Blog](#) offers the full report and additional insights. This resource serves as a gateway to a wealth of information, including additional resources, success stories, and other relevant information that can further expand knowledge on this vital subject. It's a treasure trove of information for anyone looking to understand the complexities of digital skills training in the public sector.

BOOSTING THE COMPETITIVENESS OF THE MANUFACTURING SMART INDUSTRY | PROJECT

OBJECTIVES

-  Comprehensive Research
-  Digital Strategy Development
-  Skill Development through Training

DESCRIPTION

Situated at the University of Linné in southern Sweden, this ambitious project is actively working to redefine the manufacturing industry. The activities include comprehensive research into current manufacturing practices, the identification of areas for digital enhancement, and the creation of training programs to develop advanced digital skills. The implementation process is systematic and involves collaboration with industry experts, educators, and policymakers. It begins with a detailed assessment of the current state of the manufacturing industry, followed by the development of strategies to enhance competitiveness through digital innovation. The project then focuses on creating tailored training programs to equip the workforce with the necessary digital skills. This good practice has been embraced by various stakeholders in the manufacturing industry, both within Sweden and globally. The geographical reach of the project extends beyond southern Sweden, reflecting a commitment to global excellence. The impact of this initiative is expected to be profound, leading to a more competitive, innovative, and digitally adept manufacturing industry.



TO LEARN MORE

"Boosting the Competitiveness of the Manufacturing SMART Industry" offers extensive resources and insights. This includes links to research findings, success stories from other organizations, and additional information that can provide a comprehensive understanding of the project's scope, objectives, and achievements.

- [Boosting the Competitiveness of the Manufacturing SMART Industry](#)

CREATIVE
COMMUNITIES FOR | INITIATIVE
DIGITAL INCLUSION
(CCDI)

OBJECTIVES

-  Digital Skills Diagnosis
-  Tailored Educational Resources
-  Technology for Inclusion

DESCRIPTION

The CCDI is more than just a program; it's an approach, a philosophy that seeks to make digital inclusion a reality for all. It begins with a careful diagnosis of the digital skills of the population, defining different levels of proficiency and identifying areas where support is needed. This is a critical step, as it ensures that the initiative's efforts are targeted and effective. From there, the CCDI develops pedagogical resources and content for training, creating tailored solutions that meet the specific needs of different communities. This includes everything from basic digital literacy training to more advanced courses in areas such as coding, data analysis, and more. But the CCDI doesn't stop there. It also creates technology to support the actions of digital inclusion and training for the digital competence of the vulnerable population. This includes the development of innovative tools, platforms, and resources that make digital learning accessible and engaging. The initiative has been embraced by a wide range of stakeholders, including educators, community leaders, policymakers, and more. The geographical area of implementation is Portugal, reflecting a nationwide commitment to digital inclusion. The impact of the CCDI is expected to be profound, transforming the way that digital skills are taught and learned, and making a tangible difference in the lives of those who have previously been left behind in the digital revolution.

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CREATIVE
COMMUNITIES FOR
DIGITAL INCLUSION
(CCDI) | PROGRAMME



TO LEARN MORE

For those who wish to delve deeper into the CCDI, the initiative's official resources, including "Comunidades Criativas para a Inclusão Digital," offer a wealth of information. This includes detailed descriptions of the initiative's approach, links to specific tools and resources, success stories from organizations that have implemented the CCDI, and more. It's a comprehensive resource that provides a full picture of the CCDI's vision, goals, and achievements.

- [Comunidades Criativas para a Inclusão Digital](#)

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DIGITAL LITERACY FRAMEWORK AND SELF-ASSESSMENT TOOL | INITIATIVE

OBJECTIVES

-  Comprehensive Digital Literacy Assessment
-  Targeted Skill Improvement
-  Ongoing Support and Continuous Improvement

DESCRIPTION

Developed by the California Emerging Technology Fund and based on UNESCO's six elements of Digital Literacy, this tool is more than just a set of guidelines; it's a comprehensive system designed to make digital literacy accessible, understandable, and actionable. The activities involved in implementing this tool include a detailed assessment of an individual's or organization's current digital literacy levels, using a carefully designed framework that covers everything from basic computer skills to more advanced concepts such as digital ethics, online safety, and more. From there, the tool provides targeted recommendations for improvement, offering resources, training, and support tailored to the specific needs and goals of the user. The step-by-step implementation of the tool involves an initial assessment, followed by a personalized plan for skill building, ongoing support and monitoring, and continuous improvement. This ensures that the tool is not just a one-time assessment but a continuous resource that can guide an individual's or organization's digital literacy journey. The tool has been used by a wide range of individuals and organizations, reflecting its versatility and relevance. The geographical area of implementation is not limited to California, as the principles and practices outlined in the tool are universally applicable. The impact of the tool is expected to be significant, contributing to a more digitally literate society where individuals and organizations are empowered to use digital technology effectively, responsibly, and inclusively.

DIGITAL LITERACY
FRAMEWORK AND
SELF-ASSESSMENT
TOOL

| PROGRAMME



TO LEARN MORE

For those interested in exploring the Digital Literacy Framework and Self-assessment Tool in greater depth, the California Emerging Technology Fund offers extensive resources and insights. This includes detailed information about the tool's development, the UNESCO elements it's based on, links to specific resources for skill building, success stories from individuals and organizations that have used the tool, and more. It's a comprehensive hub of information that provides everything one needs to understand, implement, and benefit from this innovative approach to digital literacy.

- [California Emerging Technology Fund](#)

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DOT'S DIGITAL SKILLS TRAINING PROGRAM | PROGRAMME

OBJECTIVES

-  Youth-Leading-Youth Model
-  Facilitation of Signature Programs
-  Exponential Community Impact

DESCRIPTION

DOT operates under a unique youth-leading-youth model, reflecting a belief in the power of peer-to-peer learning and the potential of young people to lead the way. Each of its economic, education, and leadership programs are facilitated by recent graduates from the local area, known as DOT Interns. These interns go through a rigorous month-long training process where they learn essential skills such as writing, collaboration, facilitation, and coaching. This training is not just about imparting knowledge; it's about building confidence, fostering creativity, and nurturing a sense of responsibility and leadership. Once trained, the DOT Interns offer DOT's signature programs at partner organizations across their country, reaching out to their peers and sharing the skills and insights they have gained.

Each DOT Intern is projected to affect 200 of their peers, reflecting the exponential impact that this model can have. DOT's programs are diverse and innovative, including ReachUp!, StartUp!, TeachUp!, and IBM's Corporate Service Corps program. Each program is tailored to meet specific needs and goals, whether it's fostering entrepreneurship, enhancing education, or building leadership capacity.

The geographical area where the good practice has been used extends beyond a single region, reflecting DOT's commitment to global impact. The results of this program are expected to be transformative, not just for the individuals involved but for the communities they serve, creating a ripple effect that can change lives and shape futures.

DOT'S DIGITAL SKILLS TRAINING PROGRAM | PROGRAMME



TO LEARN MORE

For those interested in delving deeper into DOT's Digital Skills Training Program, extensive resources and insights are available through the Digital Opportunity Trust (DOT) in Rwanda and the broader Digital Opportunity Trust. This includes detailed information about the program's approach, the specific initiatives offered, success stories from individuals and communities that have been impacted, links to resources and tools, and more. It's a comprehensive gateway to understanding the vision, goals, and achievements of this remarkable program.

- [Digital Opportunity Trust \(DOT\) in Rwanda](#)
- [Digital Opportunity Trust](#)

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ENGINEERS FOR A
DAY (ENGENHEIRAS | PROGRAMME
POR 1 DIA)

OBJECTIVES

- Gender Inclusivity in Engineering and Technology
- Diverse and Targeted Interventions
- Sustained Impact and Support

DESCRIPTION

Engineers for a day (Engenheiras por 1 dia) is a Portuguese program that embodies a bold vision for the future of engineering and technology. It begins with the recognition that these fields have traditionally been male-dominated and that this imbalance is not just a reflection of individual choices but a result of systemic barriers and biases. The program seeks to address this by encouraging more girls to consider careers in engineering and technology. The activities involved in this program are diverse and innovative, including workshops, mentoring, hands-on experiences, and more. The step-by-step implementation of the program involves collaboration with schools, universities, industry partners, and community organizations. It begins with outreach and awareness-raising, followed by targeted interventions such as workshops and mentoring programs that provide girls with the skills, knowledge, and confidence they need to pursue careers in engineering and technology. The program also includes ongoing support and follow-up, ensuring that the impact is sustained and that participants continue to feel supported and encouraged as they pursue their goals. The geographical area where the good practice has been used is Portugal, reflecting a national commitment to gender equality in engineering and technology. The impact of the program is expected to be significant, not just in terms of increasing the number of women and girls in these fields but in changing attitudes, breaking down barriers, and creating a more inclusive and equitable culture within engineering and technology.

ENGINEERS FOR A
DAY (ENGENHEIRAS
POR 1 DIA) | PROGRAM



TO LEARN MORE

For those interested in exploring the Engineers for a day (Engenheiras por 1 dia) program further, detailed information is available through the program's official resources. This includes an in-depth look at the program's approach, specific activities and interventions, success stories from participants, links to resources and tools, and more. It's a comprehensive resource that provides a full picture of the program's vision, goals, and achievements.

- [Engineers for a day \(Engenheiras por 1 dia\)](#)

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OBJECTIVES

-  Holistic Technology Integration in Education
-  Ethical and Responsible Digital Citizenship
-  Global Collaboration and Skill Development

DESCRIPTION

The ISTE Standards provide a visionary framework for rethinking education and empowering learners in the digital age. Adopted in all 50 U.S. states and many countries throughout the world, the standards have become a guiding force in educational technology. They cover a range of areas for both students and educators, reflecting a holistic approach to technology integration. These areas include focusing on personalizing learning, setting goals, and using technology to support individual growth, emphasizing responsible, ethical, and safe behavior in the digital world, encouraging critical thinking, research, and the ability to construct knowledge using digital tools, fostering creativity, problem-solving, and the ability to design innovative solutions using technology, developing computational thinking skills, including algorithmic thinking, data analysis, and more, enhancing communication skills through multimedia, digital storytelling, and other creative means, and promoting collaboration across cultures and geographies, using technology to connect and collaborate with others around the world.

The step-by-step implementation of the ISTE Standards involves alignment with curriculum, professional development, assessment, and continuous improvement. It requires collaboration among educators, administrators, technology specialists, and other stakeholders. The impact of the standards is profound, transforming the way technology is used in education, enhancing learning experiences, and preparing students for a rapidly changing world.



TO LEARN MORE

For those interested in exploring the ISTE Standards in greater depth, extensive resources are available, including specific standards for educators and students. These resources provide detailed information about the standards, guidance on implementation, success stories, links to tools and resources, and more. It's a comprehensive guide to understanding and applying the ISTE Standards in various educational settings.

- [ISTE STANDARDS: EDUCATORS](#)
- [ISTE STANDARDS: STUDENTS](#)

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OBJECTIVES

-  Comprehensive Digital Skill Assessment
-  Collaborative Enhancement and Resource Development
-  Global Digital Literacy

DESCRIPTION

Pix offers a self-assessment test that covers five domains of expertise: Information and data, Communication and collaboration, Content creation, Protection and security, and Digital environment. These domains reflect the complexity of digital literacy, recognizing that it's not just about technical skills but about understanding, communicating, creating, protecting, and navigating the digital world. In 2022, Pix's work was further enhanced through collaboration with ANSSI, the French National Agency for the Security of Information Systems, and Cybermalveillance.gouv.fr, with the support of the French Ministry of National Education, Youth, and Sports. Together, they offer a practical online repository for education and training stakeholders on digital skills.

The geographical area where Pix's good practice has been used is primarily France, but the vision is global. The impact of Pix's work is expected to be significant, not just in terms of the number of individuals reached but in terms of the depth and quality of learning. By providing accessible, engaging, and targeted support, Pix is helping to build a digitally literate population that is equipped to thrive in a rapidly changing world.

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PIX - DIGITAL SKILLS
ASSESSMENT AND
DEVELOPMENT

| ASSESSMENT TOOL



TO LEARN MORE

For those interested in learning more about Pix and its work, the organization's home page provides a wealth of information, resources, links, success stories, and more. It's a gateway to understanding the vision, approach, and achievements of this innovative organization

- [Home | Pix](#)

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OBJECTIVES

-  Tailored Skill Development
-  Holistic Implementation Strategy
-  Business Transformation Through Data

DESCRIPTION

The Repsol Data School is a carefully designed and structured program. It offers a range of training modules, tailored to different skill levels and needs. Whether it's an introduction to data science for beginners or advanced training in machine learning for experienced professionals, the school provides targeted support and development. The step-by-step implementation of the program involves identifying needs, designing curricula, delivering training, and evaluating impact. It's a collaborative effort, involving not just trainers and learners but managers, leaders, and other stakeholders.

The geographical area where this good practice has been used is primarily within Repsol's operations, which are global. The impact of the Repsol Data School is expected to be significant. By building digital and data skills, Repsol is not just enhancing the capabilities of its employees but transforming the way it does business. It's about creating a more data-savvy, innovative, and competitive organization.



TO LEARN MORE

Information about the program, its objectives, approach, and successes. It's a valuable resource for anyone interested in corporate training, digital transformation, or the strategic use of data in business.

- [Repsol Data School - Ametic-Skills \(digitalcoalitionspain.com\)](https://www.digitalcoalitionspain.com)

PROMOTING THE COLLABORATIVE ECONOMY

The collaborative economy is an economic model that promotes collaboration and the sharing of resources and knowledge between people. The circular economy can help bridge the digital divide for migrants by encouraging the collaborative economy and the sharing of digital knowledge and skills.

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OBJECTIVES

-  Foster cross-cultural collaboration,
-  Bridge the digital divide for migrants by providing digital skills and tools, enhancing integration
-  Boosting employment and education prospects.

DESCRIPTION

A Time Bank is a system of exchange where people trade services with each other, based on units of time. The time bank consists of a network of members who offer services they are skilled in, and in exchange, they earn credits that can be used to receive services from other members in the network.

For example, if one member spends an hour teaching a language class, they earn one credit that they can then use to receive an hour of service from another member, such as cooking, art, music, sewing, gardening, carpentry, new technologies, etc.

The time bank typically operates on the principle of reciprocity and community building, with members contributing their time and skills to help each other out, and building relationships in the process. Time banking can be a way to meet new people, share skills and resources, and strengthen local communities.

This skills and knowledge exchange programme can be carried out by any person or entity, be it a non-profit organisation, an educational institution, a company or even a group of individuals interested in sharing their skills and knowledge.

Non-profit organisations and educational institutions are often the most likely to carry out such activities, as they focus on fostering learning and social inclusion. Companies can also engage in skills and knowledge exchange programmes as part of their corporate social responsibility initiatives or to foster collaboration and skills development among their employees.

The Time Bank can be also carried out through an online platform or through face to face sessions.

TIME BANK | PROGRAMME

DESCRIPTION

An example of Bank Time has been implemented by an NGO in Madrid, Spain, called "Voluntarios por Madrid" (VPM): "Time bank for language and technology exchanges".

A group of young volunteers offers to teach migrant seniors how to use instant messaging applications, social networks, virtual platforms and other technology tools and in exchange, the migrant seniors offer languages classes (English, French or other language) to youngsters.

The parties involved agree, according to their availability, on the number of exchanges, periodicity and duration of the exchange.

As a result, youth volunteers improve their communication skills in other languages and learn about other cultures, while older adults can improve their technology skills and stay connected to their loved ones through digital platforms.

The outcomes of a skills and knowledge exchange programme can be very diverse, ranging from the acquisition of new skills and knowledge by participants, to the creation of new friendships and professional connections around the world. In addition, such programmes also foster social inclusion, as anyone can participate and share their skills, regardless of their level of education or experience.

TO LEARN MORE

Time Bank International: A non-profit organisation that connects time banks around the world. They offer information on how to start and manage a time bank, and provide additional resources such as discussion forums and a database of time banks around the world. To learn more, visit: <https://timebanks.org/>



OBJECTIVES

-  Facilitate the exchange of digital skills between migrants and members of the local community
-  Promote the reuse and recycling of technological resources, such as electronic devices, through the exchange between individuals
-  Encourage collaboration and the building of support networks between migrants and the local community

DESCRIPTION

Establish an online platform or local network where migrants and community members can exchange digital skills and technology resources. The platform will serve as a collaborative space where migrants can offer their technology skills and receive help from others in areas where they need support. In addition, the exchange of electronic devices and other technology resources in good condition will be facilitated.

Steps to implement the practice:

1. Create an online platform or physical space where migrants and community members can register and offer their digital skills. This can include areas such as programming, graphic design, social media, video editing, among others.
2. Establish an exchange system based on points or virtual tokens. Participants can earn points for sharing their skills and then redeem those points for assistance or help in areas where they need support.
3. It promotes the exchange of electronic devices and technological resources through the platform. Migrants in need of devices can request them through the platform, and those with additional devices can donate or lend them to those in need.
4. Organise face-to-face events or workshops where migrants and community members can meet, exchange knowledge and make connections. These events can include talks, presentations or demonstrations of digital skills.
5. Encourage collaboration and the creation of support networks among participants. Encourage migrants to form study groups, joint projects or business partnerships to make most of available skills and resources.

PLATFORM FOR THE EXCHANGE
OF DIGITAL SKILLS AND | PROJECT / PROGRAMME
TECHNOLOGICAL RESOURCES

DESCRIPTION

Impacts/Results of Implementing an Online Platform or Local Network for Skill and Resource Exchange:

- Enhanced Digital Skills
- Technology Access for Migrants
- Supportive Networks and Connections
- Empowerment and Integration
- Economic Opportunities



TO LEARN MORE: SUCCESS STORY

A group of digitally savvy migrants partnered with local community members interested in becoming tech-savvy and created an online platform called "TechExchange" where migrants offered digital mentoring and assistance, shared their skills through virtual tutoring and received virtual points in return. This success story not only bridged the digital divide between migrants and the local community, but also fostered social inclusion and the creation of support networks, thus demonstrating how the promotion of digital literacy can help migrant communities to become more inclusive. how fostering the collaborative economy through a platform for sharing digital skills and technological resources can be effective in bridging the digital divide and promoting the inclusion of migrants in society.



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BUSINESS AND COMMUNITY NETWORKING | TECHNIQUE

OBJECTIVES

- Enable digital skills sharing among migrants and locals
- Promote resource recycling via device exchange
- Foster collaboration and support networks between migrants and the local community.

DESCRIPTION

The "Business and Community Collaborative Networks" technique is based on establishing strategic alliances between businesses and communities to reduce the digital divide and promote digital and economic inclusion. It involves the creation of networks and cooperative relationships in which companies commit to providing technology support, resources and training opportunities to disadvantaged communities.

This technique can involve a variety of actions and activities, including:

1. Public-private partnerships: Companies collaborate with local governments or non-profit organizations to develop joint projects that address the digital divide in communities. For example, they may provide technology equipment, internet access or training programmes.
2. Business mentoring programmes: Companies can offer mentoring programmes where trained employees provide guidance and support to entrepreneurs and individuals in the community who want to develop digital skills and participate in the collaborative economy.
3. Donations of equipment and resources: Companies can donate technology devices, software, network infrastructure or other resources needed to improve access to technology in communities. This allows more people to have the opportunity to participate in the collaborative economy.
4. Employment and training opportunities: Companies can offer training or employment programmes to people in the community, especially those with less digital skills. This gives them the opportunity to gain experience and technological skills, enabling them to participate in the collaborative economy more effectively.

**BUSINESS AND
COMMUNITY
NETWORKING** | TECHNIQUE

DESCRIPTION

Implementing the "Business and Community Collaborative Networks" technique can lead to several positive impacts and results, including:

- Reduced digital divide
- Increased digital literacy and skills
- Enhanced community engagement
- Promoted entrepreneurship and local businesses
- Improved access to resources
- Long-term sustainability



TO LEARN MORE: SUCCESS CASES

Microsoft's Airband Initiative is a partnership between Microsoft and local internet service providers (ISPs) to bring broadband access to underserved rural communities. The initiative involves collaboration with ISPs to leverage TV white spaces (unused TV frequencies) for internet connectivity. By working together, Microsoft and local ISPs are able to expand broadband access and bridge the digital divide in rural areas.

Google's Community Wi-Fi initiative aims to provide free or affordable internet access in underserved areas through partnerships with local businesses, organizations, and ISPs. Google collaborates with these stakeholders to set up Wi-Fi hotspots in public spaces, community centers, and other locations, enabling residents to access the internet and enhance their digital skills.



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OBJECTIVES

- Encourage collaboration and sharing of resources
- Facilitate access to collaborative economy platforms
- Measure economic and social impact

DESCRIPTION

The Community Connectivity project promotes digital inclusion and skills in underserved areas through:

Collaborative Learning Platforms: These platforms facilitate knowledge, experience, and resource sharing among community members. They encourage collaborative economy principles through online forums, mentorship programs, and community centers.

Local Business Partnerships: Engaging businesses aligned with project goals fosters the collaborative economy. Businesses offer mentorship, expertise sharing, and collaboration opportunities, exposing community members to real-world practices.

Skill-sharing Programs: Facilitating skill-sharing among community members through workshops, events, and training sessions. This nurtures reciprocity and mutual support, promoting collaboration over traditional economic models.

Digital Marketplace: The project establishes a platform for community members to offer goods and services within and beyond their community. This catalyzes collaborative economic activities, encouraging entrepreneurship and cooperative transactions.

Education on Collaborative Economy: Workshops, lectures, and materials educate community members about collaborative economy benefits. This builds enthusiasm and understanding, driving active participation and growth.

Impacts/Results:

- Enhanced economic opportunities
- Strengthened community bonds
- Increased digital literacy and skills

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TO LEARN MORE: SUCCESS STORY

One successful story of the Community Connectivity project is its implementation in a rural community with limited access to technology and digital resources. By collaborating with local educational institutions, technology companies, and community leaders, the project established a community technology center equipped with computers, internet connectivity, and trained instructors.

Through a combination of digital skills training, mentorship programs, and access to technology, community members gained the necessary skills and knowledge to engage in online learning, remote work opportunities, and entrepreneurship. The collaborative learning platforms facilitated knowledge sharing and peer support, creating a vibrant community of learners.

The project's success was measured by improved digital literacy rates, increased access to job opportunities, and enhanced community resilience in the face of technological advancements. This story serves as an inspiration and a model for future initiatives aiming to reduce the digital divide and promote the collaborative economy for community empowerment.



REFURBISHMENT AND | PROGRAMME
COLLABORATIVE
DIGITAL SKILLS
TRAINING

OBJECTIVES

- 🌿 Digital Access and Empowerment
- 🌿 Social Inclusion and Community Connection
- 🌿 Digital Skills Development

DESCRIPTION

Implementing this collaborative device refurbishment and digital skills training program, we aim to promote the sharing economy, empower vulnerable populations, and bridge the digital divide. Together, we can foster collaboration, inclusivity, and access to opportunities in the digital era.

1. Device Collection: Collaborate with individuals and companies to collect used electronic devices (e.g., computers, laptops, tablets, and mobile phones) for refurbishment.

2. Refurbishment: Implement a refurbishment process that includes cleaning, repair, and software upgrades. Replace faulty parts and ensure proper functioning of the devices.

3. Collaborative Distribution: Partner with schools, community centers, and social inclusion programs to distribute refurbished devices to vulnerable populations. Prioritize specific groups, such as low-income students, the elderly, or individuals in vulnerable situations.

4. Collaborative Digital Skills Training: Offer collaborative training programs to beneficiaries, focusing on basic digital skills acquisition. Facilitate knowledge sharing among participants to encourage collaboration and mutual learning.

5. Technical Support: Provide ongoing technical support to beneficiaries, assisting them in resolving any device-related problems or doubts. Foster a collaborative environment where participants can help each other troubleshoot issues.

REFURBISHMENT AND COLLABORATIVE
DIGITAL SKILLS
TRAINING | PROGRAMME

DESCRIPTION

Example: Tech for All (Urban communities in the United States)

All implemented a device refurbishment and collaborative digital skills training program in urban communities. They collected used devices from individuals and companies, refurbished them, and distributed them to low-income students. The program provided collaborative digital skills training, empowering the students to access educational resources and improve their academic performance. As a result, the program helped bridge the digital divide, fostered collaboration among students, and contributed to their academic success.



TO LEARN MORE

Organizations:

Digital Inclusion Alliance: is a global alliance of organisations working to promote digital inclusion and bridge the digital divide.

World Computer Exchange: A non-profit organisation that collects donations of used electronic devices.

Close the Gap: An international organisation that works to provide access to technology and digital skills to disadvantaged communities in Africa, Latin America and Asia.



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OBJECTIVES



Fostering economic empowerment



Creating more inclusive and resilient communities



Increase Digital Literacy

DESCRIPTION

The Digital Inclusion Network bridges the tech gap in underserved areas, promoting the collaborative economy. It empowers individuals with limited access to tech through community centers established with partners. These centers offer resources and skills for digital engagement, fostering learning and collaboration in the digital economy.

The program follows a dual approach:

-> Skills Workshops: Regular digital literacy workshops cover computer basics, internet use, online tools, and security. Participants learn to utilize technology for personal and professional development, like job hunting, online business, and education

-> Collaborative Economy: Initiatives promote sharing and support, including skill-sharing exchanges and a digital marketplace for locals to offer their goods and services to a wider audience

Steps to follow for a positive implementation:

- Tailor training and resources to the specific needs and context of each community.
- Encourage active participation and engagement through interactive, hands-on learning approaches.
- Establish partnerships with local organisations, businesses and educational institutions to leverage resources and expand the reach of the programme.
- Continually evaluate and adapt the programme based on feedback and evolving technology trends.



TO LEARN MORE

[Digital Inclusion Network website](#): For detailed information about the initiative, its objectives and the communities it serves as well as case studies, success stories and other resources.

[Digital Inclusion Toolkit - Created by the International Telecommunication Union \(ITU\)](#): Practical guidance tools on planning and implementing e-inclusion initiatives on issues such as policy development, infrastructure deployment, training and community engagement.

[The Digital Equity Lab - The Digital Equity Lab is a research centre based at The New School in New York City](#): Research and advocacy work to address digital inequality and promote equitable access to technology, with publications, data visualisations and resources on digital equity



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**ELECTRONIC | CAMPAIGN
DEVICE EXCHANGE**

OBJECTIVES

- Facilitate access to affordable and functional electronic devices for migrants, promoting the reuse and recycling of these devices
- Encourage local community participation in the collaborative economy and promote solidarity and mutual support
- Provide digital learning and technological empowerment opportunities for migrants.

DESCRIPTION

The electronic device exchange campaign is based on the idea that people can donate used but good electronic devices that they no longer use, so that they can be refurbished and provided to migrants in need of access to technology. Steps to implement the practice:

1. Organise and promote the campaign:

- Establish partnerships with local organisations, community centres, businesses and volunteer groups to promote the campaign.
- Design promotional materials such as flyers, posters and social media posts to inform the community about the campaign and how they can get involved.

2. Collect and evaluate electronic devices:

- Set up collection points where people can donate their used electronic devices.
- Conduct an initial assessment of donated devices to verify their functionality and determine if they need minor repairs.

3. Repair and refurbishment:

- Organises a team of volunteers trained in repairing and reconditioning electronic devices to ensure they are in good working condition.
- If necessary, coordinate with specialised technicians or repair companies for more complex repairs.

4. Distribution of devices:

- Establish a system for selecting and allocating devices to migrants in need. You can work in collaboration with organisations that support migrants to identify beneficiaries.
- Provide basic orientation and training on the use of the devices to migrants who receive them.

ELECTRONIC | CAMPAIGN DEVICE EXCHANGE

DESCRIPTION

5. Ongoing monitoring and support:
- Establishes mechanisms to collect feedback and evaluate the impact of the campaign on migrant beneficiaries.
 - Provides additional technical support and educational resources to support migrants in their digital adaptation and learning process.



TO LEARN MORE

Websites and Online Resources:

- [Digital Inclusion Resource Library](#)
- [Digital Unite](#)
- [Coursera](#)

Research Papers and Reports:

- [ITU Digital Inclusion Report](#)
- [UNESCO Digital Development Report](#)
-

Success Stories from Other Organizations:

- [Digital Green](#)
- [Code.org](#)
- [Libraries Without Borders: Ideas Box](#)



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TECHNOLOGICAL | PROJECT/PROGRAMME DEVICE LENDING

OBJECTIVES

- Reduce digital divide: The Technological Device Lending Programme offers temporary technology access to bridge the gap, prioritizing skill empowerment
- Promote collaboration: By sharing devices, the program enhances access, minimizes waste, and nurtures a collaborative economy

DESCRIPTION

The Technological Device Lending Programme is designed to provide temporary access to technology devices to individuals or communities in need. The programme typically operates through the following activities and methodologies:

1. Device acquisition: The programme acquires technology devices through various means, including donations, refurbishment, or partnerships with businesses. These devices are inspected, repaired if necessary, and made ready for lending.

2. Loan application process: Individuals or community members interested in borrowing a device can apply through a structured application process. The programme may require applicants to provide personal information, demonstrate their need for the device, and agree to the terms and conditions of the lending programme.

3. Device lending and support: Once approved, participants are provided with the requested technology device for a specified period. They receive support and guidance on how to effectively use the device, access resources, and develop their technological skills. The programme may also offer technical support or training opportunities to enhance participants' digital literacy.

4. Collaborative sharing framework: The programme encourages participants to share their devices with others in the community when they are not using them. This collaborative sharing framework allows a broader range of individuals to benefit from the available technology resources, promoting inclusivity and reducing the burden of device ownership.

Example organization: TechAccess Initiative (Urban communities in Canada)

The TechAccess Initiative introduced the Technological Device Lending Programme in urban areas. They collected donated devices, refurbished as needed, and provided temporary lending to applicants without access. Participants received support for efficient device use. Collaboration extended resources, benefiting more individuals. The initiative effectively narrowed the digital divide, empowered tech skills, and cultivated collaboration and inclusivity within urban communities.

TECHNOLOGICAL | PROJECT/PROGRAMME DEVICE LENDING



TO LEARN MORE:

One successful story of a Technological Device Lending Programme: In a low-income neighborhood, the Technological Device Lending Programme collaborated with schools, community centers, and businesses to gather laptops and tablets. Residents borrowed these devices after applying, receiving training for effective use and online access. This led to improved skills, education, employment chances, and digital literacy. The collaborative sharing enriched community engagement and resource efficiency.

Some types of resources about the Technological Device Lending program:

[TechSoup](#)

[Digital Inclusion Alliance](#)

[International Federation of Library Associations and Institutions \(IFLA\)](#)

[ResearchGate](#)

[Webinars and Conferences](#)



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OBJECTIVES

- Provide access to technological devices to disadvantaged communities
- Improve participation in the collaborative economy through access to technology
- Promote digital literacy and technology skills development

DESCRIPTION

Implement a technology provision project for underserved communities following these steps:

1. Needs Assessment: Assess tech needs, identify gaps, and evaluate equipment for reuse or refurbishment.
2. Collection and Refurbishment: Collect used tech, prioritize refurbishment, repair, and software updates.
3. Local Collaboration: Partner with local repair shops, educational centers, and nonprofits to refurbish devices, train technicians, and create jobs.
4. Responsible Distribution: Distribute refurbished devices based on need, focusing on underserved individuals and communities.
5. Training Program: Design training covering digital skills, online safety, collaboration tools, and circular economy principles.
6. Lifecycle Management: Implement proper e-waste management by partnering with recycling centers, reducing waste generation.
7. Monitoring and Evaluation: Set metrics to track e-waste reduction, increased tech access, and participation in the circular economy.

Impact and Results:

1. Enhanced Access: Disadvantaged communities gain tech access for online activities, education, and job prospects.
2. Digital Skills: Training empowers individuals with digital literacy and online safety knowledge.
3. Reduced Divide: Projects address tech disparities, promoting equity and inclusion.
4. Environmental Benefits: Circular approach reduces e-waste and extends device lifecycle.
5. Socio-economic Empowerment: Broader impacts include better education, jobs, and community empowerment.



TO LEARN MORE

A case in point is the "Closing the Loop" programme of Fairphone, a manufacturer of ethical and sustainable mobile phones. The programme allows consumers to return their old Fairphone phones for recycling and, in return, receive a discount on the purchase of a new model. The collected devices are disassembled and responsibly recycled, ensuring that valuable materials are recovered and reused in new products.

Some resources to expand your knowledge:

1. [Circular Economy Resource Hub](#): This online platform provides resources and case studies related to circular economy practices, including technology refurbishment and reuse.
2. Online Communities and Forums: Join online communities and forums related to digital inclusion, circular economy, or technology refurbishment. Platforms like [Reddit](#).



OBJECTIVES

-  Promote the digital inclusion of migrants through the circular economy.
-  Facilitate access to technology and digital resources for migrants.
-  Encourage the reuse and recycling of electronic devices among migrants.
-  Train professionals working with migrants to address the technological needs of this group.

DESCRIPTION

Establish tech mentoring programs for migrants to enhance their digital inclusion. These programs offer individual mentoring, group training, and networking with tech professionals. An exemplary initiative is the "Tech Buddies" program:

1. Recruitment and Training: Skilled volunteers undergo training for effective mentoring and cultural sensitivity.
2. Matching Mentors and Migrants: Personalized pairings based on needs, language, and background ensure impactful mentoring.
3. One-on-One Sessions: Mentors guide migrants through topics like computer basics, internet use, job searches, and language learning.
4. Hands-On Learning: Practical guidance helps migrants gain hands-on experience with digital tools.
5. Workshops and Group Activities: Group events foster collaboration, peer interaction, and shared learning.
6. Ongoing Support: Mentors provide continual guidance, monitoring progress and addressing challenges.
7. Partnerships: Collaboration with community groups, schools, and tech companies broadens resources and networking opportunities.

DESCRIPTION

Tech mentoring programs, like Tech Buddies, equip migrants with digital skills, bolstering their integration and empowerment. Impacts may include:

1. Enhanced Digital Skills: Migrants adeptly navigate digital tools and access online resources
2. Confidence and Empowerment: Increased digital self-assurance empowers migrants for various tasks
3. Integration and Participation: Networking with professionals aids integration and active community involvement
4. Employability: Improved digital proficiency broadens job prospects



TO LEARN MORE

Reports and publications:

- [EU Circular Economy and e-Inclusion Report](#)
- [International Organization for Migration \(IOM\) report on the digital divide and migrants](#)
- [Ellen MacArthur Foundation publication on the circular economy](#)

Training courses and programmes:

- [IOM Digital Empowerment Programme: provides digital skills training for migrants](#)
- [Online courses on circular economy on Coursera](#)



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AWARENESS RAISING AND ADVOCACY

Finally, it is important to promote the importance of digital technology and how it can improve the lives of migrants. Non-profit organisations can work to raise awareness of the digital divide and promote circular economy initiatives that address this issue. Social media campaigns and media advocacy can be effective in promoting these initiatives.

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OBJECTIVES

-  Promote active citizenship among second-generation youths in Tuscany, Italy
-  Promote social, economic, and cultural inclusion of foreign residents
-  Develop guidelines to help government agencies to make their digital content more accessible to citizens of third-party countries

DESCRIPTION

#IOPARTECIPO (literally "I partake") is the fourth line of action of a broader project addressed to citizens from third-party countries regularly residing in Tuscany, Italy. The main target group of this specific line of action is represented by the so-called second-generation youths and its main objective is to help them actively take part in the public life of the local community in which they live.

Through several activities, in which many government and non-government agencies took part, they tried to answer the following question: what barriers prevent second-generation youths from getting actively involved in their community and how can they overcome these obstacles?

In order to answer the previous questions, educational paths were held in three different cities of three learning days each. What opportunities does the local community give and what tools are available to youths with migratory background to help them raise their voice are two other important questions they tried to answer.

To carry out these paths, tools and methodologies belonging to the so-called "active learning pedagogy" were implemented, such as tutoring, mentoring, focus groups, practical assignments, etc.

Among the topics that were addressed, one deserves to be more investigated for the sake of the INCLUDE-CE project: the need for a more simple, accessible language when it comes to information provided by government agencies to foreign citizens.

DESCRIPTION

As the article mentioned in the section “To learn more” remarks, there are several documents that recognize the right of every citizen to get access to information available on the digital platforms of the public administration. The digital divide, which the INCLUDE-CE project tries to fight, is not only related to the lack of an electronic device at hand or the skills to use it but also to not being able to use the information accessible via ICT. This inability can be due to individual difficulties, such as the educational level or the poor knowledge of the language in which the information is available, as well as structural barriers that in this case can be represented by the usage, as the meetings with the participants of the #IOPARTECIPO project showed, of an old-fashioned, unclear, and unnecessarily specialistic language by the public administration.

In the practical laboratory following the meeting during which the participants had examined administrative documents and pointed out the problems mentioned above, they gained knowledge and developed skills concerning the process of simplification of such documents that have already been implemented by some government agencies (e.g., the platform PAeSI, available at the following link <https://www2.immigrazione.regione.toscana.it/home/>, that provides migrants with easily accessible information regarding paperwork and procedures they could be interested in).



TO LEARN MORE

Official website of the project:
<https://open.toscana.it/web/-iopartecipo/home>

Article providing an in-depth description of the project:
<https://www.rivistaitalianadiinformaticaediritto.it/index.php/RIID/article/view/41>

OBJECTIVES



Preduce the digital divide among students at Oakland's public schools (California, USA)

DESCRIPTION

#OaklandUndivided is a campaign that started in April 2019, at the beginning of the pandemic crisis, in the city of Oakland, in California, USA.

Schools in the district started receiving stories of students having trouble participating in online classes, making public stakeholders aware of a problem pre-existent to the pandemic and that only got worsened after its beginning: the digital divide.

At first, nothing was done: there was no steering committee that coordinated the work carried out by schools, there was no way to know how many students couldn't log in to online classes (and therefore "go to school"), and the school district lacked funds to help its students. After a while public stakeholders (teachers and, most importantly, the Oakland Mayor) understood there was a need to work together and with other private agencies to address this issue once and for all: #OaklandUndivided was born.

The path they followed can be synthesised as follows:

- 1.They needed to know how many students were disconnected or under connected, so they launched two surveys to collect data. The percentage of students falling under the before-mentioned categories was 75%.
- 2.They launched a fundraising campaign to collect money to buy devices and pay for internet coverage.
- 3.They partnered with Tech Exchange, a non-profit organisation that had been working for 25 years to provide locals with refurbished devices and instruct people on how to use ICT. This was a very important partnership, both for the connection between Tech Exchange's mission with the principles of circular economy and the strong bond between Tech Exchange and the locals.
- 4.With time more agencies gave their support to the campaign, but one very important decision was to involve the local community, by recruiting parents and students that would have a say in the leadership of the project. This was especially helpful to reach out to minorities present in the school district.

DESCRIPTION

Thanks to the work done, they succeeded in helping 98% of the under connected or disconnected students (75% of the total). They were provided with devices, internet connection, and tech support. To reach out to the 2% left, they carried out a new paper-based survey to assess their digital needs and understand how to help them.

It's also remarkable that they translated the paperwork to apply for support in other languages other than English, in particular those spoken by ethnic minorities living in the area.

The success of this campaign can be tracked down to:

- having created an efficient public-private partnership;
- having involved the local community;
- having fled from self-referentiality;
- having collected data to plan what to do.

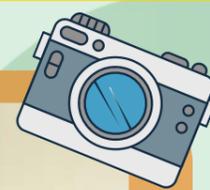


TO LEARN MORE

Read the full story on the Hechinger Report website here:

<https://hechingerreport.org/how-one-city-closed-the-digital-divide-for-nearly-all-its-students/>

- #OaklandUndivided's official websites:
<https://www.oaklandundivided.org/>



OBJECTIVES

-  Spread awareness among young people on migration-related topics
-  Reach out to private and public stakeholders to promote inclusion and integration policies
-  Create a European network of schools that promotes inclusion towards refugees

DESCRIPTION

“Comitato 3 ottobre” (“3rd October Committee”) is a non-profit organisation founded in 2013 in Lampedusa, Italy, to commemorate the death, off the coast of the island, of 368 migrants. Since that tragic event, it has been working with schools on a European level to change people’s perspective on immigration and promote inclusion and integration policies.

Its successful work led the Senate, in 2016, to approve its bill to establish, on the 3rd of October of each year, the “Day of Remembrance and Reception”. On this occasion, meetings are held in schools all over Italy. During these events refugees, survivors, and relatives of the victims of that day bring their story to the new generations. Such meetings are also held in schools across Europe.

They launched a website meant for educational institutions (<https://www.scuolecomitatotretotobre.it/en/index.php>) that serves as a tool to dig deeper into topics related to migrations. Furthermore, the website offers a section (“the Seeds of Lampedusa”) in which are gathered all the different projects carried out by partner schools all over Europe and a toolkit for teachers (“We are on the same boat - Educational Toolkit on Migration for upper secondary schools”).

The project boasts the support of many important associations, including Amnesty International, Doctors without Borders, the International Organization for Migration (IOM), UnderRadio (Save the Children) and UNHCR.

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DESCRIPTION

“Two partnerships revealed themselves as particularly important on a national level:

- the partnership with RAI (the Italian national public broadcasting company) that dedicated, in 2017, a special episode to the “Day of Remembrance and Reception” and keeps dedicating an annual slot to the “Europe Begins at Lampedusa” project.
- the partnership with MIUR (the Ministry of Education, University and Research) that led to a four-day event in 2017 in Lampedusa during which activities such as workshops, lectures, etc. were carried out. This project went under the name “Europe Begins at Lampedusa”. Further information is available at the following YouTube video: <https://youtu.be/gHlyWxFW8-E>. Similar projects followed, such as the “Welcome Europe” project (2022) that, among other things, also saw the holding of a summer school.

Among the activities they thought of to pursue their mission, there is the opening, in 2016, of “The Museum of Trust and Dialogue for the Mediterranean Sea”, in the presence of the President of the Republic Sergio Mattarella. The museum is organised in two sections: the first one, on the ground floor, hosts an exhibition of archaeological finds found nearby the island, whereas the second one, on the first floor, gathers the story of those who travelled towards Europe, or died trying to do so.

Comitato 3 ottobre’s work helps us to understand how important it is to build a network, rely on social and media campaigns, and actively involve the interested parties in order to achieve our goals.



TO LEARN MORE

Comitato 3 ottobre’s official website:
<https://www.comitatotreottobre.it/3ottobre/>



OBJECTIVES



Promote the participation of refugees in the decision-making process in Uganda

DESCRIPTION

The Refugee Engagement Forum (REF) is a participatory mechanism developed in Uganda that allows refugees to actively have a say about decisions, taken nationwide, related to their conditions.

It's a tool that refugees use to express their needs, ideas, thoughts, etc. to decision-makers and, therefore, it can cover a variety of situations (e.g., as the study shows, access to education, access to cash assistance during the Covid-19 pandemic, etc.). Thanks to its flexibility in terms of the group to which it's targeted and the topics chosen to be discussed, even though not directly mentioned by the study at disposal, it can easily become a mean through which any minority can actively participate in their community life and shed light on the problems they are facing and discuss the ways to solve them, including those related to the digital divide to which many of them could be exposed.

The forum was set up in 2018 to guarantee the representation of the refugee community in the government agency responsible for the coordination of actions carried out nationwide to face the refugee matter: the Comprehensive Refugee Response Framework Steering Group (CRRF SG). At its table sit two representatives of the REF.

How are they chosen? And how does the system work? Everything is based on democratic elective procedures:

1. Each refugee settlement elects its representatives that, on a village/block level, constitute the Refugee Welfare Committee I (RWC I).
2. The representatives of the several RWCs I elect are the representatives of RWCs II which operate on a zone level.
3. Then, the RWCs II elect the members of the RWCs III.
4. 37 representatives elected by the RWCs III form the actual REF: they meet quarterly to discuss common issues and the ways to address them.
5. The REF chooses two of its members to "bring their voice" at the CRRF SG's meetings, where decisions are actually made.

This system considers differences in terms of age, gender, and nationality to guarantee real representation.

DESCRIPTION

The CRRF SG's conclusions are communicated to nongovernment and government agencies via a mailing list. This process guarantees that those who work closely with refugees know what they think and what their real issues are. Furthermore, each representative informs their electors of the steps carried out.

It's a "two-way feedback mechanism": firstly, the information goes bottom-up (from the refugee community to the REF to the CRRF SG), then it goes top-down (from the CRRF SG back to the REF back to the refugee community).

To increase transparency, accountability, and participation, reports of the REF meetings are available online, at the disposal of the community.

The study evidenced an increase in the attention from public stakeholders to the issues refugees face, and that the REF system allowed government agencies to set an agenda that really suits the needs of the interested parties.



TO LEARN MORE

Good practice study of the REF available at:
<https://ulearn-uganda.org/refugee-engagement-forum-in-uganda-good-practice-study/>



circle
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OBJECTIVES

-  Raise awareness on digital equity across the United States of America
-  Engage decision-makers in the fight against the digital divide
-  Provide resources (e.g., social media toolkit, advocacy toolkit, PR toolkit, etc.) to promote the event and raise awareness

DESCRIPTION

“Digital Inclusion Week” is a seven-days event that National Digital Inclusion Alliance (NDIA) has been annually holding since 2017 to promote digital equity in American communities.

NDIA asks local government and nongovernment agencies to promote and hold the event in their community and suggests, among other things, the following activities:

- promoting the campaign on social media.
- engaging policymakers.
- hosting events for digital skills training, for internet access, and/or device access.
- reaching out to the press and media.

For each one of these activities, NDIA developed and freely provided tools to carry them out.

There are four different “membership plans” to join the alliance, two of which are free – even though they provide less “benefits”, such as being listed as “Corporate Supporter” or receiving discount for NDIA events.

Partnerships are very important, and “the more the merrier”: if a lot of community members and influential organisations take part in such events, those who have the power to change the system could be more drawn to make steps towards digital equity. However, you don’t really need to be a member of NDIA or any other alliance to do your part. You can take inspiration from their work and use the devices they developed to host similar initiatives on a local level.

DESCRIPTION

Some "tips" that their and other similar experiences has shown to be helpful are:

- having a community-centred approach: policies cannot be airy-fairy. In order to really meet communities' needs, it's mandatory to involve the locals and open a communication channel with them.
- creating a network, both with private and public stakeholders that operate on local/regional and national level: this helps to "socially" validate the initiative, reach out to more people, and gather more resources to carry it out.
- valorising inclusivity and diversity: remember that the digital divide particularly affects those belonging to social contexts at risk (e.g., low-income households, ethnic minorities, etc.). For this reason, it is important to include those that, generally speaking, are "left behind" and listen to what they have to say.
- collecting data to assess the state of things and plan the work that has to be done.



TO LEARN MORE

RNDIA's official website:

- <https://www.digitalinclusion.org/>



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OBJECTIVES

-  Educate youths about pollution, plastic waste, and the principles of the circular economy
-  Carry out clean-up activities and gather related information and data (e.g., what kind of waste is collected, how much of it, its colour, etc.)
-  Give new life to plastic waste that has been collected

DESCRIPTION

The “Circular Economy Ambassador Program” (CEAP) is a program carried out by Mind Your Plastic, a Canada-based charity founded in 2016 whose mission is to eliminate plastic pollution.

The CEAP is brought annually to classes by teachers that adhere to the project and includes four lines of action:

1. Introduction to plastic pollution.
2. clean-up activity including data collection.
3. take action.
4. submit assets and influence policy change.

All the materials and resources required to carry out the actions are provided by Mind Your Plastic.

The first and second line of action are basically self-explanatory. The third and the fourth one require a little bit of attention.

With the third line of action, students are encouraged to reflect on the ways they can reduce their plastic consumption and inspire others to do the same. The last line of action requires students to share their work with Mind Your Plastic so that they can reach out to people in power to promote change. In particular, in their 2021 report, they suggest what potential solutions there are to paper, plastic, and aluminium/tin foil waste, what alternatives are available to these materials, and what government officials can do to promote a circular economy.

**CIRCULAR ECONOMY
AMBASSADOR
PROGRAM | PROGRAMME**

DESCRIPTION

Even though the program seems to focus majorly on plastic waste, it's still an important initiative to keep in mind because...

- It introduces youths to the possibility that ANY kind of waste, including the ITC-related one, can have a second life.
- It gives the students the means they need (in terms of skills) to make a change in their community by reaching out to stakeholders and policymakers.
- it's flexible, costless, and leaves a mark since (i) it could be easily arranged to focus on other kinds of reusable (or "refurbishable") waste, (ii) it doesn't require students or educational institutions to sustain any expense, (iii) the cleanup activities benefit the local community that could therefore be drawn to get interested in the program, gaining awareness of the problem.
- by working primarily with youths, it plants the seed for a pollution-free future and a self-aware goods consumption.

The success of this program can be proven by the interest in the project that has increased so far since the year of its first implementation: in 2021, 450 students from 4 Canadian provinces took part in the program, whereas in 2022 it included 2500 students from all over Canada. With years passing by, they try to include more pupils: 2023 objective? 5000 students!



TO LEARN MORE

Program's official website:
<https://mindyourplastic.ca/ceap/>

circular economy to infinity

OBJECTIVES

-  Spread awareness among customers and other people about the challenges that real people from several backgrounds (e.g., domestic violence, migration, disability, etc.) face due to the digital divide
-  Spread awareness about the digital divide in general, its main causes and what Vodafone has been doing and means to do to address this issue
-  Provide a free-royalty set of images that can be used by everyone to show others what the digital divide looks like

DESCRIPTION

“Faces of disconnection” is a photo series that Vodafone released in collaboration with well-known British photographer and director John Rankin Waddell to portray the variety of situations in which the digital divide manifests itself in the United Kingdom.

The decision to carry out such an initiative came after Vodafone succeeded in providing one million people with free data thanks to its “everyone.connected” campaign. It’s worth mentioning that this campaign also belongs to the Great British Tech Appeal, which, in order to freely give refurbished tech to those in need, sensitises businesses on the topic and encourages them to donate unwanted devices. This campaign boasts the partnership with many organisations that operate nationwide on the topic, such as Good Things Foundation.

Although they used actors and the images are set up, the photos portray real-life situations and try to convey the feelings of the subjects to the viewers. These situations include:

- a victim of domestic violence who feels in danger and unable to reach out for help since their partner broke their phone and can’t afford to buy another one.
- a refugee who misses their homeland, being unable to reach out to his relatives due to the lack of internet connection.
- a couple that can’t help but cut off digital-related expenses due to financial problems.
- a young girl with autism and physical disabilities who feels overwhelmed by the great amount of information available online.
- a teenager who experienced identity theft online and doesn’t know how to protect themselves and their privacy on the internet.

DESCRIPTION

These photographs are freely available on the internet so that everyone has at their disposal a stock of images that can accurately depict the struggle related to the digital divide.

To reach out to as many people as possible, apart from publishing press releases and videos on their networks, and holding a celebration event with famous hosts and guests in London, they organised a pop-up exhibition at Livat Hammersmith, a shopping centre in London, that was largely promoted on all their channels.



TO LEARN MORE

Some of Vodafone's articles on the topic and the related promotional event:

<https://www.vodafone.co.uk/newscentre/press-release/vodafone-and-rankin-raise-awareness-of-digital-divide/>

<https://www.vodafone.co.uk/newscentre/everyone-connected/faces-of-disconnection-event-emma-willis-rankin-and-guests-raise-awareness-of-digital-divide/>

Stock of images: <https://www.pexels.com/@vodafone-x-rankin-everyone-connected-374579797/>



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OBJECTIVES

- Create a space where good practices, problems, and recommendations related to digital rights can be discussed
- Create partnerships and alliances to promote digital rights and fight the digital divide
- Reflect on how to involve the local community and promote its empowerment

DESCRIPTION

"Foro Derechos Digitales" is a meeting that took place in Barcelona, Spain, in May 2022, from the 25th to the 27th.

It was led by "Plataforma Red Conecta", an organisation that to this day reunites under its roof 40 agencies spread across the Autonomous Communities of Spain and that has been working for years to promote digital inclusion and fight digital divide by carrying out initiatives focused on network building, community empowerment, and advocacy.

Many non-government organisations, public stakeholders, and decision-makers took part in the event, which boasts, among others, the partnership of the Ministry of Social Rights and Agenda 2030.

To promote the debate on digital inclusion, different kinds of activities were organised, including...

- workshops.
- roundtables.
- a marketplace to display ongoing projects carried out by participating organisations and share good practices.
- meeting spaces to build alliances.

Moreover, the event represented an opportunity to go beyond Spanish national borders thanks to the participation of entities like "All Digital", an association that brings together 74 organisations from all over Europe.

DESCRIPTION

The conclusions of the Foro's work are available online on their website. In particular, the participants came up with a "Manifest for Digital Rights", in which they state their commitment to defend and promote citizenship's digital rights.

Events like the one that has been described so far are a great way to bring together people from different backgrounds that are engaged in a common fight.

They allow mutual exchange and "contamination", and raising awareness among operators is as crucial as raising it among policymakers and local communities - which, one way or another, are still going to be influenced by these events. Just think, for example, about the curiosity and interest that come from seeing so many people reuniting in one place.

Furthermore, as in this case, they often provide valuable resources (e.g., toolkits, case studies, indications to policymakers, etc.) that can be helpful to make a change and spread awareness.



TO LEARN MORE

Foro's official website:
<https://foroderechosdigitales.org/>

circular economy to infinity

OBJECTIVES

-  Spread awareness about the gender-related digital divide
-  Teach girls between 14 and 19 years old about circular economy and equip them with digital and entrepreneurial skills in the process
-  Promote women's empowerment

DESCRIPTION

“Girls go digital - Digital and Entrepreneurial Skills for the Circular Economy” is an online learning program that combines the following “pillars”: entrepreneurial skills, digital skills, and circular economy.

The project, carried out in thirteen countries across Europe, helps the general public and its specific target group (European girls aged 14-19) to understand how the digital divide can also derive from psychosocial factors.

Gender is not something that physically prevents women from buying a digital device or accessing the internet. However, because of social stereotypes, many girls could be kept away from developing their digital skills and boosting their interest in this area.

The same logic often applies to the migrant population, in particular to the so-called second-generation youths. For example, in Italy, it happens too many times that young migrants are discouraged to choose a scholarly path that focuses on technical subjects or that could eventually lead to them enrolling in university. On the contrary, they are advised to go for vocational training.

The project also includes an annual meeting event, the “Women and Girls in STEM forum”, an opportunity to “[bring] together policymakers, industry leaders, and students to advance the European agenda on gender equality in STEM education and careers.”

(Source: <https://eit-girlsgocircular.eu/women-and-girls-in-stem-forum/>).

“Girls go digital” is funded by the European Commission and aims to pursue Action 13 of its “Digital Education Action Plan”, which is to encourage women’s participation in STEM.



TO LEARN MORE

Project's official website:

- <https://eit-girlsgocircular.eu/>



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OBJECTIVES

-  Incentivize people to get closer to digital technologies
-  Show what advantages the usage of digital devices and tools brings to everyday life
-  Enhance people's digital skills

DESCRIPTION

“MUDA NUM MINUTO” is a campaign carried out by MUDA (literally “Change”), a Portuguese network of governmental and non-governmental agencies founded in 2017 that wants to encourage the Portuguese to approach the digital world and use digital technologies to their advantage.

Among the projects the network carries out, there is for example the “EUSOUDIGITAL” program, which translates to “I am digital” and calls out for volunteers to teach older people to make their first steps in the digital space.

However, the project to which it's interesting to bring attention is called “MUDA NUM MINUTO”.

The importance of this campaign is connected to its coverage range: they upload videos on their YouTube pages, they share posts on their Instagram and Facebook feeds, and they even broadcast stories on RTP Radio, which is the public broadcasting company of Portugal.

How long are these videos or shared stories? You guessed it, 1 minute!

From this campaign, we can learn some important lessons.

First of all, the digital divide is not just about the “material” accessibility to technologies, in terms of buying a digital device or surfing the internet, but it is also related to the range of digital skills we possess. By sharing stories that highlight the benefits of the usage of ICT, people who aren't using them at all or aren't using them to their full potential could feel more willing to work on their digital skills or enter the digital world for the first time.

DESCRIPTION

Then, we understand the importance of partnership, especially with public stakeholders. Everyone can open a page on social media, but nothing really guarantees it is going to be visited. However, working with actual, traditional media operators, such as the radio, allows the cause to reach out to a wider audience. They also partnered up with television companies and newspapers.

This approach also suggests another lesson to bring home: flexibility. If we have the opportunity to diversify, there is no reason to limit ourselves to just one communication channel.

Lastly, conciseness. Generally speaking, no one likes to stand still and listen to long lectures or watch never-ending videos. A (social) media campaign, in order to be effective, needs to convey the message to as many people as possible. However, if the tools (e.g. videos, posts, etc.) designed for the campaign are too “demanding” for the average, occasional, not-already-involved listener/reader/“scroller” (for instance, too long, too complex, too rich in information), we would probably achieve the opposite of what we are trying to achieve, that is moving people away from the message itself.



TO LEARN MORE

MUDA's official website:
<https://www.muda.pt/>

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SOCIAL NETWORKS

[HTTPS://WWW.INCLUDE-CE.EU](https://www.include-ce.eu) 🔍



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Co-funded by
the European Union

Project coordinated by African Media Association Malta in collaboration with the organisations Solidaridad Sin Fronteras, Mindshift, Cardet and Arciragazzi.

2022-2-MT01-KA220-YOU-000097092

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



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