



## IEUME - Empowering Immigrants' EU Social and Civic Participation through Innovative Media for Education



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Partners





## 1 – Introduction

This document compiles and organizes the data from the study of the training situation for migrants, refugees and asylum seekers in Portugal, France, Austria, Malta and Cyprus.

The present book is the result of the first Intellectual output of the project IEUME - 'Empowering Immigrants' EU Social and Civic Participation through Innovative Media for Education.

The project is being undertaken with the support of Erasmus+ by a consortium of organizations comprised by Factor Social (Portugal), AMSED (France), ENTER (Austria), University of Malta (Malta), CARDET and Diplomatic Academy - University of Nicosia (Cyprus) and its overarching aim to contribute, via innovative educational tools, in the integration of people with a migrant background (refugees, asylum seekers and economic migrants). Although we recognize the differences between refugees, asylum seekers and economic migrants, along this text, the umbrella term migrant is sometimes used as someone who is moving or has moved away from his/her habitual place of residence, as defined in the site of International Organization for Migration.

The project will design and develop an inclusive, interactive and user-friendly digital toolkit which will also feature gamified modules covering European socio-cultural, political and economic issues. In essence, the IEUME project will assist individuals of migrant background to receive information and to better understand important aspects of EU-related issues as well the rights and opportunities the Union offers them. The educational resources to be developed and made available will cover the fields of EU Institutions, Access to Rights, Political Culture and Civic Participation, Employability and Cultural Heritage.

All partners researched and assessed current realities and prospective opportunities on the ground that need to be taken into consideration and/or could be utilized in the workings of IEUME.

During the first stage of the output development, the consortium examined and collected the existing training opportunities for migrants and prepared national reports laying out the existing integration policies of the implementing countries. It also developed and implemented surveys and each partner carried out, at least two focus groups with migrants and stakeholders in the field of migration. These served as an opportunity to attain a clearer conception of current realities to better design and develop its outputs in order to best serve the learning and training needs of migrants.



The findings of the eBook and the conclusions drawn in the first stage of its development will guide the project team in the development of the rest of the outputs of the project. Since gamification will be used, the next chapter addresses this approach.

## 2- Gamification: Definition, applicability and Good Practices

### Introduction

One of the key pillars of IEUME's work is to develop a gamified curriculum on Civic Education for Migrants. By conducting thorough research of existing training programmes for migrants at their local countries and following deliberations with migrants and relevant stakeholders, the implementing team wishes to use the findings and conclusions drawn to develop an innovative learning tool using gamification. Their wish is to take advantage of the benefits that gamification in education allows educators and learners alike to develop a learning resource that will have a meaningful and continuing impact. In that regard, the present chapter aims to put forward a concise examination of the process and its use in Education, giving readers a better insight to the project team's reasoning, rationale and approach in developing IEUME's Gamified platform.

Gamification is a 'process' that in recent years has risen in prominence and is progressively being referred to and utilized in multiple ambits, business sectors and societal affairs. In fact, an expansive number of enterprises, institutions and organizations try to 'gamify' aspects of their operations and tools exploring the benefits they can reap from this innovative approach and the ways it can serve their goals, mission and purposes. With gamification, one takes elements that are found in the design of games, and uses them to enrich an experience, increase the user's motivation, and achieve goals.

The term 'Gamification' was first coined in 2008 and relates to two different concepts. Firstly, the increasingly observed adoption, institutionalization and ubiquity of games in everyday life and secondly the specific notion that, since video games are designed to entertain, they motivate and engage their users in mechanisms that can be used to make other non-game products more enjoyable and engaging. In essence, the process and its popularity manifest the transcendence of games and game technologies beyond the traditional boundaries of their medium. Most importantly, gamification helps to expand the scope of long-established practices and operations across a wide array of fields and to enhance their effectiveness and capacity to engage, interact and motivate their target group (Deterding, O' Hara, Sicart, Dixon, Nacke: 2011).





Consequently, “gamification has ignited the imagination of marketers, human resources professionals, and others interested in driving ‘engagement’ (Deterding, 2012, p. 14). This led to the introduction of gamified systems in marketing, human resources management as well as non-business contexts such as politics and health that seek to facilitate engagement, mass-collaboration and the attainment and sharing of knowledge. This has led Fortune magazine to describe gamification as the new business concept while the technology research firm Gartner predicted, in 2014, that gamified services for marketing and customer retention will become as important as Facebook, eBay or Amazon (Richter, Raban, Rafeli: 2015).

This rising interest and exploration of its potential and impact is also being observed in the field of education and training, as educators are continuously adapting innovative approaches to effectively interact with their learners and immerse them in their subject to generate interest and knowledge. Modern pedagogical paradigms and trends in education, reinforced by the use of ICT, create prerequisites for the use of new approaches and techniques and Gamification is an eminent example of this development. A method that will also be put into practice in the IEUME project which wishes to develop and expertly deliver learning material for civic education of Third Country Nationals and ultimately equip them with the knowledge and skills to adapt and thrive in their host community (Gabriela Kiryakova, Angelova, Yordanova: 2014).

But what do we mean by Gamification? To what extent is it similar or different from Games and how can it be used and what kind of impact can we expect from it? These are the issues that the present chapter will delve into, in an effort to help raise awareness and understanding of the field in a manner that will also pave the way towards the adoption and effective application of the tools developed by the project.

## Defining Gamification

Gamification is perceived as a process of “enhancing services with (motivational) affordances to invoke gameful experiences and further behavioural outcomes” (Hamari, Koivisto, Sarsa: 2014, 3026). The term is used to portray an inventive application of game mechanics and dynamics in non-gaming contexts. One that, as mentioned above, is being observed across a diverse spectrum of disciplines and fields and seeks to lead to specific behavioural and heuristic outcomes (Matallaoui, Hanner, Zarnekow:2017). Moreover, it is found in multiple forms and scopes so that, while the vast majority



of its examples and applications are digital, the term gamification and its inherent rationale should not be conceived as interlinked with or limited to digital technology.

Gamification attempts to harness the motivational power of games to meet and further specific objectives. It derives from careful examination and the understanding of how to promote motivation by transforming a practice, a lesson, an action into a 'gamified' medium (Richter, Raban, Rafaeli: 2015). However, when trying to put forward a concrete conception of the term, we have to take note that, due to being a relatively new concept, different definitions exist. In our research and exploration of available descriptions of what Gamification is, we stumble upon two main definitions – conceptions of the term.

The first one construes Gamification as the use of game mechanics to engage users in non-game systems (Detering, 2012). Such mechanics, which have various subdivisions of how and in what way they may be implemented, include point systems, levels, leaderboards and badges. For instance, the point systems may, for example, be utilized to measure experience, skill or reputation to generate and enhance their audience's experience and interest (Browne, Raeside, Gray:2018). In other words, Gamification in education can be described as a use of game-related tools and aesthetics and playful thinking to encourage people to get together and learn.

An alternative connotation of Gamification construes it as a process of augmenting a process or a service with affordances for a gameful experience. This second definition indicates that the use of game design elements, here denoted as affordances for gameful experience, may enhance the user's experience and outcome. It also refers to the utilitarian aspect of Gamification, as it should support the value creation of the user. Thus, it bases the interpretation of Gamification on game dynamics, for example, awards, status and achievements, the products of the interest and passion of a player for a game. (Mert, Samur:2017).

In essence, McGonigal (2011) presented four fundamental features that an application must have in order to be considered as Gamified: a) Clearly defined goals that give 'players' a purpose; b) Consistently defined rules that represent the limitations and boundaries of how to achieve the given goals; c) A steady feedback system that guarantees the players that the goals can be reached, if the game rules are respected; d) The free will of accepting participation in the game and thus following its rules to reach the goals. Finally, it is important to stress that Gamification does not require the product, approach or service to turn into a complete game. There is a clear distinction between games and gamified platforms and tools, which is discussed in the following section.

## Gamification Vs Games

Even though they involve the use of game metaphors, elements and dynamics, Gamified platforms and tools are distinct from games. Their characteristics and the aforementioned components may make them comparable or akin to games, but it is important to distinguish them from ‘regular’ games, developed either for entertainment or educational purposes. They merely incorporate and utilize elements and dynamics from games and are not ‘proper’ games (Deterding, Dixon, Khaled, Nacke: 2011).

A Game is an amalgamation of multiple and necessary conditions. According to Juul’s ‘classic game model’ it involves “a rule-based formal system with a variable and quantifiable outcome, where different outcomes are assigned different values, the player exerts effort in order to influence the outcome, the player feels attached to the outcome, and the consequences of the activity are optional and negotiable (Deterding, Dixon, Khaled, Nacke: 2011, pg. 4)”. Most importantly, as Juul notes, these aspects need to be present together in order to constitute a game. Thus, to ensure terminological and conceptual clarity, the term ‘Gamification’ needs to only be used in reference to the mere use and application of some of the game design elements and techniques (Deterding, Dixon, Khaled, Nacke: 2011).

In other words, instead of developing full games, Gamification seeks to motivate desired behaviours by using elements of game design in non-game contexts. This has caused critics to note that the recent trend toward “Gamified” applications, often reduces the complexity of a well-designed and balanced game to its simplest components such as badges, levels, points, and leaderboards (Lawley:2012). According to game designers, this approach takes the least important parts of games as the core of the experience noting that the pleasure of games derives from the “meaningful choices” in the pursuance of “interestingly hard goals and not by such system feedback (Deterding:2012). As Lawley contends “It’s not that Gamification can’t work. But to be successful, it must include game design, not just game components. Done right, Gamification can help enrich educational experiences in a way that students will recognize and respond to (Lawley:2012,17).

So, to recap, Gamification differs from games because it is confined to the identification, extraction and use of individual or a selection of game elements. Through this process, gamification practitioners seek to alter a contextual behaviour such as engagement in a bid to improve a pre-existing instruction as a consequence of that behavioural or attitudinal change. While an educational game works towards



providing an alternative teaching experience that delivers information and educates the learner by itself, gamification practitioners hope that the game attributes will affect his/her learning-related behaviour and that will in turn influence learning in some way. In short, although one might claim that they learned from a game, it would generally not be valid to say that they learned from Gamification. Serious games and Gamification share a common toolkit of game elements, but the processes by which these elements affect learning differ (Landers:2015).

## Gamification in Learning

Education as a field and practice is not nor should it be static. Teachers, trainers and educational institutions have to be continuously striving to engage their learners in an effective manner so that they can expertly capture and sustain their interest in a way that secures the development of knowledge. This need and aspiration for constant development and improvement brings about a continuous evolution of educational practices and hence the introduction of new innovative tools, techniques and methodologies. Gamification is a prime example of this continual transformation of education. A promising technique that attracts considerable interest and exploration due to the belief that it can influence learners' approach to a subject or a class by promoting a more energetic response and stance to the learning process to achieve a meaningful learning and increased student success (Buckley, Doyle:2016).

The overarching aim of Gamification applications and approaches is to provide a sense of playfulness in non-game environments so that learners' engagement and participation in a training or lesson becomes enjoyable and desirable. Game techniques and mechanisms used by gamified approaches, namely the provision of clearly defined goals and feedback system, enable the learning process to become more targeted, better evaluated and most-importantly fun and engaging. It thus offers significant opportunities and prospects, primarily through the incorporation of technological tools and developments (Kiryakova, Angelova, Yordanova: 2014).

“Gamification can be used to provide incentives for expected behaviours in education and to ensure that expected behaviours help students to reach positive learning outcomes” (Petkas, Kepceoglu:2019,66). Moreover, they equip learners with the capacity to address learning failures and help them attain cognitive abilities such as problem-solving and critical thinking. Consequently, studies have shown that the use of gamification in education enhances motivation and actively contributes in furthering the active engagement of learners in a course or training leading to better learning outcomes (Petkas, Kepceoglu:2019).



It is an economic and easy to adopt process that can be used effectively with preparation and a few simple materials which students will enjoy. It thus gets them more motivated towards the lesson.

At its core, the effect and impact of gamification in education rely not on technology but on the diverse learning environment it helps create. It views and approaches learners as one of the most important actors in the learning process and develops a diverse spectrum of learning paths that are catered to their traits and skills thus allowing a varied learning process, comprised by different ways of creating knowledge (Biro:2014). As a result, they are given the opportunity to try new identities and roles, be guided to deal with failure as part of the learning process and be motivated to improve their skills.

The feedback received from students who have been in contact with gamification methods in education was largely positive. When asked by researchers to share their take on the method they noted that gamification makes education “competitive, fun, useful and more efficient” (Samur, Mert: 2017). Views that are also reflected in the findings of studies that have shown that gamification leads to increase the attendance and motivation of students to classes, giving them the opportunity to make mistakes and learn from them. This effect is the result of the authentic learning and ample problem-solving opportunities gamification affords, providing also immediate feedback that leads to a sense of accomplishment. Moreover, students appear to offload mistakes as part of the process/game, so they minimise their association with failure and are being pushed to work to achieve mastery (Gressick, Langston:2017).

However, and despite the generally positive findings and feedback logged about gamification, it is important to note that shortcomings and reservations do exist and need to be taken into consideration. Firstly, it is important to keep in mind that gamification cannot add intrinsic value to a lesson or process that possesses none. It needs concrete instructional design and content to build on and deepen engagement encouraging learners to participate and learn (Paharia: 2012). It is critical that the instructional content in place is already effective as the purpose of gamification is not to replace it, but instead to enhance its effectiveness. If a course is of low quality or does not use effective pedagogical techniques, the introduction of gamified processes to it will not have any effect on the learning. Also, for gamification to succeed, the instructor/educator needs to make sure that the game elements both create the impression of fun in students and lead to learning. If either of the two interrelated functions does not take place, then gamification has not fulfilled its intended goals (Landers:2015).



Moreover, we should not overlook the fact that a section of learners who, though working hard, may not be able to complete the tasks of the 'game' or are getting lower points than their classmates. Additionally, it has a different influence on students depending on their level of motivation (Buckley, Doyle: 2016). Thus, the educator should be closely monitoring the process and take actions to support them and make sure that they are not demotivated (Mert, Samur:2017). Finally, they should also keep in mind that the sporadic and limited in time use of gamification may hinder the interest of learners and its positive effect in their learning.

## Good Practices

Through research and exploration of educational tools and applications that employ gamification to further their objectives, the implementing partners of IEUME have identified the following good practices that educators and learners alike can explore:

- ❖ TEDEd – gamified educational app to create actionable video lessons  
Link: <https://ed.ted.com/>

TEDEd develops and makes available a wide array of informative yet entertaining videos covering a various subjects and disciplines giving also the opportunity to users to test themselves on the info provided and be guided to further explore and study the field. Apart from that, TEDEd, allows users – educators to create their own video lessons that are actionable and share them with the world.

- ❖ Tinycards – gamified educational app for learning with flashcards  
Link: <https://tinycards.duolingo.com/>

Tinycards adds a gamified layer to flash cards allowing users to test and enhance their knowledge in multiple fields such as language, science and movies. A progress bar fills up allowing users to earn accomplishments as they progress through a deck of cards. The platform also allows users to create their own flashcards that can be enjoyed by anyone in the Tinycards community.

- ❖ Memrise – gamified educational app to learn a language through locals  
Link: <https://www.memrise.com/>



Memrise is a gamified language learning app that utilizes a myriad of gamified techniques (including over 20,000 native speaking videos) to teach a new language. The app takes a fun approach to learning taking users through a journey and fun activity to learn a new language levelling up as they learn and progress.

- ❖ SoloLearn – gamified educational app to learn how to code  
Link: <https://www.sololearn.com/>

SoloLearn gamifies the teaching of code using player challenges, such as head-to-head competitions between learners and Code Playgrounds where learners can demonstrate the code they've created for feedback and comments from the community. Additionally, the app features a leaderboard that shows the top coders. Through the use of progression, EXP and leaderboards, SoloLearn encourages and pushes learners to employ themselves in learning code.

## Conclusion

The underlying inference of the present chapter is that via a thorough exploration and examination of the themes, scope and application of Gamification we need to take its potential as an effective educational tool seriously. Acknowledge its prospects but most importantly, attain a deep understanding of how it can be utilized efficiently and expertly so that it caters to the needs of users and learners. As Kapp and Hamari, Koivisto & Sarsa highlight, “for gamification to truly impact participant learning in positive ways, the integration of game-inspired elements must go beyond superficial integrations” and “focus on deeper structural considerations of games such as the story, the challenge, the sense of control, decision making, and a sense of mastery” (Gressick, Langston:2017, 110).

The findings presented will essentially guide the team of the IEUME project to expertly develop the gamified platform of the project that is to provide civic education, effectively, to Third-Country Nationals. Thus, the project will commence by developing a comprehensive teaching content followed by a clear and structured game design that will secure the potent implementation of the Gamification process.

As such, the IEUME, will utilize the use of game metaphors, elements and dynamics to test and further the knowledge of its target group, Third Country Nationals, in its selected topics: EU Institutions & Form the local society to the European fulfilment; Political Culture of Democracy, Participation & Civic



Engagement; European Culture and Heritage; Access to Rights; Improving Employability. It will thus feature well-designed and balanced game-like components such as badges, levels, points, and leaderboards that will harness the motivational power of game platform to encourage learners to employ themselves in enhancing their knowledge in the aforementioned fields. However, in doing so, the project team will strive to address and overcome the already mentioned potential risks and shortcomings to the effective use of Gamification in learning.

Thus, the project team will ensure that the gamified platform to be developed will fulfil the following parameters:

- It will allow students to repeat any unsuccessful attempt and creates conditions and opportunities to achieve the ultimate goal. Through repetition, learners will improve their skills.
- The learning activities will be specifically catered to address learners' potential and skill level so that they are achievable.
- It will have a rising difficulty level requiring more efforts from the learners' part.

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## 3- Brief Country and EU policy and practices of migrant integration

In this chapter, an EU report and, as well as a brief report of each country will be presented.

### Austria

#### Background

In 2018, Austria had a population of over 8.8 Million people. According to the ÖIF<sup>1</sup>, the number of persons with a non-Austrian place of birth was just short of 1.7 Million (~19%); most of the migrants lived in Austria's capital, Vienna (40%). More than half of all people with birthplaces outside of Austria (54.1%) came from various countries outside of the EU and EFTA countries. Of all migrants in Austria, 228.000 people came from Germany, which makes them the largest migrant group in Austria, followed by Bosnia-Herzegovina (166.700 persons) and Turkey (160.300 persons). Other nationalities include Serbia, Romania, Hungary, Poland, Syria, Croatia, and Afghanistan.<sup>2</sup> This mix of countries was influenced by the recent conflicts in the Middle East, which caused a raise in asylum seekers from Middle Eastern countries.

#### Migration Context

The guiding principle of Austria's integration policies is that integration has to be a mutual process. Arriving as well as receiving communities have to be willing to learn from each other, accept each other and adapt to each other. This is, of course, on paper but the actual situation in Austria might look different in some points.

As mentioned above, there was a peak in asylum seekers coming to Austria in 2015 due to the situation in the Middle East. According to the Federal Ministry for Europe, Integration and Foreign Affairs<sup>3</sup>, this number of asylum seekers during that year rose to approximately 90.000 persons, which was unexpected and an unprecedented situation. Over the following years, the number of asylum seekers went down significantly, but still remains higher than in the time before 2015.

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<sup>1</sup> Österreichischer Integrationsfonds (Austrian Integration Fund)

<sup>2</sup> Bundesländer. Statistiken zu Migration und Integration 2018.

<sup>3</sup> More information can be found at:

<https://www.bmeia.gv.at/en/integration/integration-of-persons-entitled-to-asylum-or-subsiary-protection/>



## Legal Framework

### ***National Action Plan for Integration (NAP.I)***

As the Austrian government acknowledges that integration is a multidisciplinary issue and needs a wide-ranging approach, the National Action Plan for Integration was created in 2010. It combines “all integration policies of Provincial Governments, Local Authorities, Cities, Social Partners and the Federation”<sup>4</sup> and facilitates the cooperation between different entities.

The NAP.I report<sup>5</sup> states that this plan is directed not only at one group of migrants, but at persons of various backgrounds and in various kinds of situations, and, in addition to that, it is also directed at the general public.

As the Austrian Federal Ministry for Europe, Integration and Foreign Affairs states, the NAP.I applies a very broad approach: “In addition to general guidelines for integration policies, the NAP.I covers challenges, principles and objectives in the following fields of action in a profound manner: language and education, work and employment, rule of law and values, health and social issues, intercultural dialogue, sports and recreation, as well as living and the regional dimension of integration.”<sup>6</sup>

### ***50 Action Points Plan***

In order to cope with the new situation in 2015 of a significant rise in refugees arriving in Austria, a 50 Action Points Plan for the integration of persons entitled to asylum and subsidiary protection was developed and installed in 2015. This Action plan has been in place since then and, according to the Federal Ministry for Europe, Integration and Foreign Affairs, has been Austria’s principal document in terms of refugee integration.

As part of this 50 Action Points Plan, a value and orientation course for asylum seekers and migrants was developed. This course concentrates on the Austrian constitution with central aspects such as gender equality, human dignity and democratic values and it also focuses on the importance of learning the German language.<sup>7</sup>

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<sup>4</sup> <https://www.bmeia.gv.at/en/integration/national-action-plan/>

<sup>5</sup> Bericht zum Nationalen Aktionsplan für Integration, Federal Ministry for Europe, Integration and Foreign Affairs

<sup>6</sup> <https://www.bmeia.gv.at/en/integration/national-action-plan/>

<sup>7</sup> For more information, go to: <https://www.integrationsfonds.at/kurse/werte-und-orientierungskurse/werte-und-orientierungskurse/>

### ***Austrian Islam Law***

Responding to the growing number of the Muslim population in Austria due to the large number of migrants from Muslim countries, the Austrian Islam Law was introduced in 2015. This law was put into place in order to protect the Muslim community's religious rights and freedoms in Austria as well as specify their obligations.<sup>8</sup> The entire law can be accessed online.<sup>9</sup>

### ***Austrian Integration Act***

In 2017, the Integration Act was established, which is directed at people who are entitled to asylum or subsidiary protection and who are 15 years or older (if their status was granted after the 31st of December 2014). "The Integration Act sets basic conditions for the successful integration of persons without Austrian nationality who are legally resident in Austria into the Austrian society by providing a wide range of integration measures."<sup>10</sup> It includes essential aspects of integration such as learning German and an education about Austrian values. The Integration Act stresses that an understanding between people is paramount to successful integration. This includes a good command of German and the willingness to adhere to rules of the receiving country. Skills and qualities like these will improve integration.

### ***Institutions***

There are three main institutions regarding the migration process.

- The ÖIF – Österreichischer Integrationsfonds (Austrian Integration Fund)

This organisation is "a fund of the Republic of Austria and a partner of the Federal Ministry for Europe, Integration and Foreign Affairs along with many responsible authorities on integration and migration in Austria."<sup>11</sup> The fund is in charge of issues related to migration in Austria.

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<sup>8</sup> For more information go to:  
<https://www.bmeia.gv.at/en/integration/the-austrian-islam-law/>

<sup>9</sup> URL for the exact wording of the law:  
[https://www.bmeia.gv.at/fileadmin/user\\_upload/Zentrale/Integration/Islamgesetz/Islam\\_Law.pdf](https://www.bmeia.gv.at/fileadmin/user_upload/Zentrale/Integration/Islamgesetz/Islam_Law.pdf)

<sup>10</sup> <https://www.bmeia.gv.at/en/integration/integration-act/>

<sup>11</sup> ÖIF website: <https://www.integrationsfonds.at/>



- Expert Council for Integration at the Ministry for Europe, Integration and International Affairs

This council is independent and consists of numerous experts in the field of immigration such as university professors and members of organisations linked to immigration. It is “the competence centre and central engine of the integration process”<sup>12</sup>

- Advisory Committee on Integration

The committee was established in 2010 to facilitate and support the implementation of the NAP.I through discussions, expertise and skills in the field of immigration. Members include representatives from the “Federation, Federal Provinces, Associations of Local Authorities and Cities, the Social Partners and the Federation of Austrian Industry, as well as NGOs”.<sup>13</sup>

## Integration Policy

Austria has an official website for migration related issues where visitors can access relevant information and practical tips. Among other topics, the types of immigration are discussed, including options not only third-country nationals, but also for people from EU and EEA countries.<sup>14</sup>

The website also explains the country’s Integration Agreement, stating that the agreement reinforces the importance of knowledge of German and of democratic values. In terms of language acquisition, there are two modules of which either one or both have to be completed, according to the type of immigration desired by an applicant.<sup>15</sup>

Currently, there are debates to change the asylum-seeking process, the outcomes of which would put new and additional restrictions, requirements and burdens on refugees in Austria.

## Cyprus Background

The Republic of Cyprus is a presidential constitutional democracy founded in 1960, after the island was granted its independence from the British Empire. The state is comprised by two main

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<sup>12</sup> <https://www.bmeia.gv.at/en/integration/expert-council/>

<sup>13</sup> <https://www.bmeia.gv.at/en/integration/advisory-committee-on-integration/>

<sup>14</sup> More information can be found at: <https://www.migration.gv.at/en/types-of-immigration/>

<sup>15</sup> More information can be found at:  
<https://www.migration.gv.at/en/living-and-working-in-austria/integration-and-citizenship/integration-agreement/>



communities, Greeks of Cyprus (77.1% of the population in 1960) and Turkish of Cyprus (18.2% of the population in 1960) as well as an Armenian, Latin and Maronite minorities.

The Constitution of the State safeguards a clear separation of powers between the legislative, the executive and the judicial branches of government while it also allocates the positions of power in all the sectors of governance between the two communities. However, following the intercommunal conflicts since 1963 and the Turkish invasion in 1974, the island has been divided and the positions reserved for Turkish-Cypriots remain vacant to date. As of 2004, the Republic of Cyprus is a full member of the European Union.

## Migration Context

Throughout history, Cyprus was experiencing an outward migration of individuals, as many Cypriots were moving abroad - mainly to the UK, the US and Australia - in pursuit of jobs and a better standard of living. This trend was further exacerbated in the period 1960 to 1975 due to the internal problems and conflicts the island was experiencing. However, in the 1980s and as the local economy begun growing this tendency changed and since the 1990s a net inward migration is observed. Furthermore, following Cyprus' accession to the EU, a considerable number of EU nationals relocated to the island (Gregoriou, Kontolemis, Matsi: 2010).

According to figures published on January 1, 2018, on the European Website on Integration, EU nationals make up 12% of the population while 71,797 Third Country Nationals (TCNs) legally reside in Cyprus, representing the 7% of the population. Of the 71,797 Third Country Nationals, 88% of them had valid temporary resident permits and 12% had long-term residency (in-cyprus:2018) and, as shown in data published on the 31st July 2016, the most represented purposes of stay are employment, 45%, family reunification, 13%, and international protection, 11% (EWSI: 2019). As reported in the latest population census, in 2011, the four largest EU-national migrant communities in Cyprus are the British, Romanians, Bulgarians and Greeks while the largest TCN communities in Cyprus are the Georgians, Russians, Philippines and Sri Lankans (CyStat:2012).

## Legal Framework

The migration of EU Nationals to Cyprus is free and without any limitations as per the right of freedom of movement that the citizens of EU member states enjoy within the Union. In the case of non-EU nationals, Third Country Nationals, the criteria and parameters of migration and residence to Cyprus are stipulated in the 'Aliens and Immigration Law'. Said legislation sets the processes to which TCNs need to adhere to enter, visit, reside and work in Cyprus as well as the rights they should enjoy. A



person can apply and obtain an Immigration Permit provided that it fits the requirements set by Regulation 5 of the Law (Ministry of Interior).

A migrant in Cyprus can attain the Cypriot citizenship either through the naturalization process or by marrying a Cypriot citizen. A Third Country National becomes eligible for Naturalization, if s/he has been living in Cyprus, with a valid residence permit, for seven consecutive years or for five consecutive years if the said person is a parent or child of a Cypriot Citizen. Moreover, the applicant needs to have a clean criminal record and to have been living continuously in Cyprus in the 12 months prior to his/her application. Once a person fulfils the residency requirements, s/he needs to submit an application and follow the procedure described on the website of the Ministry of Interior. Finally, it is important to note that Cyprus offers a Citizenship by Investment Schemes that allow non-Cypriot entrepreneurs to acquire the Cypriot Citizenship by investing 2,000,000 Euros in the Cypriot economy.

Additionally, via the Refugee Law, passed in 2000, the Cypriot government assumed full responsibility for refugee issues, and since January 2002 the asylum application procedures. The Law safeguards the rights and the protection of persons with international protection, namely refugees, beneficiaries of subsidiary protection status and asylum-seekers and stipulates the process that should be followed in the application and examination process of such cases, the socio-economic benefits and support they should be granted as well as their obligations (UNHCR Cyprus)

## Integration Policy

The Republic of Cyprus compiled, in 2010 and revised in 2013, an Action Plan to promote the integration and inclusion of individuals of migrant background in the island. The Action Plan sought to increase the participation of immigrants in the social and public life; combat racism and discrimination; and recognize and foster their social, economic, financial and cultural rights and needs.

Additionally, the 2014 National Inclusion Policy (NIP) features steps for the provision of support and information, by local government authorities and civil society organizations, to TCNs legally residing in Cyprus. Moreover, the Cypriot Ministry of Education and Culture set up an Interdepartmental Committee for the integration of children with a migration background in the Cypriot educational system set that worked towards the adoption, in 2016, of a Policy Paper for the integration of migrant students via the provision of systematic support in all levels of education. Finally, Cyprus' Youth National Strategy for 2017-2022 highlights the need for investment in education, vocational training and health which directly affect TCNs.



At a practical level, though there is no mandatory and comprehensive integration programme in place, a wide array of projects and initiatives are being implemented to foster the integration of TCNs that include the provision of free language courses and civic education to migrants. Specialized actions and trainings have also been carried out to develop the knowledge and awareness of employers, teachers, journalists, public officials in a bid to promote inclusion in all aspects of life in Cyprus. Apart from that, there are 4 Migrant Information Centres (MICs) operating across the island which serve as one-stop-shops for services to TCNs and applicants or beneficiaries of international protection, providing them with guidance and advice on housing, access to health, education services, administrative support, translation and interpretation services. Lastly, the MiHub online platform and InfoBuses are also used to reach out and support TCNs who do not have easy access to the 4 MICs (EWSI:2019).

However, Cyprus' Integration Policy was the target of criticism in UNHCR's 2018 report 'Towards a Comprehensive Refugee Integration Strategy for Cyprus' which lays out a set of shortcomings in the state's integration plans for TCNs. UNHCR argues that "integration remains the weakest link in the national asylum system" and has established and led a multi-stakeholder Task Force to help formulate specific recommendations for the design and implementation of a national integration plan (UNHCR: 2018,2).

Said plan, highlights the need for an approach that will integrate TCNs on a legal, social, economic, political and cultural level. It thus advocates for the provision of tailor-made trainings, catered to the individual needs and level of knowledge and skills of TCNs, as well as sustained support to help them understand job-related administrative procedures as well as action to match their talents with employers' needs.

## France

### Background

Today, as of 2019 data the French metropolitan's population is over 65,3 million people where migration balance equals to 80 thousand people. Taking into account all categories of immigration, that include the migration of families, seasonal and temporary workers, foreign students, asylum seekers and refugees, France, in 2015, received 256,500 permanent migrants in its territory. According to the data, in 2015, Paris has issued 217,500 permanent residence permits, mainly to nationals from Algeria, Morocco, Tunisia and sub-Saharan Africa. The 2017 data reports that 378.0 thousand migrants arrived in France.



## Migrant Context

Since 2015 the number of asylum applications in France is continuously increasing. According to the official data from the French Ministry of the Interior, the number of asylum applications increased from 80,075 in 2015 to 100,412 in 2017 (and 85,726 in 2016). National data show that there was an increase in the number of asylum applications by 6.5% between 2015 and 2016, and by 17% between 2016 and 2017.

In addition, the French Office for the Protection of Refugees and Stateless Persons (OFPRA) that concludes on protection decisions, in 2017 granted international protection to nearly 43,000 people. This highlights an increase of nearly 15% in comparison to 2016 when 36,553 protection decisions were concluded according to Eurostat. In 2018, only 29% of applications were recognised positively.

The number of people placed under the Dublin procedure represents 36% of all applications in 2017 while, in the same year, a rise of removals of irregular migrants was observed. In fact, in 2017 year there were 14,859 forced removals were carried out compared to 12,961 in 2016, and 4,856 assisted removals against 3,468 in 2016. However, this increase in the number of removals needs to be put into perspective by the increase in the number of asylum applications.

Additionally, a surge of populism and anti-migrant rhetoric by media and political forces are witnessed in recent years feeding a xenophobic sentiment towards new entrants to France.

It is also important, however, to highlight the positive aspects of immigration, not only for migrants, but also for the French society. The official position of the current French government is to improve the integration processes of refugees and naturalized French citizens, as well as encourage the immigration of skilled labour. In 2016 the government set up the talent-passport, which grants the right to live and work in France to people who fulfil certain criteria (as for example, people who want to open a business, scientists or artists). France shows the willingness to benefit from the “brain drain” of other countries. Moreover, the government committed in improve the integration of refugees through providing them with the learning courses of the French language during their first years upon arrival in the territory of France.

## Legal Framework

### *International level*



The right to asylum finds its origins in France's commitment to the International asylum law, i.e. the Geneva Convention Relating to the Status of Refugees of 28 July 1951 and its 1967 Protocol, and the European Union law, in particular, the Regulation (EU) of 26 June 2013 establishing the criteria and mechanisms for determining the Member State responsible for examining an application for international protection, known as the Dublin Regulation (of Directive 2011/95 / EU of 13 December 2011, the Qualification Directive, and the two Directives of 26 June 2013, dealing with procedures and reception standards respectively).

### ***National level***

The right to asylum stems from the preamble of the Constitution which states that "every man persecuted for his action for freedom has the right to asylum in the territories of the Republic". It was sanctioned by the Constitutional Council in its decision of 13 August 1993. The duty to protect people at risk in their country is based on four principles: extended protection, an impartial examination of the asylum application, a right to stay on the territory as well as proper reception conditions throughout the examination period. Refugee status is recognized, in accordance with Article L. 711-1 of CESEDA:

- The Geneva Convention of 28 July 1951 on the Status of Refugees
- In application of the preamble of the Constitution, "to any person persecuted for his
- action in favour of freedom"
- To any person to whom the Office of the United Nations High Commissioner for
- Refugees (UNHCR) exercises its mandate under Articles 6 and 7 of its Statute ("strict
- mandate").

### ***Asylum laws***

Since the law of July 25th, 1952 was declared, the care to recognize the refugee status or the benefit of subsidiary protection belongs exclusively to a public establishment (OFPRA) under the control of the administrative court, the National Court for Right of Asylum (CNDA).



The CNDA is a specialized administrative jurisdiction functioning under the Council of State. The law of November 20, 2007 affirmed its jurisdictional character by linking it administratively to the Council of State from January 1, 2009. The CNDA is a court of full litigation, and on the occasion of the appeal, it reviews the whole case and may annul the decision of OFPRA or confirm it. Applicants may be heard and assisted by an advisor and / or interpreter.

The law of 29 July 2015 has unified the regime applicable to asylum seekers and confers a right to remain in the territory to all asylum seekers, whether the examination of their application is carried out in normal procedure or in accelerated procedure, thus enshrining the right to suspensive appeal to the CNDA.

### ***Institutions responsible for Immigrant Integration***

#### *Governmental actors*

There are several governmental actors that are responsible to deal with all processes defined by the Refugee law of France:

- **OFPRA** (French Office for the Protection of Refugees and Stateless Persons)
- **CNDA** (National Court of Asylum)
- **OFIG** (French Office for Immigration and Integration)
- **The French delegation of UNHCR** (Office of the United Nations High Commissioner for Refugees)
- **The International Organization for Migration (IOM)**

#### *Civil society actors*

The French asylum system also relies on associative partners (the most important of which are France Terre d'asile, Forum Réfugiés, Coallia) and the ADOMA mixed economy society. They are responsible for the management of CADAs and reception and support platforms. Some of these associations, as well as other non-governmental organizations active in the field of asylum, have an important role and regularly question the ministry on issues of implementation of the right of asylum.

## **Integration Policy**

### ***National Plan for Migration***

The French budget for 2018 (all fields of action taken together), adopted in December 2017, amounts to 711 billion Euros and is distributed according to different fields of action. The amount allocated for the field of action "immigration, asylum and integration" is 1.38 billion Euros and represents 0.19% of the total budget, an increase of nearly 21% from 2017. Nevertheless, this increase is the main result of the under budgeting of the 2017 budget, and therefore the re-evaluation of real needs. The real increase in the budget for immigration, asylum and integration is actually less than 10%. According to the official data the increases in this field of action are distributed as follows:

- Support measures for legal foreigners from 29,731,000 to 38,431,000 payment credits.
- For the action of access to the French nationality it passes in 2017 from 945 600 credits of payment to 1 069 222 in 2018.
- Accompanying refugee action: 26,725,400 to 43,160,100. This action depicts a strong increase.
- Action to support the treatment plan for migrant workers' homes remains unchanged: 8,538,000.

### ***European funds***

To safeguard and promote the rights and integration of refugees, European Union has made available a wide array funds to support and finance relevant projects. These funds include Asylum Fund, Migration and Integration, Internal Security Fund, European Fund for External Borders, European Fund for Return, European Refugee Fund and European Integration Fund.

### ***Annual performance project for integration and access to French nationality (2018)***

The French Republic's policy on migration wishes to be inclusive and aims to integrate refugees and naturalized French citizens into French society. Thus, the government's action plan "guaranteeing the right to asylum, better controlling migration flows" of 12 July 2017, provides for new measures in the context of the reception and integration policy, such as a reinforcement of the linguistic trainings dispensed to the newly arrived foreigners, the appointment of an interministerial delegate for the integration of refugees, facilitating access to employment (especially for isolated major refugees under the age of 25), the distribution of housing to ensure the reception of beneficiaries of international protection at the national level, and the creation of 5,000 additional places in temporary accommodation centre (CPH) by the end of 2019.



## Malta

### Background

Malta is a republic that gained its independence from the United Kingdom in 1964. It joined the European Union in 2004, having applied for membership in 1990. The population of Malta according to Eurostat is around 460,000 people as of 2018, having grown from 414,00 in 2010<sup>16</sup>. Malta's official languages according to its Constitution are Maltese and English while Maltese is the national language. The GDP per capita in Malta has also grown following accession to the EU when in 2004 the GDP per capita was 64% of the EU average, in 2017 it grew to 95% of the EU average<sup>17</sup>. As of 2018 it had one of the EU's lowest unemployment rates at 3.5%<sup>18</sup>.

### Migration Context

Prior to EU membership Malta had a history of emigration with large numbers of Maltese people emigrating to North Africa in the late nineteenth and early twentieth century and even larger groups migrating to the USA, Canada and predominantly Australia in the 1950's-70's. Immigration to Malta was extremely limited until the 2000s mainly being expatriate pensioners from the UK and a few business-related migrants.

Migration to Malta started to increase following Malta's accession to the EU in 2004. This migration consisted of EU nationals finding employment in Malta, asylum seekers (primarily from Africa) arriving to Malta from North Africa across the Mediterranean, as well economic migration from various non-EU states (both regular and irregular economic migration).

According to Eurostat the total number of migrants arriving in Malta has grown from 2,075 in 2005 to over 17,000 in 2016<sup>19</sup>. Of these 59% were EU nationals (around 10,000) while 41% were non-EU

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<sup>16</sup><https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=tps00001&plugin=1>

<sup>17</sup> <https://www.timesofmalta.com/articles/view/20170613/local/maltas-gdp-nears-eu-average-but-material-welfare-continues-to-lag.650647>

<sup>18</sup> <https://www.timesofmalta.com/articles/view/20180404/local/malta-has-second-lowest-unemployment-rate-in-the-eu.675354>

<sup>19</sup> 2016 is the last year for which Eurostat has available online the full tabulated and comparative statistics in terms of immigration.



nationals (around 7,000)<sup>20</sup>. Relative to the size of the resident population, Malta with 38 immigrants per 1 000 persons had the second highest rate of immigration within the EU in 2016<sup>21</sup>.

## Legal Framework

The main legislation that governs immigration into Malta is the Immigration Act (Chapter 217 of the Laws of Malta)<sup>22</sup> including the subsidiary regulations issued under the Act (the Immigration

Regulations 2004) while other relevant laws include the Constitution, the Refugees Act, the Malta Citizenship Act and the Criminal Code.

The Immigration Act and the 2004 Immigration Regulations regulate who is entitled to enter Malta without the need of permission from the Principal Immigration Officer appointed under the same Act. In brief, apart from Maltese citizens, EU nationals are entitled to enter Malta without a visa and to stay and work in Malta as per EU rules. Any other person wishing to enter Malta and who is not exempted from such permission requires permission from the Principal Immigration Officer. If anyone enters Malta without such permission, they are deemed to be a ‘prohibited immigrant’ under the Act. In such cases the Principal Immigration Officer may order the temporary detention of such a person and also the removal of such person from Malta. Under the Immigration Regulations it is a criminal offence to enter Malta without the necessary permission (Article 16).

The Refugees Act (Chapter 420 of the Laws of Malta) regulates the process for the request and determination of refugee status and humanitarian protection status under Maltese law. Persons entering Malta without the required permission who upon entering apply for refugee status or humanitarian protection shall not be considered to have committed a criminal offence.

## Integration Policy

Malta did not have a fully-fledged integration policy for non-nationals until December 2017 when the Ministry of European Affairs and Equality issued its Migrant Integration Strategy and Action Plan (Vision 2020), with the objective of “setting up a stronger framework for integration of migrants who are already working, living and sending their children to school in Malta”.

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<sup>20</sup> [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Immigration\\_by\\_previous\\_country\\_of\\_residence,\\_2016\\_.png](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=File:Immigration_by_previous_country_of_residence,_2016_.png)

<sup>21</sup> <https://ec.europa.eu/eurostat/statistics-explained/pdfscache/1275.pdf>

<sup>22</sup> <http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=8722&l=1>



The Policy accepts that in order to be successful an Integration Strategy needs “to ensure that migrants in Malta have a voice, are recognised for their true value and are able to build their sense of belonging within society”. What is of special interest is the tools which the policy adopts in achieving these goals. The Maltese policy is based on two overarching principles, which are meant to cut across all integration efforts: non-discrimination and mainstreaming. The government commits to engage in efforts to enhance equality for migrants and to adopt migrant perspectives in its broader equality work. In terms of mainstreaming, the policy commits government to take into account of “integration policies and measures in all relevant policy portfolios and levels of government and public services is an important consideration in public policy formation and implementation”.

The key feature of the Maltese Integration strategy is the ‘I Belong’ programme, which leads to migrants who apply to this programme and who successfully pursue an integration pathway to achieve permanent resident status. This pathway is composed of two phases: a pre-integration certificate and a qualification for permanent resident status. The first phase involves:

- Accredited Maltese language classes
- Accredited English language classes
- Basic cultural and societal orientation
- A record and assessment of qualifications, trade, work experience and skills.

Stage 2 which eventually culminates in the achievement of a permanent resident status requires the following:

- A course of at least one hundred hours covering the social, economic, cultural and democratic history and environment of Malta, with a specific focus on the Constitution, law, democratic values and practical sessions.
- Pass mark of at least 65% in Maltese at the prescribed level.

The above demonstrates that the integration pathway to a great extent is focused on educational/training components. However, while the policy prescribes the above pathway, it also clarifies that especially in stage 2 there ought to be a personalised integration plan for each applicant depending on the specific need of each applicant.



The Maltese Integration policy also envisages several other measures intended to support migrant integration which includes both structural and programmatic measures. In terms of structures, these include the setting up of an Integration Unit, strengthening the Inter-Ministerial Committee on Integration, setting up of an integration hub on Gozo. In terms of programmatic measures, the policy refers to updating of the Malta integration website, having a trained pool of cultural mediators, the development of an I Belong App and confidence building campaigns amongst others.

## Portugal Background

Portugal is a friendly and open country to migrants, with Portuguese integration policies being considered by the United Nations, Migrant Integration Policy Index (MIPEX) and the European Union as one of the best in Europe. These results are impressive given that before the 1990s Portugal was considered a country of emigration and there were practically no policies regarding migrants, only those regulating the flow of immigrants (Padilla & França, 2016).

According to the 2018 Annual Statistical Report (Oliveira & Gomes, 2018)<sup>23</sup> in January 2017, Portugal ranked 21st among the European Union countries (EU28) in the number of foreigners living in the country as a percentage to the total number of residents, totalling only 3.9

## Migration Context

The immigration process in Portugal historically began in the context of African decolonization after the 1974 Revolution which led to the migration of Portuguese residents of those territories to the actual Portuguese territory, they are called returnees. In addition to these, many Africans who possessed Portuguese citizenship also migrated to Portugal. It is important to note that of those Africans, the Caucasian ones maintained their citizenship while those who were Black lost their rights, becoming irregular and undocumented (Padilla & Ortiz, 2012).

Another crucial point was Portugal's entry into the European Union in 1986, providing economic growth coupled with the need for more workers and low border control, making Portugal an attractive country to immigrants. In the 1990s the flow of immigrants varied, with immigrants from various

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<sup>23</sup> For more information, consult:  
<https://www.om.acm.gov.pt/documents/58428/383402/Relatório+Estat%C3%ADstico+Anual+2018++Indicadores+de+Integração+de+Imigrantes.pdf/00de4541-b1ad-42ed-8ce9-33056321ecdb>



origins coming from the former African colonies, Brazil, Eastern Europe and more recently in the 21st century from the Asian continent (Padilla & França, 2016).

According to Sardinha (2007), the emergence of integration policies occurred due to two factors, an external one - the Schengen Agreement forcing the Portuguese government to increase the control of third country nationals in the territory – and an internal one – the challenges that were associated with immigration, such as the significant numerical growth of the foreign population, the growing number of residents without proper documentation, the instability brought by social marginalization (such as poverty, poor living conditions and clandestine work), racist and xenophobic demonstrations. That led to the emergence of organizations aimed at immigrants' integration.

## Legal Framework

In order to contextualize the Portuguese immigration policy, it is necessary to address the main legislation on migrants, such as the Foreigners Law, Nationality Law, Asylum Law, Anti-Discrimination Law and Integration Law.

### ***Foreigners Law***

The Foreigners Law Nº 102/2017 approves the legal regime of entry, stay, departure and removal of foreigners from the national territory. The residence permit must be requested from the Foreigners and Borders Service (SEF), which may be temporary or permanent, and a foreign citizen who is authorized to reside in Portuguese territory obtains a residence permit. In addition, the new regulation update in 2018, introduce a more simplified regime that streamlines, de-bureaucracy and make more flexible the procedures for applications for visas and residence permits.

### ***Nationality Law***

According to the Law of Nationality (Organic Law nº 2/2018), Portuguese nationality can be attributed in two ways, those that are citizens by origin or through the acquisition of nationality that results from three situations: by the effect of will, by adoption and by naturalization.

### ***Asylum Law***

The Law nº 26/2014 establishes the conditions and procedures for granting asylum or subsidiary protection and the statutes of asylum seeker, refugee and subsidiary protection.

### ***Anti-discrimination law***

The Law nº 93/2017 establishes the legal regime for the prevention, prohibition and combating of discrimination on the basis of racial and ethnic origin, colour, nationality, ancestry and territory of origin.

### ***Integration Law***

All three documents for the integration of migrants established by the Portuguese government approved resolutions of the Council of Minister: 12-B / 2015 concerning the Strategic Plan 2015-2020, 74/2010 concerning the 2010-2013 Immigrant Integration Plan and the 63-A/2007 concerning the Plan for the Integration of Immigrants 2007-2009.

### ***Institutions responsible for Immigrant Integration***

The current socio-political context demanded by the Portuguese society the development of a policy of reception and integration of migrants increasingly consistent and coordinated.

The High Commissioner for Migration, I.P. (ACM, I.P.) is the public agency responsible for active intervention in the implementation of public policies on migration, with the central aim of meeting the integration needs of different migrants (Decree-Law no. 31/2014). Since 1996, it has sought to respond to the needs of migrants and ethnic communities, including Roma, by collaborating in liaison with other public authorities competent in the design and implementation of migration policy priorities. For this, this body acts through the development of transversal policies of centres and support offices, which we will highlight some of these<sup>24</sup>:

The National Support Centres for the Integration of Migrants (CNAIM), created to address the various difficulties experienced by immigrants, function as a One-Stop Shop when providing legal, education, health, housing, and several other services. The attendance in the offices is guaranteed by cultural mediators from diverse backgrounds and knowledge of different languages, in addition also provide information through a migrant support line, telephone translation service, teams on the group that moving to communities providing care and the Occupation Insertion Offices (RGI) that cooperates closely with the Employment Centres. The Local Policy Support Office for the Integration of Migrants (GAPLIM), provides tools to ensure the deepening of local policies and awareness of reception and integration issues. The Commission for Equality and Against Racial Discrimination (CICDR), composed of representatives of the Assembly of the Republic, members of the government, associations of anti-racism immigrants and others, aims to ensure the application of Portuguese legislation in the fight

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<sup>24</sup> For more information, consult: <https://www.acm.gov.pt/documents/10181/27754/Brochura+ACM/3099c1c8-d233-4309-9ed8-567d3520a5ff>



against all forms of discrimination. The Migration Policy Unit (NPM) aims to ensure a coordinated and integrated management of migratory flows. The Support Unit for the Integration of Refugees (NAIR) has the functions of mapping the availability of shelter, the support and local support of the welcoming institutions in the integration process and raising public awareness. In addition, the Intercultural Dialogue Unit (NDI) seeks to implement projects of positive interaction between different communities. The Technical Support Office for Immigrant Associations (GATAI) supports associations in their initiatives, training and promotion. The Migrant Entrepreneur Support Office (GAEM) manages various initiatives to support migrant entrepreneurship.

In the field of scientific research, the Observatory for Migration (OM) has as its mission the study and scientific monitoring of migrations and ethnic communities, as well as the dissemination of statistical information on immigration and refugee flows.

The various programs created such as the Mentoring Programme for Migrants, which promotes volunteer experiences of support among citizens, Portuguese for All Programme (PPT), which grants Portuguese Language and Technical Portuguese courses, Escolhas Program (PE) which aims to promote the inclusion of children and young people from vulnerable socioeconomic backgrounds.

## Integration Policy

The Strategic Plan for Migration (PEM)<sup>25</sup> foresees the implementation of integration policies from 2015 to 2020, aiming to guide the country politically through a more complex and challenging reality, adapting itself to the industrial development strategy for growth and employment and the "global approach to migration and mobility" defined by the European Union.

The Plan contemplates a policy open to legal migration and attentive to new migratory flows, defending the evolution to new forms of border management, allowing greater convenience to its users and greater security for the European space, being Portugal pioneer in the project "Smart Borders". Regarding the humanitarian issue, it assumes that the country must be on the side of valorisation of the search and rescue response, and mechanisms for cooperation with the countries of origin should be developed to find solutions to reduce the demand for illegal immigration.

Thus, the PEM proposes to respond in a transversal and articulated way to the different current challenges, these being the transversal fight against the demographic deficit; consolidation of

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<sup>25</sup> For more information, consult: [https://www.acm.gov.pt/documents/10181/222357/PEM\\_ACM\\_final.pdf/9ffb3799-7389-4820-83ba-6dcfe22c13fb](https://www.acm.gov.pt/documents/10181/222357/PEM_ACM_final.pdf/9ffb3799-7389-4820-83ba-6dcfe22c13fb)



integration and training of immigrant communities living in Portugal; inclusion and training of new nationals; international mobility; talent management and enhancement of the attractiveness of the country; better articulation between immigration and emigration and support for the return and reiteration of Portuguese emigrants.

Therefore, the development of the strategic plan is based on five priority political axes. The first objective is to consolidate integration, training and to combat discrimination against immigrants in Portuguese society, with a view to mobilize their talent and skills, enhance cultural diversity, strengthen social mobility, decentralize integration policies and provide access to a common citizenship. The second objective is to strengthen measures that promote the integration and inclusion of new nationals through actions in the fields of education, vocational training, transition to the labour market, civic and political participation, digital inclusion, entrepreneurship and training. The third axis aims to enhance and promote Portugal as a migration destination through actions to identify and attract migrants, contributing to a more adequate management of migratory flows. The fourth objective is to reinforce the capacity to intervene in the implementation of migration policy through the network of partnerships with public and private entities, frame and monitor potential migrants, establish flexible entry procedures and affirm culture as a good practice in the provision of migration services. Finally, the fifth axis is aimed at actions and programs, in conjunction with the Ministry of Foreign Affairs, to promote the return of national emigrants or strengthen ties with Portugal, contributing to the reversal of the emigration process.

For the implementation of the strategic plan, 106 measures and 201 indicators were created, with the participation of 13 different ministries, several public administration entities and civil society. These measures undergo a monitoring process in order to realize the ability of this plan to adapt to the new challenges highlighted above. According to the 2015-2016 report<sup>26</sup>, the implementation rates of the measures were respectively 76% and 74%.

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<sup>26</sup> For more information, consult: <https://www.acm.gov.pt/documents/10181/222357/Relatório+de+Execução+PEM+2015-2016.pdf/372fda14-1fc5-4450-a832-0bf4d8cf4c25>



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## EU Integration Policy Report

### Demographic data

The migrant population totals 22.3 million third-country nationals living on EU territory, representing 4.4% of the EU-28 population, according to Eurostat<sup>27</sup> data from 1<sup>st</sup> January 2018. Additionally, there are 17.6 million people living in one of the member states who have another nationality from one of the member countries. In absolute terms, the largest number of non-nationals living in Member States are found in Germany (9.7 million), and the United Kingdom (6.3 million) followed by Italy (5.1 million), France (4.7 million) and Spain (4.6 million).

### EU legislation

These are the EU's legislation directives<sup>28</sup> which cover all member countries except for Denmark, Ireland (apart from Directive 2005/71/EC) and the United Kingdom:

- Family reunification Directive (2003/86/EC): regulating admission and residence of family members of third-country nationals legally residing in Member States,
- Long-Term Residents Directive (2003/109/EC), as amended by Directive 2011/51/EU (consolidated version disclaimer): allowing third-country nationals who have legally and continuously resided in a Member State for 5 years to obtain an "EU long-term resident" status and associated rights,
- EU Blue Card Directive (2009/50/EC): regulating admission and residence of highly skilled third-country workers, and their families,

<sup>27</sup>[https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Migration\\_and\\_migrant\\_population\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Migration_and_migrant_population_statistics)

<sup>28</sup> [https://ec.europa.eu/home-affairs/what-we-do/policies/legal-migration/fitness-check\\_en](https://ec.europa.eu/home-affairs/what-we-do/policies/legal-migration/fitness-check_en)



- Single Permit Directive (2011/98/EU): establishing EU rules for a single application/permit and equal treatment provisions for third-country workers. It is a "framework" or "horizontal" Directive that covers third-country workers also admitted to a Member State according to national migration law.
- Seasonal Workers Directive (2014/36/EU): regulating admission and stay of third-country nationals admitted temporarily to carry out seasonal work,
- Intra-Corporate Transferees Directive (2014/66/EU): covering third-country workers, and their families, employed outside of the EU by a group of undertakings and posted to a subsidiary in an EU Member State for maximum 3 years,
- Students and Researchers Directive (EU) 2016/801 (recast of Directives 2004/114/EC on students and 2005/71/EC on researchers): covering the conditions of entry and residence of third-country nationals for the purposes of research, studies, training, voluntary service, pupil exchange schemes or educational projects and au pairing,

Regarding the specific legislation for asylum seekers, the Common European Asylum System (CEAS)<sup>29</sup> aims to ensure the equal treatment of asylum seekers as well as access to a fair system through the following directives:

- The revised Asylum Procedures Directive aims at fairer, quicker and better-quality asylum decisions. Asylum seekers with special needs will receive the necessary support to explain their claim and in particular there will be greater protection of unaccompanied minors and victims of torture.
- The revised Reception Conditions Directive ensures that there are humane material reception conditions for asylum seekers across the EU and that the fundamental rights of the concerned persons are fully respected. It also ensures that detention is only applied as a measure of last resort.
- The revised Qualification Directive clarifies the grounds for granting international protection and therefore will make asylum decisions more robust. It will also improve the access to rights and integration measures for beneficiaries of international protection.

<sup>29</sup> [https://ec.europa.eu/home-affairs/what-we-do/policies/asylum\\_en](https://ec.europa.eu/home-affairs/what-we-do/policies/asylum_en)

- The revised Dublin Regulation enhances the protection of asylum seekers during the process of establishing the State responsible for examining the application, and clarifies the rules governing the relations between states. It creates a system to detect early problems in national asylum or reception systems and address their root causes before they develop into fully fledged crises.
- The revised EURODAC Regulation will allow law enforcement access to the EU database of the fingerprints of asylum seekers under strictly limited circumstances in order to prevent, detect or investigate the most serious crimes, such as murder, and terrorism.

### Integration measures

Third-country nationals face more barriers in accessing the education system, the labour market and decent housing in European territory and face a greater risk of poverty and social exclusion compared to European citizens. Thus, effective coordinated integration policies between the EU and Member States are needed to adequately respond to the recent flow. The most recent policies are:

#### *Strategic Agenda for EU*

In 2014 the European Council defined the strategic guidelines<sup>30</sup> for legislative and planning within the area of freedom, security and justice for the 2014-2020 period. These guidelines focus on the objective of transposing, implementing and consolidating the existing legal instruments and measures. The guidelines emphasize the need to adopt a holistic approach to migration, making the best possible use of regular migration, affording protection to those who need it, combating irregular migration and managing borders effectively.

#### *European Agenda on Migration*

In 2015 the Commission published the European Agenda on Migration<sup>31</sup> which proposes immediate measures to deal with the crisis in the Mediterranean and measures over a few years to manage all aspects of immigration more effectively. With regard to medium and short-term measures, the Commission proposes guidelines in four main policy areas: (1) reducing incentives for irregular immigration, thereby minimizing the precariousness and exploitation that many migrants face; (2) border management that aims to saving lives and securing external borders through the initiative of "smart borders" that aim to increase cross-border efficiency; (3) develop a strong common asylum policy through the consistent implementation of the Common European Asylum System; and finally,

<sup>30</sup> <http://register.consilium.europa.eu/doc/srv?l=EN&f=ST%2079%202014%20INIT#page=15>

<sup>31</sup> [https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/background-information/docs/communication\\_on\\_the\\_european\\_agenda\\_on\\_migration\\_en.pdf](https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/background-information/docs/communication_on_the_european_agenda_on_migration_en.pdf)

(4) to establish the new policy in regular immigration, modernizing the blue card system, setting new priorities for integration policies and optimizing the benefits of migration policies.

### ***Action plan on the integration of third-country nationals***

In 2016, the European Commission adopted the Action Plan<sup>32</sup>, which aims at a common policy in helping Member States to develop and strengthen national integration policies for third-country migrants legally residing in the territory of the EU. The plan sets out measures to provide incentives, financial support, coordination of Member States' actions and policies, and emphasizes the promotion of intercultural dialogue among communities, the creation of a cohesive society, respect for human rights and European values. Furthermore, it is defined that a successful integration occurs over time and through policies for different areas and in different contexts.

Pre-departure/pre-arrival measures aim to support migrants as quickly as possible in order to accelerate and strengthen the integration process and are particularly beneficial in preparing refugee resettlement. Thus, providing information to help build realistic expectations of refugees about the new life, making them more aware of their rights and obligations and equipping them with language knowledge and other skills. Cooperation with the countries of origin is mentioned for the best implementation of these measures and for this purpose it is proposed to create tools to better manage, such as online applications with the necessary information.

In the field of education, the Commission proposes measures to promote the skills of low-skilled people in accordance with the New Skills Agenda for Europe. They point to the need for Language integration programs to be provided as soon as possible, combined with the learning of other necessary skills, as well as training of teachers to assist the specific needs of third-country nationals in order to prevent school failure and educational segregation. Early Childhood Education and Care has been effective in preventing poverty and in removing barriers to learning. In addition, migrants need to be trained on information about the laws, culture and values of the welcoming society so that they can understand the responsibilities of the new life in the hosting society and give them the opportunity to actively participate in it.

Concerning the integration into the labour market and access to vocational training the Commission measures include the following: the development of Skills and Qualifications Toolkit to provide timely support to the identification of skills; ensure that they have adequate information on the procedures for recognizing qualifications through the Europass portal; improving transparency and understanding of qualifications through the European Qualification Framework; provide support for the early

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<sup>32</sup> [https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/proposal-implementation-package/docs/20160607/communication\\_action\\_plan\\_integration\\_third-country\\_nationals\\_en.pdf](https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/proposal-implementation-package/docs/20160607/communication_action_plan_integration_third-country_nationals_en.pdf)



recognition of migrants' academic qualifications; promote projects aimed at integrating refugees into the labour market; identify best practices in promoting and supporting entrepreneurship. In order to strengthen integration policies, member countries are encouraged to expedite the integration of migrants into the labour market by assessing skills and qualifications combined with training; remove barriers to vocational training for refugees and asylum seekers; facilitate the validation of migrants' skills and qualifications as soon as possible; and encourage entrepreneurship through economic training and mentoring.

On the other hand, the access to basic services will be supported by the European Union funds in the reception, education, housing, health and infrastructure for migrants. The Commission ensures the financing through the European Investment Bank for temporary accommodation to the newcomers; promotion of good practices in responding to the challenges of decent housing, so as to fill geographic isolation and ghettoization; providing greater access to the health system through the creation of Personal Health Record, derived from the collaboration of the European Centre for Disease Prevention and Control (ECDC) and International Organization for Migration (IOM), to identify the greatest health needs of migrants and special refugees; and developing training for health professionals regarding the most urgent needs. For the implementation of these measures, member states are encouraged to coordinate basic service policies, strengthened at national, regional and local levels, and create a network of health experts in the prevention and detection of problems and appropriate treatment.

Through this plan, it is emphasized that for a good integration it is also necessary that the migrants have active participation in the society in social, cultural and political level. To this end, the Commission proposes the creation of subsidized projects promoting intercultural dialogue, cultural diversity, training and education for social inclusion, prevention and combating all forms of discrimination and gender-based violence, as well as the development of handbooks and toolboxes for professionals in cultural awareness. In addition, the plan prioritizes activities dedicated to the integration of refugees and asylum seekers through the European Voluntary Service. In this way, member states are encouraged to promote civic orientation programs so that third-country nationals can integrate into the hosting society and promote understanding by the EU values, implementation of legislation to combat racism and xenophobia as well as increase the participation of third country nationals in democratic structures.

In summary, according to this plan, the success of integration measures depends on the strategic, coordinated and multidimensional relationship of policies and adequate financing support.

## 4- Summary of trainings available

### Austria

In Austria, most courses for migrants are directed towards persons with subsidiary protection or asylum status of more than 15 years of age; there are also special courses for children. Most courses ask for a certain level of knowledge about the Latin alphabet, but there are several courses for the alphabetisation of adults, which are directed people who have never had a formal (western) education. In addition to the basic courses that are offered, there are language courses up until the C2 level as well as language courses which prepare the participants for their special field of work – in particular for the jobs in the health field. Most courses, especially those on a more basic level, are offered across Austria, either by public or private institutions. Fees for these courses vary between being free of charge and several hundred Euros; sometimes the amount of money charged for a course depends on a person's income and financial situation.

In the Austrian excel list, we selected the most prominent providers of integration/language courses; however, there are many more providers who are smaller, but also offer similar kinds of courses for migrants.

The Austrian Integration Fund (Österreichischer Integrationsfonds – OIF) is an important player when it comes to integration courses. The OIF “is a fund of the Republic of Austria and a partner of the Federal Ministry for Europe, Integration and Foreign Affairs along with many responsible authorities on integration and migration in Austria” ([www.integrationsfonds.at/en/home/](http://www.integrationsfonds.at/en/home/)). It organises special value and integration/orientation courses, which are offered in institutions across Austria by a number of different providers.

### Cyprus

The implementing partners observe that a wide array of trainings is being offered to Third Country Nationals residing in Cyprus. The majority of them are focusing on helping them learn Greek (the local language) so that they attain the capacity to communicate and thus better integrate with the local society and enhance their employment opportunities. Additionally, there are several opportunities to attend trainings that seek to enhance their skills and employability. These trainings are predominantly being offered by NGOs and Local Administrations as well as by some private colleges.



During the project team's interactions with migrants and stakeholders in Cyprus, we observed several challenges and limitations to their access to trainings; issues that were raised by both the immigrants and some of the NGOs that contribute to this effort. Namely, it was noted that the majority of the workshops organized by the Human Resources Development Authority (government agency) are offered in Greek, thus making it hard for migrants to attend and benefit from them. Moreover, they stressed that a fragmentation and lack of continuity and consistency of content and availability of trainings for migrants are observed. In other words, such trainings are usually one-off events, so the migrants do not have the opportunity to follow-up and benefit from structured and comprehensive workshops that will equip them with the necessary skills and knowledge and thus boost their capacity to integrate within the local society or actually significantly enhance their chances for finding employment.

## France

In France the trainings for migrants are mainly organized by public bodies. Language training is available in different levels. Other types of training are also available like training focusing in cultural issues, and also career guidance. There are some specific job trainings for non-differentiated activities, like sewing and learning to work as a butcher.

## Malta

The trainings offered to Third Country Nationals in Malta focus mainly on language instruction both for the Maltese and English languages. The trainings offered by national agencies tend to focus more on Maltese while those offered by Non-Governmental Organisations tend to focus more on English. National agencies are also linking training on a so-called integration path to obtaining residency status in Malta, but this project is still relatively new. The interaction with migrants pointed that obstacles to engaging more with educational and training opportunities stemmed from work and family priorities, more pressing issues such as legal status and the, sometimes, unclear link between the trainings and the value added to the migrant.

## Portugal

In Portugal, the training available targeting Third Country Nationals is about Portuguese language, there is a face-to-face and online version, although the online training doesn't give a training certificate. There are very different trainings available to promote integration, but are targeting the community and not the migrants, refugees or asylum seekers. Those trainings are promoted by a



national organization, the High Commission for Migrations (ACM.P.I.). There are other trainings but not targeting directly migrants, so they need to master Portuguese to have those trainings.

## 5 - Results of the surveys and focus group

All the partner countries in the IEUME project: Austria, Cyprus, France, Malta and Portugal gathered data about the migrants training reality in order to understand their needs, and thus, better develop the material to be created. Surveys and focus groups with migrants and stakeholders in the field of migration were used, and the results of these actions are presented in the following chapters.

### 5.1 - Surveys

A survey was created for migrants, asylum seekers and refugees with questions about the theme's migrants considered more important to have training, what features of training are more appreciated (online or face-to-face), hours per week, distance, and period of the day. Participants were also asked about what kind of training that had (or not) and how useful it was. If they didn't had training, the reasons behind it were also asked.

We hereby present the results obtained in the surveys by country and we also made a global evaluation (with all the surveys). We had a total of 151 valid surveys, the results obtained should be seen only as indicators, because we do not have, nor did we intend to have a representative sample. Nevertheless, this study gives us a better understanding of the local realities and presents clues of how to create a more useful training tool.

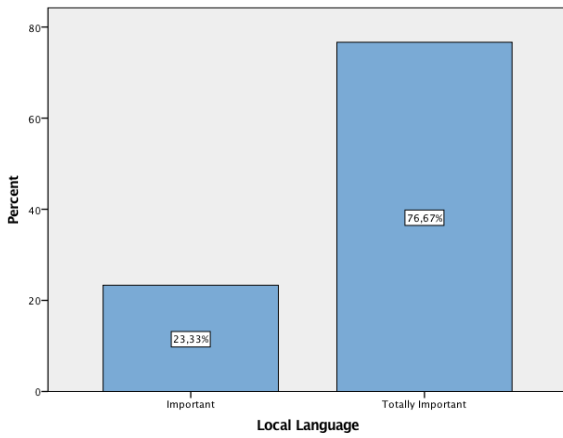
The results of Austria are the firsts to be presented.

#### Austria

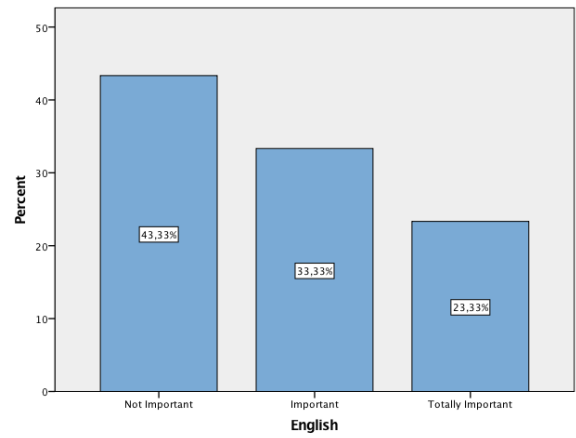
Participants answered about their importance perception (not important, important and totally important) of the following topics: local language, English, local laws, local culture, public services (education, health, employment laws...), European values, EU laws and institution, and job-related training.

**Question 1. What kind of training would be useful for you as a migrant in this country?**

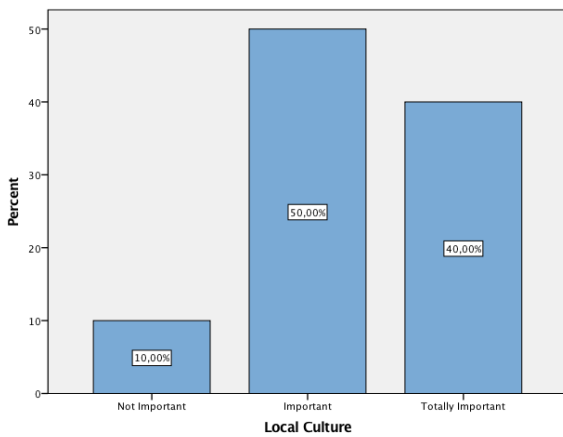
### Local Language



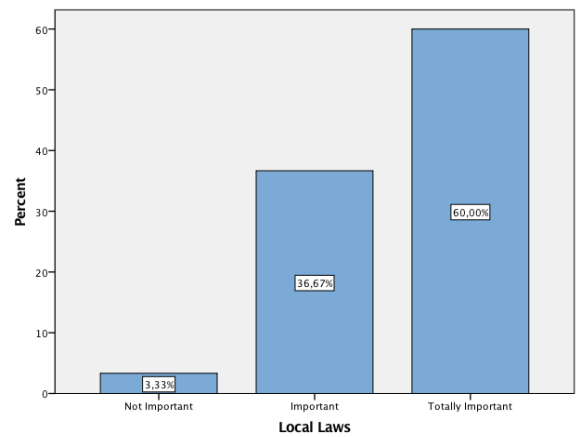
### English



### Local Culture

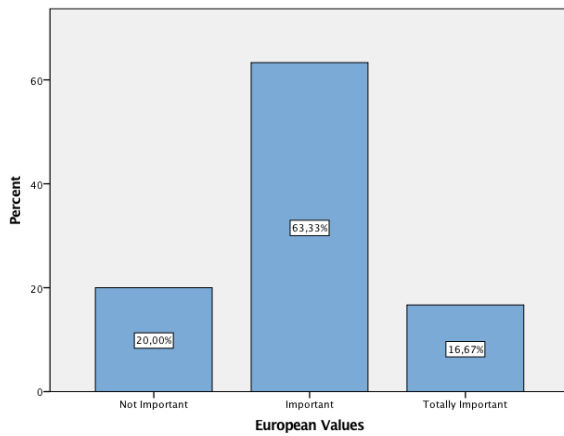


### Local Laws

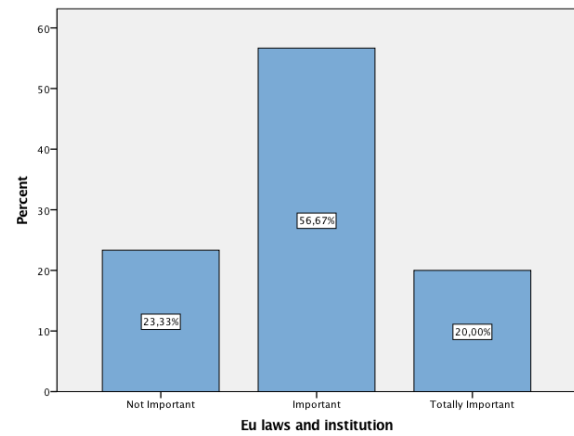




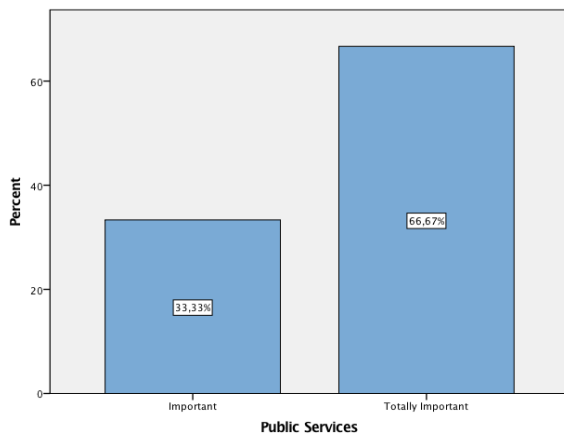
**European Values**



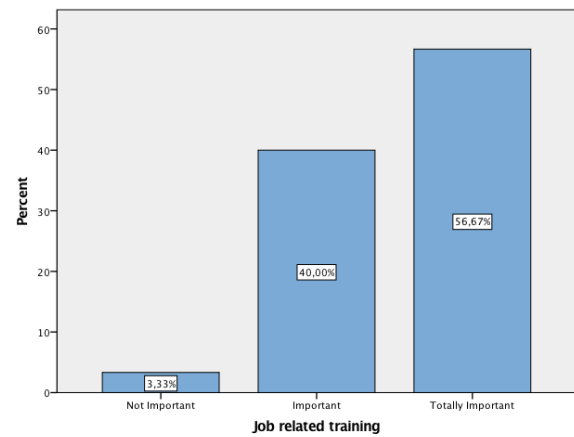
**Eu Laws and Institution**



**Public Services**



**Job Related Training**

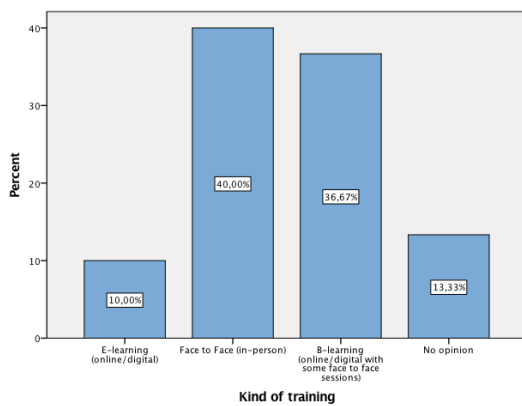


The results show that the majority of the participants (76.67%) consider totally important to have training in the local language, in the opposite side, most of them (43.33%) consider that the training in English is not important. Training about Public services was also highly appreciated (66,7% -Totally important; 33,3 – Important). All the other training contents were also considered “Important” or “Totally important”. Training considering the EU, like “European Values” and “Eu Laws and Institution” also had high levels of Importance attributed, but still had about 20% of responses considering it “Not important”.

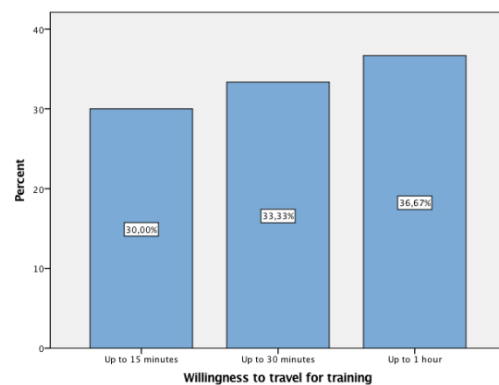
## Training preferences

Questions 2 to 5 are related to training preferences.

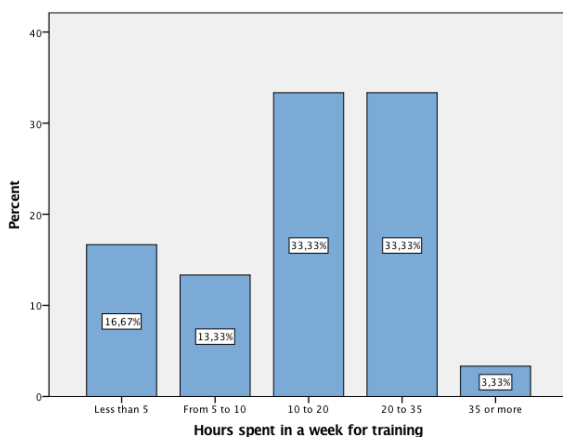
**Question 2. What kind of training would fit you best?**



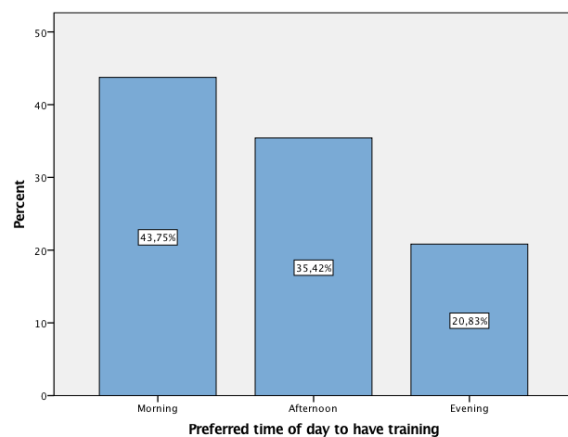
**Question 3. How long are you willing to travel for training?**



**Question 4. How many hours can you spend in a week for training?**



**Question 5. When would it be more convenient for you to have training?**

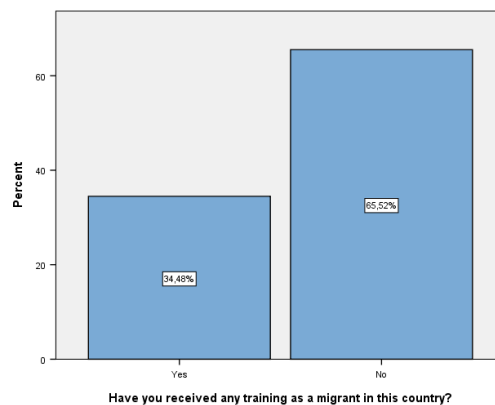


The results show that most of the participants (40%) prefer to have face-to-face training. Similar

proportions of participants would be willing to travel 15 minutes, 30 minutes and 1 hour for training, with a prevalence of 1 hour (36.67%). Most participants would be equally (33.33%) willing to spend 10 to 20 hours and 20 to 35 hours in training per week, and most of participants (43.75%) prefer training in the morning.

## Received Training

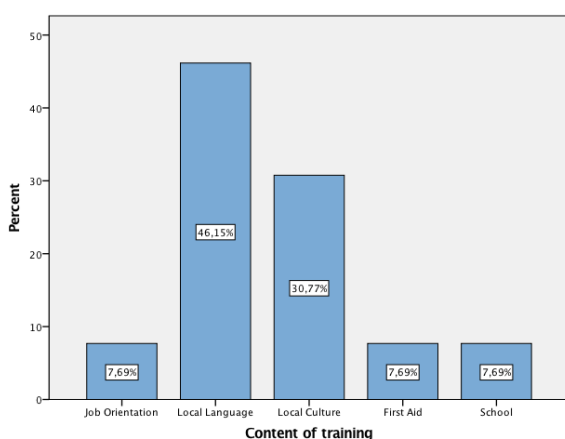
### Question 6. Have you received any training as a migrant in this country?



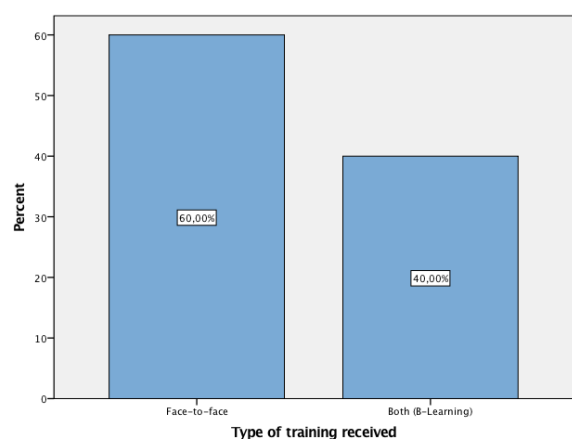
The majority of the participants (65.52%) did not receive any training as a migrant in Austria.

In questions 7a, b and c it was asked that only the participants who had some type of training answered.

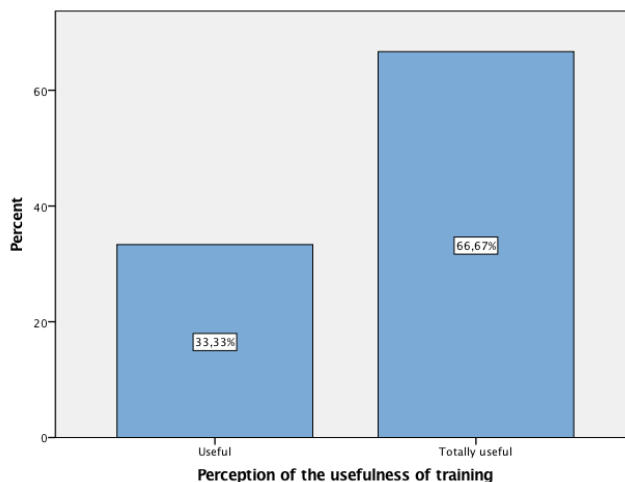
### Question 7a. What was the training(s) about?



### Question 7b. What type of training was it?



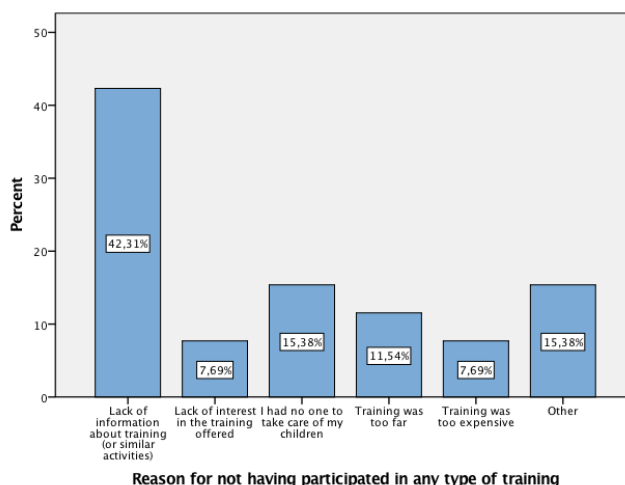
**Question 7c. How useful was the training you received?**



Several participants choose more than one option in questions 7a, b and c. The results indicate that from those who had received training, 46.15% received local language training. The majority of the training (60%) was in a face-to-face format, and all the trainings had a high level of perceived usefulness (66.67% - Totally useful).

The next question was directed only to participants who had no training whatsoever.

**Question 8. How come you have not participated in training in this country?**

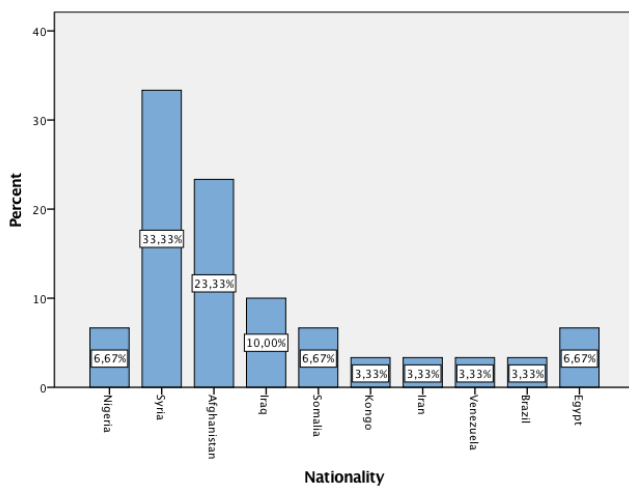


Several participants chose more than one option, 42.31% refer to the lack of information about the training as the reason for not having participated in any training.

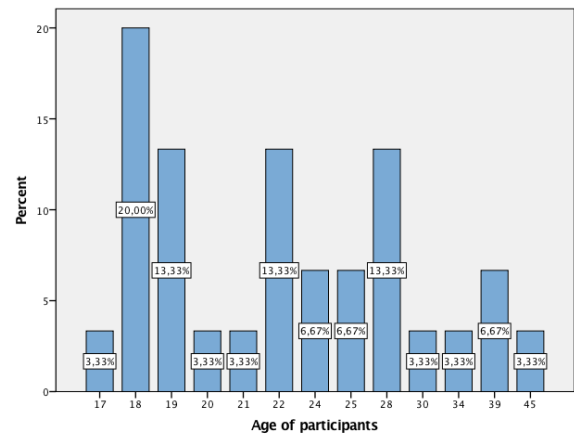
## Demographic Data

Questions 9 to 13 are related to the demographic data of the participants.

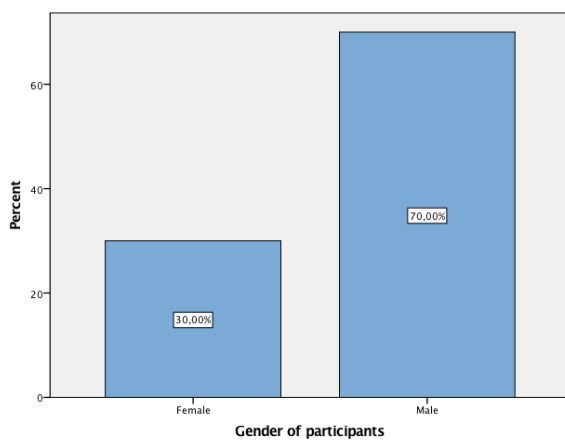
**Question 9. What is your nationality?**



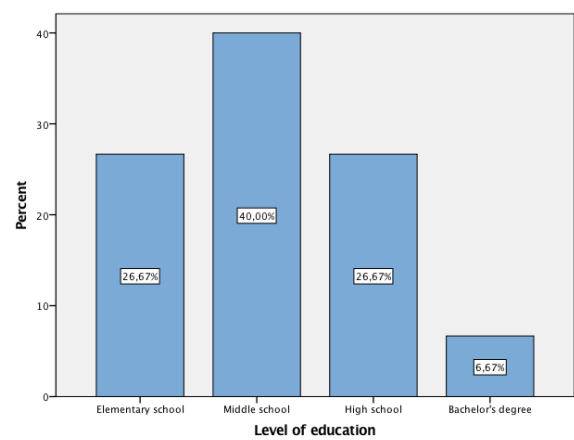
**Question 10. How old are you?**



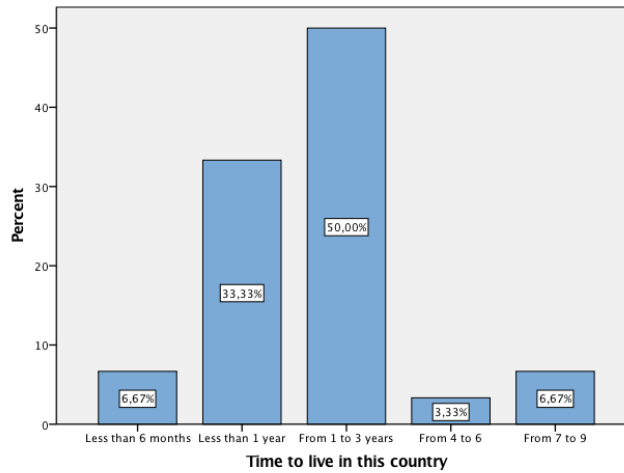
**Question 11. What is your gender?**



**Question 12. What is the highest level of education you have completed?**



**Question 13. How long have you been living in this country?**

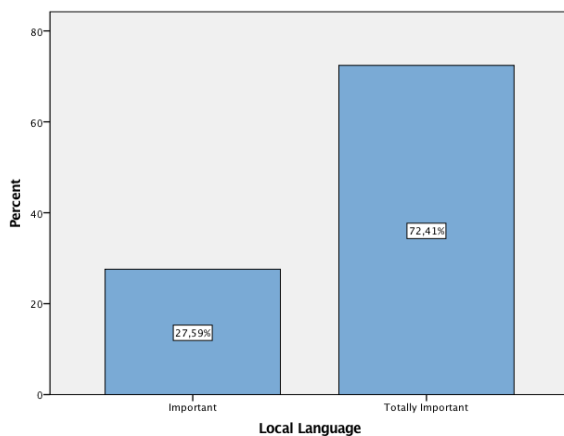


Some participants have dual nationality, the highest nationality (33.33%) mentioned was Syrian. The average age of this sample was 24 years old. The majority (70%) are male, most of them (40%) have completed middle school and 50% live in Austria for 1 to 3 years.

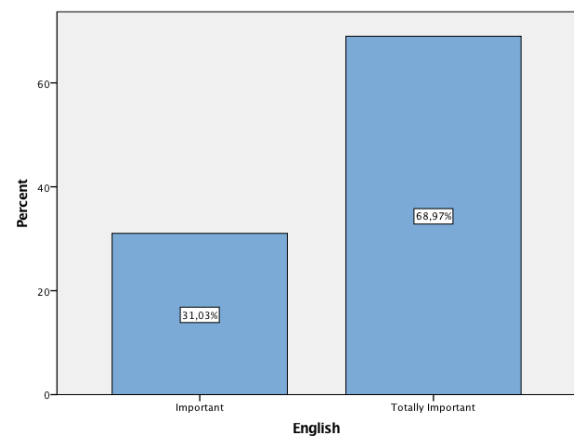
## Cyprus

**Question 1. What kind of training would be useful for you as a migrant in this country?**

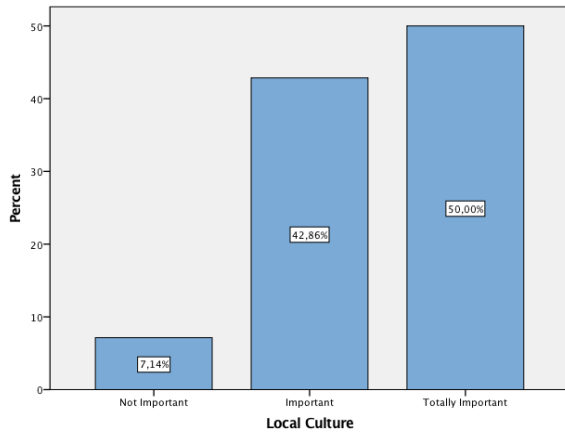
### Local Language



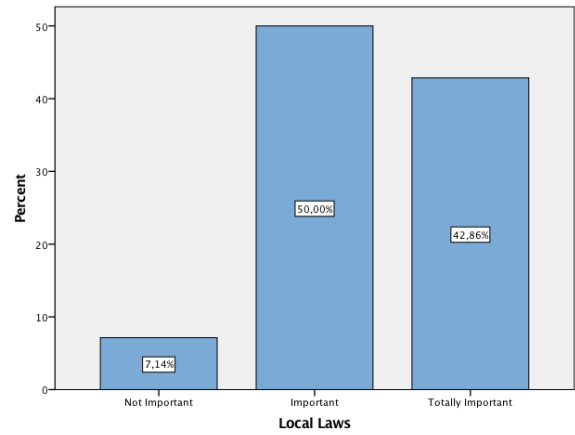
### English



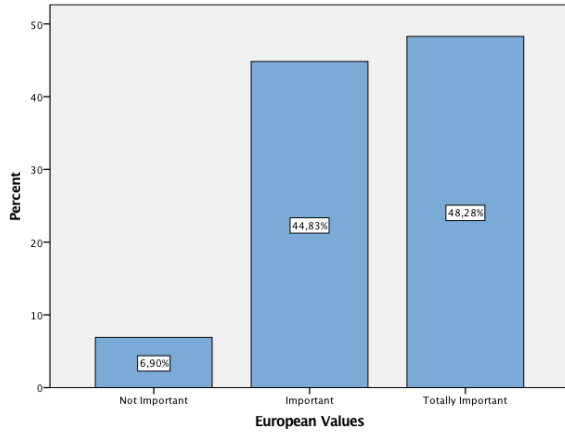
### Local Culture



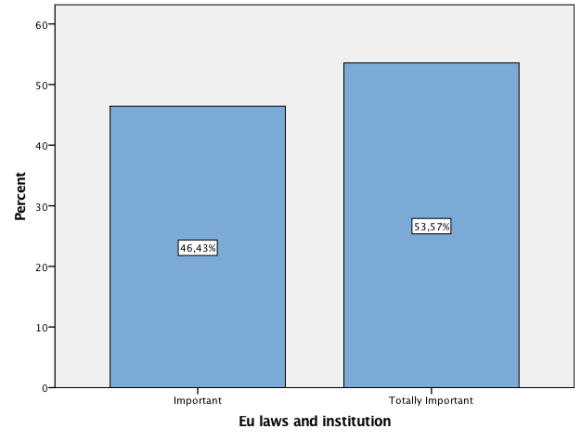
### Local Laws



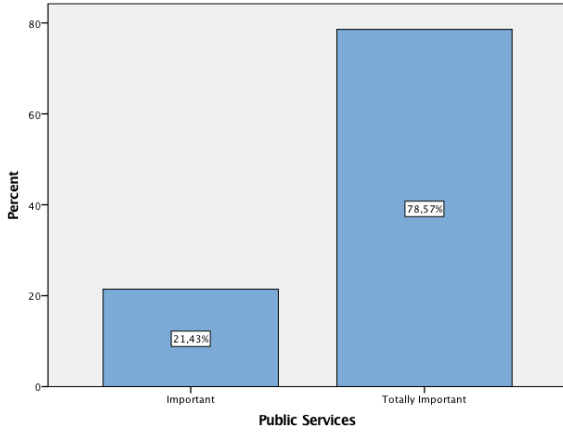
### European Values



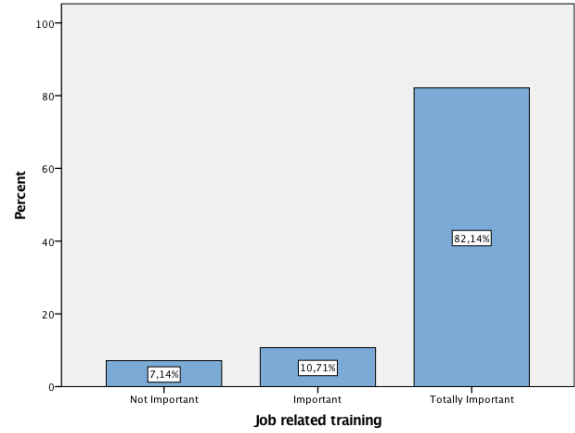
### Eu Laws and Institution



### Public Services



### Job Related Training

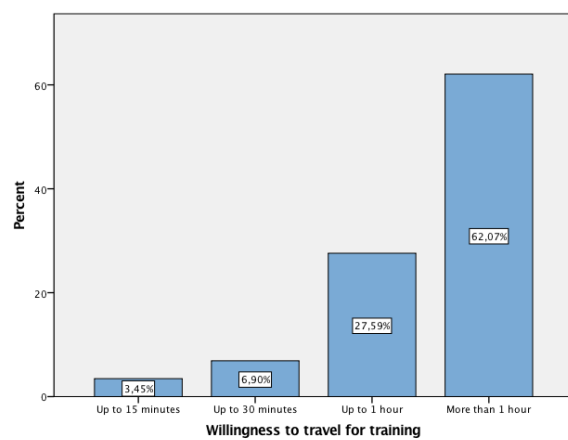
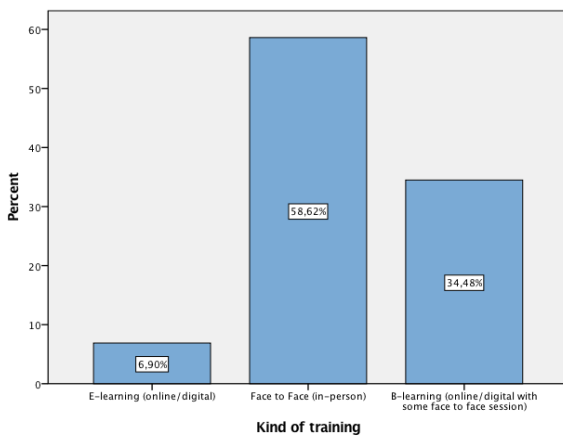


All the training themes were considered Important (or Totally important) with less than 8% indicating that it was “Not important”. Local language, English, Eu laws and Public Services stands out because no one considered these themes as “Not important”.

### Training preferences

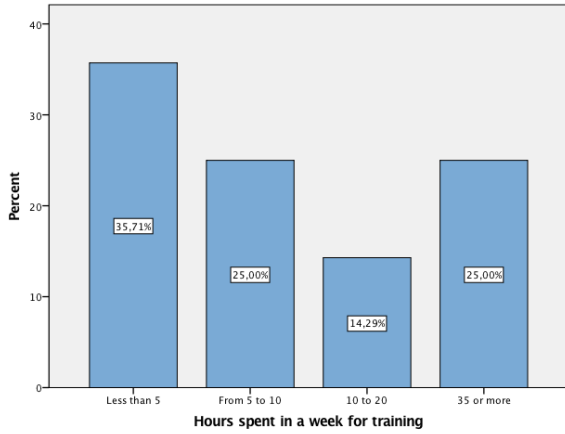
Questions 2 to 5 are related to training preferences.

**Question 2. What kind of training would fit you best?**    **Question 3. How long are you willing to travel for training?**

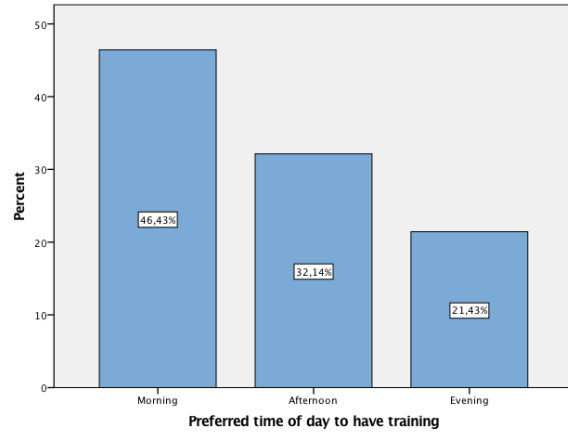




**Question 4. How many hours can you spend in a week for training?**



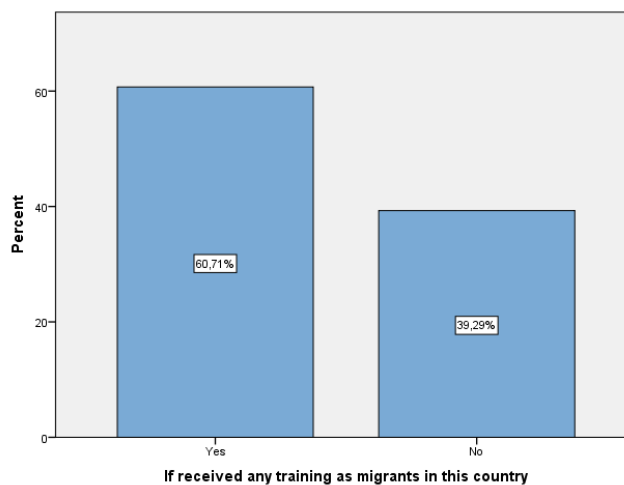
**Question 5. When would it be more convenient for you to have training?**



The results show that the majority of the participants (58.62%) prefer to have face-to-face training and would be willing to travel more than 1 hour to have training (62.07%). Most of participants (35.71%) would be willing to spend less than 5 hours in training per week, and most of participants prefer training in the morning (46.43%).

**Received Training**

**Question 6. Have you received any training as a migrant in this country?**

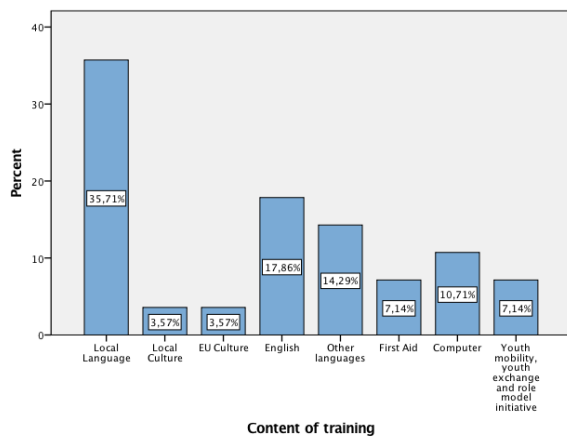


The majority of the participants (60.71%) already received some type of training as a migrant in

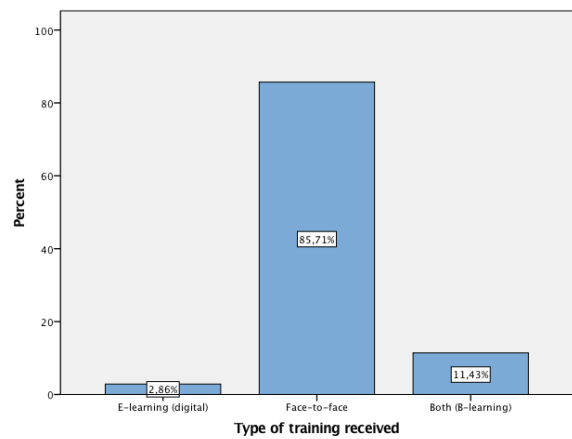
Cyprus.

In questions 7a, b and c it was asked that only the participants who had some type of training answered.

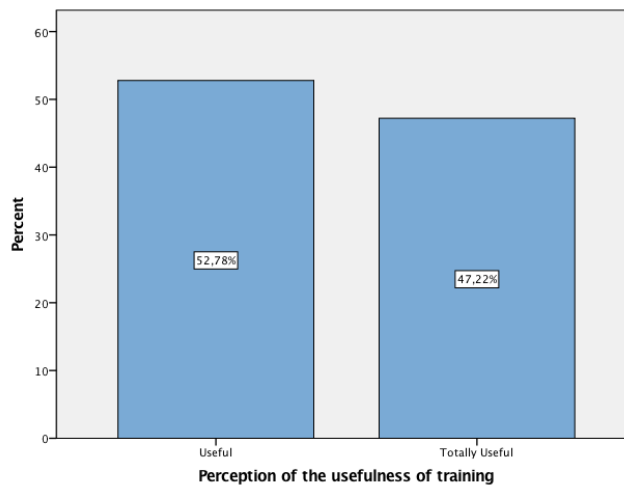
**Question 7a. What was the training(s) about?**



**Question 7b. What type of training was it?**



**Question 7c. How useful was the training you received?**

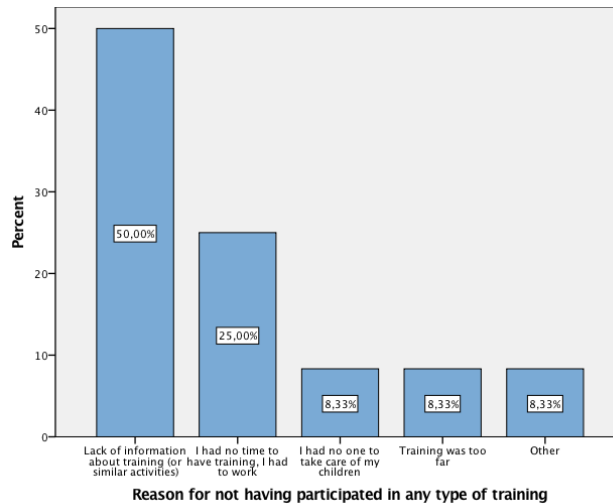


Several participants choose more than one option in questions 7a, b and c. Most of the answers given

(35.71%) refer “Local language” as the training received, the majority of the trainings received were in a face-to-face format (85.71%). All considered the trainings either “Useful” or “Totally Useful”.

**Question 8. How come you have not participated in training in this country?**

This question was directed only to participants who had no training whatsoever.

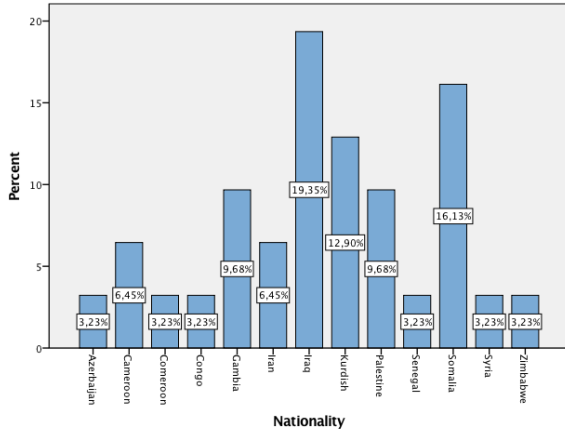


Several participants choose more than one option, half of the answers given (50%) indicate the lack of information about the training as the reason for not having participated in any training.

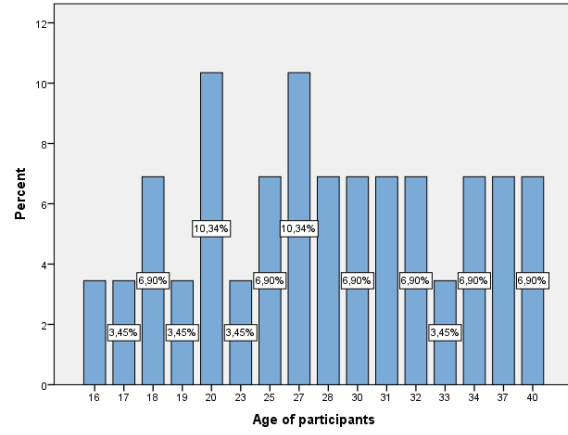
**Demographic Data**

Questions 9 to 13 are related to the demographic data of the participants.

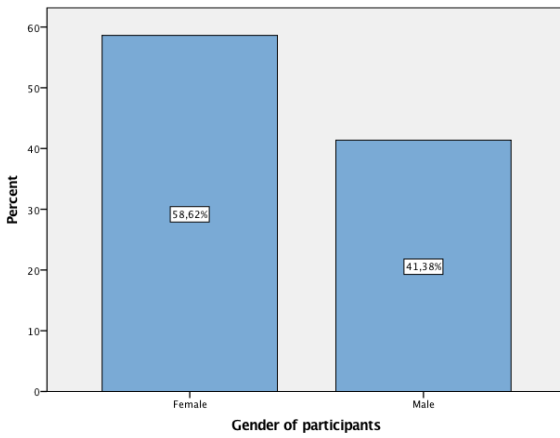
### Question 9. What is your nationality?



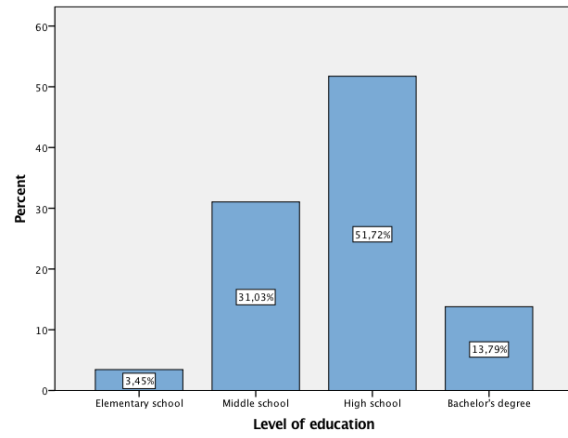
### Question 10. How old are you?



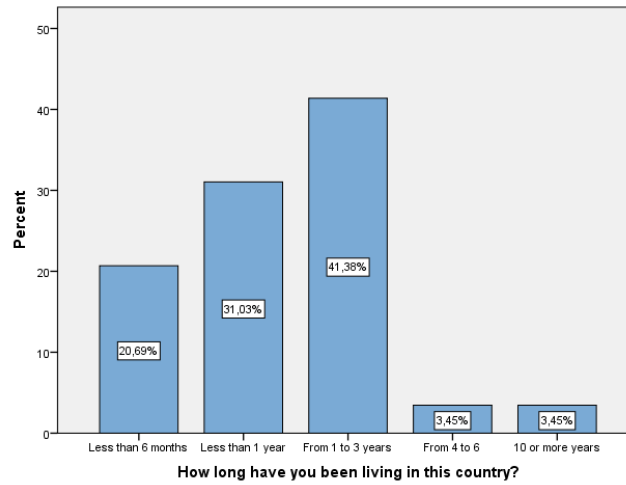
### Question 11. What is your gender?



### Question 12. What is the highest level of education you have completed?



**Question 13. How long have you been living in this country?**

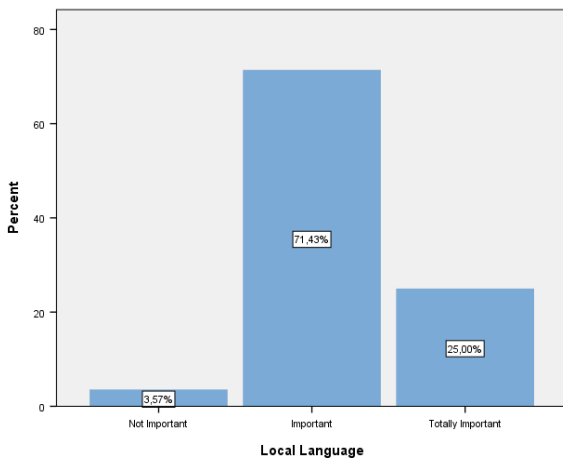


Some participants have dual nationality, the highest nationality mentioned was Iraqi (19.35%). The average age is 28, the majority (58.62%) are female, the majority (51.72%) have completed high school and most of them (41.38%) live in Cyprus for 1 to 3 years.

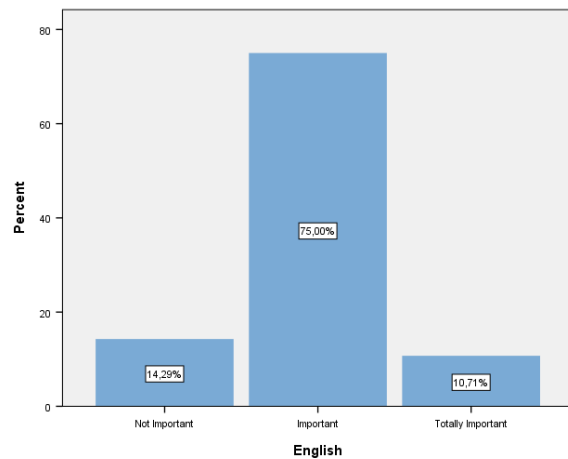
**France**

**Question 1. What kind of training would be useful for you as a migrant in this country?**

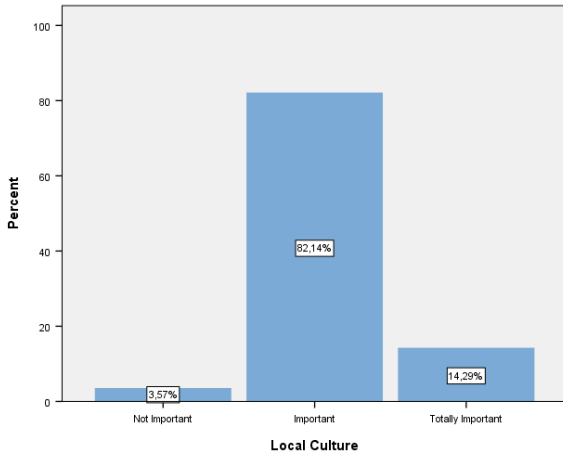
**Local Language**



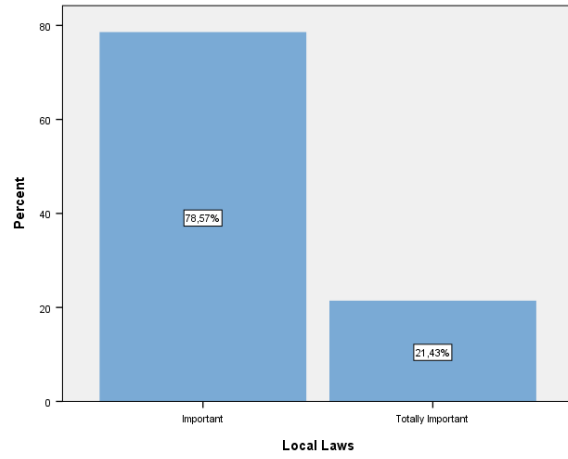
**English**



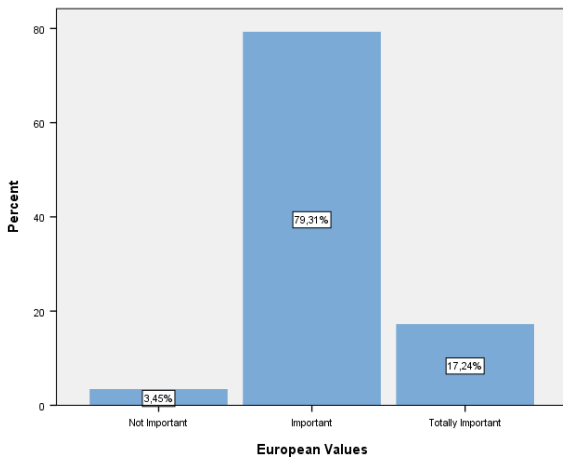
### Local Culture



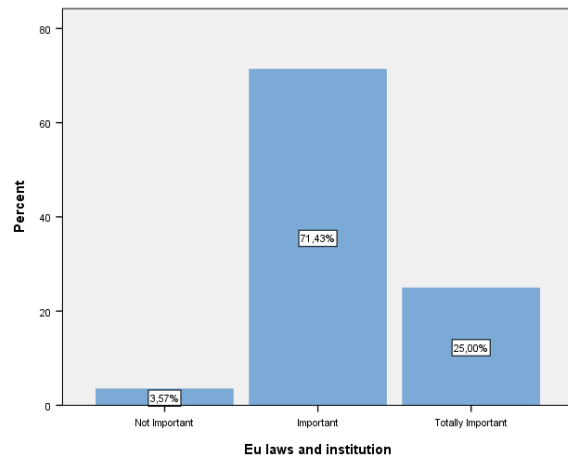
### Local Laws



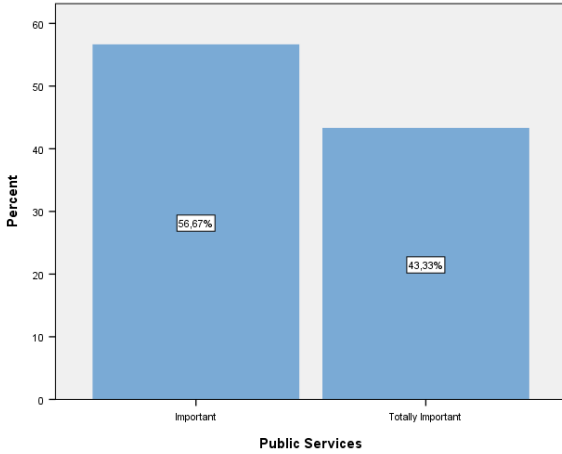
### European Values



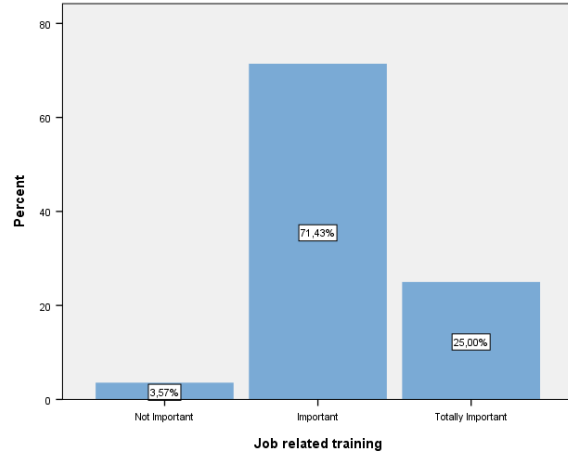
### Eu Laws and Institution



### Public Services



### Job Related Training

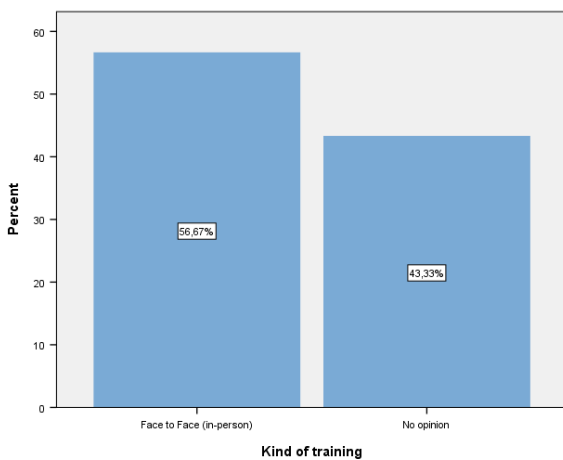


The results show that the great majority of the participants consider all these kinds of training either “Important” or “Totally important”. All the themes got a classification of at least “Important” from more than 96% of the sample, except for English, where about 14% indicated that it was not important. No one considered not important training in “Local laws” and “Local Services”

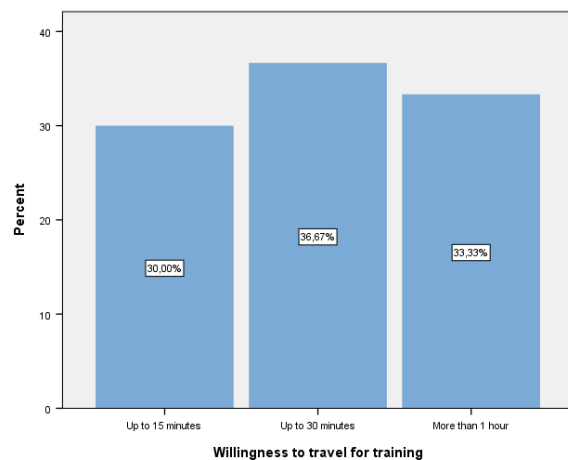
### Training preferences

Questions 2 to 5 are related to training preferences.

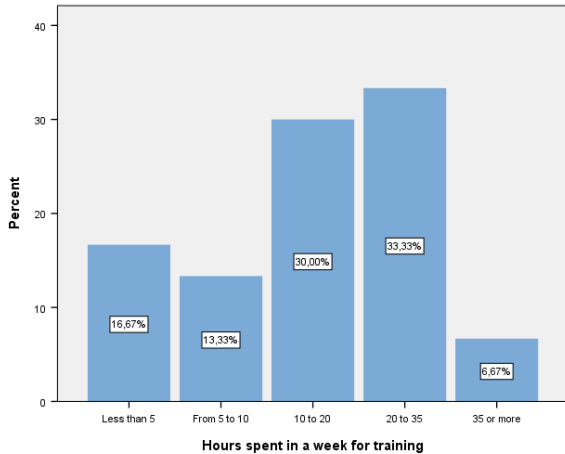
#### Question 2. What kind of training would fit you best?



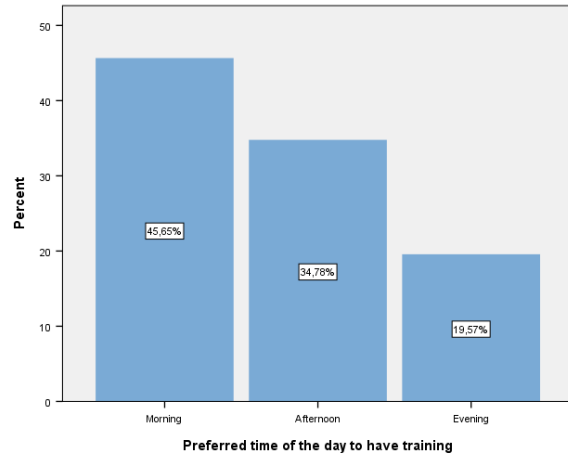
#### Question 3. How long are you willing to travel for training?



**Question 4. How many hours can you spend in a week for training?**



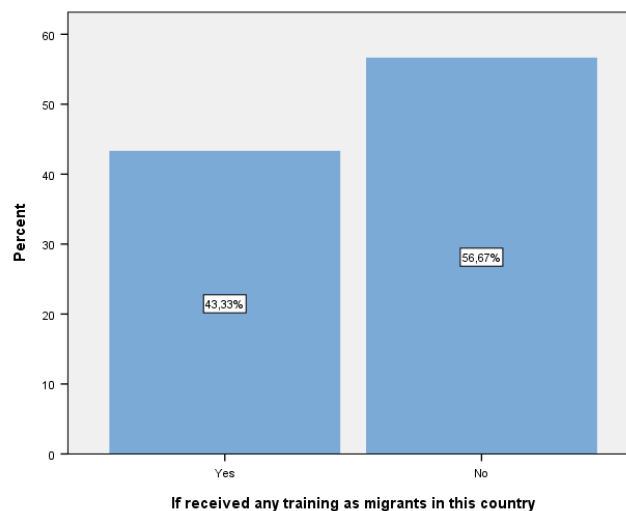
**Question 5. When would it be more convenient for you to have training?**



The results show that most of the participants (56,7%) prefer face-to-face training. Similar proportions of participants would be willing to travel 15 minutes, 30 minutes and 1 hour for training, with a prevalence of “up to 30m” (36.67%). About one third of the participants (30,0%) would be willing to spend 10 to 20 hours and another third (33,3%) 20 to 35 hours in training per week. Most of participants (45.6%) indicated mornings as the favourite part of the day for having training.

**Received Training**

**Question 6. Have you received any training as a migrant in this country?**

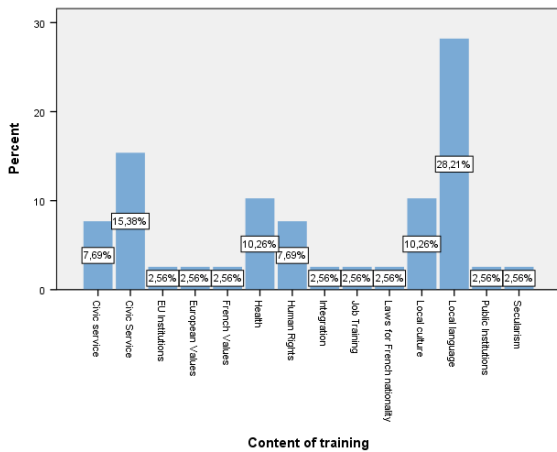


The majority of the participants (56,7%) did not receive any training as a migrant in France.

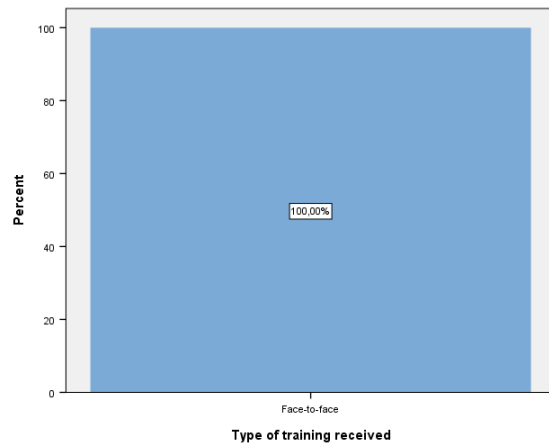


In questions 7a, b and c it was asked that only the participants who had some type of training answered.

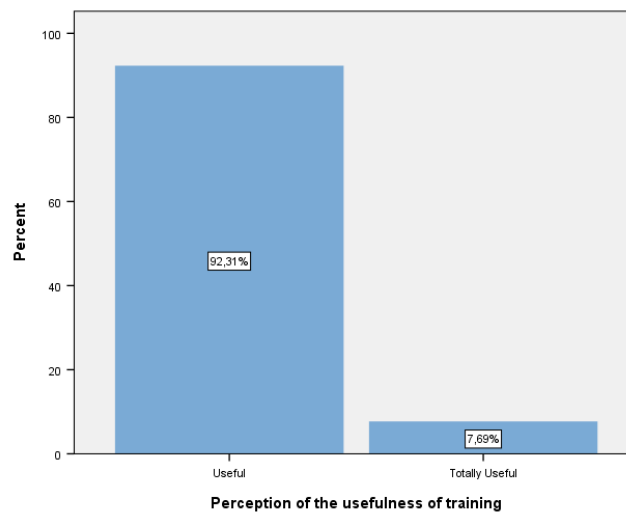
### Question 7a. What was the training(s) about?



### Question 7b. What type of training was it?



### Question 7c. How useful was the training you received?



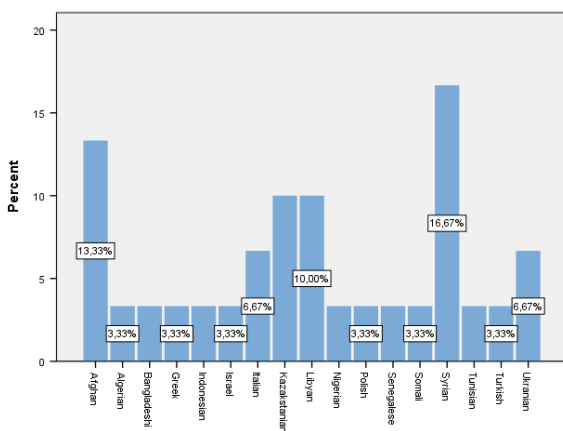
Several participants chose more than one option in questions 7a, b and c. The results indicate that most of the training received (28%) are about local language. All the trainings that these participants attended were in a face-to-face format. The majority of the answers given (92,3%) considered the training they had as “Useful”, and the rest as “Totally Useful”.

For those who didn't have training, a question was made about why they didn't have training, the majority did not indicate any particular reason, and some said that they didn't have enough time. This question was directed only to participants who had no training whatsoever.

## Demographic Data

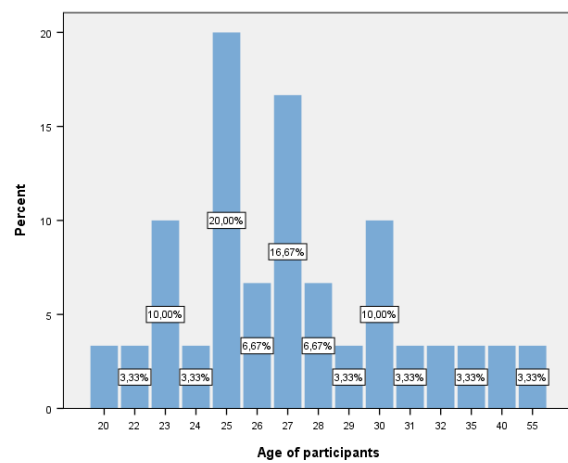
Questions 9 to 13 are related to the demographic data of the participants.

### Question 9. What is your nationality?

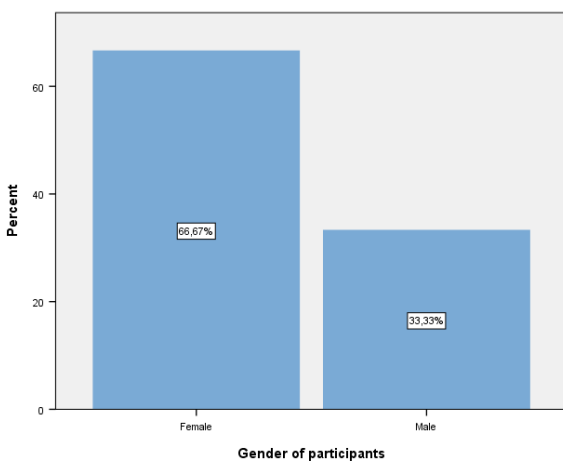


What is your nationality? If you have more than one, please specify them:

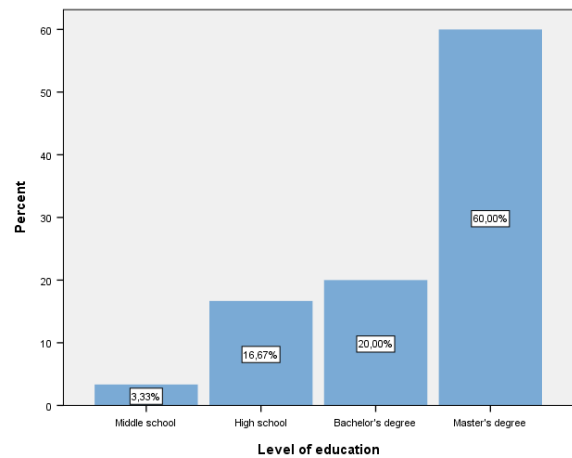
### Question 10. How old are you?



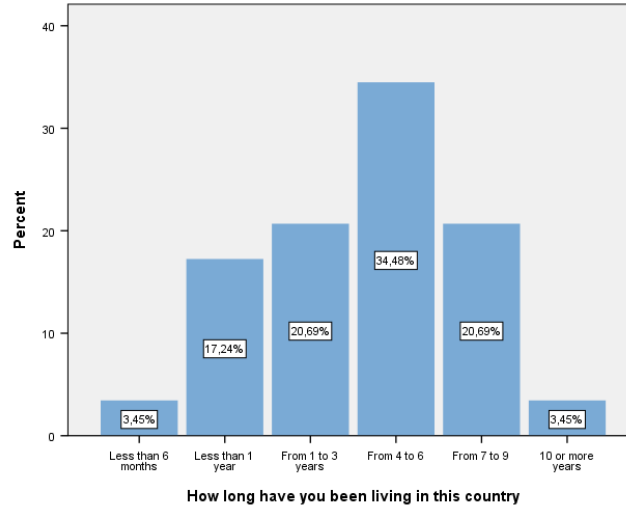
### Question 11. What is your gender?



### Question 12. What is the highest level of education you have completed?



**Question 13. How long have you been living in this country?**

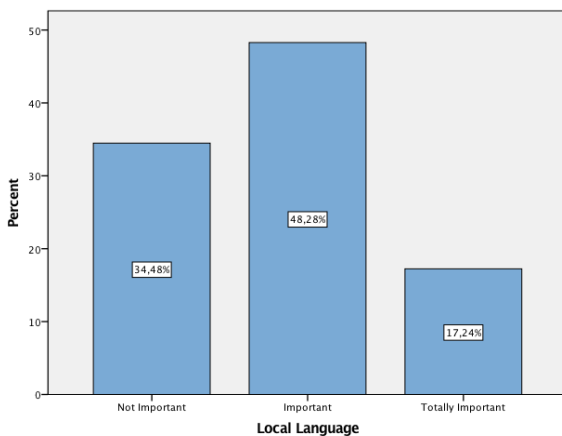


Some participants have dual nationality, and the nationality most mentioned was Syrian (16.7%), followed by Afghans (13.3%). The age of the participants is mainly in the range from 20 to 29, the majority (66.7%) are female, and most of them (60%) have a master. About one third is in France from 4 to 6 years, and roughly 20% from 1 to 3 years, and another 20% from 7 to 9 years.

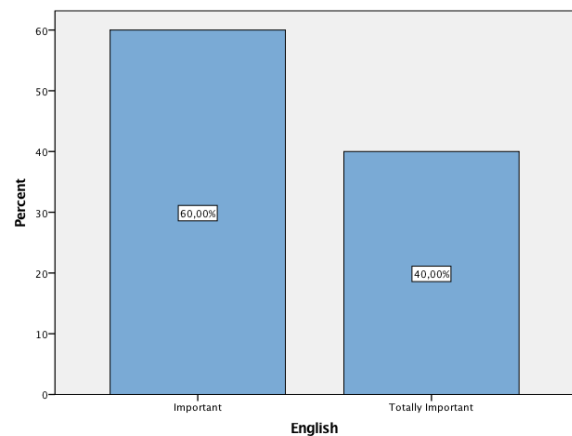
**Malta**

**Question 1. What kind of training would be useful for you as a migrant in this country?**

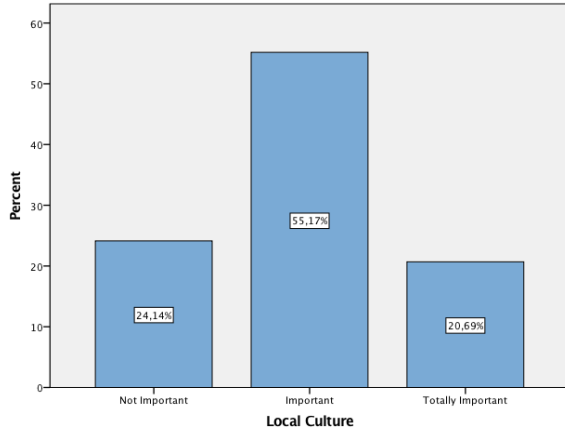
**Local Language**



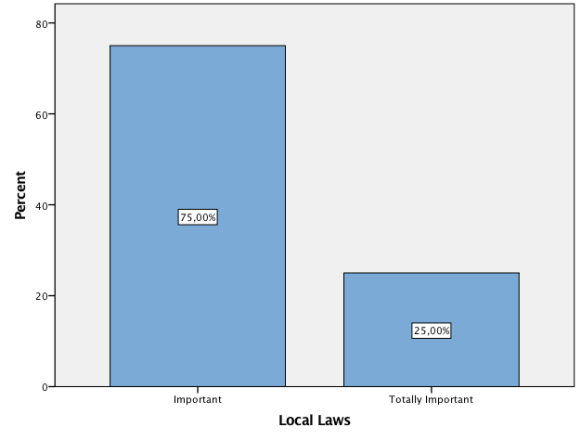
**English**



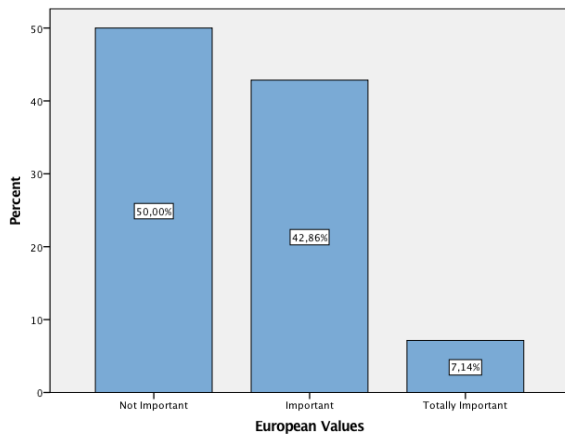
### Local Culture



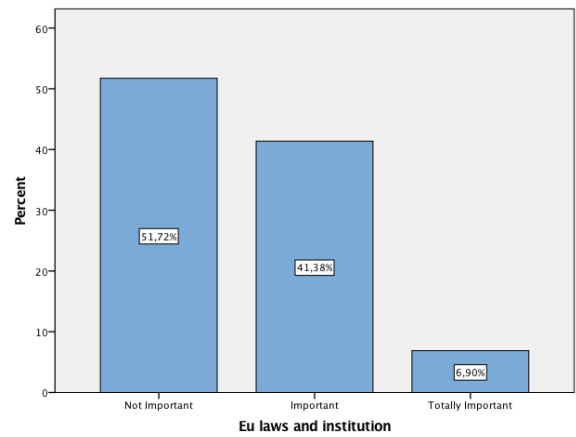
### Local Laws



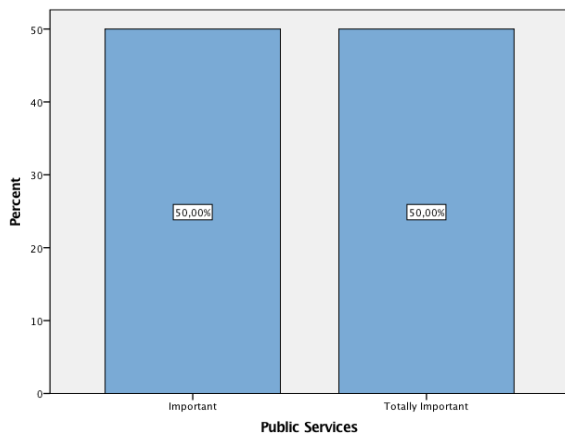
### European Values



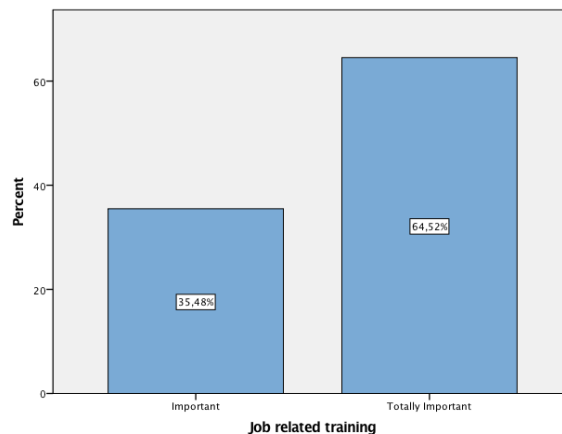
### Eu Laws and Institution



### Public Services



### Job Related Training



To analyse these results, it is paramount to underline that Malta has two official languages, Maltese and English. The results show that most of the participants (48.28%) consider important to have training in the local language, but still 34,48% considered “Not important”. The majority (60%) consider that the training in English is important and 40% “Totally important”. That might indicate that in the first question, respondents were considering Maltese as the local language.

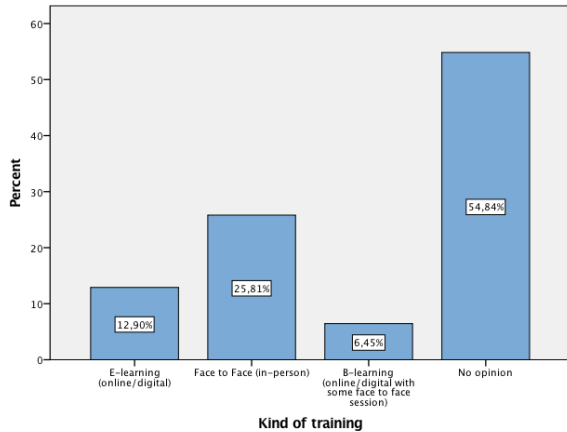
Local Laws, Public Services and Job-related training were considered “Important” or “Totally important” by every participant.

The themes with less importance attributed were about the EU, half of the responders (50%) consider not important to have training in European values, and 51.72% consider not important to have training in European laws and institution

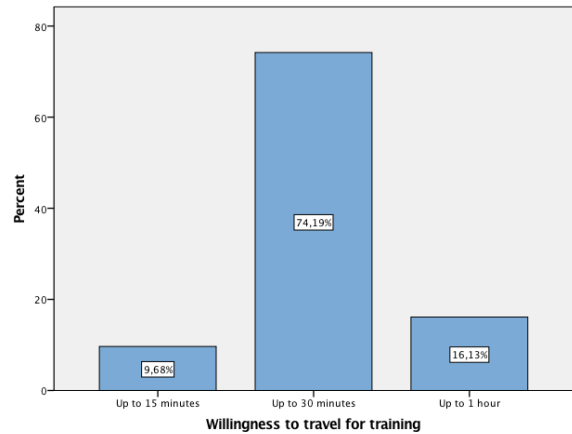
## Training preferences

Questions 2 to 5 are related to training preferences.

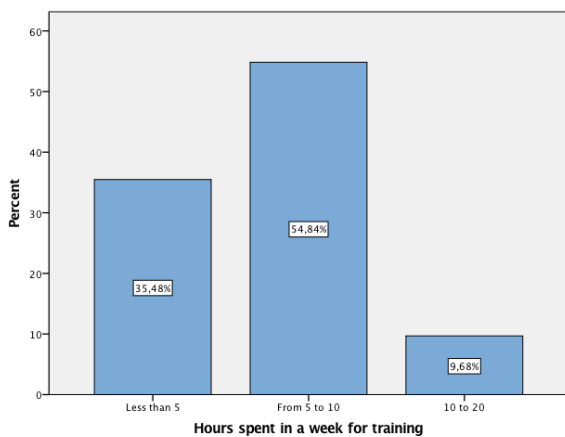
### Question 2. What kind of training would fit you best?



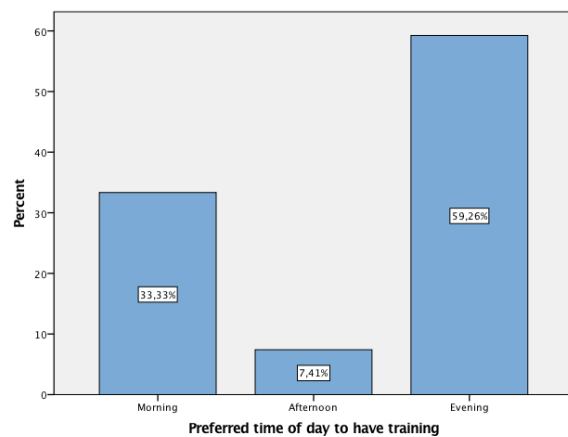
### Question 3. How long are you willing to travel for training?



### Question 4. How many hours can you spend in a week for training?



### Question 5. When would it be more convenient for you to have training?

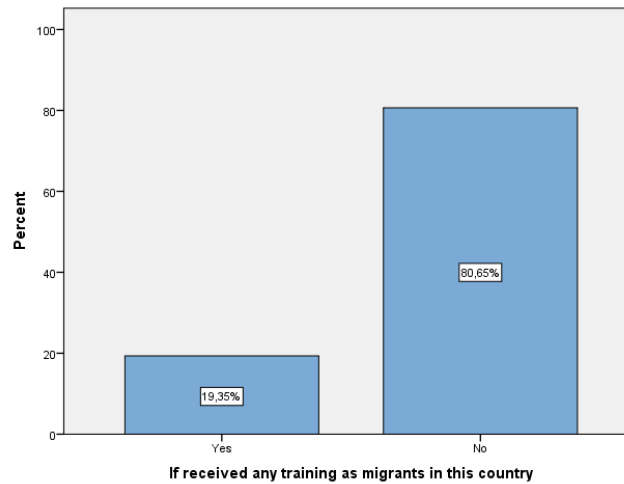


The results show that the majority of the participants (54.84%) do not have an opinion about what kind of training they prefer, but many participants (25.81%) answered prefer to have face-to-face training. The majority (74.19%) would be willing to travel up to 30 minutes to have training, 54.84%

would be willing to spend from 5 to 10 hours in training per week, and 59.26% prefer training in the evening.

## Received Training

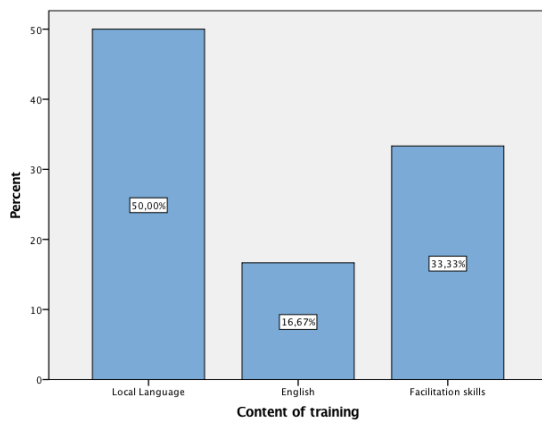
### Question 6. Have you received any training as a migrant in this country?



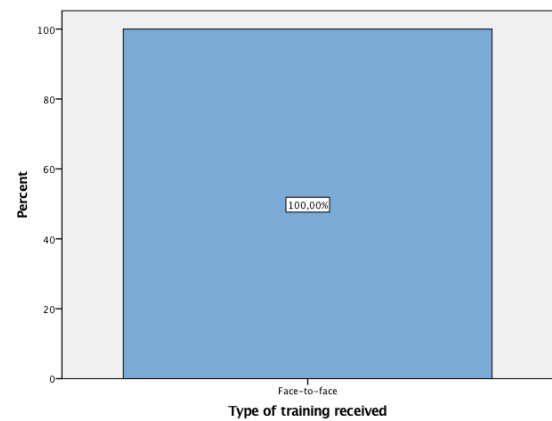
The results indicate that the majority of the participants (80.65%) did not receive any type of training as a migrant in Malta.

In questions 7a, b and c it was asked that only the participants who had some type of training answered.

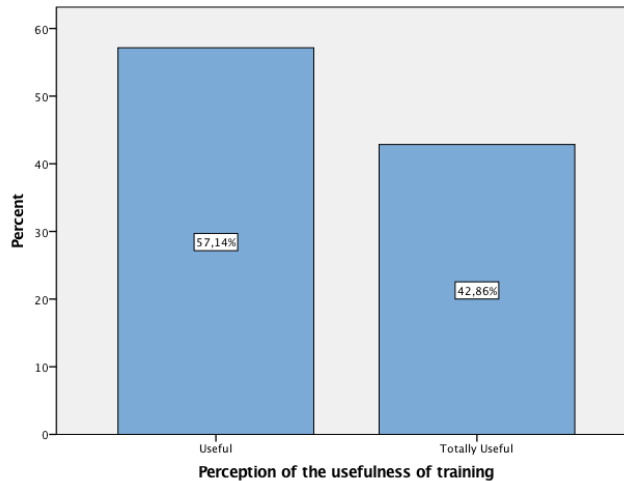
### Question 7a. What was the training(s) about?



### Question 7b. What type of training was it?



**Question 7c. How useful was the training you received?**

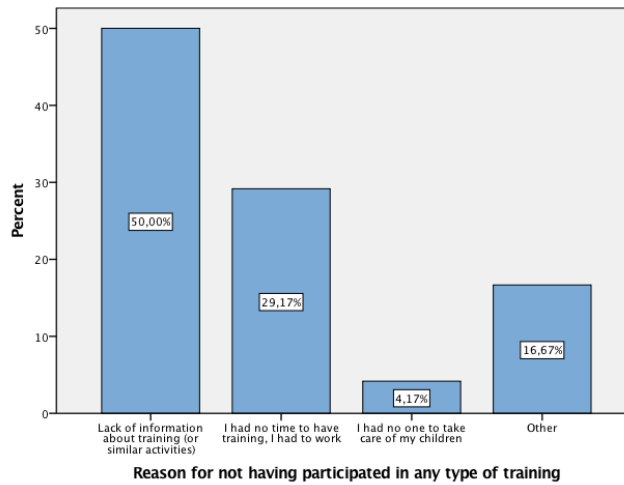


Several participants chose more than one option in questions 7a, b and c. Half of the answers given of those who received training (50%) indicated training in the local language, and all the trainings were in a face-to-face format. Most of the answers given (57.14%) considered the training they had as useful.

**Question 8. How come you have not participated in training in this country?**

This question was directed only to participants who had no training whatsoever.



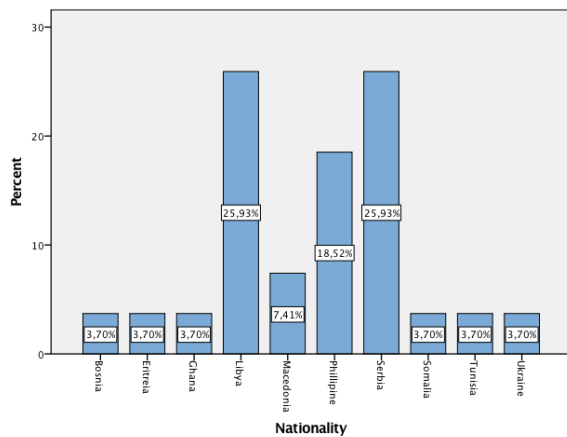


Several participants chose more than one option, half of the answers given (50%) refer to the lack of information about the training as the reason for not having participated in any training.

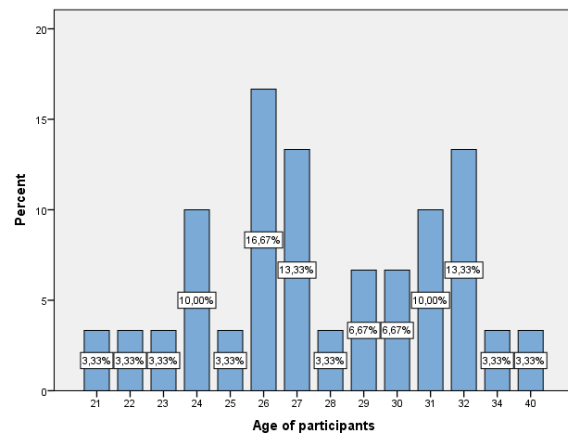
## Demographic Data

Questions 9 to 13 are related to the demographic data of the participants.

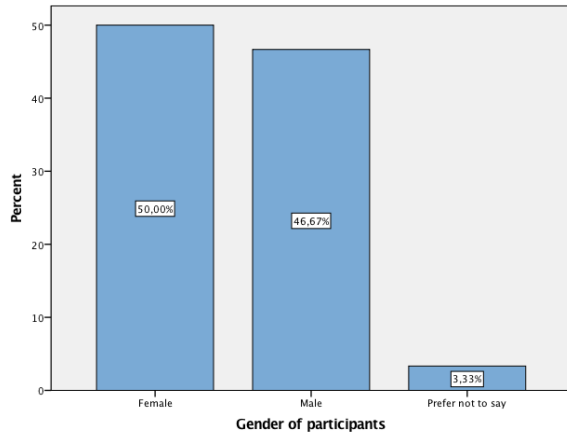
### Question 9. What is your nationality?



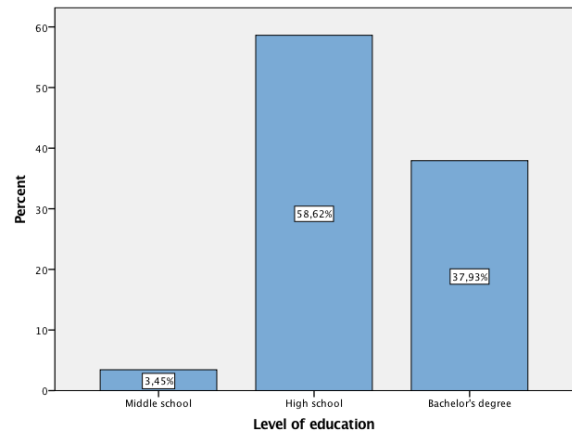
### Question 10. How old are you?



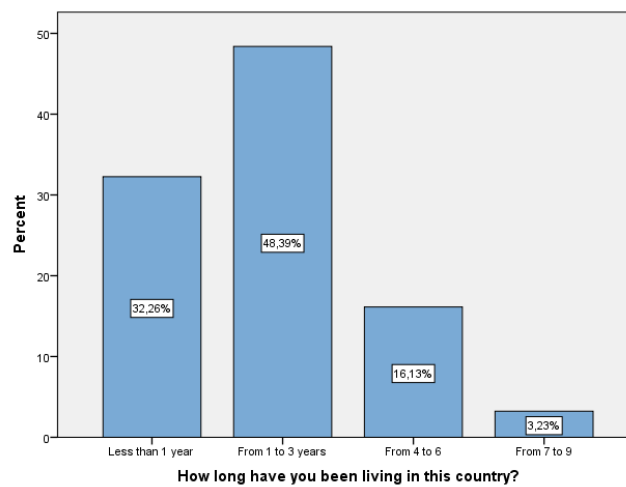
**Question 11. What is your gender?**



**Question 12. What is the highest level of education you have completed?**



**Question 13. How long have you been living in this country?**

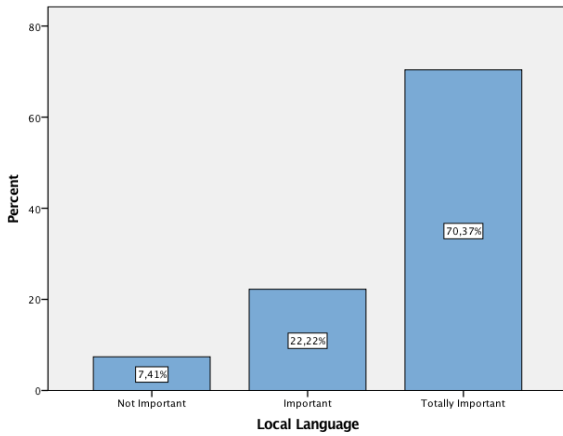


Most of participants (25.93%) are equally from Libya and Serbia. Most of the participants (16.67%) are 26 years of age, half of them (50%) are female, the majority (58.62%) have completed high school and most of them (48.39%) live in Malta for 1 to 3 years.

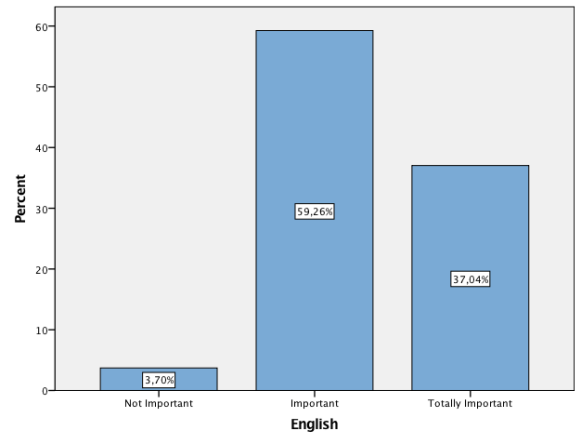
## Portugal

Question 1. What kind of training would be useful for you as a migrant in this country?

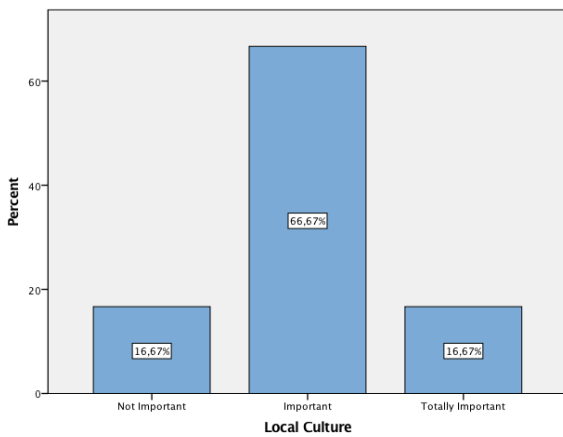
**Local Language**



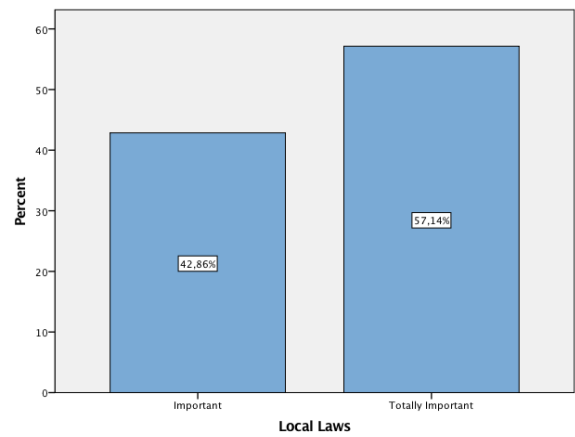
**English**



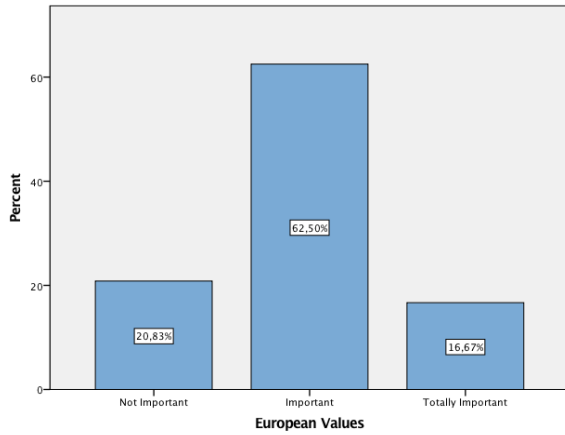
**Local Culture**



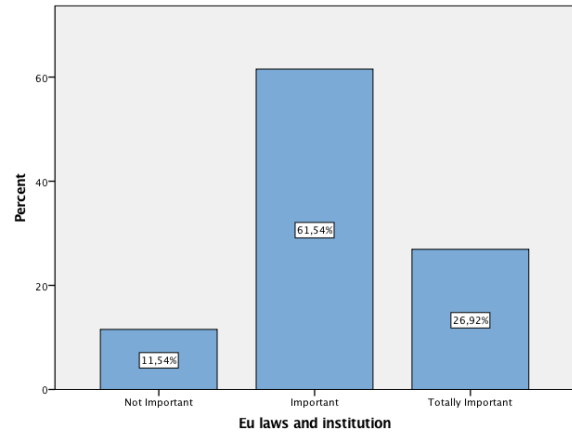
**Local Laws**



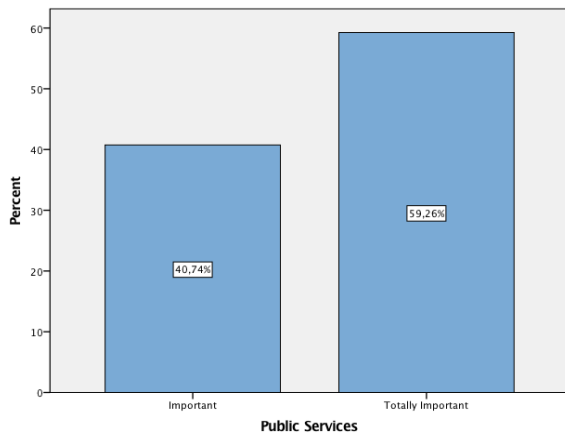
### European Values



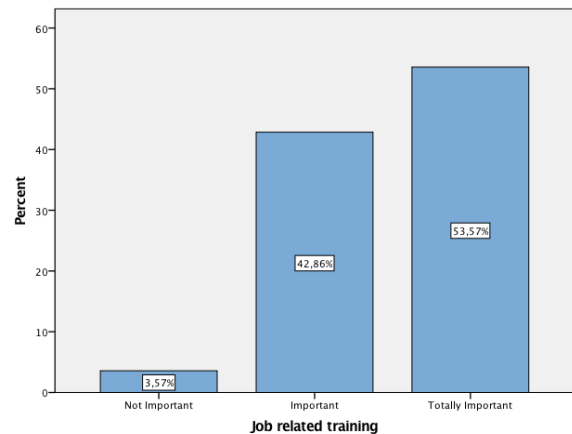
### Eu Laws and Institution



### Public Services



### Job Related Training

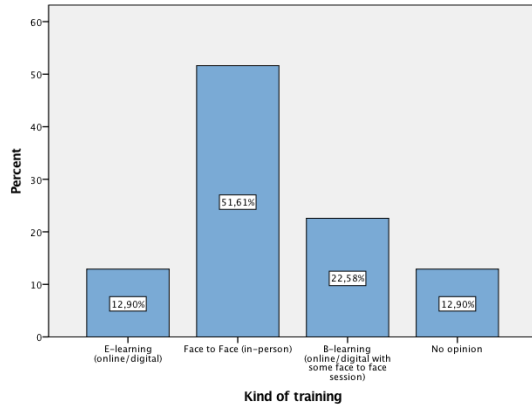


The results show that the majority of the participants (70.37%) consider totally important to have training in the local language. Local laws and Public services are also highly rated, since no one considered it “Not important”. All the other options had high evaluations. About European values, although it still as high evaluations, (the majority, 62.50% consider important to have training in) about 21% consider it as “Not important”.

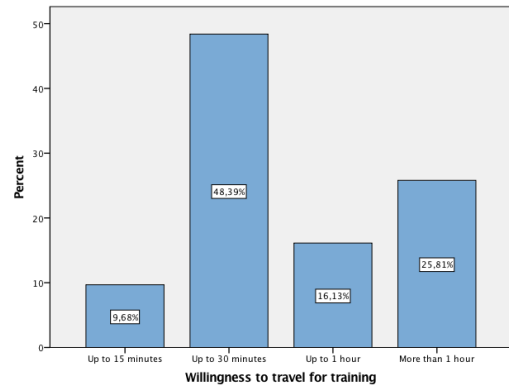
## Training preferences

Questions 2 to 5 are related to training preferences.

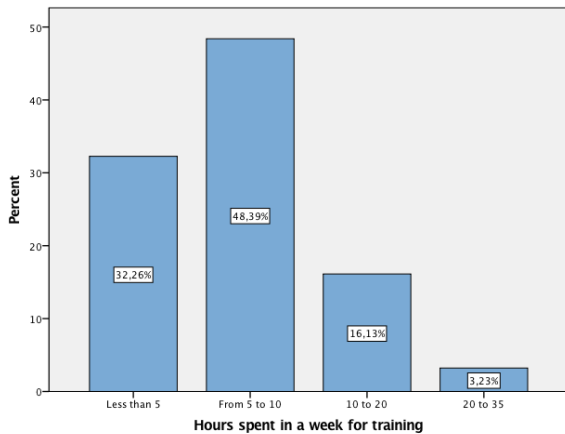
**Question 2. What kind of training would fit you best?**



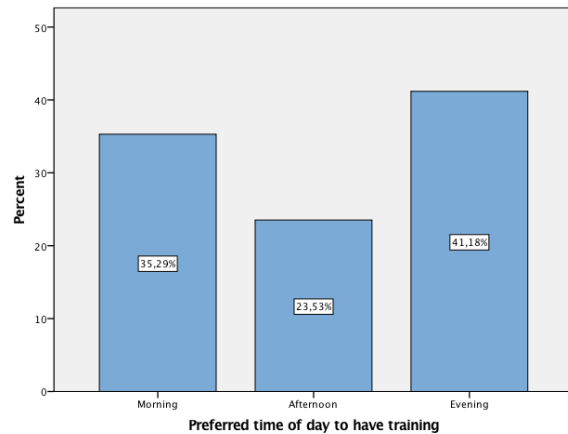
**Question 3. How long are you willing to travel for training?**



**Question 4. How many hours can you spend in a week for training?**



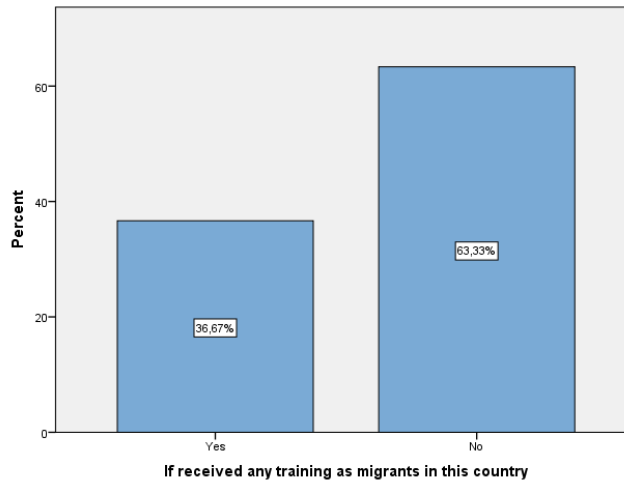
**Question 5. When would it be more convenient for you to have training?**



The results show that the majority of the participants (51.61%) prefer to have face-to-face training. Most of participants (48.39%) would be willing to travel up to 30 minutes to have training. Most of them (48.39%) would be willing to spend from 5 to 10 hours in training per week. Regarding the preference of the part of the day to have training, some participants chose more than one option, most of the answers given (41.18%) refer the preference for evening.

## Received Training

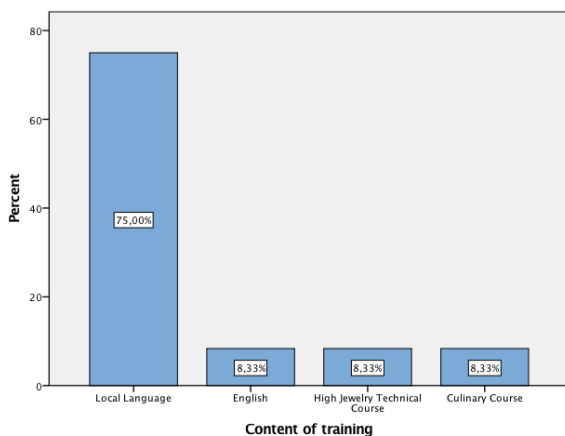
### Question 6. Have you received any training as a migrant in this country?



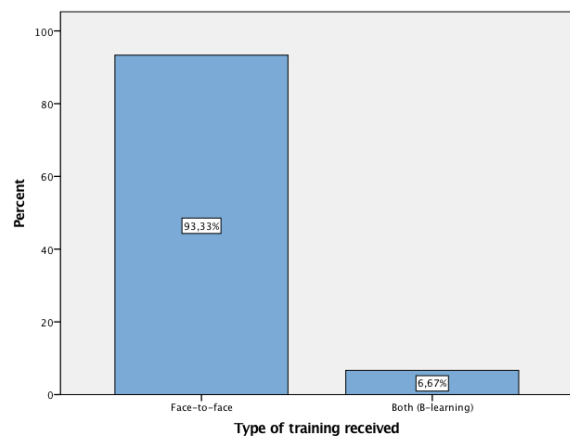
The results suggest that the majority of the participants (63.33%) did not receive some type of training as a migrant in Portugal.

In questions 7a, b and c it was asked that only the participants who had some type of training answered.

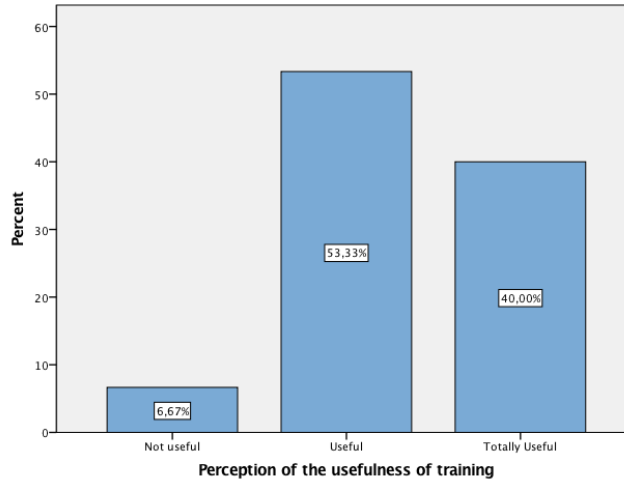
### Question 7a. What was the training(s) about?



### Question 7b. What type of training was it?

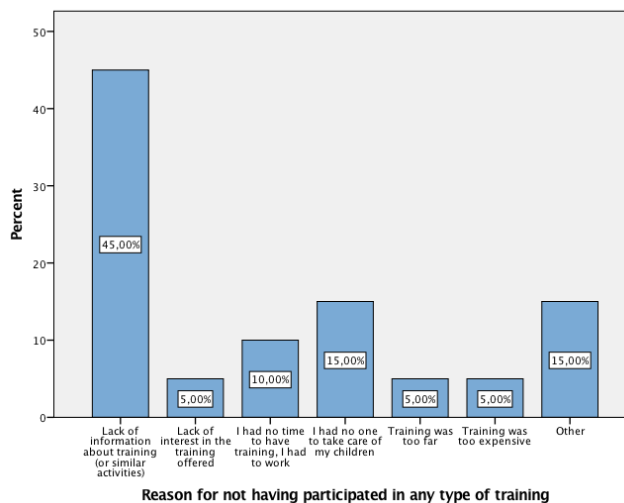


**Question 7c. How useful was the training you received?**



Several participants chose more than one option in questions 7a, b and c. The results suggest that the majority of the answers given (75%) were about training in the local language. Most of the answers given (93.33%) refer received training in a face-to-face format and considered the training they had as useful (53.33%).

**Question 8. How come you have not participated in training in this country?** This question was directed only to participants who had no training whatsoever.

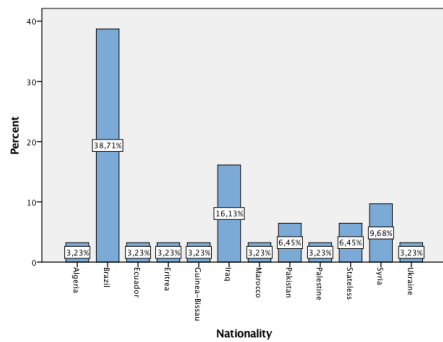


Several participants chose more than one option, most of the answers given (45%) refer to the lack of information about the training as the reason for not having participated in any training.

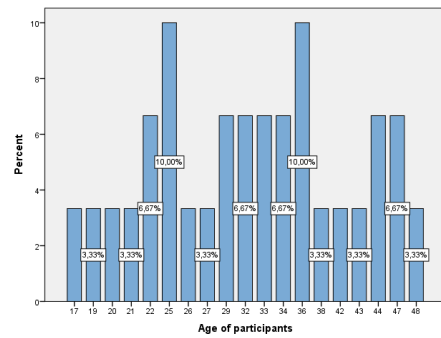
## Demographic Data

Questions 9 to 13 are related to the demographic data of the participants.

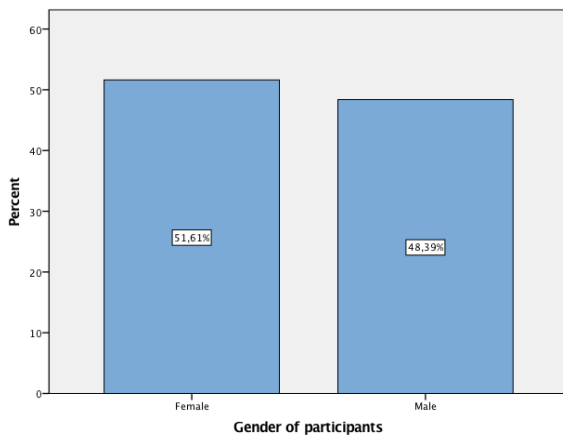
**Question 9. What is your nationality?**



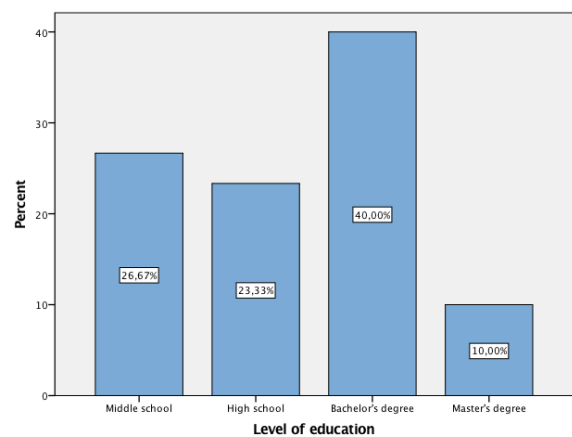
**Question 10. How old are you?**



**Question 11. What is your gender?**

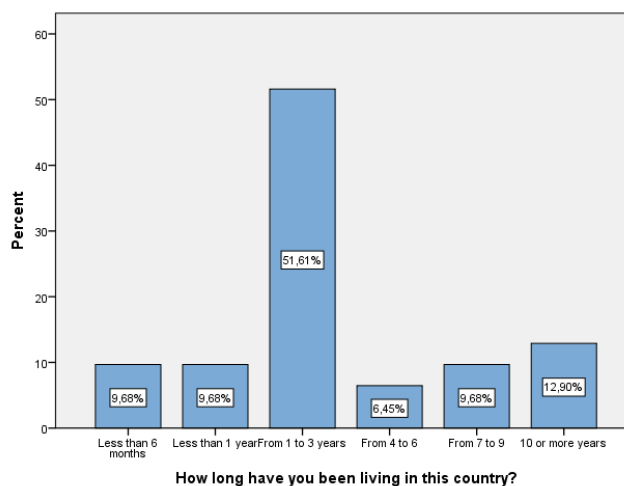


**Question 12. What is the highest level of education you have completed?**





### Question 13. How long have you been living in this country?



Some participants have dual nationality, the highest nationality mentioned was Brazilian (38.71%). The average age is of 32 years old, the majority of them (51.61%) are female, most of participants (40%) have completed bachelor’s degree and the majority (51.61%) live in Portugal for 1 to 3 years.

## Collective Findings

The partner countries in the IEUME project: Austria, Cyprus, France, Malta and Portugal distributed questionnaires to refugees, asylum seekers and immigrants in order to understand their needs, and thus, better develop the material to be created. The sample consisted of 151 participants, from many different nationalities, Syrian being the most represented (12,6%) followed by Iraqis and Brazilian (both with 8,61%). The sample is very balanced considering gender (51,3% – female), 35% with high school completed and 42,7% is living in the host country from 1 to 3 years. The samples of the different countries differ in the predominant nationalities, gender balance and education level. Nevertheless, a lot of results are consistent among countries. In the next analysis the totality of the results will be considered, and some considerations about differences between countries are made.

Regarding the topics covered by the IEUME project: Local language, Local Culture, Local Laws, EU Values, EU Laws and Institution, Public Services and Job-related Training, the general perception of participants was quite positive. The topics Local language, Public services and Job-related Training have obtained a better evaluation and were considered totally important by the majority. The remaining themes were considered by most participants as important. The themes with lesser importance attributed, even still having high classifications, were related with EU information, like EU



laws and Institution with 22,1 % considering it “Not important” and EU values with 24,3% in the same category.

Concerning the participants' preferences regarding training, the majority prefers face-to-face training, followed by B-learning, with the purely digital component having little adherence. In addition, most are willing to travel up to 30 minutes for training (40,4%) and prefer to spend 5 to 10 hours per week in training (46,4%). Most of the participants prefer training in the morning followed by the evening. In fact, in France, Austria and Cyprus “Morning” was the option most used, and in Portugal and Malta “Evening” was the most popular answer.

Most participants (61,5%) have never had any type of training as a migrant in the host country and claim to be due to a lack of information (46,3%), and lack of time (either because they have to work - 14,63% or because they have to take care of their children – 10,98%), among other reasons. Considering the results by country presented previously, apart from Cyprus, where 60,7% of the responders had training, in all other countries the majority (ranging from 56,7% to 80%) didn't have any training.

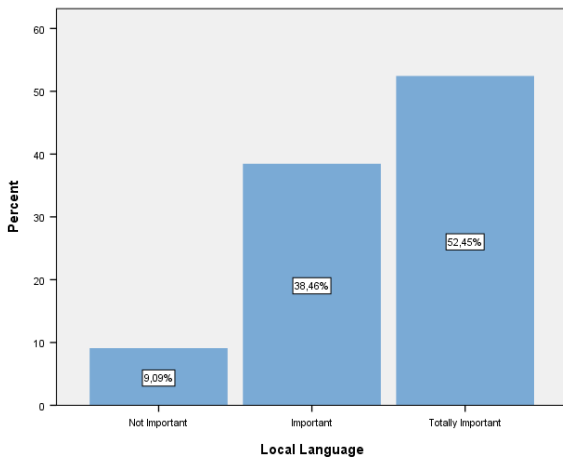
This demonstrates that not only more opportunities for training are needed, but also good strategies of dissemination in order to have greater adherence by the migrants.

Most of the participants who obtained some type of training reported it was about local language training. Although some other training was mentioned, these were scarce, demonstrating the need for more diversified training. In addition, the participants mostly obtained training in face-to-face format and considered it useful.

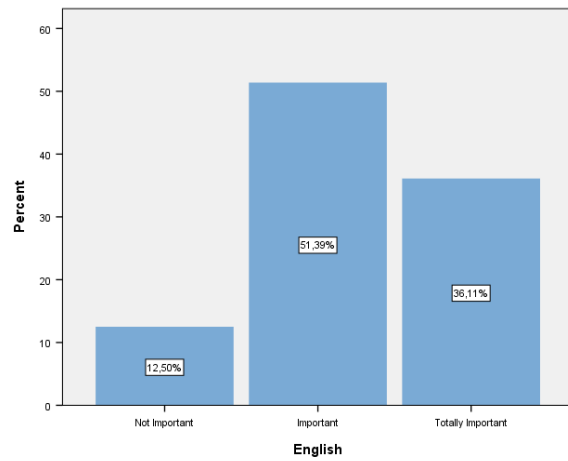
The charts with the results mention above are presented below.

**Question 1. What kind of training would be useful for you as a migrant in this country?**

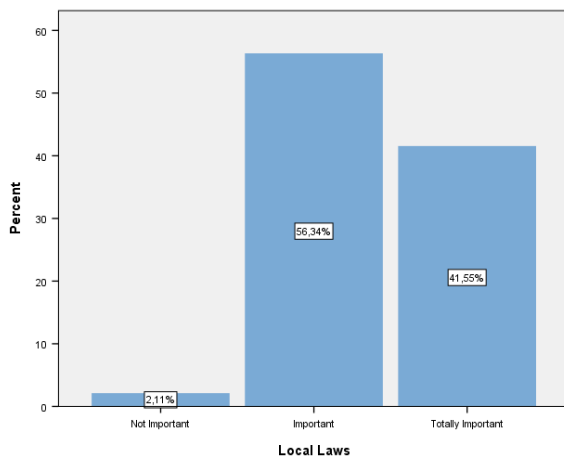
**Local Language**



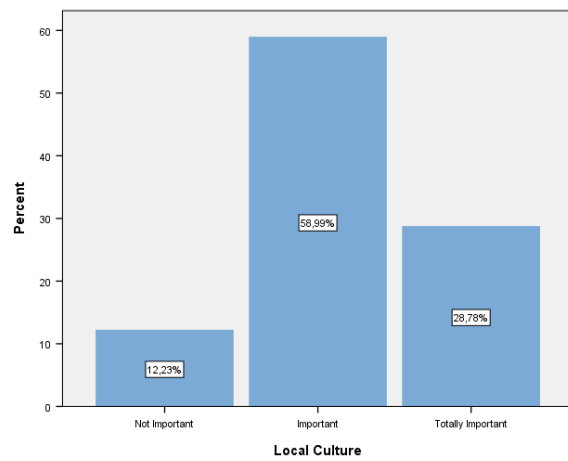
**English**



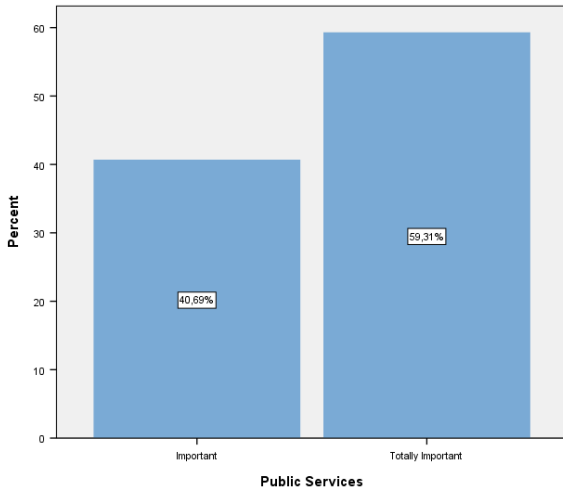
**Local Laws**



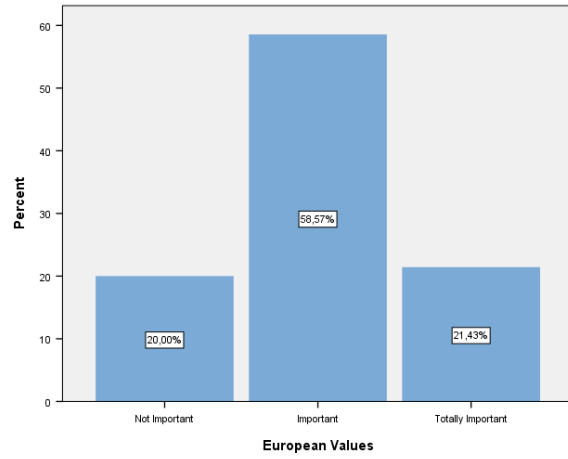
**Local Culture**



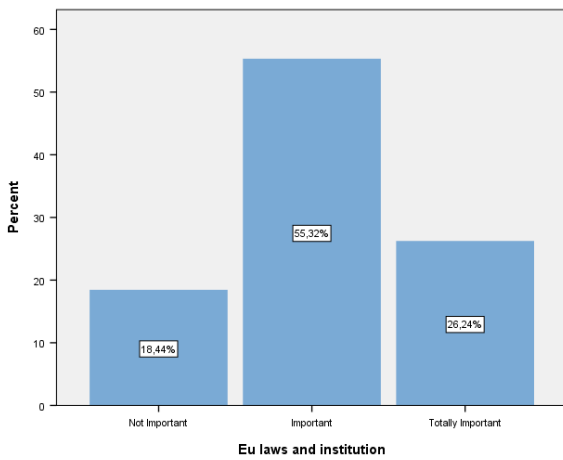
### Public Services



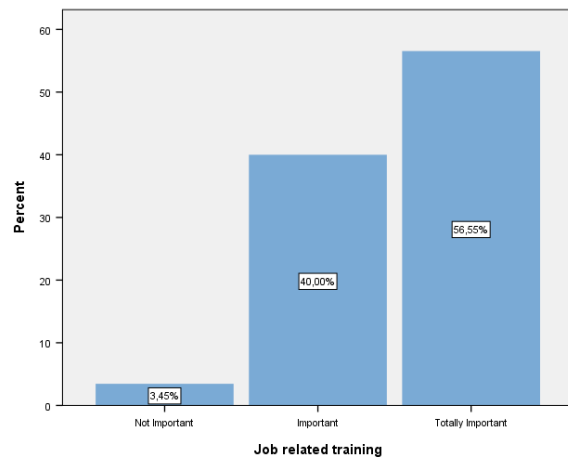
### European Values



### Eu Laws and institution

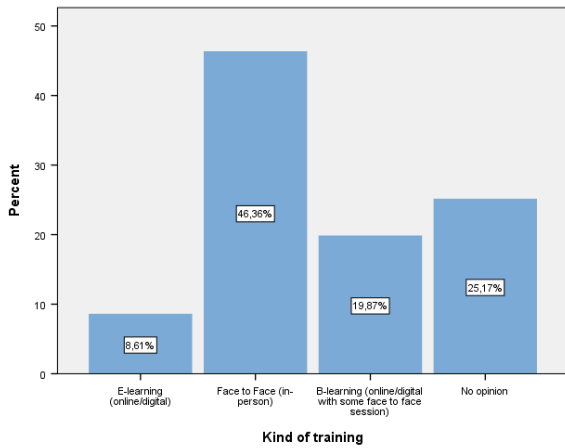


### Job related training

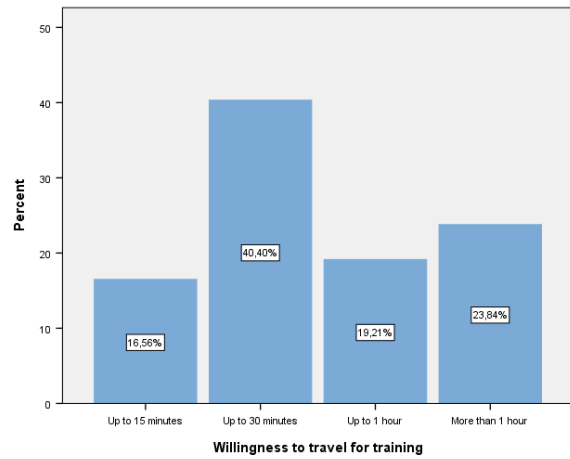


## Training preferences

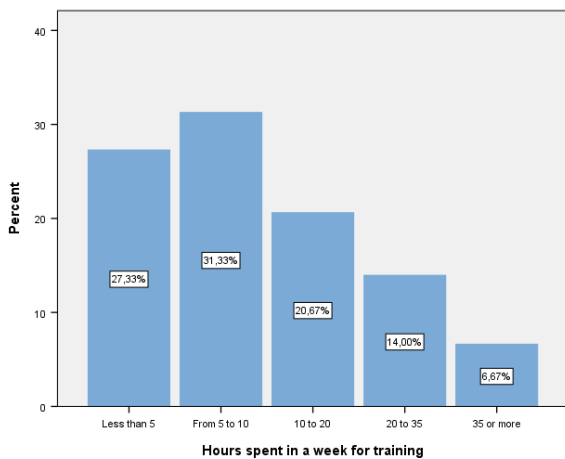
**Question 2. What kind of training would fit you best?**



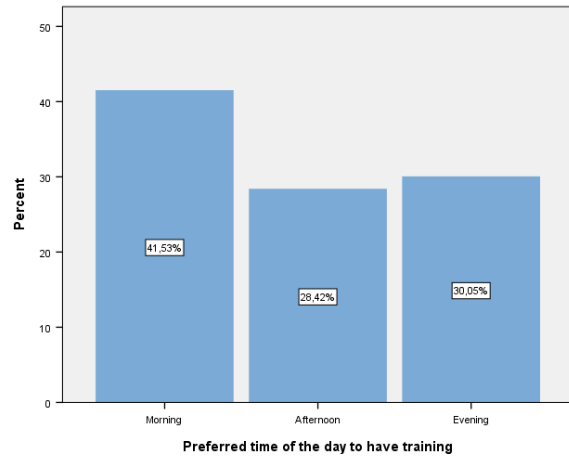
**Question 3. How long are you willing to travel for training?**



**Question 4. How many hours can you spend in a week for training?**

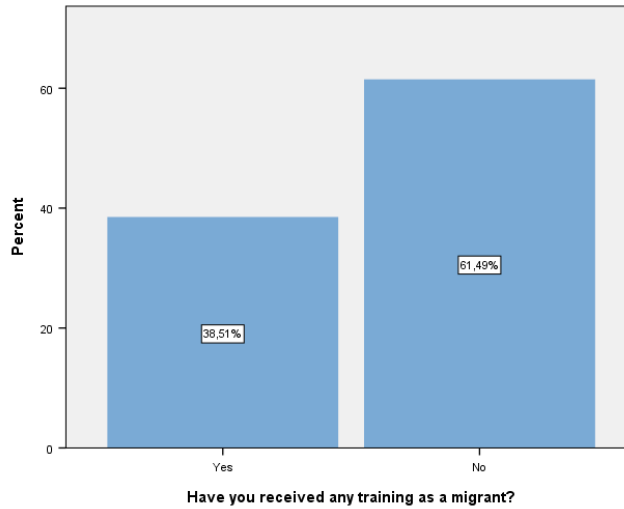


**Question 5. When would it be more convenient for you to have training?**

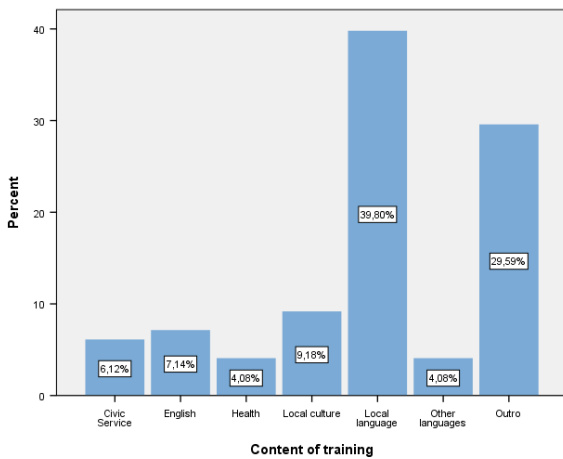


## Received Training

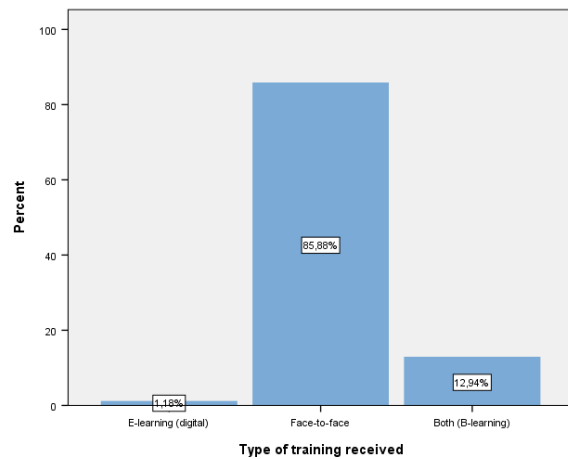
### Question 6. Have you received any training as a migrant in this country?



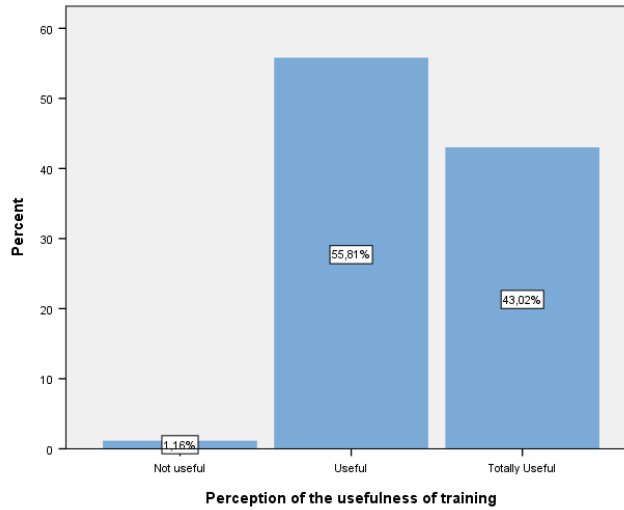
### Question 7a. What was the training(s) about?



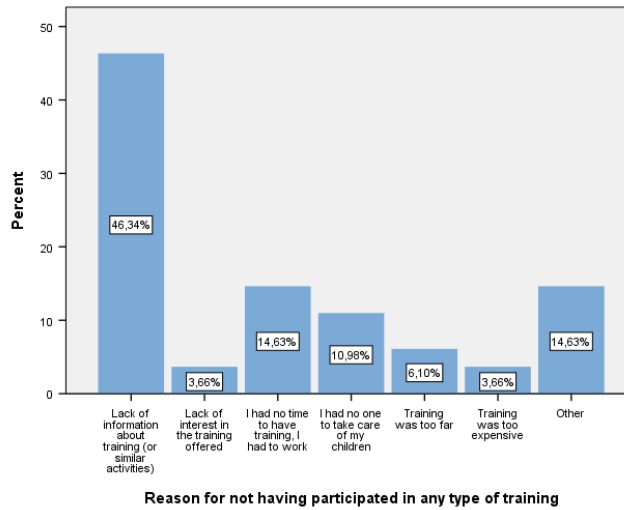
### Question 7b. What type of training was it?



### Question 7c. How useful was the training you received?

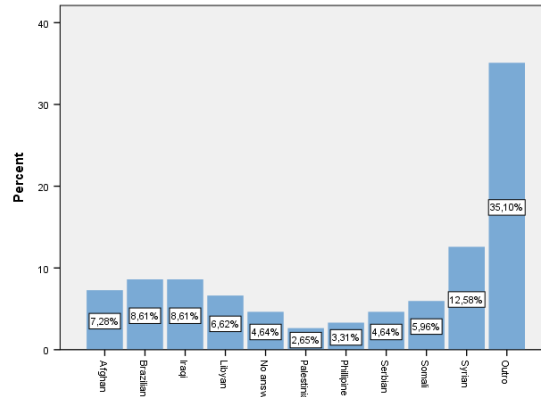


### Question 8. How come you have not participated in training in this country?



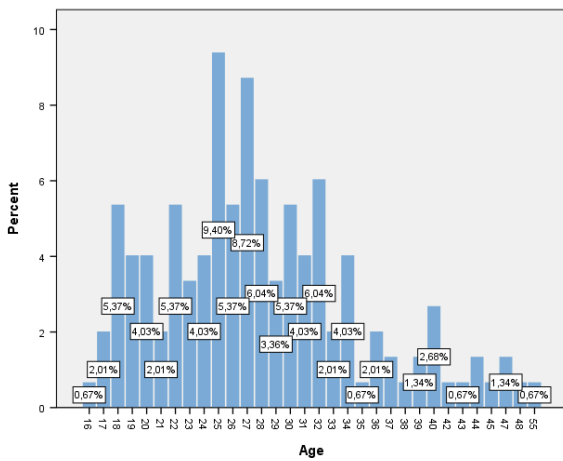
## Demographic Data

### Question 9. What is your nationality?

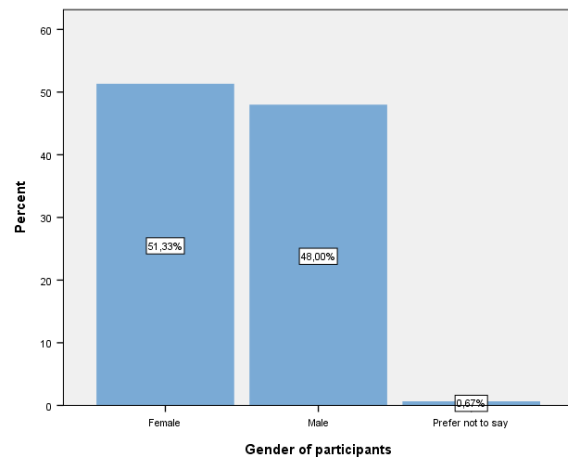


What is your nationality? If you have more than one, please specify them:

### Question 10. How old are you?

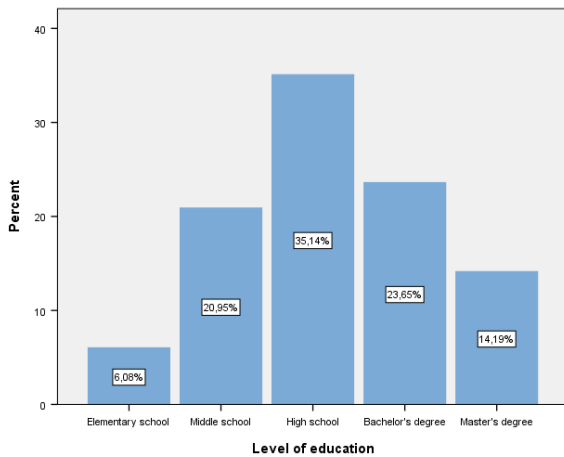


### Question 11. What is your gender?

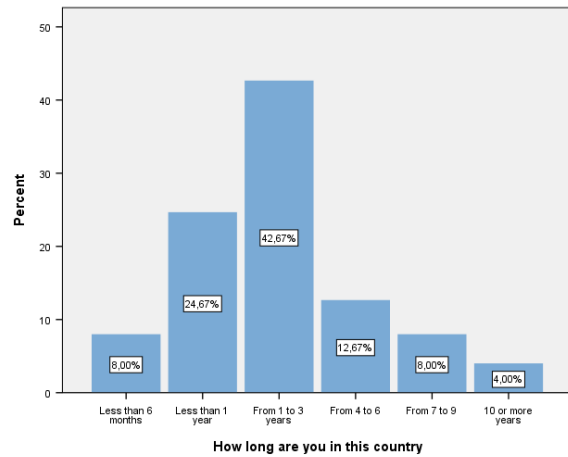




**Question 12. What is the highest level of education you have completed?**



**Question 13. How long have you been living in this country?**



## 5.2-Stakeholders Focus Group

The description of all the focus group targeting stakeholders and a general analysis are presented in this chapter. It was conducted one Stakeholders focus group per country, and 2 focus group in Portugal. A total of 6 Focus Groups reaching 36 people were conducted.

### Austria

The stakeholder focus group consisted of five persons who work in the field of adult education and further training. Some of the stakeholders have already worked with migrants, some were planning to do so in the future.

Most of the Stakeholders said that they think migrants would benefit most from workshops in small groups and online tools for improving their knowledge. Small workshop groups offer participants the opportunity to discuss a topic and provide chances for interaction. Learning about European cultures and values and especially studying German require people to be attentive and interested in the topics they are studying. If the learning groups are small, a positive atmosphere of learning will be created, which has a good impact on the learning progress. Online tools as well as personal feedback and a personal approach are very important, but also face-to-face course situations, because this lets migrants get in touch with other people in a similar situation and motivate each other. Online tools



would be a good exercise for times where no courses take place. However, it has to be considered that access to computers, mobile phones and the internet might be limited for course participants/migrants.

When it comes to developing skills, the stakeholders said that they try to organise meetings where people can exchange their knowledge, skills and experiences and where they get the opportunity to choose from a variety of topics they want to work on. The role of the trainer is to create a framework in which he/she can guide course participants through the process of learning. Some barriers for the delivery of such trainings are:

- access — e.g. distance, costs, no social media access, children at home
- language — offers would be needed in more different languages, or tailored to learners with various language backgrounds
- availability — there should be better course descriptions and more motivational approaches

In terms of content, the stakeholders think that it is important to inform the migrants about the concept and the main institutions of the EU as well as of the concept of democracy in general, as it is the basis for a well-functioning society. When it comes to accessing rights in the EU it is necessary to inform migrants about what is allowed, what is appropriate, and what is not. In addition to this, migrants must familiarise with the European Culture and heritage in order to gain a foothold and, of course, learn the local language. Concerning employability, the stakeholders think that this topic should receive more attention and that migrants should be well-informed about labour regulations and the range of services and opportunities available. To help them find employment and fit in, it is important to specify which academic degrees are eligible and which not — this would allow migrants to check which qualifications can be considered. An overview of different fields of work and topics and the skills required for them as well as pre-defined areas would make it a lot easier when deciding which career path to take in the new home country.

E-learning offers many advantages such as no travel costs, flexible time management and independent learning. However, there are also disadvantages such as barriers of access and difficulties of using the platform. Not all participants might have the necessary electronic devices (i.e. computers/laptops) for following an online course. Some participants might prefer to use their smartphones, which means that the programs should have a focus on readability and practicability on smartphones. Another important aspect is that the handling of an online programme or the related software might be



difficult for some migrants, depending on their computer skills; therefore, such a programme must be clear and well-structured in order to provide an understandable and interesting approach. Some migrants might enter a course in Austria with no or very low literacy, which makes this aspect even more important, yet difficult.

To make the training more engaging and entertaining for the learner, gamification should be considered and paid a lot of attention to, because it gives the learner tempting incentives and enables success in a playful manner. In exactly which way this gamification approach should take however, is rather difficult to say, as a training programme for migrants attracts and involves persons with such a wide variety of (national, cultural, social, educational...) backgrounds.

The IEUME project seems to have many advantages for the work lecturers and trainers are doing because the content of the e-learning course can be combined with the content of the classroom courses. It would be good to publish information about the existence of such a course on various social media platforms. Another important point to consider is a possible collaboration with education centres, which could promote the project's training programme or even link it as an online tool with their own courses. Printed materials with further information about the project and the training course, e.g. flyers, would also help to gain wide popularity and could be laid out and distributed at training institutions.

## Cyprus

The focus group was introduced by Marinos Papaioakeim (DA), Savvas Charalampous (Cardet) and Constantinos Adamides (DA) who presented their organizations and the broad and specific aims of project and the specific focus group. The participants, representing various agencies and organizations from the governmental sector, international governmental organizations (IGOs) and non-governmental organizations (NGOs), then introduced themselves and their work with migrants in Cyprus. At this point they were all informed that the discussion of the focus group would be recorded for the purposes of this report and provided their consent.

The first question was about the methods of training that would be most beneficial for the migrants, according to their experience. Almost all agreed that the face-to-face method is preferable since it is more efficient allowing trainers/educators to also understand many things from the body language and reactions of learners. However, for practical and ethical reasons (fears/concerns by the migrants), the online method is more convenient. One of the stakeholders noted that the issue of time and place



may also pose as obstacles to a migrant attending training, a problem that can be resolved with online learning.

The facilitators then explained the content IEUME embarks to produce and use with participants unanimously noting that it is of utmost importance that migrants are provided with trainings that will equip them with skills necessary to boost their employability. At this point, they all agreed that language is the most important thing they need to be taught. Moreover, they argued that they should also be provided with trainings about their rights in their host countries and the EU in general. At this point, a special emphasis was also given to the issue of family reunion rights for refugees.

The issue of civic participation was deemed as equally important for some of them. Topics such as EU Institutions, European Cultures and Heritage, are considered to be of value for migrants but are not seen as priority issues or particularly useful at a point where their main concern is finding the means to survive. It was also emphasized that before proceeding with the development of the training resources, the project team should take steps to understand and document the skills and needs of migrants, so that said material is specifically catered to their existing circumstances.

A significant dimension that was raised to the discussion was the barriers that the stakeholders face for the delivery of trainings to migrants. The issue of communication (language difficulties) was the most frequent barrier that was mentioned. Especially in the case of Cyprus, although the official language is Greek, people in their ordinary life talk the Cyprus dialect and this is another problem for the migrants. It was also mentioned that migrants cannot benefit from local trainings, thus losing the chance to enhance their skills and employability.

Other difficulties and obstacles that were discussed were the fragmentation and the lack of continuity and consistency of content as well as the availability of existing training opportunities. As was noted from one participant “They are now part of projects that do not coordinate among themselves and only last for a short period of time”. During the discussion, it was proposed that rewards - e.g. food coupons – are offered to participants of trainings so to create incentives for migrants to attend. Furthermore, it was proposed that the materials to be produced by the project (covering EU institutions, rights, culture, obligations, etc.) are framed in a way that it can be used as part of the language training. This can help achieve two goals at the same time.

Regarding the capability of migrants for access to the internet or the use of electronic devices, participants stated that almost 90% of these people are using smartphones and have access to the



internet since their “communication with them is almost entirely via Facebook”. Thus, they will not face any difficulties in using electronic devices. A point that was raised though, was that in some cases women immigrants are less likely to have access to the internet.

The moderators then explained to the participants the concept of gamification and the benefits of this method. They all agreed that with the appropriate content this can be a useful tool for their toolkit. Moreover, it was mentioned that this toolkit must be as simple as possible and we need to provide incentives for the users in order to use it.

At the end the participants were given the opportunity to raise any other questions, comments or advices. Nothing came up that was not already mentioned.

## France

Ms. Sonia Degroote started the meeting, she thanked the attendees for their presence. Then she explained the IEUME project and discussed the objective of the meeting. Next, she briefly introduced the AMSED organization and invites guests around the table to introduce themselves.

According to our guests, Language Training is the most relevant for migrants. Once in the host country, one of the primary needs for successful integration is to understand and communicate in the national language. They proposed a training that promotes learning through real-world situations. Additionally, Language Training that is based on workplace skills that migrants already have.

Training on the topic of EU history was proposed by our professionals. As well as training that aims to develop knowledge about Local and International Rights, Local Laws and Social Codes of host country. It is important to say that they also agreed on the Local Context in Alsace.

The following possible limitations for having training were mentioned:

**Language**

**Internet access**

**Smartphone or regular cell phone service**

**Understanding how to utilize software (dependent on their level of education, age, etc.)**



Regarding our Ideas for content, the professionals considered that the topics offered are very interesting and they think that it can really help integration as well as employability.

An online platform for e-learning training could truly help the target audience. One of the reported benefits has been the flexibility, allowing migrants to create their own pace when completing the training. A plus is that this course would be free, therefore easy access for all. However, there were technical difficulties reported. The utilization of digital tools is not easy for everyone. The age and level of education must be taken into account if we want to create a relevant and useful platform.

The term “gamified training” was not known by everyone. However, everyone agreed that training based on fun could only have positive outcomes. It will be interesting and fun at the same time.

The technicians considered that this project can be part of their activities in the workplace, and that a good way to communicate it is through associations, that can discuss the project with those that need it, and also using Media

As a final suggestion, they stated that an online platform can allow for autonomy, but without physical presence it can be quickly forgotten. So, it was suggested that the organizations and the structures involved could possibly bring the students together once or twice during the training to discuss with them, share their experiences and opinions, give each other advice and meet people.

## Malta

The focus group was introduced by Omar Grech from the University of Malta who explained the purpose of the meeting and also gave an introduction to the IUEME project. The participants then introduced themselves and their work with migrants in Malta which ranged from academic research to leading a migrant led NGO as well as educational experts.

The participants were asked **what types of trainings would be most useful** according to their experience in working in this field. The issue of migrants with academic and professional qualifications especially for some groups coming from specific countries such as Libya was raised. These migrants require specific training to help them integrate into academic settings such as university or professional settings (teachers, doctors etc). Language was also highlighted as a concern and in this sector more differentiated learning programs are required from the basic literacy to more advanced English and Maltese training such as Medical English etc. For newly arrived migrants the issue of



accessing services in Malta was important especially Health, Educational and Residency Rights. Trainings that enable access to the Maltese higher educational system were also highlighted.

The UM representative then explained the **ideas on content** which the IEUME project is focusing on: EU Institutions, Democracy and Civic Participation, Accessing Rights, European Cultures and Improving Employability. The feedback was that Employability and Accessing Rights were the two most urgent issues for migrants. However, differentiated trainings for people with different academic, linguistic and vocational needs were an important consideration. The feeling was that it was not possible to provide training that would be useful to all migrants but rather that different categories of migrants had different needs. Training on basic access to healthcare or educational system would be useful for newly arrived migrants but not those who have been in Malta for some time. Also, the problem in accessing rights was not usually lack of information but bureaucratic obstacles from some government departments. The point was also made that in some instances migrant workers knew their rights were being abused but did not complain as they were dependent on their stay in Malta on their employer (for example Filipino care workers). On the issue of European cultures, a participant made the point that it should be an intercultural approach rather than just focusing on European culture.

On the issue of **digital/e-learning for migrants** the feedback was generally positive with the caveat that the most important aspect of any training was that it had accreditation. Migrants would not participate in trainings which did not lead to accreditation that could be useful in gaining employment or further educational opportunities. On the positive side e-learning could allow migrants whose work commitments did not allow them to take up traditional training opportunities to take part in trainings at their own pace and in their own time. The issue of group motivation was also raised. With e-learning it is important to make up for the loss of group motivation through e-forums etc to have peer interaction.

At this stage the UM representative explained the **concept of gamification** and gave an example of such a training program. One of the participants felt that the trainings based on gamification should also be based on accreditation and providing very tangible trainings. The question of self-motivation and learning alone could be quite alien to some migrant groups. A suggestion that there had to be a 'catch' that encouraged migrants to use such gamification methods. The catch had to be solving a 'specific problem' migrants may have and/or provided accreditation.

Finally, the UM representatives asked for any **final suggestions** that the participants had. The issue of engaging young people especially was raised by one participant and the possibility of creating a



gamified app for integration of young people specifically. Another issue that was raised referred to the importance of engaging with professional pedagogists in developing any such gamified training to ensure that the right pedagogical frameworks are adopted. In terms of accreditation the issue of how to assess learning in gamified training was another matter. The problem of ensuring that there was transparency in who was actually doing the training and ensuring assessment was fair and serious was also raised.

## Portugal

The first focus group with the stakeholders was carried out at the Crescer institution, with seven technicians composed of psychologists and social workers from this institution and two members of the IEUME project by Factor Social, Nuno Marques and Nanci Lemos. Crescer is a Community Intervention Association working directly with refugees and asylum seekers coming mainly from Syria, Iraq and Eritrea. This institution performs both fieldwork and back office work, responding to the immediate needs of the beneficiaries, such as arrival reception, follow-up to basic services, psychological counselling, articulation with social responses, referral to other specialized institutions according to needs, among others.

After a mutual introduction, about the IEUME Project, Factor Social and work Crescer does with refugees, we asked about the training they usually do. They claim that they do not have a training service at the institution, but they forward the beneficiaries to a series of training courses carried out by the basic schools, IEFP (Institute of Employment and Vocational Training, IP), or CNAI (National Centre for Migrant Support). The majority (90% of the courses) are Portuguese trainings. They also have channelled migrants to other types of training such as entrepreneurship, tourism and sewing courses, but they did not achieve great adherence and those who joined did not complete the training. They point out that this does not happen because of lack of interest, since many beneficiaries claim they want to study, but are busy with supplying their basic needs like working and obtaining the necessary documentation. Because it is a target group with more immediate needs, trainings that give answers to these practical needs are seen as more useful than those that lead to a later integration process. Another possible barrier is language, because many cannot speak Portuguese and sometimes not even English. To address this limitation, they claim that if the training is conducted in Arabic it was quite advantageous for the beneficiaries since those who speak Kurdish and Tigrinya generally also speak Arabic. In addition, some training courses require previous education, some even asking for higher education, which limits the number of suitable trainees.





Questioned about the content of the IEUME project, they claim that as far as European affairs and European institutions are concerned, they believe that it would be of no use to their target public, as their needs are different. In order to raise the interest of the beneficiaries, it is recommended that the platform covers practical issues relating to European affairs. In order to illustrate these topics of greatest interest, they mentioned issues that the beneficiaries themselves had made: "whether they can work in another European country with a residence permit issued in Portugal" or "how to obtain the European health insurance card". Concerning employability, it was stated that it should also address more practical needs such as employment contract information, maximum hours allowed by law, appropriate conditions, IRS (Personal Income Tax) information, among others. In addition, they claim that many beneficiaries have high expectations when arriving in Portugal, that the host program promises to provide employment but upon arrival they realize that is not what happens. Therefore, addressing expectations management and giving a more realistic view of the new life would be useful. Other potential content of interest mentioned was how to access public services like health services, Portuguese Legislation, Social Security and Finance (tax and customs authority).

About e-learning, technicians warn that many beneficiaries do not have a computer, but that practically everyone has a smartphone. In addition, they warn of potential difficulties in understanding training if refugees do it by their own and the risk of not completing it. To overcome these barriers, they suggest that the training be carried out in conjunction with the technicians who can guide them. The realization of the face-to-face training also promotes the contact with people of reference and establishment of relationship that is appreciated by the beneficiaries. In addition, they claim that obtaining some kind of final bonus as a certificate helps increase the chances of beneficiaries completing the training.

Regarding the use of gamified training, stakeholders do not have access to any type of training of this kind and therefore have no idea if it will work and suggest to present the information in a more adult and serious way, even if it uses this type of format.

Additionally, when asked about the benefits of the project for themselves, they claimed to be very useful to have condensed practical information on a platform where they can access when they need it, instead of using google for their searches and transmitting this information in a more practical way to the beneficiaries. And for the beneficiaries, it is also very useful to have a platform where they can collect useful information when they need it.



Finally, when questioned about the best way of disseminating the platform, they mention that it is through the workers who work directly with the migrants.

In summary, it is quite clear from this focus group that the training should address concrete problems and basic needs.

The second focus group was held in the facilities of the High Commissioner for Migration, I. P. (ACM), Portuguese public institution responsible for the integration of migrants led by two members of Factor Social, Nuno Marques and Nanci Lemos, and with the participation of seven Stakeholders. Five members of the ACM were present, one member of the Temporary Refugee Welcome Centre of the Lisbon City Council, and one member from the Social Security who works as a clinical psychologist providing psychological support.

The focus group began with the presentation of each of the members and the work they do with migrants followed by the presentation of the IEUME project by Nuno Marques, which raised several questions from the technicians. The subject that most elicited questions from the technicians and channelled much of the discussion was on the topics addressed by the project. Participants argued that information about the EU should be directed towards access to public services focused on Portugal, and it is necessary to communicate that the public bodies responsible for migrant's integration are credible and demystify some perceptions about them. This need arises from the lack of confidence of migrants in public bodies caused by bureaucratic doubts and misinformation. Regarding the topic of rights and duties, they mention that it should be directed mainly in the areas of health, education and employment. In this topic the discussion was diverse, the stakeholders alerted to a diverse range of doubts about the rights that migrants have. It is therefore, necessary to provide practical and basic information, such as: what is needed to access the health service, (for instance, what to do if some documents are out of date, if you have the right to access health care) documentation to obtain legalization, notions about equal rights between men and women, the right to protection against violence, including women and children, the notion of obligatory schooling for children, labour law and duties, among other matters. In their turn, they mention that, in the topic of democracy, it is necessary to inform that despite the freedom granted by the democratic system, it is not synonymous that they can do everything, and should be given notions of respect for the neighbour and of what is and what is not allowed to do. On the other hand, in the field of employability, it is beneficial to provide basic information about the whole process of obtaining a job, all steps from a suitable application, creation of Curriculum Vitae, interview and all the evaluation process.



Information on employment contract, IRS (taxes) information and so on. In addition, they argue that it is necessary to train the expectations' management about the host country, especially in the case of refugees, so giving more realistic notions about the country's cultural issues will potentially make these migrants better able to integrate.

In addition, they consider that language training is essential for the integration of migrants, with training being required at all levels from A1 to C2 and the creation of more homogeneous groups of participants to facilitate learning. Currently, they mention that Portuguese language courses are provided by the IEFP, basic schools, host organizations and volunteer activities. In addition, other content of interest is the learning of financial literacy that many migrants need, because many come from countries with very different cultures, where sometimes they do not have to pay, for example, for the electricity bill, they cannot manage expenses for not having a notion about the associated costs.

When asked if they usually give trainings, they claim that the actions given by the ACM are directed predominantly to the technicians of several branches that work with migrants, however, some training such as the access to health, directly address migrants.

As for training in digital format, although they prefer face-to-face training, they claim to be advantageous because it is carried out at home and overcomes barriers such as: having no one to stay with the children, or the husband does not allow the woman to participate in it outside the home. However, they also warn of possible barriers such as the difficulty in access by the computer (many of them do not have a computer or do not know how to use it), being more beneficial through the mobile application. In addition, they warn that the participants' level of literacy and language need to be taken into account, it would be more beneficial if the training was clearly communicated with basic information and also available in Arabic to reach more people. To address these potential difficulties, stakeholders suggest that information might be passed more easily through pictures and pictograms. In addition, stakeholders suggested using videos with migrants who have experienced similar situations so that participants can identify with them and thus better absorb the information transmitted (using storytelling).

Regarding gamified training, they consider it quite useful. They also suggested us to search for other trainings in Portugal in this format that have brought good results. When the effect of granting a training certificate in attracting participants was raised, the opinions of the stakeholders were not consensual. While one participant claimed to always be an advantage and the migrants are more



motivated to participate, another participant does not see the certificate as a determining factor in the training, believing that the participants are more focused on the learning itself.

Finally, when questioned about the various forms of disseminating the platform, they suggest the various entities that work with immigrants, asylum seekers and refugees through the ACM were mentioned. Furthermore, they consider that the training is very useful for the work they do and they mention that if there were an area for technicians it would be very advantageous, since they could easily access this information and pass it on to the migrants to further promote the training.

## Collective Findings

The focus groups carried out by all partners in the IEUME project, Austria, Cyprus, France, Malta and Portugal to the stakeholders elucidated the main issues of the project. By bringing together a wide range of professionals we collected a range of different opinions, realities and advices that we will seek to summarize and integrate next. Each country held one focus group with five or more stakeholders, except for Portugal, which carried out two focus groups with different stakeholders.

When asked what type of training content stakeholders consider most important to people with a migrant background, reports from all countries highlight the training on national language. It is also clear that training with more practical content that answers their most immediate needs, namely access to services, is also valued.

Stakeholders in different countries report similar barriers to training, like difficulties in access related to costs, distance and language barriers. The stakeholders also warned that participants' level of literacy and language need to be considered. To address these potential difficulties, stakeholders suggested that, it would be more beneficial if: the training was clearly communicated with basic information; it is also available in Arabic; information could be passed more easily through visual resources and pictograms. In addition, stakeholders suggested the use of storytelling, and videos with people who have experienced similar situations so that participants can identify with them and better absorb the information transmitted.

When questioned about the usefulness of the content of the IEUME, EU Institutions, Democracy and Civic Participation, Accessing Rights, European Cultures and Employability Improvement, the responses of stakeholders were somewhat diverse. Some topics got a positive unanimous reaction like employability and accessing rights, but other themes had more diverse responses. Issues such as European institutions, Culture and Heritage, while seen as having value to migrants, were not deemed



as priorities, because migrants' priorities are meeting their most basic needs for survival. Other stakeholders consider it important to give information about European issues such as Rights, Duties, Civic Participation and Democracy, but that the training should also provide basic and practical information focused on the country. Regarding the topic of Rights and Duties, they mentioned that it should be directed mainly in the areas of Health, Education and Employment and the stakeholders alerted to a diverse range of doubts that migrants have about their rights. In turn, they mentioned that on the topic of democracy it is necessary to inform that despite the freedom granted by the democratic system, it is not synonymous that they can do everything, and that they should be informed about the notion of respect for the 'other' and of what is and what is not allowed to do. On the other hand, in the field of employability, they stressed that it would be beneficial to provide basic information about the whole process of obtaining a job.

Regarding e-learning, stakeholders noted both the benefits and potential difficulties. Advantages such as having no travel costs, enabling flexible time management and independent learning here identified. However, many people with a migrant background may not have electronic devices and another potential difficulty in using the platform is the dependence on computer skills and literacy, so it is essential for training to be clear and well structured.

In addition to taking advantage of the online tool, they also believe that face-to-face approaches are valued by migrants, and suggest that the implementing organizations bring together students once or twice during the training period to share experiences, give advice and meet people in the same situation (i.e. using B-learning). Another suggestion given to compensate for the possible loss of motivation is using e-forums, for example, that can promote interaction between pairs.

It was also highlighted the need to consider the diversity in educational level and age of the project's target group, and that a mobile application will be more beneficial because almost all have a smartphone, but many do not have a computer.

Stakeholders also mentioned the benefits of incentives to trainees in order to motivate them to carry out the training. In Malta and Portugal, stakeholders claimed that granting accreditation that could be useful for employment or additional educational opportunities would be of prime importance. A similar view was expressed in Cyprus and stakeholders proposed a system of rewards such as giving food stamps to participants.



As far as online gamification is concerned, many stakeholders did not know the term, but when explained, it generated mixed opinions. Some agreed that training using a fun approach could only have positive results, and some raised questions like which path should be taken to get people from diverse backgrounds involved. Another issue was the importance of engaging professional educators in the development of skills training to ensure that appropriate pedagogical frameworks are adopted and ensure that evaluation is fair and serious. It was also advised that the gamified training should be based on accreditation and provide tangible training. Despite the questions raised it was stated that the tool can be very useful, but it should be as simple as possible and that content should be transmitted in a serious and adult way.

Finally, the consortium was also advised to disseminate the project by publishing on social media platforms, distribute printed materials as leaflets in training institutions and the possible collaboration of education centres in the promotion of the program and integration of their own courses

## 5.3 – Migrants Focus Group

The description of all the focus group targeting people with a migrant background and a general analysis are presented in this chapter. It was conducted one focus group per country with a total of 5 Focus Groups reaching 38 people.

### Austria

The migrants' focus group consisted of six people from Iran, Afghanistan, Nigeria and Somalia. All migrants were refugees and had arrived in Austria within the last few years or very recently.

All migrants noted that they were extremely happy to be in Austria, grateful for the opportunities they are given and for the things they are learning. However, they wished that it was easier to get through the processes of immigration (less bureaucracy) and that they had more ways to get in touch with locals.

What stood out was that all migrants said that the number one thing they wish to learn was the local language, German. They stated that they would be granted more opportunities to learn, to find a job, to get social interaction, and to integrate more if they had a better knowledge of German. About half of the migrants had a rather good command of the German language, the other half clearly had more difficulties communicating in German.



One of the migrants specifically stated that he does not like the idea of migrants being the only ones who have to integrate; he said that in his opinion, it is a mutual process between arriving and hosting communities of learning from and with each other instead of one side expecting the other to change entirely.

All migrants agreed that they would not like to do a training course that only consists of online learning, as they all think that personal interaction between the learner and teacher is very important. This will make it possible for the learners to get to know new people, to practice and improve their language skills, to learn more about the host country culture. It must be noted, however, that most of the times, this statement referred to German language's courses and not so much to the cultural training that is envisioned in IEUME. This is because migrants were drawing from their own experiences with training in Austria, which has, so far, mostly and for most of them been only language training. Nonetheless, face-to-face or blended learning are probably the preferred learning methods.

It also became clear that another issue with online training programmes is that most migrants (refugees in this case) do not have access to computers and laptops. Even if they do, most of them do not have the necessary skills to work with a computer programme. All focus group participants agreed that they would not like to use their mobile phones for training purposes, especially because they do not have any data plan available and can only use their phones when WIFI is available – the problem with that, however, is that in most cases they do not have any WIFI in the places where they live.

It also must be noted that literacy among the focus group participants was very low. According to their statements, some of them had never had any formal training and schooling before they had arrived in Austria. This and the fact that they also had to learn an entirely new language and go through lots of bureaucracy, made life in Austria very difficult for them. Yet, they are all very grateful for the chances they are given. One participant, who already had an academic degree from his home country, lamented the fact that he cannot work in the field and position he would be suited for according to his degree, because he would need to get a necessary certification from his home country (which is impossible, as he cannot travel back there).

Regarding course content which should be taught, all focus group participants stated that they would like to learn better German. Apart from this, what interested them the most was information about local customs and traditions in order to better understand locals – and life in Austria in general. They also liked the idea of learning about available public services such as information about where they

can go if they are sick. In addition to this, they thought that information about the Austrian job market would be very helpful and they stated that they are interested in learning how to apply for jobs.

Some of the participating migrants were extremely interested in learning more about the EU and about other European countries; others, however, had difficulties understanding the concept of the European Union. This shows that there clearly is a strong cause for including some basic and general information about the EU into a training course.

The focus group participants did not know the term gamification, and some were uncertain about the concept behind it, even after receiving an explanation. This might be due to language barriers. However, when they were presented with actual examples of how gamification could work in a training course setting, almost all were in favour of it and thought it would improve their learning progress.

A very important issue for the focus group participants was also to state that, if they are to participate in a face-to-face training, they could only do it if they somehow got reimbursed for their travel expenses (tram/bus ticket), as they only receive a grant of 150€ per month, which has to cover all their basic expenses.

In general, the migrants stated that they do not know of any offers available in terms of courses where they can learn about culture, local traditions and EU values. They felt like they had very little information about such offers, but most confirmed that they would be interested in learning more about these topics. It seems to be a real question of availability and information — if cultural training courses existed and migrants knew about them, they would gladly participate. Partly for the social interaction that a course like that would offer, partly to occupy their minds more, partly because they are eager to learn more about the host country, they are living in.

## Cyprus

The focus group was introduced by Constantinos Adamides (DA), Marinos Papaioakeim (DA) and Savvas Charalampous (Cardet). The three presented their organizations and the broad and specific aims of the project in relation to the specific focus group. The participants then introduced themselves focusing at the beginning on their status in Cyprus. The majority of the participants are students in a high school in Nicosia (Cyprus), which host only migrants. The participants were all informed that the discussion of the focus group will be recorded, and all agreed.





The participants were first asked to mention the kind of training (in terms of content) that would be more beneficial for them and was explained to them the 5 topics which the IEUME project intends to focus on. The overwhelming majority answered that Language, Special Skills and Leadership Skills would be very beneficial for finding a job, adding also that they would be interested in learning more about the history and culture of Cyprus and Europe. They also noted that the topics chosen for the project would also be a useful addition, both for Cyprus and in case they moved elsewhere in Europe. Indicatively one of the participants mentioned that “We need more specialized training in order to find a job”. Other training programs that considered as beneficial for them are those that focus on the Rights and Obligations of people with migration background. In the end, some of the participants mentioned that training programs focus on the European Union could be beneficial, especially for inclusion purposes.

A series of questions regarding the online information and trainings followed the preliminary first round of discussion. They all agreed that online trainings provide a greater access to more people and makes it easier for information to reach migrants. However, they pointed out that some may not be tech savvy so a combination of both would be better. As was stated, the majority of migrants are not familiar with the digital/e-learning training. One of the participants stated that beyond the fact that the majority of them have devices and access to the internet and to online info, there are some people that are illiterate. Others also express the view that face-to-face trainings are more effective as they provide them greater access to their educators/trainers as well as the chance to interact with them and ask questions (as opposed to online learning).

The moderators then explained to the participants the concept of gamification and the benefits of this method – e.g. making training more engaging and entertaining for the learner, combining knowledge and competences in fun manner, etc. The overall feedback was very positive, and the participants claimed that they would definitely explore using this application as a source of information and education.

Lastly, participants were given the chance to raise any other questions, comments and suggestions that they may had. They felt that it is important for them to learn more about their local society, its history and customs and how to best interact with the locals. In addition, they would like more opportunities to get involved in the actions and activities of Civil Society Organisations (CSOs) and they are interested in acquiring the skills to become more active in the local society, get their voice out and present their case and what they can contribute to Cyprus. They also emphasized the need to be



afforded opportunities to show that they can be valuable and constructive members of the society and that they can contribute to their host community with their skills, work and overall input. Simply put, they emphasized that they are not here just to receive, but also to offer.

## France

AMSED held a focus group discussion on March 20<sup>th</sup>, 2019 involving 5 foreign students. Through the focus groups, the member of AMSED's team gathered information to help methodology and continuation of the project. The focus group was conducted as part of the IEUME project in order to create tools of analysis. The IEUME project aims to create tools to promote greater integration of immigrants, refugees and asylum seekers through the creation of an open access online training platform. The discussion was designed to gather information from the students about the following outcomes.

They would like to have training in the following contents:

- Linguist training (in French)
- A universal platform where migrants can access information about education programs and cultural codes
- Migrant scholarship and housing rights
- Civil rights
- General contact information for differences services

The majority of our guests have a bit of knowledge about the topics that we are considering, but they do not know exactly how to access the various services. For example, where exactly should they search for jobs and how many hours are they permitted to work as a student migrant. They also need more information about administrative procedures in order to live more autonomously.

Some students found that this kind of training would be an excellent idea towards getting employment because it will allow them to be more active members of French society and network



more easily. It will help them to be more like French citizens and easily participate in public life. But others found that this course would not really aid in getting employment if there is no sort of training certificate they receive at the end of training.

All of them found that it would be useful to have online training in these topics. Firstly, they would have more control over pacing themselves in the completion of these courses. Secondly it is really important to understand the country that you live in. You would be able to feel more freedom if you know your rights and safer if you know that there are institutions in place to protect you.

All our guests know what e-learning is, but only two of them have participated in an online training in the past. All of them answered that accessing the training by smartphone would be easier than with a computer, because it's easier and most people have a smartphone.

The majority of them stated that gamification is an excellent way to learn and that it would be most helpful for migrants. Because when someone arrives in a host country, they are stressed, and gamified training is a good way to relax and enjoy learning. For them, gamified training is learning by playing; it's innovative. Therefore, they shared the belief that a lot of people will be interested. Only one of our participants felt that gamified training is unnecessary for this sort content.

The migrants gave the following suggestions for the creation of this platform:

- Platform should be available in several languages; especially Arabic for refugees
- There should be a lot of marketing and promotion of this training
- Creation of a certificate that helps validate the knowledge gained in the training

## Malta

The focus group was introduced by Omar Grech from the University of Malta who explained the purpose of the meeting and introduced the IUEME project. The participants then introduced themselves providing details of their country of origin (Sudan (3), Libya (1), and Philippines (2)) and the length of their stay in Malta (ranging from 4 years to 20 years).

The participants were asked to state whether they had received trainings in Malta. Four of the participants had attended multiple trainings (with a mix of NGO provided trainings and education provided by Higher Education Institutions in Malta). Two participants who came to Malta with a pre-established employment have not received trainings in Malta. They both expressed an interest in

training opportunities but were limited due to their working hours in getting such training. None of the participants had taken part in digital/e-learning trainings.

In terms of obstacles to availing themselves of training opportunities the participants highlighted the following as being of particular importance:

1. Lack of motivation due to frustration with bureaucracy and lack of coordination
2. Linguistic Issues
3. Priority of work/securing their position in Malta
4. Timing obstacles

On point 1 all the participants regretted that there seemed to be a lack of coordination between the Ministry responsible for Integration and other Ministries. While the Ministry responsible for Integration was trying to assist in several aspects, other Ministries were extremely difficult to deal with for migrants. The participants highlighted Identity Malta which deals with residence permits etc as being especially difficult to deal with. According to one participant, the frustrations created by these bureaucratic hurdles de-motivate migrants who faced these difficulties.

On point 2 it was pointed out that for migrants coming from non-English speaking backgrounds the first priority is learning English or Maltese. Without knowledge of either of these two languages it is no possible to access any of the other trainings.

On point 3 the participants mentioned that the first priority for migrants is securing their status in Malta since without obtaining a regularised status life is extremely problematic. Obtaining such a status and maintaining it was complex (given the problems expressed at point 1 above). Another priority was getting work and working as much as possible to secure their economic position. In this context the participants stressed that not all employers were cooperating in allowing their workers time for training. As one participant stated, “migrants cannot focus on education when they have more basic problems”.

On point 4, this was closely related to point 3. Some of the participants mentioned the fact that they had very little time left for attending trainings when they had to keep up with work, chasing Maltese bureaucracy and for some also family responsibilities.



Following this general introduction, the participants were asked what topics they would find useful for training purposes. Several different topics were proposed starting with Language Training. This was highlighted as a key to all other trainings. Training in both Maltese and English was felt to be essential as Malta was a bi-lingual country. Some mentioned the lack of availability of top-up courses for migrants who already had professional qualifications from their countries of origin. Trainings that would allow them to gain accreditation for a vocational job or a professional employment (such as teachers) would also be useful. The UM representative explained the 5 topics which the IEUME project intends to focus on and invited feedback from participants. The responses clearly favoured trainings that could assist in Employability while Accessing Rights could also be useful as long as it was a practical approach. One of the participants stated that Information on EU institutions and European Cultures could also be useful especially to those migrants who did not intend to stay in Malta indefinitely but who would prefer moving to other EU destinations in time.

The participants were then asked for their views on e-learning or digital learning in terms of a methodology suited for migrants' needs. The responses were mixed with some thinking that the number of migrants who had the aptitude to use these methodologies were limited, while others arguing there was a significant proportion of the migrant community who would be able to benefit from such methodologies. It was also pointed out that the younger migrants would be more inclined to use e-learning, which may encourage the older migrants to learn from their younger relatives. In terms of preference between phone app and computer-based training, a unanimous preference was expressed in favour of phone apps. It was however pointed out that language could be an issue and that it was recommended to have Arabic and Amharic versions available to expand the possible target audience.

The UM representative then explained the concept of gamification and demonstrated a practical example of this on his phone. The feedback was generally positive. The general feeling towards digital or e-learning improved once the explanation and demonstration were done. Again, linguistic issues were raised while some commented that having an audio component as opposed to just visual (text and animation) would increase the potential target audience.

In final comments the participants expressed interest in being kept informed of progress and suggested that the product that was eventually designed and delivered be first tested with groups of migrants.



## Portugal

This focus group had the presence of 4 refugees, mainly from Iraq, but also from Syria.

After the presentation of the project and the organization made by Nuno Marques from Factor Social, the refugees presented themselves talking about the amount of time they have been living in Portugal. The longest time one of them has been living in the country was 3 years and the shortest was 7 months. Asked about what kind of training they would like to have, they all mentioned Language Training (Portuguese). They all declared that the existing Portuguese classes are not good enough. They noted that they could not join such classes due to the lack of trainees that would allow such courses to commence or they joined classes with migrants that were of higher level, something that made the whole process counterproductive. They were also given children's books, and seven different books were used for the same class. They added that having an Arabic-Portuguese book would be a great help. They felt they weren't learning, so some of them abandoned this training, and they are learning Portuguese "on the streets". A comparison with other countries was also made by the refugees, stating that the training in Portuguese is too short (comparing with Australia where they have three years just to learn the language, or in Germany or Netherlands they also have more time to learn the language. Since the main financial support given by Portugal to the refugees is over after a year and a half, there is a lot of pressure to find a job quickly, so there is not much time left to learn better Portuguese. And that is also a hurdle to find better jobs. One of the refugees stated that he was about to start a cultural training in the University where he studies.

About the project's proposed field for training, they agreed that they are useful, mainly the Local Culture Training, Improving Employability and how to Access Rights in Portugal (EU). It was noted that apart from the language that is the main need, having Cultural Training helps with the integration, and any help in getting a job is appreciated. They also stated that having general information about the EU might be helpful if they go to another country in the EU. How to get medical care, and accessing other services was also identified as beneficial. Problems due to lack of information in taxes were described during the focus group, for instance, so if this kind of information is included in the training it would be a plus.

Different obstacles to get training were identified like the one already stated, the need to work, leaving very little time for training. Another problem is language because they do not master Portuguese, and some of them not even English, training in Arabic would be a great help.

Questioned about online training, they pointed that not all of them have access to the internet, and one of them had sight problems, they all said that prefer traditional training, were they can ask questions to the teacher. When asked if the online, either e-learning or b-learning would help in getting training when they have time issues, they paused for a while, responding that maybe, but still they value face-to-face training. Besides that, accessing training with a mobile phone would be easier because, not everyone has a computer.

After being presented to the concept of gamification, they argued that it depends, because they do not appreciate training that looks that is for children, like the books that are used in Portuguese training.

There was no more information added about this training but some information about the general situation of migrants/refugees, arguing that the language training is not enough, and that life conditions are not easy, because wages are low and housing is expensive (they are in Lisbon), they also describe problems having access to the internet and with taxes. And they feel they need more support for a smoother integration and better life. Besides that, they pointed that people are nice and the weather is good.

Considering that we were counting with one more participant in the focus group that couldn't be present, and that all the participants in the focus group were refugees, we contacted another person a few days later. She is from Moldavia and has been living in Portugal for almost 14 years. She stated that although there were Portuguese classes available, her priority was getting a job, and learned Portuguese with the help of a Moldovan - Portuguese dictionary and by working with other Portuguese people. So, she didn't mention any trainings that she would like to have. What she would like, and still wasn't possible, was getting recognition of her degree, because the process is too expensive, long, and there is no warranty of success. About our contents, and the training being online it was stated that it can be useful. She never had heard of online training or gamified training, despite stating that it can be helpful.

## Collective Findings

The focus groups carried out by the partners in the IEUME project involved migrants from different countries of origin, education levels, age group, length of stay in the new country and reasons for the change. This diversity encompassed by focus groups proved to be very useful in the sense that it



enabled a broader understanding of the contexts and needs of different migrants, as well as their intention of participating in the project.

When asked about the contents they consider to be of greater importance in training, they all mentioned that attending linguistic classes as the most fundamental step for integration. In France, some participants asked for a universal platform where they can access information on educational programs and cultural training, as well as information on migrant scholarships, civil rights and information on various services. In Cyprus they emphasized the need for the content to be related to trainings available for acquiring special skills and leadership capabilities that will help them in their search for jobs. In Malta they emphasize the bilingual learning of English and Maltese as important. In Portugal and Malta, the need for degree recognition for migrants who already had professional qualifications from the countries of origin was also identified.

Different barriers for having training were pointed, like linguistic problems, lack of available trainings, or insufficient information about them, and not having enough time, mainly by having to work to grant their economic stability.

The feedback for contents included in the IEUME project was generally positive and special interest was expressed concerning the access to rights, cultural heritage and in improving employability. Migrants also emphasized the need for opportunities to show that they can be valuable and constructive members of society and that they can contribute to the host community through their skills and work. Regarding the EU Institutions and European Cultures topics, in some countries, migrants believe that it could be useful especially for migrants who do not intend to indefinitely stay in the country and would prefer to move to other EU destinations. Migrants have shown an interest in learning more about EU culture, local traditions and values, noting that it is extremely important for them to understand the country in which they live and that they have very little information of the existence of these courses. While some felt that training would help them gain employment by enabling them to become more active members, others believed that the course would not help them if there is no training certificate. It was highlighted that the accreditation of vocational or professional work would be very useful.

Different perspectives about online training were defended. Overall, there was a greater preference for face-to-face training, followed by b-learning, while e-learning received the least support. The contact with a trainer and with other trainees is one of the reasons for this choice, along with the fear of a lack of access to the training, either by not having enough tech skills or by lack of a computer or





phone. Nevertheless, the capability to adapt the pace of training, the easy accessibility, and the fact that trainings can be made available for free and online, thus permitting more people to be reached and benefit from them, were identified as positive features.

In addition, some migrants claimed that online training provides greater access to more people, but they emphasize that the combination of both (B-learning) would be better for many who might not be technology savvy, and still allowing contact with trainers and other trainees.

Accessing the training with the smartphone is preferred over accessing with a computer, because it is easier, and most people have. In addition, they noted that the platform should be available in multiple languages, especially in Arabic, and Amharic too if possible, in order to reach a wider target audience.

Gamification in this type of training was considered very useful, it was noted that learning by playing is innovative and a good way to relax and have fun. Some issues were raised, like linguistic issues that might hinder gamification, or that gamifying shouldn't mean infantilize the training.

Other suggestions and comments were that the project should focus on marketing strategies and the promotion of training to achieve greater dissemination. The participants expressed interest in being kept informed of progress and suggested that the product could be tested with migrant groups.

## 6- Final considerations

The results gathered through the surveys and the focus groups allowed the following considerations to the building of the IEUME training platform.

In relation to the contents included in the IEUME project, we mostly got a positive feedback, especially in what concerns Accessing Rights (Locally), Local Culture and Improving Employability. Although no theme was classified as not important at all, those relate with EU values and laws had lower results. Apart from the different themes it was suggested that the training should try to give answer to real problems (i.e. how to access health services).

Most of participants (61,5%) stated they have never had any type of training as a migrant in their host country. Different reasons for that were pointed in the surveys and focus groups, insufficient information about the trainings, and not having enough time, mainly by having to work to grant their economic stability, were the most referred factors, but also linguistic problems, and lack of available trainings were mentioned.



Considering the results by country, apart from Cyprus, where 60,7% of the responders had training in the past, in all other countries the majority (ranging from 56,7% to 80%) didn't have any training.

This demonstrates the need for more opportunities for training but also for good strategies of dissemination that will achieve greater reach for them in migrant communities.

Most of the participants who obtained some type of training reported it was for learning the local language. Although some other training was mentioned, these were scarce, demonstrating the need for more diversified training.

Local language is not part of the training contents IEUME project is going to address, but when participants were asked about the training content, there was a consensus (in surveys and in the focus groups) that language training is a paramount step for integration. Due to the importance attributed to it (from those who had training, and from those who didn't) and the high number of participants that reported having no training, this issue should be the target of a further study.

Another problem identified but also outside the scope of this project is the difficulty that migrants have to get their studies recognised (sometimes higher education). When they arrive, some professors, doctors or engineers are unable to continue their work due to the lack of diploma recognition.

The participants who had training mostly obtained it in a face-to-face format and considered it useful.

Face-to-face is the most popular kind of training, followed by B-learning, whereas E-learning was the last choice. But we must take in consideration that most of the participants have never had experience either on online training or B-learning.

Different perspectives about online training were defended. The contact with a trainer and with other trainees is one of the reasons for this choice. The use of e-forums might mitigate part of this problem. Not having access to the training, by not having enough tech skills, lack of an internet connections or by lack of a computer or phone were other arguments. Nevertheless, the possibility of adapting the pace of training (that allow people that are working to still manage to get training), the easy accessibility, and also the fact that being free and online will permit to reach a lot people, were the positive features identified.



In fact, online training or B-learning can be a possible answer for the problem of lack of training in third country nationals, considering that part of the training obstacles are the lack of time, because they choose (or are forced to choose due to financial difficulties) to start working as soon as possible. The same goes to the lack of money to travel to the training place. Not being possible to have training due to financial problems creates a negative cycle, because it hinders them from getting better jobs.

The use of Gamification in IEUME is another advantage that might balance the lack of preference for online training. Gamification is not well known in this migrant, refugees and asylum seekers sample, as well as with professionals that work with them. But it was still mainly seen as a positive feature.

Other training features were suggested in the focus groups, like permitting the access of the platform with a mobile phone, since accessing the training with the Smartphone is preferred over accessing with a computer.

The need to have a version in Arabic that can be used by Arab-speaking migrants was mentioned in different countries. That would allow more migrants to attend the training and help them integrate, even if they are still learning the local language.

The use of pictograms and images to communicate was also suggested as a way to overcome a possible language barrier. Storytelling as a way to capture the attention of the trainees was other suggestion.

Some workers affirmed that it would be also helpful to them to have access to these contents in the platform so that they can use them in their everyday work, whenever they are asked or tasked with something relevant. These would also contribute to the promotion of the training platform. Finally, granting a certificate at the end of the training was another suggestion, which might motivate trainees to finish the course.



## Appendix

### List of trainings

#### Austria

Short Description	Themes covered	Target audience (all migrants; refugees, asylum seekers...)	Type of training	Duration	Group size	Is it Gamified?	Link	Used by (name of the organization)
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<p><u>Course: Alphabetisation and A1 German</u>; description of the organisation: "As a non-profit association, VHS are active throughout Austria with a focus on integration/education/language, asylum, women's work, psychological care and youth work, in which we develop and implement numerous projects and initiatives."</p>	<p>Language, Education, Inclusion</p>	<p>Recognized refugees, beneficiaries of subsidiary protection, and third-country nationals, People from a migrant background</p>	<p>B-learning</p>	<p>5 months</p>	<p>max. 12 p.</p>	<p>no info</p>	<p><a href="http://www.menschen-leben.at/startpaket-deutschkurse/">www.menschen-leben.at/startpaket-deutschkurse/</a></p>	<p>Verein menschen.leben</p>
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<p><u>Course: German courses. German for children with German as a second language and languages courses on the levels A1-B2;</u> Description of the organisation: The adult education centres in Austria, which are grouped as an umbrella organisation in the Association of Austrian Adult Education Centres via the provincial associations, are non-profit educational institutions which originate from the bourgeois-liberal and late Enlightenment social reformist leftist popular education movement of the 19th century.</p>	Language	all migrants, refugees, asylum seekers	<u>B-learning</u>	Adult courses: 30x3h (4 parts from A1-B2); Children's courses: 5x2h (2 parts)	max. 16 p.	No info	<a href="http://www.vhs.at/de/k/sprachen/deutschkurse-daz">www.vhs.at/de/k/sprachen/deutschkurse-daz</a>	VHS Volkshochschulen
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<p><u>Course: Teaching the Latin alphabet and teaching basic reading and writing skills of the German language.</u> Description of the organisation: The BFI is one of the largest language schools in Austria. It offers German integration courses as well as specific exam preparations for internationally recognised language certificates.</p>	Language	Persons entitled to asylum and persons entitled to subsidiary protection and asylum seekers from the age of 15 upwards	B-learning	160 units per course	max. 16 p.	no info	<a href="http://www.bfi.at/kurse/kurssuche/">www.bfi.at/kurse/kurssuche/</a>	BFI
<p>Course: German courses of various levels</p>	Language	Beginners and advanced learners of German	B-learning	96 units	no info	no info	<a href="http://www.isop.at">www.isop.at</a>	ISOP (Innovative Sozialprojekte)



<p>Course: As jobs in the health field require knowledge of a certain language, it is important to know these expressions. This course teaches the language used in these kinds of jobs.</p>	<p>Language for jobs in the health field</p>	<p>Migrants working in the health field with a language level of B1 and up</p>	<p>Language learning and practical information</p>	<p>54 units (4 months)</p>	<p>limited spaces</p>	<p>no info</p>	<p><a href="https://www.caritasakademie.at/spracherwerb/aktuelles/news/82553-deutsch-fuer-pflege-und-gesundheitsberufe-ab-b1/">https://www.caritasakademie.at/spracherwerb/aktuelles/news/82553-deutsch-fuer-pflege-und-gesundheitsberufe-ab-b1/</a></p>	<p>Caritas</p>
<p><u>Course: Language courses on different levels (A2-C1)</u></p>	<p>Language</p>	<p>TNC with a valid right to stay, convention refugees, persons with subsidiary protection status</p>	<p>B-learning</p>	<p>180 units (intensive) or 90 units (moderate)</p>	<p>no info</p>	<p>no info</p>	<p><a href="http://www.caritas-steiermark.at/">www.caritas-steiermark.at/</a></p>	<p>Caritas</p>





<p><u>Course: The course educates migrant women in self-acquisition of knowledge, skills and abilities, which makes a person capable of action in her own environment and enables a successful existence in different social systems.</u></p>	<p>vocational training, Language, social participation</p>	<p>Migrant women with free access to the labour market who are registered with the Austrian Labour Market Service (jobseeker/unemployed).</p>	<p>Vocational and language training</p>	<p>3 years</p>	<p>~ 20 p.</p>	<p>No info</p>	<p><a href="http://www.isop.at/wp-content/uploads/2016/06/Informationsblatt-Ausbildung-FSA_5_2016.pdf">www.isop.at/wp-content/uploads/2016/06/Informationsblatt-Ausbildung-FSA_5_2016.pdf</a></p>	<p>ISOP, ZAM, Caritas</p>
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<p><u>Course: personalised course contents, improvement of German language skills, reaching a certificate, (re-)commencement of employment</u></p>	<p>German &amp; Literacy</p>	<p>Persons registered with the Vienna Public Employment Service who have completed secondary school or apprenticeship, as well as persons who do not have a formal educational qualification at this level but have a corresponding learning potential.</p>	<p>B-learning, language learning, self-study, learning assistance, workshops, personalised</p>	<p>min. 4 weeks, max. 20 weeks</p>	<p>no info</p>	<p>yes</p>	<p><a href="http://www.updatetraining.at/kurse/sprachen/sprachkurse/deutsch-alphabetisierung-mslap.html">www.updatetraining.at/kurse/sprachen/sprachkurse/deutsch-alphabetisierung-mslap.html</a></p>	<p>Update Training</p>
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<p><u>Course: language learning at A1 level, preparation for language exams, teaching Austrian cultural values. All this is done in a comfortable group atmosphere tailored to the students' needs</u></p>	<p>Language, culture, values</p>	<p>Persons with subsidiary protection or asylum status of more than 15 years of age. They have to have knowledge of the Latin alphabet (reading and writing)</p>	<p>B-learning</p>	<p>180 units - 240 units</p>	<p>no info</p>	<p>yes</p>	<p><a href="https://www.update-training.at/kurse/sprachen/oeif-kurse.html">https://www.update-training.at/kurse/sprachen/oeif-kurse.html</a></p>	<p>Update Training</p>
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<p><u>Course: language courses at different levels (beginner, advanced, specific knowledge).</u>          Description of the organisation: LOQUI is certified by the Austrian Integration Fund and the City of Vienna and can hold integration courses including value and orientation knowledge.</p>	<p>Language, Values and Orientation, specific language knowledge</p>	<p>Migrants learning German</p>	<p>Language-, Values- and Orientation Courses</p>	<p>4 weeks intensive courses</p>	<p>6-12 persons</p>	<p>no info</p>	<p><a href="http://www.loqui.at/de/deutsch_gruppe.html">www.loqui.at/de/deutsch_gruppe.html</a></p>	<p>LOQUI Sprach- und Bildungsinstitut</p>
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<p><u>Course: teaching many aspects of the life in Austria to migrants, especially refugees.</u> Description of the organisation: "The Austrian Integration Fund (ÖIF) is a fund of the Republic of Austria and a partner of the Federal Ministry for Europe, Integration and Foreign Affairs along with many responsible authorities on integration and migration in Austria."</p>	<p>Values of the Austrian culture, democracy, local behaviours, Austrian lifestyles, health system and more similar topics</p>	<p>Refugees and asylum seekers</p>	<p>Seminars, presentations, discussions</p>	<p>no info</p>	<p>~15 persons</p>	<p>no info</p>	<p><a href="https://www.integrationsfonds.at/kurse/werte-und-orientierungskurse/">https://www.integrationsfonds.at/kurse/werte-und-orientierungskurse/</a></p>	<p>OIF (Austrian integration funds); offered by various institutions across Austria</p>
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## Cyprus

Name	Short Description	Themes covered	Target audience (all migrants; refugees, asylum seekers...)	Type of training	Duration	Group size	Is it Gamified?	Link	Used by (name of the organization)
iLearnGreek	iLearnGreek offers a free Greek language course – 75 teaching hours divided into 100-45-minute- lessons to adult third-country nationals, helping them attain basic language skills so that they can be in a position to understand and express themselves both orally and in written form. It involves two learning levels – basic and intermediate – and the lessons are available in four locations (Nicosia, Limassol, Larnaca and Paphos),	Language	Migrants, Refugees, Asylum Seekers	B-learning	100 45-minute lessons	Medium	No	<a href="https://www.ilearngreek.eu/en/">https://www.ilearngreek.eu/en/</a>	CARDET

	geographically covering the whole of Cyprus and online.								
Let's be employable!	An interactive workshop that helps migrants to explore and improve their soft skills.	Employability	Migrants, Refugees, Asylum Seekers	In-Person	3 Hours	Medium	No	<a href="https://www.helprefugeeswork.org/en/content/workshop-no4-lets-be-employable-0">https://www.helprefugeeswork.org/en/content/workshop-no4-lets-be-employable-0</a>	Cyprus Youth Council
Greek Language Courses	A Greek Language Course for Migrants	Language	Migrants, Refugees, Asylum Seekers	In-Person	12 Days	Medium	No	<a href="http://www.pandpasproject.eu">www.pandpasproject.eu</a> <a href="http://www.synthesis-center.org">www.synthesis-center.org</a>	Synthesis
Care assistant training	The course will focus on the basic skills of assisting older adults in their activities of daily living and their personal care and hygiene, as well as their social interactions.	Employability, Skills	Refugees, Asylum Seekers	In-Person	8-Days	Medium	No	<a href="http://www.pandpasproject.eu">www.pandpasproject.eu</a> <a href="http://www.synthesis-center.org">www.synthesis-center.org</a>	Synthesis

Needs Assessment and Vocational Skills Training for Refugees and Asylum Seekers	This program is focused on assessing the particular occupational needs of the participants, identifying their interests and skills and providing them with the opportunity to enhance their vocational skills.	Employability, Skills	Refugees, Asylum Seekers	In-Person	6 hours	Medium	No		European University Cyprus
Improve Interview Skills Workshop	A series of workshops that support TCNs in developing skills necessary to become employable	Employability, Skills	Migrants, Refugees, Asylum Seekers	In-Person	2 hours per workshop	Medium	No		Europe Direct Nicosia
English Lessons	A training programme that provides basic knowledge in English language to improve communication in day-to-day interactions with the local community	Language	Migrants, Refugees, Asylum Seekers	In-Person	18 hours	Medium	No		Nicosia Development Agency
MOOCs4Inclusion	MOOCs4inclusion offers a collection of Massive Open Online Courses (MOOCs) and Free Digital Learning (FDL) for inclusion of migrants and refugees.	Integration, Inclusion, Employability, language	Migrants, Refugees, Asylum Seekers	Online	N/A	Individual	Yes	<a href="http://moocs4inclusion.org/">http://moocs4inclusion.org/</a>	CARDET





Integr8	INTEGR8 offers an online course, training material and resources that help migrant women to develop skills that will allow them to be leaders of integration in their communities.	Leadership	Migrant/Refugee Women	Online	N/A	Individual	No	<a href="http://integrateproject.eu/en/">http://integrateproject.eu/en/</a>	CARDET
Digital Inclusion	An E-Learning course that seeks to enhance the basic skills and key competences of newly arrived refugees supporting their social and labour inclusion	Skills, Integration, Employability	Refugees, Asylum Seekers	Online	N/A	Individual	No	<a href="https://digitalinclusiontools.com/">https://digitalinclusiontools.com/</a>	CARDET

<p>Information and Orientation Seminars on Social and Legal Rights and Refugee Obligations</p>	<p>In the context of the Integration Programme by Local Authorities "Colourful Societies", Nicosia Development Agency organizes and offers to Third Country Nationals, a training seminar in Nicosia,.</p> <p>This action concerns the implementation of a seminar focusing on updating the legal and social rights and obligations of refugees. This information will be a necessary resource for smooth adaptation and integration during their arrival in Cyprus.</p>	<p>Social and Legal Rights and Refugee Obligations</p>	<p>Third Country Nationals</p>	<p>In person</p>	<p>3 Hours</p>	<p>N/A</p>	<p>No</p>	<p><a href="https://www.anel.com.cy">https://www.anel.com.cy</a></p>	<p>Nicosia Development Agency</p>
<p>First Aid Lessons</p>	<p>The Municipality organizes First Aid lessons at Aglantzia Arxiepiskopos Makarios Gymnasium Plati Aglantzias. This seminar provides to the participants first aid basic knowledge and skills.</p>	<p>First Aid</p>	<p>Local and Third Country Nationals</p>	<p>In person</p>	<p>4 days</p>	<p>N/A</p>	<p>No</p>	<p><a href="https://www.anel.com.cy">https://www.anel.com.cy</a></p>	<p>Nicosia Development Agency</p>



Computer Lessons	Basic knowledge and skills in Computers	Computer Skills	Third Country Nationals	In person	4 days	N/A	No	N/A	Aglantzia Municipality
Municipality of Strovolos - Employment Seminar	This seminar will provide to the participants basic knowledge and skills for their integration in the labor market such as: preparing a Curriculum Vitae, Communication, sources of finding work, approaching employers etc.	Soft Skills	Third Country Nationals	In person	2 hours	N/A	No	<a href="https://www.anel.com.cy">https://www.anel.com.cy</a>	Nicosia Development Agency

Let's Mingle!	MINGLE is an initiative of the Nicosia Municipality Multifunctional Foundation and MMC Management Center. It is aimed at people in Cyprus from non-EU countries who would like to learn Greek, meet people, get oriented, and feel more at home in Cyprus	Language Courses and Workshops on Intercultural Skills, Social and Civic Competences, Cultural Awareness and Political Trust	Third Country Nationals	In person	N/A	N/A	No	<a href="http://mingle.projectsgallery.eu/">http://mingle.projectsgallery.eu/</a>	MINGLE
Greek Language Courses	The University of Cyprus School of Modern Greek offers free beginner Greek classes in Nicosia from September to May	Language	Third Country Nationals	In person	N/A	N/A	No	<a href="https://www.ucy.ac.cy/mogr/en/courses">https://www.ucy.ac.cy/mogr/en/courses</a>	University of Cyprus



Greek Language Courses	Greek Language Lessons are offered at Mi-HUB Limassol	Language	Third Country Nationals	In person	N/A	N/A	No	<a href="https://www.mihub.eu/en/">https://www.mihub.eu/en/</a>	Migration Information Center
English Lessons	Different levels of English classes taught by volunteers	Language	Third Country Nationals	In person	N/A	N/A	No	<a href="https://www.caritas.org/where-caritas-work/middle-east-and-north-africa/cyprus/">https://www.caritas.org/where-caritas-work/middle-east-and-north-africa/cyprus/</a>	CARITAS

<p>Greek Language Courses for Beginners</p>	<p>The Ministry of Education and Culture's adult education classes (Epimorfotika), are held in the afternoons and evenings in various subjects, including language courses, and Greek for beginners. These are offered all over the island at the local community level, for anyone who is interested, and at a low cost</p>	<p>Language</p>	<p>Third Country Nationals (and locals)</p>	<p>In person</p>	<p>October to May.</p>	<p>Medium</p>	<p>No</p>	<p><a href="http://www.moec.gov.cy/epimorfotika/en/index.html">http://www.moec.gov.cy/epimorfotika/en/index.html</a></p>	<p>Ministry of Education</p>
<p>Greek Language Courses for Beginners</p>	<p>Afternoon classes in various subjects, including language courses, and Greek for beginners.</p>	<p>Language</p>	<p>Third Country Nationals (and locals)</p>	<p>In person</p>	<p>9 months</p>	<p>Medium</p>	<p>No</p>	<p><a href="http://www.moec.gov.cy/en/state_institutes.html">http://www.moec.gov.cy/en/state_institutes.html</a></p>	<p>State Institutes of Further Education (SIFE) of the Ministry of Education</p>

Geia Hara	<p>Geia Hara is a program that provides free Greek language courses to children of third country nationals, in order to support their integration process at school, and in Cypriot society in general. The courses are offered in Nicosia, Limassol, Pafos and Larnaca. The courses are organised in two language levels: beginners and intermediate.</p>	Language	Third Country Nationals	In person	N/A	N/A	No	<a href="http://www.geiaxara.eu/en/">www.geiaxara.eu/en/</a>	<p>Cyprus Pedagogical Institute, CARDET and INNOVADE</p>
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Sports for All (AFO)	<p>Sports for All (AFO) is a programme initiated by the Cyprus Sports Association and the government for enabling the population – irrespective of gender, ethnic background, age, physical condition, education and financial means – to get involved with sports. The program concentrates on special groups instead of taking a collective approach, individually targeting women, men, children, the elderly as well as people with specific needs.</p>	sports	Third Country Nationals (and locals)	In person	September/October to July	N/A	No	<a href="http://ago.org.cy/">http://ago.org.cy/</a>	Cyprus Sports Association
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<p>New Channels of Integration</p>	<p>New Channels of Integration (Νέοι Δρόμοι Ένταξης) is a programme of activities running throughout 2017 by the Municipalities of Nicosia, Ayios Dometios, Engomi and Lakatamia. The programme of activities includes the following:</p> <p>Cultural identity preservation programme for Arab-speaking children – Nicosia Municipal Multifunctional Foundation and Cypriot-Arabic Cultural Centre</p> <p>The social worker on the side of third country nationals – Counselling process for the integration of third country nationals in the local community – Ayios Dometios Municipality</p> <p>The role of sports in the integration of third country nationals – Cooperation of Local Authorities with groups of third country nationals for the creation and development of a cricket tournament – Lakatamia Municipality</p> <p>Culture and Tradition as a tool for the integration of</p>	<p>Integration, Inclusion, Employability, language</p>	<p>Third country nationals</p>	<p>In person</p>	<p>N/A</p>	<p>N/A</p>	<p>No</p>	<p><a href="http://localintegration.eu/">http://localintegration.eu/</a></p>	<p>Municipalities of Nicosia, Ayios Dometios, Engomi and Lakatamia</p>
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	third country nationals in the local community – Engomi Municipality								
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<p>Education for developing social skills</p>	<p>The Nicosia Municipality in partnership with Hope for Children is running an education programme for developing social skills. This programme provides:</p> <p>Greek and English language courses, computer classes, dance, theatre and art workshops to unaccompanied asylum-seeking minors, as well as tailor-made courses that address topics such as history and culture, customs, services, sex education, and teenage integration</p> <p>Training for asylum-seekers, refugees, third country nationals and unaccompanied minors on the following topics: the European Union and the Republic of Cyprus, Cypriot culture and European society.</p>	<p>social skills</p>	<p>Third country nationals</p>	<p>In person</p>	<p>N/A</p>	<p>N/A</p>	<p>No</p>	<p><a href="http://www.uncrcpc.org/">http://www.uncrcpc.org/</a></p>	<p>Nicosia Municipality in partnership with Hope for Children</p>
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France

Name	Short Description	Themes covered	Target audience (all migrants; refugees, asylum seekers...)	Type of training	Duration	Group size	Is it Gamified?	Link	Used by (name of the organization)
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<p>C.E.C.I Formation FLE (Français langue étrangère)</p>	<p>International French Test with Diploma CECI Training is a certified training center in teaching French for TFI exam. Intensive courses Preparing for the TFI exam Group or individual classes, adapted to your profile Possibility of distance learning</p>	<p>FRENC H COURS ES TFI IN STRASB OURG French Interna tional Test with diplom a</p>	<p>public</p>	<p>Frenc h Prepa ring for the TFI exam</p>	<p>Possibilit y of intensive courses in flexible hours (from 6h to 22h)</p>	<p>Cours en groupe ou individuels, adaptés à votre profil Cours individuel ou en groupe de 12 étudiants maximum</p>	<p>-</p>	<p><a href="http://www.ceci-formation.com/cours-francais-tfi-strasbourg/#h3fond">http://www.ceci-formation.com/cours-francais-tfi-strasbourg/#h3fond</a></p>	<p><b>CECI FormationCECI Formation</b> 10 Boulevard Tauler 67000 STRASBOURG  Téléphone : +33 (0) 3 67 10 37 14 Fax : +33 (0) 9 59 21 53 41</p>
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<p>WITH "MY HIRE INTERVIEW", CHOOSE THE MAINTENANCE IN VIRTUAL MODE</p>	<p>Would you like to prepare optimally for your future interviews with a recruiter? You have on the Job Store several maintenance simulators. Focus today on "My job interview", a serious game made by Pôle emploi and available 24/7 from your home, with your computer or tablet to anticipate questions and adopt the best attitude towards the recruiter.</p>	<p>MY HIRE INTERVIEW ": TRAINING AT YOUR HOME IN ANY CONCERN</p>	<p>public</p>	<p>preparing for cv and interview</p>	<p>not mentioned yet</p>	<p>-</p>	<p>yes</p>	<p><a href="https://www.pole-emploi.fr/candidat/avec-mon-entretien-d-embauche-choisissez-l-entretien-en-mode-virtuel-@/article.jspz?id=392185">https://www.pole-emploi.fr/candidat/avec-mon-entretien-d-embauche-choisissez-l-entretien-en-mode-virtuel-@/article.jspz?id=392185</a>&lt;&lt;</p>	<p><b>Pôle emploi</b></p>
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Reworking; orientation, consultation and trainings	RETRAVAILLER, pioneer in career guidance, has developed a methodology and specific tools to meet the needs of young people in the construction of their choice of orientation or reorientation.	About school guidance	high school students	orientation	not mentioned yet	-	-	<a href="https://www.retravailer.org/">https://www.retravailer.org/</a>	Adresse Réseau National 21 rue d'Athènes - 44300 NANTES
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<p><b>French as a foreign language (FLE) for professional purposes</b></p>	<p>Main objective :</p> <p>Develop your French skills in writing and orally in connection with your professional project. Be able to communicate as part of his efforts to quickly access a job. Develop his knowledge of the company, his skills through a stage validate the level reached by a DELF A2 or DELF exam B1. Implement the basic tools of the TRE.</p> <p>contents</p> <p>Learning French in a professional context (291h)          Internship in a company (70h)          Job search techniques (14h)          Preparation and exams DELF (14h)</p>	<p>c Validati on</p> <p>Type of validati on: Diplom a Nation al Educati on</p> <p>Certific ation:</p> <p>Diplom a in French langua ge profess ional option A2</p>	<p>To access the training, it is necessary to: - have a professional project validated by Pôle emploi - have a minimum A1 level in French in writing and orally (CEFR level), - have been educated in his home country. origin, - be able to commit to the end of the action (35h / week).</p>	<p>Diplo ma :Nati onal Educa tion</p>	<p>Duration of 389 hours (including 70 hours in the company )</p>	<p>-</p> <p>-</p>	<p>-</p>	<p><a href="https://candidat.pole-emploi.fr/formation/detail/2286593/tr">https://candidat.pole-emploi.fr/formation/detail/2286593/tr</a></p>	<p><b>CREPT Formation</b>  <a href="http://www.creptformation.com">http://www.creptformation.com</a></p>
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Salon E-learning Expo 2019	Our personalized assessments and guidance coaching, which integrate digital resources and web 3.0, are available depending on whether you are in high school, high school or higher education.	<b>eLearning Expo 2019</b> -VTS Editor is an authoring software for Digital Learning that allows you to create realistic scenarios, Serious Games and behavioural simulators quickly	public	EVENTS	Details Start: March 19 @ 8:00 am End: March 21 @ 5:30 pm	-	-	<a href="https://www.seriousfactory.com/community/event/salon-elearning-expo-2019/">https://www.seriousfactory.com/community/event/salon-elearning-expo-2019/</a>	<b>Elearning Expo</b>
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		and easily.							
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<p><b>CQP butcher qualified preparer</b></p>	<p>c Main objective: professionalization</p> <p>Be a qualified professional who masters the techniques related to the various activities of the pork butcher trade; from the referencing of raw materials to their commercialization. He will be able to occupy a position within the: Craft companies. Traiteurs. Industries agro-alimentary.</p> <p>contents</p> <p>Cutting and processing of meat (pork, poultry, game, preparation of cooked meats (hams, ham, roast pork, cooked cooked liver-based (terrines, pâtés de foie, cooked meats (cooked sausages, Lyonnais, sausages, cured meats) based on blood and confits (black pudding, rillettes, rillons, meats made from offal (andouillettes, cheese head, snout, meat pastries</p>	<p>Butcher-qualified</p>	<p>Public</p>	<p>Intensive training courses</p>	<p>Duration of 1448 hours (including 1071 hours in the company )</p>	<p>-</p>	<p>-</p>	<p><a href="https://candidat.pole-emploi.fr/formation/detail/2547909/tr">https://candidat.pole-emploi.fr/formation/detail/2547909/tr</a></p>	<p><b>National School of Meat Trades (ENSMV)/pole emploi</b></p>
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	<p>(pies, quiches, pâtés crusts, cooked dishes (sauces, toppings, meat, fish, hors-d'oeuvres-Delicatessen meats (white pudding, fish terrines, dumplings, dry cured meats (bacon, breasts,</p>								
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<p><b>Agricultural soil</b></p>	<p>Main objective : Skill development</p> <p>This training is for anyone: - who is thinking about creating a market gardening micro-farmer according to the principles of permaculture, - or who has an installation project, - or who is already installed and wants to develop his farm, as well as agricultural education technicians and trainers, local government officials and officials, nature and NGO leaders. At the end of the workshop the participants will have learned: - to identify the constituents of a soil and its functioning - the principles to build an ecological soil improvement strategy adapted to their project - the stakes of the good management of the soil soils and pitfalls to avoid - best soil management practices they can use (composting, green manure, BRF, TCS, key-</p>	<p>Improve your agricultural soil</p>	<p>public and being 18years old.</p>	<p>Training courses</p>	<p>Duration of 15 hours: (15 AVRIL 2019 - 16 AVRIL 2019)</p>	<p>-</p>	<p>-</p>	<p><a href="https://candidat.pole-emploi.fr/formation/detail/2531588/trouve">https://candidat.pole-emploi.fr/formation/detail/2531588/trouve</a></p>	<p><b>Fermes d'Avenir</b> <a href="http://www.fermesdavenir.org">http://www.fermesdavenir.org</a> Lieu de la formation 25 rue de la Bourdaisière 37270 Montlouis-sur-Loire France/ pole emploi</p>
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	<p>line, subsoiling, agroforestry, mulching, linkages with livestock and arboriculture) ... - to effectively improve soil fertility without polluting groundwater and waterways, limiting costs and improving biodiversity</p>								
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<p>To train as local member in Alsace.</p>	<p>Reception, orientation, public information:  Skills Assessment Center:  Design of training actions.  Accompanying to employment  Professional balance sheet  Personal and professional development  Body language  Written expression  Oral expression  French upgrade  Professional orientation  Preparation entry training  Logical reasoning</p>	<p>Giving orientation about training and integration in Alsace; France (all types)</p>	<p>Public</p>	<p>orientation, consulting</p>	<p>not mentioned yet</p>	<p>individual or in group</p>	<p>-</p>	<p><a href="http://www.seformerenalsace.eu/FicheEtablissement/detail_etablissement.aspx?idFiche=205">http://www.seformerenalsace.eu/FicheEtablissement/detail_etablissement.aspx?idFiche=205</a></p>	<p><b>Se former en alsace.</b></p>
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<p>The Sociocultural Center Association of Meinau</p>	<p>The Sociocultural Center Association of Meinau aims to:</p> <ul style="list-style-type: none"> <li>- to develop and promote social, cultural and other forms of activities enabling all inhabitants of La Meinau to meet each other, to express themselves, to help each other.</li> <li>- to welcome, accompany, federate the initiatives of the inhabitants and associations of the district.</li> </ul> <p>It achieves its objectives by ensuring:</p> <ul style="list-style-type: none"> <li>- promote dialogue between populations and generations</li> </ul>	<p>The Insertion sector receives you, assists you in the construction of your professional project, update your CV, cover letter, preparation for job interviews, responded to job offers ... We mediate</p>	<p>public</p>	<p>Training courses for: children, summer activities, for adults to find a job or forming for job from age 17-25 years old, and french courses for all</p>	<p>not mentioned yet, but there are always the activities whole around the year except holidays.</p>	<p>individual or in group</p>	<p>yes</p>	<p><a href="http://www.lecentre-meinau.fr/l-association/presentation">http://www.lecentre-meinau.fr/l-association/presentation</a></p>	<p>The Sociocultural Center Association of Meinau</p>
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	<ul style="list-style-type: none"> <li>- make available to all the proposed activities</li> <li>- to be innovative in proposing quality activities and supporting local initiatives</li> <li>- promote dignity, respect, recognition of people</li> <li>- enhance the potential, the wealth and the image of the neighbourhood</li> </ul> <p>It does not pursue any profit, political or religious purpose.</p>	<p>e with the cluster employment, the local mission , schools and training centers .</p>		<p>people (17years-old adult)</p>					
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<p>WELCOME TO THE EUROGUIDANCE NETWORK WELCOME TO THE EUROGUIDANCE NETWORK SITEEuro GuidanceTitre professionnel de niveau V (CAP/BEP) d'agent.e d'hygiène et de propreté.</p>	<p>For the promotion of mobility in Europe and to develop the European dimension of lifelong guidance, there are two networks of national resource centers</p> <p>Euroguidance: Education &amp; Employment under the supervision of two ministries.</p> <p>A steering committee comprising representatives of all the institutions concerned sets priorities and identifies common actions to be put in place. It cooperates with representatives of the ELGPN network, network for orientation policies.</p> <p>These two networks work in partnership, the coordination and the management of Euroguidance are ensured by the National Agency ERASMUS + France Education Formation</p>	<p>Euroguidance :orientation, studying and forming in France</p>	<p>public</p>	<p>orientation</p>	<p>individual or in group</p>	<p>-</p>	<p>-</p>	<p><a href="https://www.euroguidance-france.org/">https://www.euroguidance-france.org/</a></p>	<p>Euro guidance</p>
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MOOCs in practice	Create a start-up, improve your English, learn how to code, improve your database, ... The subjects are many, the areas are vast.	The MOOC is in the form of short videos, lasting about 10 minutes, posted each week	Public	training courses	200h	individual or in group	-	<a href="https://www.pole-emploi.fr/actualites/apprendre-autrement-@/article.jspz?id=195304&amp;fbclid=IwAR3ZURsVfukYC4DHUt2pNt5rfOev3N2duhSHCMVg8wxTLgFleYxZzG7FgEo">https://www.pole-emploi.fr/actualites/apprendre-autrement-@/article.jspz?id=195304&amp;fbclid=IwAR3ZURsVfukYC4DHUt2pNt5rfOev3N2duhSHCMVg8wxTLgFleYxZzG7FgEo</a>	MOOC
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FLE - French as a Foreign Language	To acquire and develop language skills related to everyday life, civic and professional	public encountering difficulties in French	Public	FLE courses	476h	individual or in group	-	<a href="https://candidat.pole-emploi.fr/formation/detail/2535329/tr">https://candidat.pole-emploi.fr/formation/detail/2535329/tr</a>	HUMAN BOOSTER
FLE - French as a Foreign Language	To acquire and develop language skills related to everyday life, civic and professional	public encountering difficulties in French	age 18yr-adult	FLE courses	350h	individual or in group	-	<a href="https://candidat.pole-emploi.fr/formation/detail/2528338/tr">https://candidat.pole-emploi.fr/formation/detail/2528338/tr</a>	ID FORMATION (ID Formation)



Primo- Regularized Migrant Insertion	French language, personal development, resume writing ...		primo regularized migrants	Mini inter nship in E, comp uter	140h	-	No	<a href="https://candidat.pole-emploi.fr/formation/detail/2546512/tr">https://candidat.pole-emploi.fr/formation/detail/2546512/tr</a>	Globis (GLOBIS)
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FLE VAE Training Migrants - Preparation for the booklet	to express oneself in an understandable and correct way Clarity of the expression, social codes, language register ... To improve one's capacities to the oral interaction.	Management of stress, emotions of the voice, pronunciation Entrainment	Public	Written expression, oral, writing ...	60h	-	Yes	<a href="https://candidat.pole-emploi.fr/formation/detail/2325471/tr">https://candidat.pole-emploi.fr/formation/detail/2325471/tr</a> ue	<b>Escale création</b>
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Language path to A1 level	To acquire autonomy in learning and mastering the French language.	signatories of the Republican integration contract	PUBLIC	N/A	200h	-	YES	<a href="https://candidat.pole-emploi.fr/formation/detail/1351138/true">https://candidat.pole-emploi.fr/formation/detail/1351138/true</a>	Organization Union for the promotion of French and migrant workers in Seine et Marne (UPROMI)
SPOC'S	animated by a trainer, it can be compared to an e-learning training, existing for a few years		A group of employees within a company, or professionals from different companies.		24h/24, 7j/7	-	-	<a href="https://www.pole-emploi.fr/actualites/connaissiez-vous-les-spocs--@/article.jspz?id=196645">https://www.pole-emploi.fr/actualites/connaissiez-vous-les-spocs--@/article.jspz?id=196645</a>	SPOC (Small Private Online Course)

## Malta

Name	Short Description	Themes covered	Target audience (all migrants; refugees, asylum seekers ...)	Type of training	Duration	Group size	Is it Gamified?	Link	Used by (name of the organization)
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<p>Developing a Third Country National Support Network</p>	<p>The capacity building activities and training that were organised were;</p> <p>a) Coalition building.</p> <p>b) Conflict resolution competences</p> <p>c) Network and statute formation</p> <p>d) Leadersh</p>	<p>All migrants being third country nationals</p>		<p>No</p>	<p><a href="http://fsmmalta.org/">http://fsmmalta.org/</a></p>	<p>Foundation for the Shelter and Support of Migrants</p>
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	ip. (Collective leadership)					
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<p>Community Mentoring and Peace Building in Malta</p>	<p><u>The objective of this training was to train migrants and their communities to develop their own mentoring and support skills and programmes for helping vulnerable persons integrate in society through the provision of mentoring</u></p>	<p><u>Third Country Nationals</u></p>	<p><u>Faceto-facere</u></p>			<p>No</p>	<p><a href="http://fsmmalta.org/">http://fsmmalta.org/</a></p>	<p>Foundation for the Shelter and Support of Migrants</p>
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	<u>ng and support.</u>							
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<p>Training Third Country Nationals in Cultural Orientation, Language and Work-Related Skills for Employment</p>	<p><u>The aim of the project is to improve the prospects and quality of employment for third-country nationals with limited access to education.</u></p>	<p>The project improves basic literacy and communication skills in Maltese and English and increases knowledge and awareness on the historical, cultural, legal and political context of Malta. Finally, the project exposes third country nationals to education and employment opportunities and</p>	<p>All migrants being third Country Nationals</p>	<p>Face-to-face</p>			<p>No</p>	<p><a href="http://fsmmalta.org/">http://fsmmalta.org/</a></p>	<p>Foundation for the Shelter and Support of Migrants</p>
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		<p>informs relevant stakeholders on best practices in the provision of education and training for the third country nationals.</p> <p>The provides courses in English for 200 participants and courses in 100 in Maltese for 100 participants.</p>							
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I Belong Programme	<u>Integration Itinerary composed of 2 stages. Stage 1 includes basic language and cultural orientation. Stage 2 offers these at a more advanced level</u>	Language and Cultural Orientation	All Migrants	Face-to-face	Variable	Variable	No		Ministry of European Affairs and Equality
Empowerment Circles	<u>The aim is to provide migrant women in Malta a holistic package with a safe</u>	Health, Wellbeing, Crafts, Employability skills	Migrant Women	Face-to-face	Weekly, 2 hours per week	Variable	No	<a href="https://www.facebook.com/empowermentcircles/">https://www.facebook.com/empowermentcircles/</a>	Migrant Women Association Malta

	<u>space for intercultural dialogue and development</u>								
Bluedoor English	<u>Blue Door English offers asylum seekers and refugees English language classes twice a week</u>	English language	Asylum Seekers , Refugees	Face-to-face	Twice Weekly, 3 hours per week	Variable	No	<a href="https://www.facebook.com/bluedoorenglish.org/">https://www.facebook.com/bluedoorenglish.org/</a>	Bluedoor English
Basic Skills	Maltese as a Foreign Language - Introductory Level	Maltese language basic grammar etc	Non-Maltese speakers	Face-to-face	2 hours per week	Variable	No	<a href="http://www.lifelonglearning.gov.mt/public/frmCourse.aspx?id=3934">http://www.lifelonglearning.gov.mt/public/frmCourse.aspx?id=3934</a>	Lifelong Learning Programme, Ministry of Education



Name	Short Description	Themes covered	Target audience (all migrants; refugees, asylum seekers...)	Type of training	Duration	Group size	Is it Gamified ?	Link	Used by (name of the organization)
Learning from the stories: first steps towards interculturality	Using the literature for children as a pedagogical device Intercultural Education. Empower educators for educational work and the exploitation of stories for children in the light of an approach to intercultural learning.	intercultural learning, intercultural children stories, presentation of ACM, IP	Educational agents: teachers, educators, auxiliaries, monitors, caregivers	In-Person	4 hours	15-25 participants	no	<a href="https://www.acm.gov.pt/documents/10181/222893/Programa+_Aprender+com+Histórias.pdf/cc7909b2-3e86-4d55-acff-bf8c4287b1b7">https://www.acm.gov.pt/documents/10181/222893/Programa+_Aprender+com+Histórias.pdf/cc7909b2-3e86-4d55-acff-bf8c4287b1b7</a>	High Commission for Migrations (ACM.P.I.)



Host and celebrate support service and small ideas	Raising awareness of the context and the strategic lines of intervention of the ACM, IP aimed at improving care processes and integration of migrants in Portugal	Presentation of ACMI, I.P, Context and lines of intervention of ACM; IP	institutions directly or indirectly involved in the process of reception and integration of migrants: associations, OND's, social solidarity institutions, municipalities, hospitals, courts, schools, companies, public and private bodies, society in general.	In-Person	4 hours	15-25 participants	no	<a href="https://www.acm.gov.pt/documents/10181/222893/Programa+_+Acolher+e+Celebrar.pdf/8d2bf2bc-24e6-4f19-a574-8761146970b1">https://www.acm.gov.pt/documents/10181/222893/Programa+_+Acolher+e+Celebrar.pdf/8d2bf2bc-24e6-4f19-a574-8761146970b1</a>	High Commission for Migrations (ACM.P.I.)
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Intercultural dialogue	Exercise understanding of cultural diversity and the relationship with others in the world today.	Intercultural dialogue, cultural identity, Presentation of ACM, IP	associations leaders, socio-cultural mediators, intervention / social action technicians (working in the area of reception and integration of immigrants in Portugal), teachers, students and the community at large	In-Person	4 hours	15-25 participants	no	<a href="https://www.acm.gov.pt/documents/10181/222893/Programma+_Diálogo+Intercultural.pdf/6282570b-4633-40c8-b011-96b698614ca0">https://www.acm.gov.pt/documents/10181/222893/Programma+_Diálogo+Intercultural.pdf/6282570b-4633-40c8-b011-96b698614ca0</a>	High Commission for Migrations (ACM.P.I.)
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Interreligious dialogue	Provide an introductory approach to understanding cultural diversity and relationships with others in today's world.	Interreligious dialogue, cultural identity, Presentation of ACM, IP	institutions directly or indirectly involved in the process of reception and integration of migrants: associations, OND's, social solidarity institutions, municipalities, hospitals, courts, schools, public and private companies, associations leaders, socio-cultural mediators, intervention / social action technicians, teachers, students and	In-Person	4 hours	15-25 participants	no	<a href="https://www.acm.gov.pt/documents/10181/222893/Programa+_+Diálogo+Inter-religioso.pdf/d55b9e08-fdf8-46ea-aeed-9adbc87cdaca">https://www.acm.gov.pt/documents/10181/222893/Programa+_+Diálogo+Inter-religioso.pdf/d55b9e08-fdf8-46ea-aeed-9adbc87cdaca</a>	High Commission for Migrations (ACM.P.I.)
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			the community at large.							
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Intercultural Education for Young People	Reflection exercise in intercultural learning (accepting differences, tolerance, solidarity, sharing and cooperation, conflict resolution) for younger audiences.	Intercultural learning, acceptance of differences, tolerance, solidarity, sharing and cooperation, conflict resolution, presentation of ACM, IP	children and young people aged between 10 and 16 years, preferably coming from the host society.	In-Person	4 hours	15-25 participants	no	<a href="https://www.acm.gov.pt/documents/10181/0/Programa+_+Educa%C3%A7%C3%A3o+Intercultural+Jovens.pdf/8d2bdbcb-e46d-461c-822e-c2ed71e237e1">https://www.acm.gov.pt/documents/10181/0/Programa+_+Educa%C3%A7%C3%A3o+Intercultural+Jovens.pdf/8d2bdbcb-e46d-461c-822e-c2ed71e237e1</a>	High Commission for Migrations (ACM.P.I.)
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Intercultural Education	Reflecting on intercultural learning as a transformative process of our own practices (personal, professional, academic).	Intercultural learning, Presentation of ACM, IP, dimensions of citizenship, socio-cultural communication capacity, social interaction, identity, sense of ownership	persons or institutions involved in the process of receiving migrants: socio-cultural mediators, volunteers, social intervention professionals in general, NGO partners, associations and social solidarity institutions.	in-Person	6 hours	15-25 participants	no	<a href="https://www.acm.gov.pt/documents/10181/27754/Programa+Oficina+de+Educa%C3%A7%C3%A3o+intercultural.pdf/d3acc908-d84d-433a-ba5b-1dc0629d897b">https://www.acm.gov.pt/documents/10181/27754/Programa+Oficina+de+Educa%C3%A7%C3%A3o+intercultural.pdf/d3acc908-d84d-433a-ba5b-1dc0629d897b</a>	High Commission for Migrations (ACM.P.I.)
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Intercultural Education in School	Reflect on how intercultural learning, as a transformative process of our own practices, can be enhanced in a school context.	Intercultural learning, socio-cultural communication capacity	teachers and educators	in-Person	6 hours	15-25 participants	no	<a href="https://www.acm.gov.pt/documents/10181/27754/Programa+_Oficina+de+Educa%C3%A7%C3%A3o+Intercultural+Escolas.pdf/6f45e0fc-71be-475a-83d1-9eecd38f3e5b">https://www.acm.gov.pt/documents/10181/27754/Programa+_Oficina+de+Educa%C3%A7%C3%A3o+Intercultural+Escolas.pdf/6f45e0fc-71be-475a-83d1-9eecd38f3e5b</a>	High Commission for Migrations (ACM.P.I.)
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Portuguese Gypsies, Citizenship and Intercultural	Proposal analysis and understanding of the processes of inclusion and exclusion of the Portuguese gypsies, over time, and sharing of best practices and intervention in order to greater equity and social cohesion.	intercultural learning, human rights, citizenship, inclusion and exclusion	sociocultural mediators, volunteers, social intervention professionals in general, associations, NGOs, social solidarity institutions, municipalities, hospitals, courts, schools, companies, public and private organizations, society in general.	in-Person	6 hours	15-25 participants	no	<a href="https://www.acm.gov.pt/documents/10181/222893/Programa+Portugueses+Ciganos_+Cidadania+e+Interculturalidade.pdf/ebf749a9-4b10-457c-9f3f-8c7cf67e37b6">https://www.acm.gov.pt/documents/10181/222893/Programa+Portugueses+Ciganos_+Cidadania+e+Interculturalidade.pdf/ebf749a9-4b10-457c-9f3f-8c7cf67e37b6</a>	High Commission for Migrations (ACM.P.I.)
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Immigration Law	To present the conditions and procedures for entry, stay, departure and removal of foreign citizens from the national country, in accordance with Law no. 29/2012 of August 9 (First amendment to Law no. 23/2007 of July 4) and subsequent amendments.	immigration law, residence permit, regularization, documentation	institutions directly or indirectly involved in the process of reception and integration of immigrants: associations (immigrants and others); IPSS; NGOs; autarchies; parish councils; hospitals; schools; companies; other public or private organizations, associative leaders, socio-cultural mediators, social intervention workers.	in-Person	4 hours	15-25 participants	no	<a href="https://www.acm.gov.pt/documents/10181/0/Programa+_Lei+da+Imigra%C3%A7%C3%A3o.pdf/b201e390-e35b-4e69-8a1b-2f36af68e491">https://www.acm.gov.pt/documents/10181/0/Programa+_Lei+da+Imigra%C3%A7%C3%A3o.pdf/b201e390-e35b-4e69-8a1b-2f36af68e491</a>	High Commission for Migrations (ACM.P.I.)
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Nationality Law	Legal framework for obtaining Portuguese nationality.	Nationality Law, citizenship, national citizen, European citizen and foreigner.	institutions directly or indirectly involved in the process of reception and integration of immigrants: associations (immigrants and others); IPSS; NGOs; autarchies; parish councils; hospitals; schools; companies; other public or private organizations, associative leaders, socio-cultural mediators, social intervention workers.	in-Person	4 hours	15-25 participants	no	<a href="https://www.acm.gov.pt/documents/10181/222893/Programa+_Lei+da+Nacionalidade.pdf/6ab894ec-3167-40f3-bd33-647e0d12661d">https://www.acm.gov.pt/documents/10181/222893/Programa+_Lei+da+Nacionalidade.pdf/6ab894ec-3167-40f3-bd33-647e0d12661d</a>	High Commission for Migrations (ACM.P.I.)
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Migrants access to health	Raise awareness and inform about the various dimensions that comprise the phenomenon of access to health care by migrant communities in Portugal.	health care, legal access to SNS, intervention of the ACM, IP	professionals who work in health units (hospitals, health centres): doctors, nurses, medical assistants, social workers, mediators, administrative staff. Migrants are also addressed to this module.	in-Person	4 hours	15-25 participants	no	<a href="https://www.acm.gov.pt/documents/10181/222893/Programma_Acesso+dos+Migrantes+à+Sáude.pdf/95502ccc-1b9c-4ca4-8251-75ac45ade487">https://www.acm.gov.pt/documents/10181/222893/Programma_Acesso+dos+Migrantes+à+Sáude.pdf/95502ccc-1b9c-4ca4-8251-75ac45ade487</a>	High Commission for Migrations (ACM.P.I.)
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Potential of diversity in local development	To show the importance of interculturality in the development of locality	Cultural diversity, Intercultural learning, economic development promoted by interculturality	local authorities, social networks, CLAIM - Local Support Centres for the Integration of Migrants, technicians and leaders of municipalities, parish councils and associations of municipalities.	in-Person	4 hours	15-25 participants	no	<a href="https://www.acm.gov.pt/documents/10181/222893/Programa+_Potencial+da+Diversidade+Cultural+no+Desenvolvimento+Local.pdf/8ac1ab03-e7e7-41ceb4a6-af97084fa2ec">https://www.acm.gov.pt/documents/10181/222893/Programa+_Potencial+da+Diversidade+Cultural+no+Desenvolvimento+Local.pdf/8ac1ab03-e7e7-41ceb4a6-af97084fa2ec</a>	High Commission for Migrations (ACM.P.I.)
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<p>Know the culture to know the market</p>	<p>Raise awareness of the importance of the cultural aspect as a factor of success in internationalization processes.</p>	<p>internationalization of business</p>	<p>companies involved in internationalization processes, professionals and entrepreneurs who act or wish to work in multicultural environments.</p>	<p>in-Person</p>	<p>4 hours</p>	<p>15-25 participants</p>	<p>no</p>	<p><a href="https://www.acm.gov.pt/documents/10181/222893/Programma+_+Conhecer+a+Cultura+para+Conhecer+os+Mercados.pdf/e635ee9f-c259-46b5-8b90-c423cf75d53e">https://www.acm.gov.pt/documents/10181/222893/Programma+_+Conhecer+a+Cultura+para+Conhecer+os+Mercados.pdf/e635ee9f-c259-46b5-8b90-c423cf75d53e</a></p>	<p>High Commission for Migrations (ACM.P.I.)</p>
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<p>Not Just Numbers - Educational Toolkit</p>	<p>Not Just Numbers is a set of tools on migration and asylum in the European Union designed to help teachers and other educators to engage young people in informed discussions on this subject. Give an opportunity for young people to realize that behind every anonymous statistic related to migration and asylum there is a human face and a personal history.</p>	<p>Encounter racism, prejudice, xenophobia and discrimination; Cultural diversity, Intercultural learning,</p>	<p>young people between the ages of 12 and 18</p>	<p>in-Person</p>			<p>no</p>	<p><a href="https://www.acm.gov.pt/documents/10181/167771/Manual+do+professor.pdf/d3339287-68d4-4f89-b0d3-df81b890a88f">https://www.acm.gov.pt/documents/10181/167771/Manual+do+professor.pdf/d3339287-68d4-4f89-b0d3-df81b890a88f</a></p>	<p>High Commission for Migrations (ACM.P.I.)</p>
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Intercultural School Kit	Aims to make available to schools and to all professionals in the education sector a set of materials around the theme of interculturality.	Intercultural learning, Cultural diversity	all professionals in the education sector	in-Person			no	<a href="https://www.acm.gov.pt/documents/10181/233158/Kit+Intercultural+Escolas_+link+inserido+final+I.pdf/6069a10c-ba7c-46eb-bb47-8a569205ab56">https://www.acm.gov.pt/documents/10181/233158/Kit+Intercultural+Escolas_+link+inserido+final+I.pdf/6069a10c-ba7c-46eb-bb47-8a569205ab56</a>	Intercultural Office and the High Commission for Migrations (ACM.P.I.)
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Welcome Kit for Refugees	Welcome kit contained a useful tool for refugees with a welcome guide, a USB with digital content, a dictionary with common expressions and a miniature copy of the Portuguese constitution. Information is given about Portuguese music, culture, history and society, programs for children and also opportunities to learning and speaking, rights and duties.	Portuguese culture, rights, duties, Cultural learning	refugees and asylum seekers	in-Person			no	<a href="https://www.acm.gov.pt/kitrefugiados">https://www.acm.gov.pt/kitrefugiados</a>	High Commission for Migrations (ACM.P.I.)
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<p>Program PPT - Portuguese for All</p>	<p>Is an initiative that aims to develop Portuguese language courses for foreigners and that certify the levels A2 – Elementary User; B2 – Independent User; and technical Portuguese targeted to the immigrant population</p>	<p>Portuguese language learning</p>	<p>The citizens/residents in Portugal, i.e., nationals from third countries, communarians, refugees or asylum, luso-descendants, when such is justified.</p>	<p>Online</p>	<p>The length of the course is 25 hours. The time to conclude each course of Portuguese language depend from the organization of each school or job centre and training, and may run for up to 9 months, according to the number of hours of training taught per week.</p>	<p>no</p>	<p><a href="https://www.acm.gov.pt/-/como-possa-frequentar-um-curso-de-lingua-portuguesa-para-estrangeiros">https://www.acm.gov.pt/-/como-possa-frequentar-um-curso-de-lingua-portuguesa-para-estrangeiros</a></p>	<p>High Commission for Migrations (ACM.P.I.)</p>
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