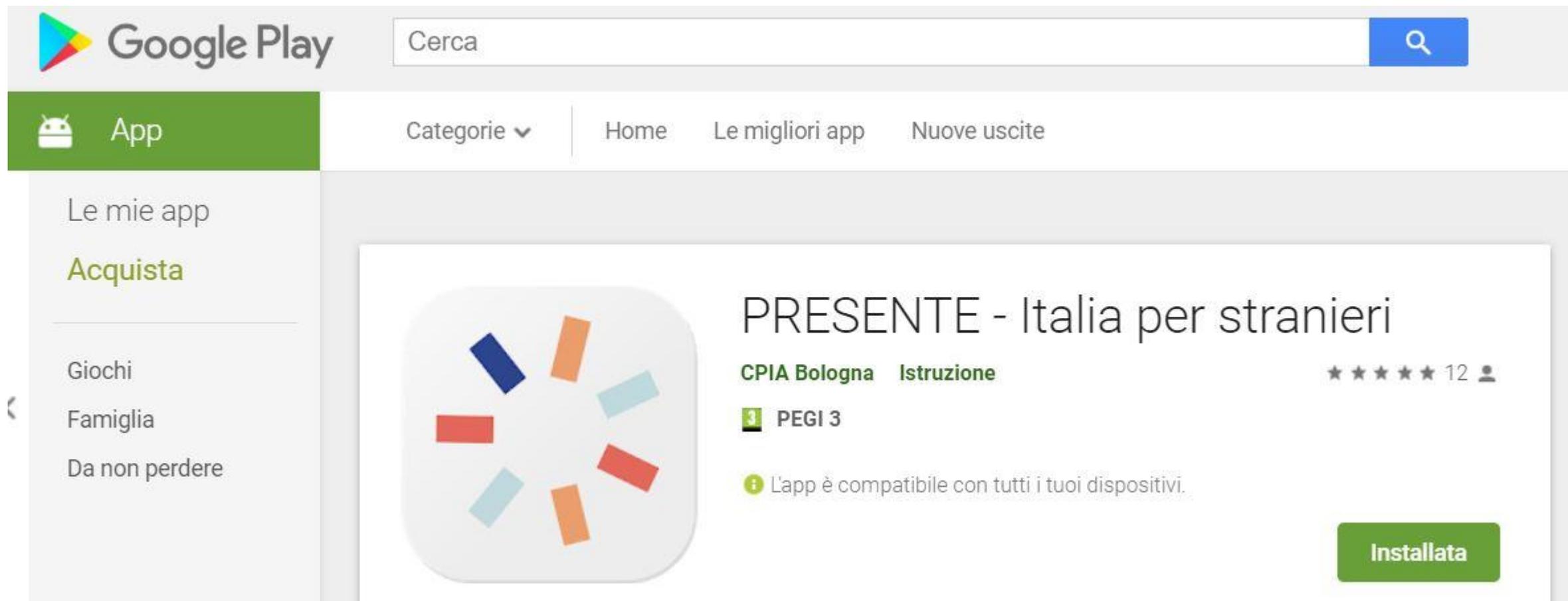


PRESENTE

Italia per stranieri

Created by Edizioni La Linea for the Metropolitan CPIA of Bologna as part of the FAMI 2014-2020 project “Futuro in corso”

You can download for free from Google Play .



The image shows a screenshot of the Google Play Store interface. At the top, the Google Play logo is on the left, and a search bar with the text "Cerca" is on the right. Below the search bar, there is a navigation menu with "App" selected, and options for "Categorie", "Home", "Le migliori app", and "Nuove uscite". On the left side, there is a sidebar menu with "Le mie app", "Acquista", "Giochi", "Famiglia", and "Da non perdere". The main content area displays the app "PRESENTE - Italia per stranieri" by CPIA Bologna. The app icon features a circular arrangement of colored rectangles. The app is categorized as "Istruzione" and has a PEGI 3 rating. It has a 5-star rating from 12 users. A green "Installata" button is visible at the bottom right of the app card. A small information icon and text state "L'app è compatibile con tutti i tuoi dispositivi."

For whom is it made?

It is made for foreigners immigrants in Italy, especially for newly arrived refugees and asylum seekers.

Do these people have a mobile phone, a smartphone, a or do they have nothing?



In a big refugee shelter in Rome, around 80% of users own a smartphone and use it regularly.

(T. V. St. George, 2017)

In a survey carried out last year, aimed at the construction of educational scenarios for the Italian version of the Toolkit for asylum seekers, the main topics came to light were:

1 How can I charge my mobile phone?

2 How do I get WiFi?

(Rocca, 2018)

Why that?

Needs satisfied by the smartphone.

Before the migration trip:

- communication with family and friends
- use of social networks
- information

During the trip:

- Communication with family members (all users believe that buying a SIM card is one of the first necessities once they arrive in the host Country).
- Create social contacts with other refugees or traveling companions, even in case of need, especially through instant messaging applications.
- Organize the trip and exchange information about it.
- Orient themselves through GPS and applications as Google Maps.

According to sociologist Marie Gillespie, the smartphone transformed the nature of refugee travel. In 2015 Syrian refugees were the first to depend on their smartphones to receive important information and updates. This information, produced by friends and family members who left before them, enabled them to decide when to leave, where to go and to choose the best means of transport.

(Gillespie, 2017)

- Look for accommodation.
- Finding means of transport.
- Contact the traffickers to find out when and where to leave.
- Documents saved on Google drive.
- Contact the traffickers in case of emergency like a shipwreck, applications that controlled the atmospheric and sea state, use the GPS in case of emergency.
- Distraction from the anxiety of travel.
- Keep photos of family and friends.

In the host Country:

- Contact with family and friends.
- Access to health and education services.
- Organize and improve their condition (for exemple looking for a job).
- Search for information.

(Kondova, 2016)

According to Audrey Azoulay, director of UNESCO, mobile technologies already play a key role in the life of refugees, an access to important information in new contexts, or the maintenance of social ties. They offer flexible learning solutions that can allow refugees to continue to access education, a basic human right that is also a prerequisite for a return to stability and hope for the future.

A rather interesting question is that the possession and use of the smartphone, already high before and during the migration path, tends to increase compared to that of non-smartphone phone after arrival in the host Countries as well as the frequency of its use in network.

It changes the purpose of use and that it is relevant to us is that the purpose of information increases enormously once the host Country has been reached.

Then, the level of education tends not to be decisive for the use of the smartphone.

(Emmer et al., 2016)

- From this brief analysis we can say that:

- 1 The smartphone is an object not only common, but essential for this user.

- 2 The smartphone represents the instrument of mediation and relationship with a large part of the unknown reality that the foreigner must first go through and then learn during the migration journey.

- 3 The smartphone, in other words, is already used as a modern compass for these users.

- 4 Many applications are already known by foreigners who demonstrate a digital competence much wider than would be expected.

We can say that the smartphone is therefore a very suitable tool to offer courses of education and orientation to foreigners.

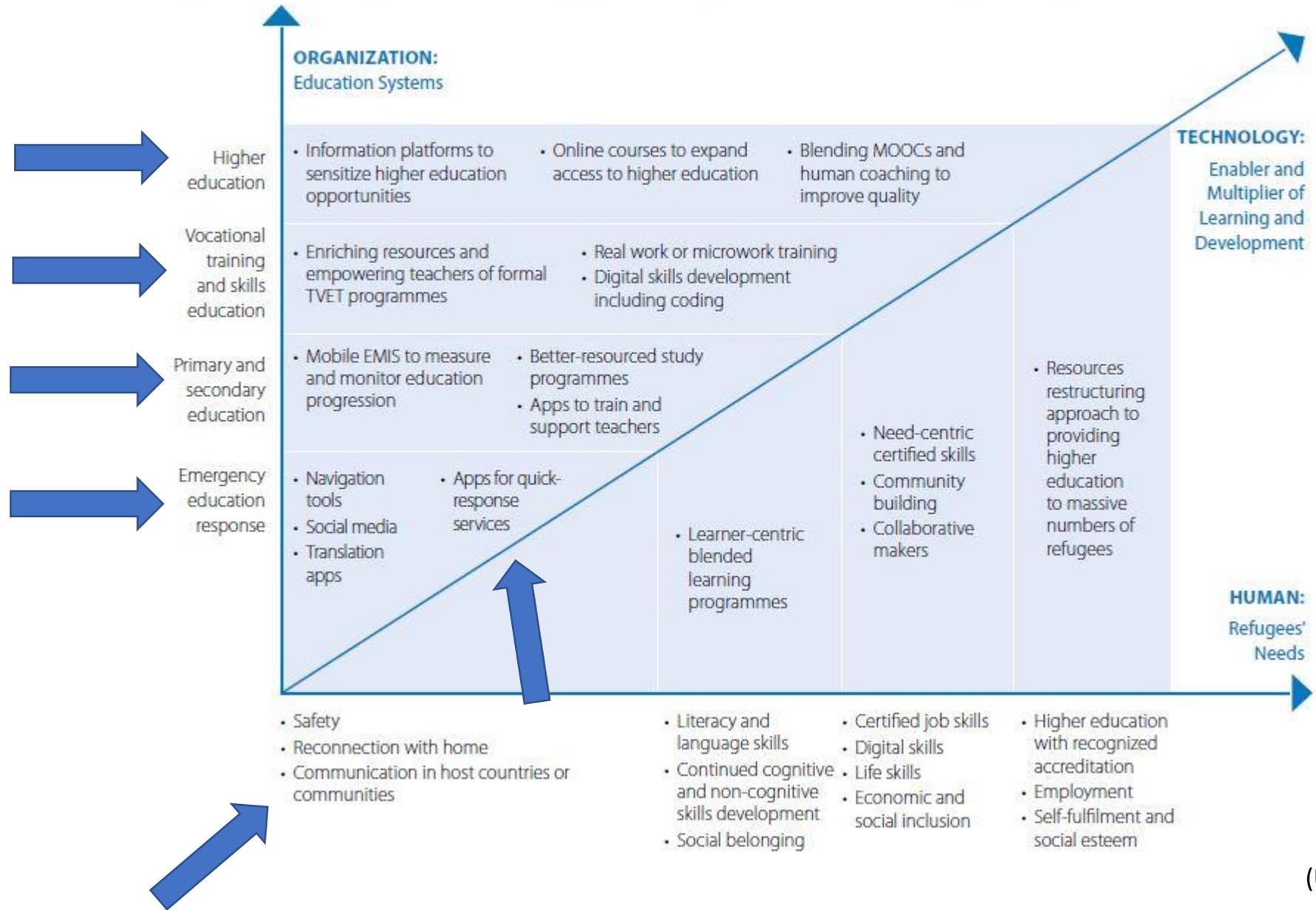
On the educational side, the very recent publication “A lifeline to learning, leveraging technology to support education for refugees” (2018) is quite interesting.

In analyzing some educational applications for refugees, the publication:

- 1 warns about the dangers of technocentrism by soliciting, on the other hand, the involvement of stakeholders in the process of integration and education;
- 2 warns about the limits of only passive learning;
- 3 invites to root these tools in pedagogy and propose a learner centred pedagogy approach and a need-based approach.



Figure 5. A human–organization–technology model to map values of mobile learning for refugees



(Unesco, 2018, p. 76)

In “Viewing mobile learning from a pedagogical perspective”(M. Kearneya et al., 2012)

The authors highlight three relevant tools:

- Personalization> it includes learner choice, agency, self regulation and customization
- Authenticity> it is in the relationships perceived by the learner between the proposed activities and the " use value "of these activities"
- It is highlighted how authenticity is placed on three levels: that of the proposed activities, that of the details contained in them (characters, places, objects) and that of the processus in the framework where they are offered. Authenticity measures the degree of overlap of these elements with situations and problems that learners experience in the real world.
- Collaboration> it highlights the ability to build relationships with other people, but here it would open a long speech.

The app «Presente»

responds to the needs we have identified in users:

1. it helps in learning useful Italian. Orthopedic idea.
2. it satisfies the information needs regarding inclusion in Italian society (rights / duties, possibilities, organization of services and institutions). It provides an immediate orientation in Italian society.
3. it helps to the inter-comprehensibility of doctor-patient exchanges during the medical examinations. Immediate translatability (Google Translate used in Canada in exchanges with doctors) of the sentences.

To reach this aim, we tried to build contents and adapt them to users.

Linguistic path

We have proposed 8 thematic modules divided into 10 micro-activities. The idea of micro-activity responds to the logic of bite-sized learning, activities that are short enough to be carried out in a few minutes, each of which has its own didactic objective, a lexical or other theme to be addressed.

It provides an orientation of learning but not compulsory, neither in the direction nor in the time of use.

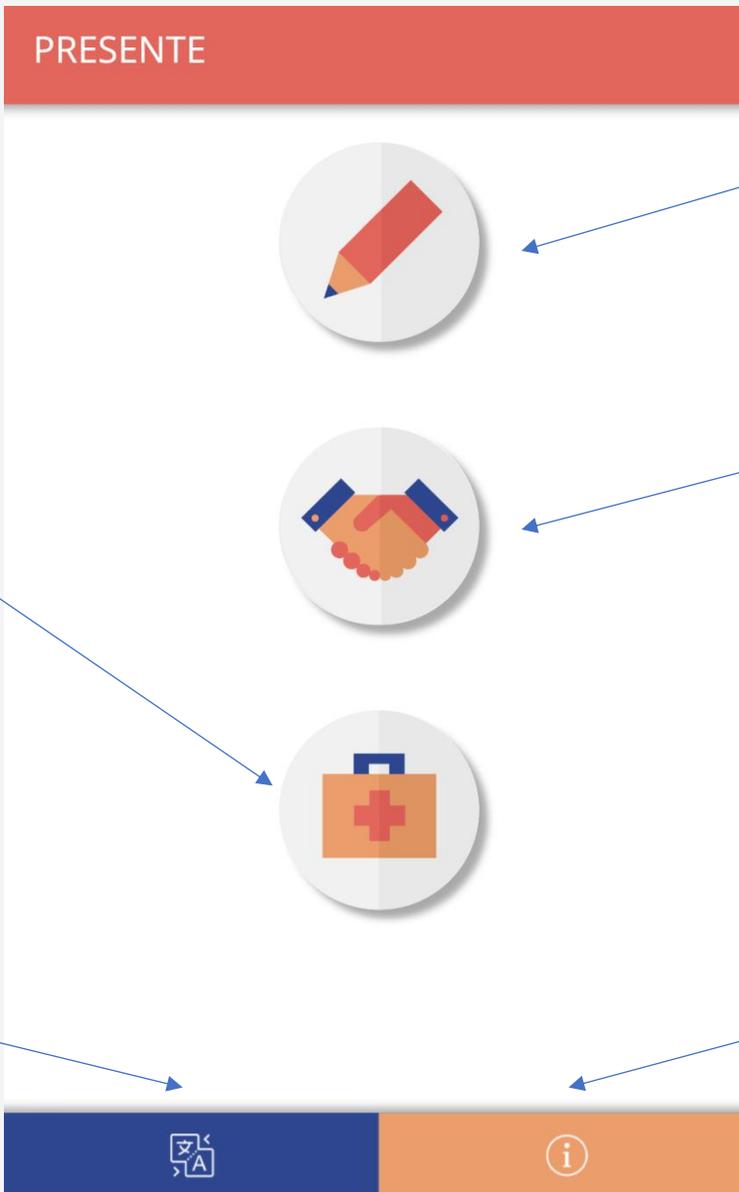
Information path

We divided the topic into micro-tests offered in L1 or in the language already understood / spoken (have 5 languages) with a small question of understanding that is proposed at the end of the reading.

Health path

It is built on the basis of some conversations carried out with the doctors who follow the users of the Bologna HUB and the CAS / SPRAR of the city aimed at identifying needs. So we have prepared a multilingual phrasebook that allows the patient to express his health condition in Italian and a body map that allows to know the Italian name of the body parts.

The main menu





Mi presento

Impari a salutare, presentarti, dire da dove vieni; impari a dare i tuoi dati anagrafici (compreso indirizzo, nazionalità, data di arrivo in Italia); impari a sostenere un semplice dialogo di prima conoscenza.



In città

Impari a conoscere i luoghi della città; impari a chiedere informazioni su luoghi, direzioni e percorsi; impari a comprendere indicazioni e informazioni su prezzi e orari relativi a mezzi di trasporto.

The educational path to practice the Italian language

- Thematic units: the city, the work, the Italian course, the shopping ...
- Interactive self-corrective exercises
- Audio tracks to listen to
- Texts to read
- Contextualizing photos

Different types of interactive exercises

← Che cosa dice il negoziante?



Metti in ordine la frase.

◇ desidera?

◇ Buongiorno,

◇ che cosa

CONTROLLA

← Dove abiti?



▶ 0:00 / 0:25

Ascolta e scegli vero o falso.

Marco e Anna vanno a casa.

vero falso

Anna abita in via Maffei.

vero falso

Marco abita al numero 16.

vero falso

← In segreteria



▶ 0:00 / 0:26

Ascolta e completa.

- Buongiorno!

- Buongiorno!

- Come ti _____ ?

- _____ chiamo Ibrahim Diallo.

- Come scusa? _____ si scrive?

- I B R A H I M D I A L L O .

- Bene. Grazie!

← Di che colore è?



Guarda la foto e scegli.

- È un bel maglione grigio.
- È una bella gonna rosa.
- È una bella gonna rossa.

CONTROLLA

← Mi presento

Scegli la forma giusta.

Ciao, io

Fatima Hamim.

30 anni.

dal

Marocco, da Casablanca.

in Italia da sei

mesi.

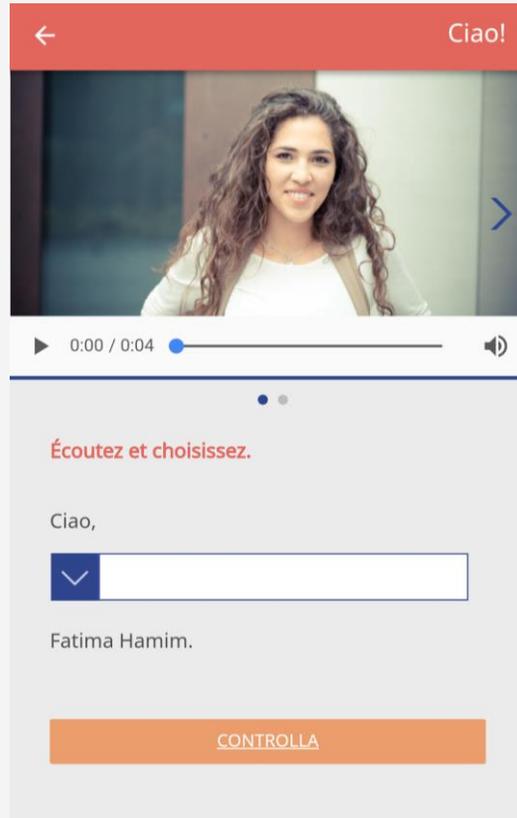
CONTROLLA

← Uno o due?

Collega singolare e plurale.

1.	-. Le orecchie
2.	-. Le braccia
3.	-. Le mani
4.	-. Le ginocchia
5.	-. Le ginocchia

Instructions translated into different languages to facilitate the execution of the activity



← Ciao!

▶ 0:00 / 0:04

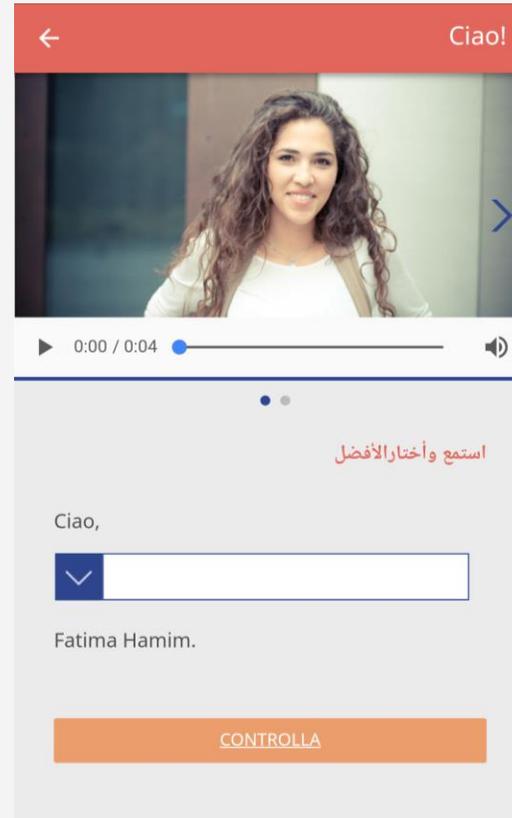
Écoutez et choisissez.

Ciao,

▼

Fatima Hamim.

CONTROLLA



← Ciao!

▶ 0:00 / 0:04

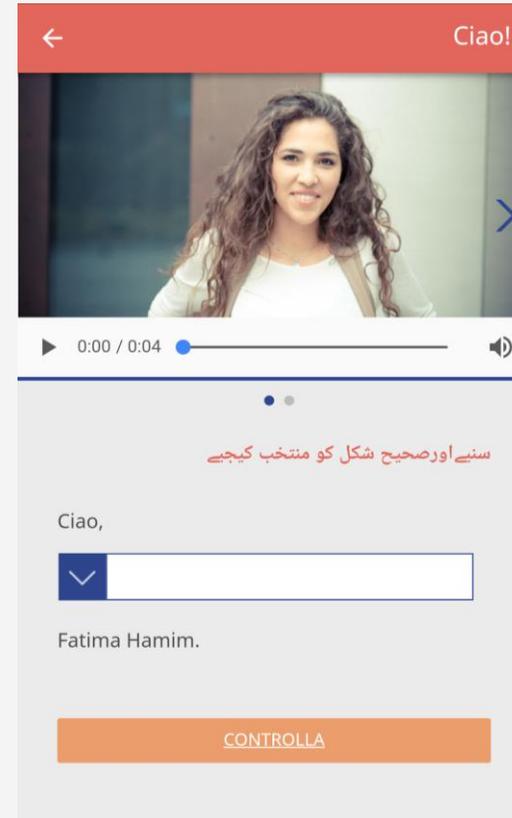
استمع وأختار الأفضل

Ciao,

▼

Fatima Hamim.

CONTROLLA



← Ciao!

▶ 0:00 / 0:04

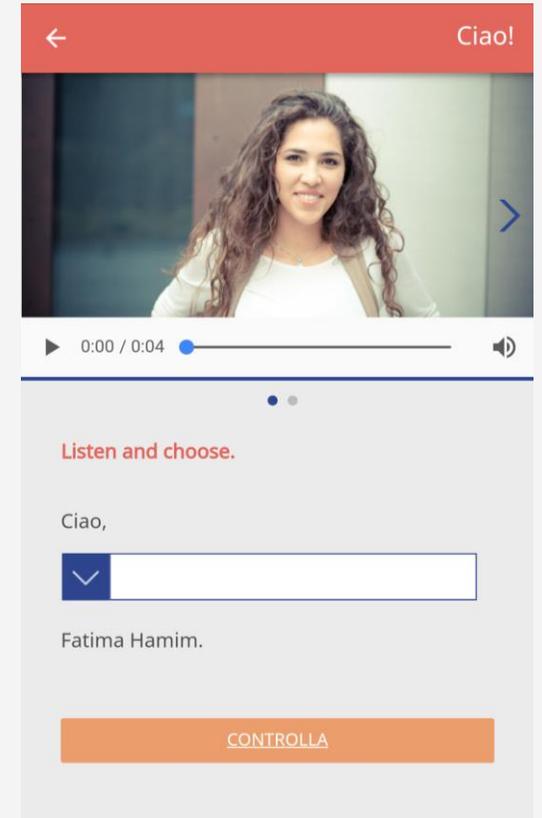
سنیے اور صحیح شکل کو منتخب کیجیے

Ciao,

▼

Fatima Hamim.

CONTROLLA



← Ciao!

▶ 0:00 / 0:04

Listen and choose.

Ciao,

▼

Fatima Hamim.

CONTROLLA



Scuola, formazione professionale e lavoro



Cultura civica e vita in Italia



Istituzioni italiane

The information path on life in Italy

- Fundamental topics for integration: work, school, public services, social and civil life, institutions, rights and duties
- Translated texts to facilitate understanding
- Final true / false question that helps to set a key concept

← Citizenship



● ● ● ● ●

Can foreigners vote in Italy?

Foreigners can only vote after they have obtained Italian citizenship.

True or false?

All Italian and foreign people can vote.

← Living together



● ● ● ● ●

Are all citizens equal before the law?

Yes. [Article 3](#) of the Italian Constitution says that all citizens are equal before the law without distinction of race, sex, language, religion, political opinions and economic conditions.

True or false?

In Italy all people are equal before the law.

← Childhood



● ● ● ● ● ● ● ● ● ● ●

How is Italian school organized?

The compulsory school in Italy lasts 10 years. Compulsory school includes:

- Primary School. It lasts 5 years and is for children from 6 to 11 years;
- Lower secondary school. It lasts 3 years and is for students from 11 to 14 years;
- Upper secondary school. It lasts 5 years but only the first 2 are mandatory and is for students from 14 to 19 years.



Frasi utili



Corpo

The section dedicated to health

Useful phrases translated to use in medical examinations

← Frasi utili



Condizioni generali 

Apparato osteo-muscolare 

Testa 

Collo - Gola 

Torace - Petto 

Addome 

Apparato urinario 

← الجهاز العضلى الهيكلى

لدى ألم بالرقبة ^

Ho male al collo.

لدى ألم بالظهر v

لدى ألم بالكتف v

لدى ألم بالمعصم v

لدى ألم بالاصابع v

لدى بالورك v

لدى ألم في الركبة v

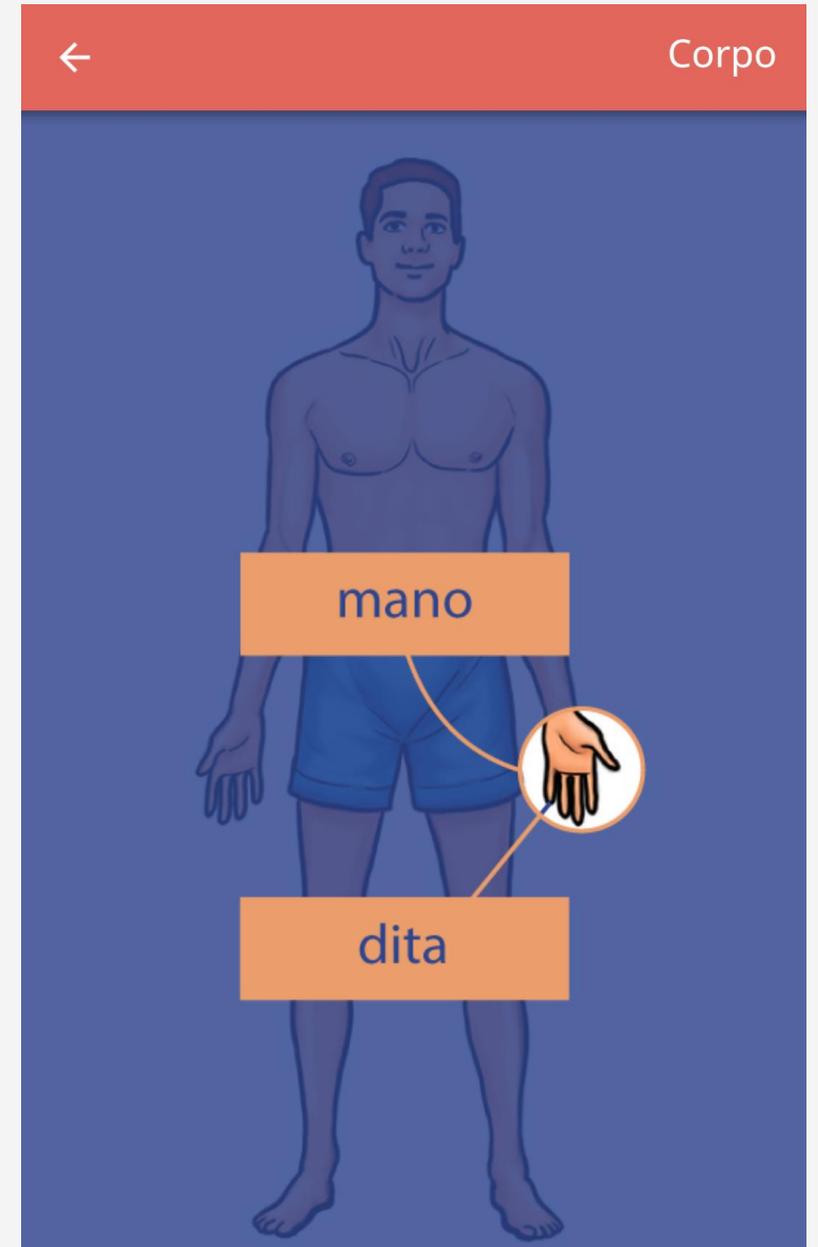
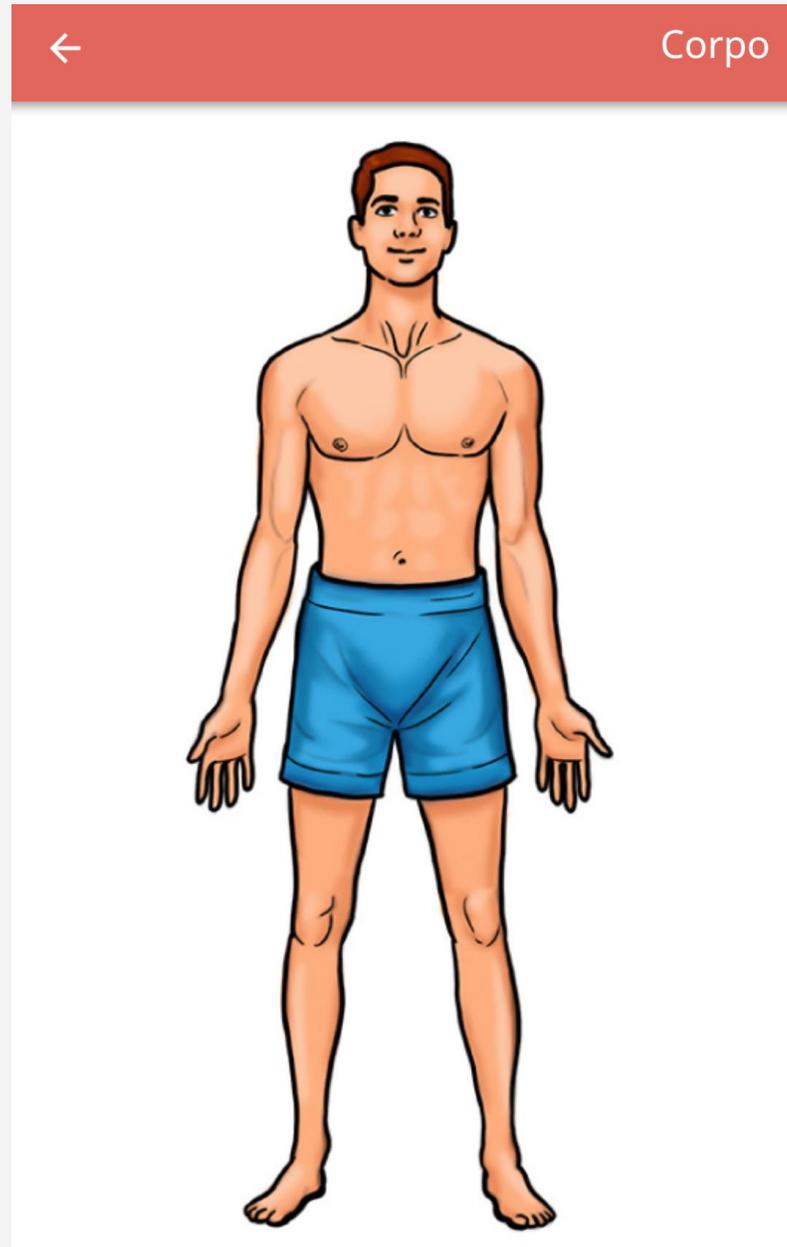
لدى ألم بالكاحل v

هل الألم مرتبط بصدمة أو ضربة أو عنف ما؟ v

هل سقطت علي الارض؟ v

لا أشعر بقوة في العضلات v

Navigable map of the human body



Thanks to

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