



EMN Ad-Hoc Query on Integration measures regarding language courses and civic integration – Part 2

Requested by FR EMN NCP on 12th April 2017

Integration

Responses from [Austria](#), [Belgium](#), [Croatia](#), [Czech Republic](#), [Estonia](#), [Finland](#), [France](#), [Germany](#), [Hungary](#), [Italy](#), [Latvia](#), [Lithuania](#), [Luxembourg](#), [Netherlands](#), [Poland](#), [Slovak Republic](#), [Slovenia](#), [Spain](#), [Sweden](#), [Norway](#) (20 in total)

Disclaimer:

The following responses have been provided primarily for the purpose of information exchange among EMN NCPs in the framework of the EMN. The contributing EMN NCPs have provided, to the best of their knowledge, information that is up-to-date, objective and reliable. Note, however, that the information provided does not necessarily represent the official policy of an EMN NCPs' Member State.

Background information:

The Law of 7 March 2016 on the Right of Foreign Nationals in France has modified the rights of foreign nationals, in particular with the reform of the reception and integration process for those who first arrive in France (first-time arrivals) and intend to set up permanently. The ministry of the Interior is reflecting on developing the integration policy and would like to obtain information from other Member States on their integration measures regarding language courses and civic integration.


Due to the urgent need of the Integration Directorate in order to feed into a report on this topic, we would be grateful to receive your responses as soon as possible, or by 2nd May at the latest.

Please note that the ad-hoc query is divided into two parts due to the amount of questions.

Questions

1. Regarding the civic training: a) What is the content of the course (topics addressed)? b) What is the duration of the course? What are the different types of courses provided (for example, the pace of learning, assessment of the concepts learned, adhering to national values, etc.)?
2. Do you provide other courses to facilitate the integration of newly arrived migrants?
3. Do you provide incentives to attend the courses (for example, covering childcare costs, link between participation in the courses and issuance of a residence permit, etc.)?
4. Does your country provide other measures to support newly arrived migrants in their integration pathway?
5. How are local authorities and NGOs involved? How are the costs of integration policy allocated? Does the third-country national have to cover partially the courses at his/her own expense?

Responses


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|  | Austria | Yes | 1. I. Civic training for beneficiaries of international protection: Since late 2015, and based on the “50 Action Points”, the Austrian Integration Fund has been offering and holding values and orientation courses throughout the country for persons granted asylum or subsidiary protection. Cooperation in this regard with the Public Employment Service has also been in place since March 2016. Course participants acquire an understanding of the fundamental values of living within a community in Austria as well as important knowledge for everyday life in Austria. About 14,000 recognized refugees could be reached with such courses in 2016. A collection of supplementary learning materials entitled “My Life in Austria – Opportunities and Rules” was prepared in Arabic, Farsi/Dari and English. Source: National Contact Point Austria in the European Migration Network |

(AT EMN NCP) 2017 Annual Report 2016 on immigration and asylum in Austria. IOM, Vienna, p. 16. Available at http://www.emn.at/wp-content/uploads/2017/03/APR-2016_National-Report-Austria-Part-1_FINAL.pdf (accessed on 19 April 2017). Planned amendments: Persons granted asylum and persons granted subsidiary protection will be obliged to attend language and value- and orientation courses. In case of infringements of the obligation, social benefits will be cut back (Art. 6 Integration Act - proposal). II. Civic training for other migrants: a) Until now, civic training as an independent type of course is not foreseen for other migrants. Elements of civic training are covered by the ‘German-Integration-Courses’. They have to provide participants with elementary knowledge of the German language in order to be able to communicate and read simple texts. Furthermore, topics of everyday life with elements of civic training and topics related to European and democratic fundamental rights have to be covered in order to enable participants to participate in the social, economic and cultural life in Austria (Art. 16 para 1 Settlement and Residence Act). Planned amendments: The proposed Act on Integration introduces “Integration exams” for Module 1 and 2 of the Integration Agreement, which include additionally to the language tests a “value and orientation part”. This part of the exam will request “knowledge of the fundamental values of the legal and social system of the republic of Austria” for Module 1 and “advanced knowledge of the fundamental values of the legal and social system of the republic of Austria” for Module 2 of the Integration Agreement (Art. 7-12 Integration Act (proposal)).

2. Youth College In September 2016, the city of Vienna established the project “Start Vienna – Youth College”, which provides basic education courses for persons granted asylum or subsidiary protection and asylum seekers between 15 and 26 years old. Additionally to core modules (for example German, English, mathematics), the students can individually gain and develop skills and prepare for further educational steps.

3. For persons granted asylum or subsidiary protection, participation in language courses and civic training often is part of their labour market reintegration measures and is therefore linked to social benefits. In case of infringements of the obligation to participate, social benefits can be cut back.

4. Competency Check programme For example, the Competency Check programme was introduced in August 2015 by the Public Employment Service under a mandate from the Federal Ministry of Labour, Social Affairs and Consumer Protection; the test is carried out throughout Austria with the aim of testing the skills of persons granted asylum or subsidiary protection. The programme was expanded in 2016 and increased to 13,000 participants nationwide. The goal of the Competency Check course is to assess participants’ previously acquired qualifications to facilitate recognition of these skills, as well as to initiate programmes of further training where required and thus enable an expeditious integration into the labour market. In 2016 the Public Employment Service spent a total of roughly EUR 75 million on measures aimed at integrating this target

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| | | | <p>group into the labour market. It is anticipated that this budget will be increased to EUR 90 million in 2017. Source: National Contact Point Austria in the European Migration Network (AT EMN NCP) 2017 Annual Report 2016 on immigration and asylum in Austria. IOM, Vienna, p. 15, Available at http://www.emn.at/wp-content/uploads/2017/03/APR-2016_National-Report-Austria-Part-1_FINAL.pdf (accessed on 19 April 2017).</p> <p>5. Beneficiaries of international protection: Courses for persons granted asylum or subsidiary protection and for asylum seekers are conducted by local authorities, NGOs or other private institutions. Reimbursement of costs is provided by the federal state (Art. 68 para 3 Asylum Act). Most of these courses are free of charge for the participants. Other migrants: Courses are provided by private educational institutions which have been certified by the Austrian Integration Fund. Courses in general have to be paid by the participants. However, family members of TCN who come for reasons of family reunification receive a reimbursement of 50% of the course costs from the federal state (max. €750,-) if the course is completed within 18 months after the issuing of their residence title (Art. 15 para 1 Settlement and Residence Act).</p> |
|  | <p>Belgium</p> | <p>Yes</p> | <p>1. Introduction: In Belgium, the Communities (Flemish, French and German speaking) and the Regions (Flanders, Wallonia and Brussels-Capital) are responsible for integration policies. As a consequence, legal aspects, practices, policies and budgets attributed to integration differ from one entity to the other. In Flanders, the Agency for Integration and Civic Integration, as well as the two local agencies for integration and civic integration of the cities of Gent (IN-Gent) and Antwerp (Atlas) are in charge of the operational implementation of the integration policy. The Agency for Local Affairs (Agentschap Binnenlands Bestuur) is responsible for policy preparation and evaluation. In Wallonia, the integration policy is decentralized and organized through eight Regional Integration Centres created on a territorial basis. These centres cooperate through a supra-structure, the Platform for Consultation and Support for the Regional Integration Centres (DISCRI). In the Brussels Capital Region, the Flemish Community Commission (VGC) is responsible for the integration policy for Dutch-speaking people, while the French Community Commission (COCOF) is responsible for the integration policy for French-speaking people. In the German speaking Community, the Ministry of said Community is responsible for the integration measures. For the courses, migrants are accompanied by a reference centre for integration and migration. a) What is the content of the course (topics addressed)? A. FLANDERS During a social orientation course, the students learn about living and working in Belgium. The course is provided in the mother tongue of the student, or a language s/he understands well. Students are provided with information and develop the skills needed to actively participate in society. The teacher builds on the existing knowledge of the students and the questions they might have. This means that the content of a course will vary depending on the profiles of the participants. Subjects that can be dealt with include :</p> |

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| | | | <p>education, housing, working, health system, public transport system, leisure, history of Belgium, etc. Furthermore, norms and values of the Belgian society are a central element of the social orientation course (i.e. freedom, equality, solidarity, respect and active citizenship). They are included in the content and the methods of the course. The systems implementing these values and norms are also dealt with (e.g. democracy, rule of law, etc.). In Flanders, people starting a civic integration programme sign a civic integration contract. For those for whom the civic integration programme is mandatory, signing a civic integration contract is mandatory. The others can choose whether or not to sign a contract. A certificate of civic integration is issued when the student meets the requirements of the social orientation course and the Dutch language course.</p> <p>B. WALLONIA In the Walloon Region, the integration pathway is organized around 4 modules (see Part II, Q.2 of this AHQ), including a training module on civic integration. Basic information is provided on the functioning of the Belgian society in general, on social relations in Belgium and on the functioning of public institutions with the objective to be able to participate fully in the social, cultural and associative life. Ten different topics are addressed during the course on citizenship during the second module: different residence statuses, housing, health, education, social security, taxes, insurance, institutions, daily live, equal opportunities and gender equality. The minimum requirements in terms of content, methodology and the qualification of trainers for the civic integration course have been defined by the Coordination Committee of the Integration Pathway (see: http://socialsante.wallonie.be/?q=news-parcours-integration-travaux-comite-coordination).</p> <p>C. BRUSSELS In Brussels, the integration programme – for those opting for French - consists of two components (see Part II, Q.2 of this AHQ). The first component includes information on the rights and obligations of every person residing in Belgium. It focuses – as a minimum – on the following topics: rights and obligations defined in the Constitution, the European Convention on Human Rights, as well as rights and benefits regarding health, housing, mobility, employment, training and education. The second component includes a citizenship training. This training focuses as a minimum on: History of Belgium (including the migration history), the political and institutional organisation of Belgium, the geography of Belgium, the socio-economic organisation of Belgium, the Belgian social security system, the organisation of the labour market and the participation modalities.</p> <p>D. GERMAN SPEAKING COMMUNITY During the course on citizenship, basic information is provided on the functioning of the Belgian society in general, on social relations in Belgium and on the functioning of public institutions with the objective to enable the students to fully participate in the social, cultural and associative life. Eight different topics are addressed during this course on citizenship during the second module: living in East-Belgium, values of our society, understanding Belgium, housing, health, education, social security and working, and intercultural co-existence. The course is given in German, in simple language. There are not enough migrants in the German speaking Community to guarantee courses in every possible mother tongue. The integration course was the last step to be organized for the German speaking Community.</p> <p>b) What is the duration of the course? What are the different types of courses provided (for example, the pace of learning,</p> |
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assessment of the concepts learned, adhering to national values, etc.)? A. FLANDERS In Flanders, the civic integration programme consist of different modules. The Social orientation course lasts for a standard 60 hours. Because of the increasing diversity in the groups of newcomers, Flanders has recently been working on tailoring the services and programmes to the different profiles. This includes: • A civic integration programmes for highly skilled newcomers; • A programme for low skilled mothers with children. After finishing the civic integration programme, the participant receives an integration certificate, on the condition he or she attended at least 80% of the courses, he or she reached the A2-level of Dutch (of the Common European Framework of Reference for Languages), and he or she made a personal development plan during the social orientation course. These conditions are included under the heading of the obligation of results, which came into force in 2016. The prescribed timeframe to complete the civic integration pathway (3 components) is 1 year. But the Flemish Decree allows derogations. Within 1 year, 51% of the participants have obtained an integration certificate. Within 2 years, 80% have obtained this certificate. B. WALLONIA In the Walloon Region, the training module on civic integration lasts for a minimum of 20 hours and takes place over a period of 8 weeks maximum. Regarding the methodology, five criteria have been defined by the Coordination Committee of the Integration Pathway: - Intercultural approach - Interactive approach - Maximum 15 participants per group - Difference between French speaking and non-French speaking participants - Evaluation. C. BRUSSELS In Brussels, the integration programme – for those opting for French - consists of two components. For the first component, information on the trajectory and its actors and on rights and obligations lasts for 10 hours and the citizenship training lasts for a minimum of 50 hours. D. GERMAN SPEAKING COMMUNITY In the German speaking community, the civic integration programme consists of 8 different modules. The integration course lasts for a standard 60 hours.

2. A. FLANDERS After successful completion of the civic integration programme, a certificate is awarded. After the certificate, the persons integrating can further shape the choice they made during the civic integration programme, whether it is to enter the labour market or to continue their education through the mainstream services. They can also continue to learn Dutch as a second language. For minors, additional language support is provided in pre-primary, primary and secondary schools. It is also worth mentioning that an AMIF project is currently implemented which provides a sort of civic integration pathway to minors between the ages of 16 and 18, entirely tailored to their needs. Furthermore, NedBox is a website that helps newcomers to learn Dutch in a very pleasant, interactive way. They can scroll and click on articles from newspapers, TV clips from soaps, clips from news editions or click on other popular TV-programmes (e.g. cooking programmes, etc.). There is content available for every age. NedBox comes from a collaboration between the University of Leuven, the Government of Flanders, and the Public broadcasting agency (VRT). Finally, the Flemish Public Employment Service (PES; in Dutch 'VDAB') moved towards the "Integration through work" principle, and aims to reduce


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| | | | <p>the linear routes to work for newcomers, in favour of combined or integrated routes to work. The Flemish Region recruited additional language counsellors to its employment service and re-oriented its diversity approach to put more focus on competencies and human capital and to fight against prejudices in the labour market. The VDAB wants to enhance their access to the labour market through a skills screening and tailor made guidance on the basis of the principle ‘work first, then integrate’. Several specific measures benefiting persons of foreign origin are included in the Flemish action plan against poverty 2015-2019. B. WALLONIA In the Walloon Region, the integration pathway is organized around 4 modules: • The initial reception module, which consists of information on the rights and duties of each person living in Belgium; a social assessment (including a linguistic assessment); and assistance or orientation towards support services regarding various administrative procedures. The social assessment aims at identifying the needs of the newcomer based on his skills and personal experiences and aims at evaluating the achievements of the newcomer to enable him to valorise them. • Training module on civic integration (see Part II, Q.1 of this AHQ). • French language training (see Part I of this AHQ). • Social and professional orientation. C. BRUSSELS Newcomers opting for a Dutch speaking (civic) integration pathway in the Brussels Capital Region have been able to access the programmes organized by the Agency for Integration and Civic Integration for several years. In Brussels, the integration programme – for those opting for French - consists of two components. The first component of the integration pathway consists of a welcome session, information on the trajectory and its actors and on rights and obligations, a social evaluation and a language assessment. The second component consists of an individualised project turned into an agreement (contract) with more concrete objectives to be met and an agreement on the rights and obligations. Based on the needs that were identified, beneficiaries of the integration programme are provided with administrative support and follow-up with regards to housing, social assistance, healthcare and socio-professional integration. There is also an orientation towards actors providing training. Individualised training comprises French language training (See Part I of this AHQ) and citizenship training (see Part II, Q.1 of this AHQ). Furthermore, there is an important network of associations supported by the public authorities in Brussels, which can welcome migrants (adults and minors) and offer them various activities to promote their social insertion and to reinforce their links with the host society. Certain bodies, such as Actiris (the Brussels Employment Office), organize information sessions specifically targeting migrants. Social interpreters support newcomers or their social workers with the different procedures if they do not yet have sufficient knowledge of one of the official languages of Belgium. Newcomers who attend school can benefit from school and pedagogical assistance adapted to their educational profiles, including difficulties linked to the language or the school culture. This is an intermediary stage of schooling which duration is limited in time. Eventually, the newcomer children are integrated in classes with children who have attended school in Belgium. Legal and social counselling is available (“permanences socio-juridiques”) to migrants, to assist them with different procedures. D. GERMAN SPEAKING COMMUNITY After or during the integration course, migrants can</p> |
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access consultations for Social and professional orientation. The reference centre for integration and migration also provides legal advice to migrants. The reference centre provides answers to questions concerning the right of residence, family reunification, Belgian citizenship, etc.


3. A. FLANDERS The Agency for Integration and Civic Integration and the two local agencies for integration and civic integration of the cities of Gent (IN-Gent) and Antwerp (Atlas) decide whether or not they intervene regarding certain costs. It is usual practice that (a part of) the transportation costs to the courses or the costs linked to childcare are reimbursed to the person participating in a civic integration pathway, upon presentation of a proof of the expenses. Furthermore, people who participated in a civic integration pathway or who have an integration certificate do not have to pay the registration fees for Dutch language courses (Dutch as a second language) at the B1 level (Threshold) in adult education. Having an integration certificate does not give the person integrating direct access to a permanent residence permit in Belgium, nor the Belgian nationality. But it does improve his or her chances. The naturalization procedure and decisions concerning the residence permits are competences of the federal government. Finally, persons integrating who have a civic integration obligation and fail to comply with it, as well as persons integrating who are entitled to integrate and fail to comply with the terms of their civic integration contract, can be subjected to an administrative fine of €50 to €500. **B. WALLONIA** In Wallonia, a certificate of attendance is granted to the foreign national after completion of the integration pathway. The foreign national must obtain this certificate within 18 months following his request for a residence permit of more than 3 months at the municipality (deadline is extendable). If this deadline is not met, an administrative fine can be imposed on the foreign national. The certificate of attendance can be useful as proof of social integration in the framework of the procedure to acquire Belgian citizenship. **C. BRUSSELS** In the framework of an application for Belgian citizenship, the foreign national can prove his social integration through different means, including by the fact of having been involved in an integration course organized by the competent authority. **D. GERMAN SPEAKING COMMUNITY** A certificate of attendance is granted to the foreign national after completion of the integration pathway. This can be helpful when searching for a job or applying for the Belgian citizenship. Once the new Decree comes into force (see Part I, Q.1 of this AHQ), people who have a civic integration obligation and fail to comply with it, as well as persons integrating who are entitled to integrate and fail to comply with the terms of their civic integration contract, can be subjected to an administrative fine.


4. A. FLANDERS See Part II, Q.2 of this AHQ. **B. WALLONIA** See Part II, Q.2 of this AHQ. **C. BRUSSELS** See Part II, Q.2 of this AHQ. **D. GERMAN SPEAKING COMMUNITY** See Part II, Q.2 of this AHQ.

5. A. FLANDERS The civic integration pathway is free of charge for the participants. The Flemish government provides funding to local authorities in the framework of the increased inflow of asylum seekers (22.5 million

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| | | | <p>euros in 2016). Authorities and organisations can also obtain financial support for projects that encourage inter-communal cooperation on the integration of foreign nationals, increasing the learning opportunities to learn Dutch, etc. In January 2017, the project for a Flemish Integration Pact started. This Pact and the associated actions aim at tackling racism and discrimination within all areas of society. The realisation of this Pact is led by the Forum for Minorities (“Minderhedenforum”), which is the representative of ethno-cultural organisations in Flanders and Brussels. It will gather the leaders of the most important social stakeholders wishing to work together to tackle discrimination. B. WALLONIA The integration pathway is free of charge for the participants. The Government grants an annual grant to the Regional Integration Centres for the implementation of the integration pathway. An annual grant is also provided to the service of interpretation in a social setting accredited by Wallonia, so this service can intervene for free at every stage of the integration pathway if necessary in order to facilitate communication between the beneficiaries and the different institutions. The training service providers are also financially supported by Wallonia. C. BRUSSELS The integration pathway is free of charge for the participants.. Also see Part II, Q. 4 of this AHQ. D. GERMAN SPEAKING COMMUNITY The integration pathway is free of charge for the participants.. The government bears all the costs. Other organisations are involved in the implementation of integration measures: some are organising the courses, some are involved in socio-professional integration. The role of the reference centre (see Part II, Q.2 of this AHQ) is also taken over by an organisation.</p> |
|  | Croatia | Yes | <ol style="list-style-type: none"> 1. There are no civic training courses. 2. Yes, socio-cultural orientation courses which are part of the Learning Plan And Program of the Croatian language for the asylum seekers, asylums, and persons under subsidiary protection. 3. The courses to facilitate the integration of newly arrived migrants are offered and financially supported by the Ministry of Education and Science. Other specific incentives have not been put in place to encourage applicants/beneficiaries of international protection to attend the courses. 4. In Croatia the support for newly arrived migrants is provided project based delivered by NGOs, and international organizations like UNICEF, IOM, Save the Children etc. In general, there is a lack of integration measures for the foreigners. The reason for non-efficient could be linked to lack of cooperation between the competent institutions with local communities and organizations of the civil society, academic institutions, and experts in general. |


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| | | | <p>5. Currently, the local authorities and NGOs are not sufficiently included in the integration process of the migrants.</p> |
|  | <p>Czech Republic</p> | <p>Yes</p> | <p>1. In 2012, due to a close cooperation among NGOs, Integration Centers, the Ministry of the Interior, the Ministry of Foreign Affairs and IOM, the “Pre-departure package” was developed. Project was managed by the NGO Slovo 21 (the majority of this NGO’s staff are immigrants). This package (documentary film, brochure and checklist) is nowadays distributed in different places, primarily by the Czech embassies and on Internet, mainly in those countries which represent the main source of immigrants to the Czech Republic. As a result of the same cooperation, a special “Welcome to Czech Republic” course for newly arrived immigrants was created (training for lecturers and interpreters, brochure and documentary film – http://www.mvcr.cz/docDetail.aspx?docid=21786075&doctype=ART). This one-day course contains basic information about rights and obligations and should be provided on compulsory basis in the near future.</p> <p>2. Mainly Integration Centres provide special social-cultural courses. Topics of such events (taxes, new laws, etc.) are mostly based on demand of legally staying third-country nationals.</p> <p>3. No. In some cases childcare is provided during the course.</p> <p>4. A wide variety of integration projects is supported.</p> <p>5. The most important tools for integration on the regional level are the Integration Centres, which are active in almost all regions of the Czech Republic (in 13 out of 14 regions). Foreign Nationals Integration Support Centres were launched in the year 2009. Objective of the projects is to create opportunities for long-term, clearly structured and strategic support of integration. Integration Centres initiate, organize and carry out the activities supporting social, legal, lingual and cultural position of legally staying third-country nationals. Integration Centres mainly ensure information and consultancy activities in social and legal fields, organize courses of the Czech language, social-cultural courses and events with major society. These Centres also support participation of immigrants in public life. The Ministry of the Interior also initiated the implementation of local integration projects of municipalities, which provide comprehensive integration measures. Such projects, implemented by the municipal governments, are responding to uncontrolled problems resulting from a sharp increase in the number of immigrants, dismissals of foreign workers, the creation of closed communities and growing tensions between immigrants and locals. Tailor-made projects are managed by municipalities and implemented mainly by local schools, kindergartens, NGOs, Integration Centres, parent centres, clubs and other partners. The Ministry of the Interior subsidizes these projects up to 90%. Every year a conference</p> |


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| | | | <p>focused on the exchange of experiences from the projects and networking is organized by different municipality. The conference is always held under the auspices of the Minister of Interior. At last, but not at least, third-country nationals can use services of NGOs. Costs are covered mainly by the European Social Fund, Asylum, Migration and Integration Fund and state budget of the Czech Republic. Third-country nationals do not have to cover the courses at their own expenses.</p> |
|  | <p>Estonia</p> | <p>Yes</p> | <ol style="list-style-type: none"> 1. a) The Welcoming programme consists of: basic module, thematic module of work and entrepreneurship, studying, research, family life, children and young people, international protection. b) Each module of the Welcoming programme lasts approximately 8 hours. The training day will end with a round-up, where the participants can ask questions on any topic that remained unclear for them or that they would like to know more about. Then, every participant can highlight the most important things they will remember from the training day. The participants will receive contact details they can use when they have questions after the training course. Also at the end of the training session a detailed handbook on the topics discussed in the module will be given. 2. Universities provide different courses to facilitate the integration of newly arrived students and professors, but courses that are offered to all migrants are part of the Welcoming Programme. 3. Yes, for the beneficiaries of international protection the payment of support may be connected to the obligation of participating in language courses or the international protection module. Additionally a beneficiary of international protection who is living in Estonia may be required to refund the amounts spent on provision of language learning in the following cases: 1) a person eligible for subsidiary protection has not acquired language proficiency level A1 provided for in the Language Act within one year as of the grant of international protection; 2) a person who has been granted a refugee status has not acquired language proficiency level A2 provided for in the Language Act within two years as of being granted international protection; 3) a person eligible for subsidiary protection has not acquired language proficiency level A2 provided for in the Language Act within two years as from the extension of the residence permit pursuant to subsection 39 (2) of this Act; 4) a beneficiary of international protection has not acquired language proficiency level B1 provided for in the Language Act within five years as of being granted international protection. Usually modules of family life and children are timed to provide opportunities of attending the courses for migrants with young children. 4. Yes, there is a system of support person services foreseen for beneficiaries of international protection. Also Police and Boarder Guard Board advises about foreigners settling, studying, working or recruitment in Estonia |


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| | | | <p>in Estonian, English and Russian. To support newly arrived migrants in their integration pathway, there are opened different calls for applications, which are supported by EU Funds (AMIF) and State budget. Usually those applications are aimed to raise the multilingual capacity of municipalities and NGOs in field of providing services etc.</p> <p>5. Support person services are offered by the NGOs for refugees. At least twice a year the Ministry of Interior convenes local authorities and NGOs involved of integration (refugees, TCNs and EU citizens) to share the experiences and find the solutions. Those meetings gather different stakeholders and are one part of an input to develop the different integration measures of national and local level policies. Costs of integration policy are allocated mainly on state budget and different EU Funds level. Civic training courses and language courses are free for the TCNs who have legally resided in Estonia for less than 5 years.</p> |
|  | <p>Finland</p> | <p>Yes</p> | <p>1. Language training and civic training (information on society, labour market and so on) are given side by side and as a part of integration training. The contents are steered by the national core curriculum.</p> <p>2. For those who have been granted a residence permit, but do not yet have a municipal placement, as well as for those who are waiting for access to training services after being transferred to a municipality can be provided an orientation module (2-5 weeks). During the orientation module, an assessment of the integrating migrants' competence and vocational skills can be made and short-term basic language instruction can be provided. Also during the module participants can acquaint themselves with the regional/local working life and educational offerings. Wherever possible, information on the society is provided in the mother tongue of the participants.</p> <p>3. The immigrant shall adhere to the integration plan organized by TE -office and regularly attend a Finnish or Swedish course provided as part of the immigration plan and participate in other measures and services agreed as part of the plan on a regular basis. If the immigrant refuses to participate in measures specifically drawn up for him/her as part of the integration plan and has no valid reasons for his/her refusal, his/her right to the labour market subsidy may be restricted.</p> <p>4. Act on integration sets out the services for newly arrived: guidance and counselling, initial assessment and integration plan. All the authorities are responsible in their own field to provide guidance and counseling to migrants. Counseling also includes basic information material which is aimed at all the migrants moving to Finland. Initial assessment is carried out to assess f.e. earlier professional experience and also migrants service needs. Integration plan is an individual plan of those services and activities that help migrants to integrate to</p> |


society and labour market. Initial assessment and integration plan are mainly provided to migrants who are unemployed and registered as a jobseeker at an employment and economic development office and refugees.

5. Integration of immigrants is implemented in close cooperation between administrative branches and levels of administration at national, regional and local level. Integration of immigrants involves both public sector and civil society actors. A major administrative reform is currently being prepared. Integration act will be reformed accordingly; meaning that authorities responsibilities in integration will change from the beginning of 2019. At the moment responsibilities on regional and local level are following: - Centres for Economic Development, Transport and the Environment (ELY Centres) are responsible for integration of immigrants at regional level. ELY Centres support municipalities and steer Employment and Economic Development Offices (TE Offices) in integration matters. ELY Centres also conclude agreements with municipalities on the allocation of persons receiving international protection into municipalities. - Municipalities have overall and coordination responsibility for integration of immigrants at local level. In cooperation with other local actors, municipalities prepare integration programmes for promoting integration and strengthening cooperation. - TE Offices have main responsibility for integrating immigrants who have registered as job-seekers. Together with ELY Centres TE Offices are responsible for providing immigrants that have registered as job-seekers with employment services supporting integration, such as integration training. Many non-governmental organisations and religious communities provide activities and services helping immigrants to integrate into Finnish society. Immigrants living in Finland also have organisations and associations of their own. NGOs can also f.e. participate in preparation of municipal integration programme. Finland has also started a partnership programme which brings together different actors and support integration work by recognising and defining possibilities for co-operation. The core idea of the programme is to offer opportunities for new, innovative ideas and initiatives generated in the course of practical-level work. Municipalities, immigrants' associations and NGOs, business and labour market organisations, religious communities, educational institutions and other actors participate in the partnerships. The state provides municipalities with reimbursement for the costs arising from the arranging of the measures referred to in the Act on Promoting Immigrant Integration within the limits of the state budget and as provided in the Act. The costs are reimbursed on the basis of a given formula or in accordance with actual costs. The centres for economic development, transport and the environment (the regional administration) are responsible for the planning, purchasing and supervision of the integration training of immigrants registered as clients of employment and economic development offices under the Act on the Public Employment Service. The Government allocates appropriation for the integration training to the centres for economic development, transport and the environment on the basis of the estimated need of the region. Integration training is free of charge for participants.

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|  | France | Yes | <p>1. a) The civic training pathway is based on two topics: the first one is related to “the principles, values and institutions of the Republic” and the second one is “living and getting a job in France”. The first topic aims at explaining the rule of law, the concept of liberty, equality, fraternity and secularity. The equality between men and women is also treated. The second topic is more operational and practical. Its treats the settling process in France, the access to health services, to education, to housing as well as to the rights. It also treats the access to work and setting up a professional activity. b) the civic training is organized in 2 days of 6 hours each, one dedicated to “the principles, values and institutions of the Republic” and the second one to “living and getting a job in France”. In order to verify whether the foreign national has understood the topics and information explained during the training day, a questionnaire is distributed during the training and corrected collectively to remind main issues of the training.</p> <p>2. Through its operator the OFII, the ministry of Interior proposes the training described in questions 4 and 5 as part of the Republican integration contract. Language trainings are paid by the ministry of Interior and implemented by the OFII. Courses to reach the level A2 of CEFR are proposed to those who reached the level A1. As from March 2018, this level will be required to obtain a ten year residence permit. Courses are also proposed to reach level B1 which is required to obtain French citizenship. As part of calls for proposals on the national or local levels, some integration actions proposed by associations or local authorities can be financed by the ministry of Interior or decentralized departments : language training, training on the values of the Republic and citizenship, support to professional integration (training or job), to access to the rights (social rights, housing, health services). Locally the Prefect as representative of the State promotes and coordinates all initiatives. The objective is to promote the socio- professional integration of newly arrivals. On a larger scale, French public services can also contribute in promoting integration.</p> <p>3. Newly arrived foreign nationals who sign the Republican integration contract has to follow seriously and assiduously the civic and language training. They should not express any rejection of the values of the Republic. The law on 7 March 2016 provides that the respect of these conditions are required to issue the multiyear residence permit (valid from 2 to 4 years) after one year of regular residence. Otherwise, a temporary residence permit valid for one year can be issued, which is less advantageous. Beneficiaries of international protection are not exempted of signing this contract since it allows them to have access to trainings and personalized pathway. However if they do not respect the contract, it has no impact of the issuance of the residence permit.</p> <p>4. The regional or local prefects define locally strategic national orientations related to integration. As such, they can decide of calls for proposals open to associations and private or public structures for the access to jobs, for acquiring the values of the Republic, etc. As representatives of the State on their territory, they can</p> |
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| | | | <p>organize and monitor the services related to the integration by using local partners (associations, unemployment agency).</p> <p>5. see questions 6 and 8. The budget of France includes one programme dedicated to integration which amounts to 89.4 M€ for 2017 and is divided as follows : - 56 M€ for implementing the Republican integration contract (interviews, civic and language trainings) - 17 M€ for the decentralized departments in the regions to finance local actions - 11 M€ to finance actions on the national level (language training, civic training, access to the rights) - 5.4 M€ to integration measures dedicated to refugees. Moreover, the side “legal migration and integration” of AMIF participates in the integration in France of third country nationals. As such, it represents 79.6 M€ for France for 2014-2020. Such courses are free for foreign nationals.</p> |
|  | <p>Germany</p> | <p>Yes</p> | <p>1. The orientation course segment begins after the completion of the language course. Its duration has been raised from 60 to 100 hours. Topics covered are, amongst others, the German legal system, history and culture, rights and obligations in Germany, ways of co-existing in society, and important values in German society, e.g. freedom of worship, tolerance and equal rights. Additional information may be accessed at www.bamf.de/EN</p> <p>2. Specific courses target specific groups: • Integration Courses with the focus on literacy skills (alphabétisation) • Integration Courses for women, • Integration Courses for parents, • Youth Integration Courses for young adults under the age of 27, • catch-up courses for migrants who have been living in the country for some years as well as intensive courses for quick learners. In addition, there are vocational language courses aimed at providing specific language skills relating to particular sectors of the labour market, such as commerce, medicine, construction, etc. For 2017, the target number of participants in the job skills language courses is 175.000. The vocational language courses are aimed at people with an immigration biography. Depending on the language skills and needs, one can complete basic or special modules on the vocational language courses. The modules usually end with an exam. All basic and special modules can be supplemented by Federal Employment Agency initiatives that help to prepare the migrants for their future jobs.</p> <p>3. Every child in Germany over the age of 6 has the obligation to attend regular school. Every child over the age of 3 has the right to a place in day care. Depending on financial needs, the attendance of day-care may be free of charge. This regularly applies to refugees and asylum seekers. In addition, providers of Integration Courses may also provide childcare, free of charge for the attendees.</p> <p>4. • Asylum seekers who do not have access to Integration Courses may participate in the scheme "Initial orientation and learning German for asylum-seekers" of the Federal Government, countrywide as of July 2017.</p> |

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| | | | <p>It comprises several modules the content of which is orientated towards the needs of asylum-seekers, with a focus on everyday life in Germany (health, work, school, shopping etc.). • There are approx. 800 offices of the immigration advice service for adult immigrants that support new-arrivals in their first three years in Germany. In addition, more than 450 additional youth immigration advice offices focus on young people and families. • Germany funds integration projects, where immigrants and local people can meet one another, with a focus on interacting on a social level. • Please find attached the comprehensive brochure (in German) on federally funded integration and language programs. • There is a considerable amount of further language and integration programs funded by the Länder (States). They vary considerably in size, shape and target groups.</p> <p>5. Generally, courses have to be paid for by the attendee (as of yet 1,95€per lesson). Costs for tuition may be waived if the participant depends on unemployment or social assistance benefits. This regularly applies to refugees and asylum seekers. Additional information may be accessed at www.bamf.de/EN</p> |
|  | Hungary | Yes | <p>1. Kalunba Non-profit Ltd. provides Hungarian language courses twice a week. At the moment there are three different Hungarian language teachers available. Their courses are supported by volunteers who teach the participants through group or individual courses. Within this programme several refugees passed Hungarian language exams successfully. The Asylum Support Organization for Migrants provides one or two weekly sessions for Hungarian language learning and helps with translation, interpretation and official matters of the beneficiaries of international protection. The Evangélikus Diakónia Hungary conversation club provides an opportunity for clients to learn Hungarian and other languages as well. The Science Language School started a free Hungarian language learning program for recognized refugees and beneficiaries of subsidiary protection. The level, length and intensity of the course differs and the students can attend 120, 180 and 240 hour free language courses. Besides the above mentioned NGOs, several Family Support Centres also provide language courses both in the capital and in the countryside.</p> <p>2. No.</p> <p>3. No.</p> <p>4. No.</p> <p>5. Please find the answer in the first part of the AHQ question 3.</p> |

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|  | Italy | Yes | <p>1. As for L2 Italian courses, the Ministry of Education, University and Research has diffused “Guidelines for planning civic training and information sessions, as set forth by art. 3 of Presidential Decree 179/2011” also for civic education courses. The contents, in line with the provisions set out in the Presidential Decree, concern:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The fundamental principles of the Constitution (form of the Italian Government: the Republic, guarantee to protect inviolable human rights and solidarity obligations, equal social dignity and equality before the law, right to work, freedom of religion, legal status of foreigners, the Italian flag; public institutions in Italy (organs and powers of the State, Regions, Provinces, Municipalities – local bodies); <input type="checkbox"/> Right to health; <input type="checkbox"/> School; <input type="checkbox"/> Social services (Integrated system of social interventions and services); <input type="checkbox"/> Right to work and employment rights; <p>nationals in Italy, rights and duties concerning residence, reciprocal rights and duties of spouses, parents’ duties towards children according to Italian laws, also with regards to compulsory education, main initiatives to support the integration process of third-party nationals available in the province). The courses held at Provincial Centre of Adult Education have a duration of 10 hours, they must be attended within 3 months since the third-party-national’s arrival to Italy and can be integrated with L2 Italian courses.</p> <p>2. A national activity has been promoted through the Asylum and Migration Fund for Integration in collaboration with the Ministry of Education, University and Research, independent Regions and Provinces, Provincial Centres of Adult Education, Prefectures and associations. This activity was developed through the funding of multi-year literacy projects addressed to third-country nationals (regional plans for language civic training), by allocating a fund of 24 million Euros. Moreover, an additional 4.5 million Euros obtained from the Asylum and Migration Fund for Integration were used to finance local projects to offer services aimed at providing language training to vulnerable targets. In addition to L2 Italian and civic education courses, the financed projects foresee:</p> <ul style="list-style-type: none"> <input type="checkbox"/> services and interventions aimed at facilitating and supporting access and participation of specific and/or vulnerable targets (with particular focus on women) to training activities; personalised guiding services addressed to specific and/or vulnerable targets (weak, illiterate students that did not attend school, exposed to the risk of territorial isolation or distant from Permanent Local Structures/ Provincial Centres of Adult Education, refugees and beneficiaries of international protection); <input type="checkbox"/> socialisation and integration in the social life of the host community or aimed at promoting active citizenship of third party-nationals. Within this sphere, it is possible to introduce laboratory and practical activities, meetings between school and families, specific modules, etc.; <p>3. Always within the projects financed from the Asylum and Migration Fund for Integration (Regional plans for language civic training and local Projects for offering experimental language training services addressed to vulnerable targets), the following are foreseen:</p> |
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activities, like offering attendance allowances;
attendance of students to training activities, like offering babysitting services, etc.;

mediation services, orientation services to the territory and its services, also offered in collaboration with peripheral State offices, public and private Bodies that operate in the foreigners' social integration sector; In conclusion, as previously mentioned, the attendance to civic education courses (within 3 months from entering in Italy) and obtainment of the A2 level in spoken Italian (within two years, extendable to 3, from entering in Italy) are necessary conditions to fulfil the Integration Agreement, required to renew the residence permit.


4. The social-economic and cultural integration of migrants is a constant challenge pursued through the combined action of stakeholders involved in different political areas at various governance levels. State, regions and cities are the main stakeholders involved in defining integration policies and measures. In 2016, upon initiative of the Ministry of Labour and Social Affairs, regions were asked to draw up Regional intervention plans for the integration of third-country nationals. In particular, Integrated Regional Plans aim at facilitating the programming and development of a system of integrated interventions to favour social integration and employment of migrants residing in Italy with a valid permit. These plans are implemented by regions through an integrated program that foresees the disbursement of Asylum and Migration Funds for Integration, complementary to the European Social Fund. In 2016, the activities financed through regional plans concerned:


- 1) improvement of the school system in multi-cultural contexts, also through actions aimed at preventing students to drop out of school;
- 2) promotion of the access to integration services;
- 3) qualified information services through regional and local communication channels;
- 4) promotion of the active participation of migrants in the economic, social and cultural life, also by involving associations.


In addition to regions, local bodies and stakeholders took action in promoting integration at local level. During the first quarter of 2016, the activities implemented at local level by numerous stakeholders were subsidised with a contribution from the Asylum and Migration Fund for Integration, disbursed through international (OS/2/ON3), national (OS1/ON1) and local (OS/ON2, ON3) projects aimed at providing welcoming, integration and repatriation services through the following actions:


immigrating in Italy without or accompanied by parents. Training and building capacity activity addressed to all subjects involved in managing migratory flows of minors";

services"; OS2/ON3: "Capacity building – expanding of public operators' skills with regards to services for the integration of migrants; OS2/ON3: "Expanding of services foreseen within the anti-discrimination network"; OS2/ON3: "Promotion of comparison between integration policies developed in Italy and other Member States";

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| | | | <p>5. As previously mentioned, local authorities and NGOs are involved in promoting integration at local level also thanks to the support of the Asylum and Migration Fund for Integration disbursed through regional Plans, international (OS/2/ON3), national (OS1/ON1) and local (OS/ON2, ON3) projects aimed at providing welcoming, integration and repatriation services. National and local integration policies are mainly financed through the Asylum and Migration Fund for Integration, as mentioned above. In particular, Regional action Plans for integrating third-country nationals are implemented by Regions through an integrated program that foresees the disbursement of Asylum and Migration Funds for Integration, complementary to the European Social Fund. In addition to this, the Provincial Centres of Adult Education offer Italian and civic education courses within the sphere of their institutional activities and funds allocated by the Ministry of Education, University and Research. Access to the courses offered by Provincial Centres of Adult Education, which are the bodies in charge at institutional level to provide L2 Italian courses, is free of charge for all foreign citizens with valid permits to reside in Italy. In certain cases, students attending the courses are requested a voluntary contribution to partially cover the costs for teaching materials and insurances (indicative cost from 30 to 60 Euros). This contribution is never requested in case of courses financed by FAMI (Asylum and Migration Fund for Integration) fund. In conclusion, local authorities can realise activities aimed at promoting integration through initiatives financed through their budgets and/or by resorting to the national Fund for social policies and in particular through the so called social inclusion measures.</p> |
|  | <p>Latvia</p> | <p>Yes</p> | <ol style="list-style-type: none"> 1. Civic training courses are provided within Asylum, Migration and Integration fund (AMIF). One of the AMIF projects is for providing civic training (welcome courses) for asylum seekers and the third - country nationals (TCN) with international protection. The other projects are civic training for all TCN legally residing in Latvia. The content of courses are similar, but there are differences in teaching methodology and approaches for these different target groups: a) the main topics are: rights and obligations of citizens, Latvian history, education, housing, social security, employment, health care, non-discrimination and others, b) duration of the courses is at least 20 academic hours, c) along with civic training asylum seekers and persons with international protection are visiting Latvian municipalities, education institutions and have introductory tours to the main infrastructure objects in the capital. 2. No other courses than civic training and Latvian language learning is provided to newly arrived migrants. 3. Within some AMIF projects the childcare service is offered during the study hours. 4. In Information Centre for immigrants TCN can receive free psychological assistance, consultations on social and legal issues (social welfare, employment, migration, housing, family rights etc.). TCN and service |

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| | | | <p>providers for TCN have the access to the Centre interpreting services for rarer languages. The asylum seekers, refugees and persons with alternative status receive social workers and mentoring support, and the individual inclusion plan is prepared.</p> <p>5. Local authorities are included on voluntary bases. NGOs initiatives and participation is managed by Information Centre for immigrants and open competition for finance within AMIF. The language and integration courses are financed by AMIF, the mentors program is provided within European Social Fund. The courses are free of charge.</p> |
|  | Lithuania | Yes | <p>1. During the stay in Refugee Reception Centre joint civic and language courses are organized. Overall foreigner granted asylum has to attend 96 hours of joint civic and language courses. The joint civic and language courses are continued to be organized for foreigners granted asylum when they move to municipalities to continue their integration (overall they have to attend 190 hours of joint courses). Civic training includes lessons about Lithuanian culture, history, civic values, and basic knowledge of the Constitution of Lithuania.</p> <p>2. Counselling on labour market issues are provided for foreigners granted asylum during their stay in Refugee Reception Centre.</p> <p>3. The courses are free for participants of the integration programme (for foreigners granted asylum). There is no waiting period for the course as it starts with the integration programme. Social workers look after the children of the participants during learning hours. If the participant has a job, the courses can be organised in the evenings or any other time suitable for the participant</p> <p>4. In 3 biggest cities of Lithuania which is home to the most of third-country nationals three Foreigners integration centres were founded. Lithuanian language, the basics of Constitution of the Republic of Lithuania, psychological counselling, legal services, and guidance on various life issues are provided for third-country nationals and foreigners granted asylum. The project is implemented for the period of 3.5 years under the Asylum, Migration and Integration Fund 2014-2020.</p> <p>5. Language courses during the first 3 months of stay in the Refugee Reception Centre are initiated by the Refugee Reception Centre. When migrants move to live in the municipalities, NGOs organize Lithuanian language courses (expenditures are covered by the state budget) and provide other services to foreigners granted asylum (help to find the job, education institution for their children, help to find the place to live, etc.). The course costs 1.73 €/per hour in the Refugee Reception Centre and 2.29 €in the municipalities, however</p> |

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| | | | participants do not have to pay of the courses for up to 190 learning hours when they are provided during the integration programme in municipality. |
|  | Luxembourg | Yes | <p>1. The citizenship training course aims to provide insight on integration and on the basic conditions of a harmonious cohabitation in a plural Luxembourg as well as on the history of Luxembourg, its political organisation, and its mores and customs. The duration of the course at the moment is of 6 hours (that normally is provided in different languages and during the morning (9h to 12h) of 2 consecutive Saturdays or in the evening during the work week (2 or 3 hours, 3 or 2 consecutive weeks).</p> <p>2. In the framework of the Welcome and Integration Contract besides the language and citizenship training, an orientation day is organized at least twice a year. This orientation day will take place during half a day on a weekend. It will include various partners and is aimed at enabling the signatory candidate to have better knowledge of Luxembourg's official establishments and organizations, in a friendly atmosphere.</p> <p>3. Yes. Reduced rates for language classes. Completion of the Welcome and Integration Contract is being considered as a sufficient proof of good integration for third country nationals in the framework of the demand for a long term residence permit after 5 years of legal residence. The new law about Luxembourg nationality introduces the possibility of the procedure of option in cases of close links with Luxembourg. Completion of the Welcome and Integration Contract is being considered as such a close link with Luxembourg.</p> <p>4. See answer to questions 1 and 2.</p> <p>5. As we mentioned municipalities as well as other NGOs (i.e. Asti, Clae, Moien) provide language courses. The program is stately funded. The participation at the orientation day and the citizenship training are free of charge. The linguistic courses are at reduced rates (at the moment the price for the person who signs the CAI is 10 euros per course). This represents between 2 and 5% of the regular price. Language courses are offered under the responsibility of the Ministry of Education, who has within its responsibilities adult and continuous education through contracted providers who have a convention with the Department of Adult Education of the Ministry. The expenses of the language and citizenship training courses are covered by the Ministry of Education whereas the organization of the orientation day is covered by the Luxembourg Reception and Integration Agency (OLAI). The third-country national have to cover partially the price of the course (see above) at his/her own expense.</p> |

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|  | Netherlands | Yes | <p>1. Regarding the civic training:</p> <p>a. What is the content of the course (topics addressed)?</p> <p>The themes are as follows:</p> <ol style="list-style-type: none"> 1. Work and income 2. Norms and values 3. Housing/Living 4. Health care and health insurance 5. History and geography 6. (Important) authorities 7. Rule of law and state apparatus 8. Education <p>b. What is the duration of the course?</p> <p>Approximately 50 hours</p> <p>c. What are the different types of courses provided (for example, the pace of learning, assessment of the concepts learned, adhering to national values, etc.)?</p> <p>Different publishers have developed content for the courses. There are no requirements for these courses. It is all about the result: passing the exam on '<i>Knowledge of the Dutch Society</i>'</p> <p>2. Do you provide other courses to facilitate the integration of third-country nationals who first arrive in your country (first-time arrivals)?</p> <p>Citizens must also pass the exam ONA (Orientation on Dutch society).</p> <p>The course consists of the following components:</p> <ol style="list-style-type: none"> 1. Occupational orientation 2. Professional image 3. Know your characteristics 4. Career opportunities 5. Acquiring professional skills |
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6. Build a network
7. How to find work
8. Culture in the work place

Citizens with a refugee background are offered "assistance" in the municipalities funded by the Ministry of Social Affairs. This is also part of the Integration Act.

3. Do you provide incentives to attend the courses (for example, covering childcare costs, link between participation in the courses and issuance of a residence permit, etc.)?

For persons for who integration is mandatory are entitled to allowances for childcare.

One must have passed (or have been granted an exemption) for the entire integration examination to apply for a permanent residence permit or Dutch nationality.


4. Does your country provide other measures to support third-country nationals who first arrive in France (first-time arrivals) in their integration pathway?


Admitted refugees are assigned a residence. Since several years there is more emphasis on the background of the refugee (education, experience), so the background matches with the assigned village. Refugees are eligible for rent subsidies and supplements for buying decoration for the house.


5a. Apart from the State, how are local authorities and NGOs involved?



Municipalities do not have a role in integration since the reform of the 1st of January 2013. Only some assistance is organised by the municipality. In a lot of municipalities there is a cooperation between the municipalities and the Dutch Council of Refugees to organize the assistance. The assistance can be seen as a sort of social guidance.

Civic organisations also develop – whether financed or not by the State – various projects that improve the position of vulnerable students. The Dutch Council for Refugees is the most important organization in the Netherlands. In a lot of municipalities they offer any societal assistance.

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| | | | <p>Following, the “Stichting Het begint met Taal” (NGO ‘It starts with language’) is represented in a lot of municipalities. They have a buddy system so people can practice at home or somewhere else.</p> <p>b. How are the costs of integration policy allocated?</p> <p>In principle the person who integrates pays for his/her own integration. However, if you have a refugee status you are applicable for a loan (if one succeeds within 3 years, the loan will be resigned).</p> <p>The exam systems is financed by the Ministry of Social Affairs. The development and maintenance from the different exams and law enforcement.</p> <p>c. Does the third-country national have to cover partially the courses at his/her own expense?</p> <p>See under b.</p> |
|  | Poland | Yes | <ol style="list-style-type: none"> 1. There is no civic trainings organized for foreigners in Poland. 2. No. 3. No. 4. No. 5. Non-government organizations can obtain funds from foreign sources and conduct integration activities. Funds can be obtained from non-public sources, usually from EU funds. |
| | Slovak Republic | Yes | <ol style="list-style-type: none"> 1. There are no specific civic training courses. This kind of information is included in the socio-cultural orientation courses, which are part of the Open Slovak language courses of MIC IOM. Studia Academia Slovaca and Center for Continuing Education of the Comenius University in Bratislava provide to foreigners intercultural communication courses, courses of life and culture in Slovakia and professional communication courses. |

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| | | | <p>2. Third-country nationals can get a financial support from IOM for education / requalification courses that help them in the integration to the Slovak labour market.</p> <p>3. Migrants can ask for a temporary residence for the purpose of study based on a confirmation of being enrolled to certified Slovak language courses from certain language schools.</p> <p>4. The support for newly arrived migrants in Slovakia is provided only through projects funded by AMIF which are implemented by NGOs and IOM. MIC IOM provides migrants with legal, labour and social counselling apart from the above mentioned courses.</p> <p>5. A systematic role of local authorities in this process is yet to be established. NGOs are involved mostly regarding the integration of the persons granted international protection. Costs are covered in this case by AMIF. The beneficiaries of international protection can attend free courses organized for example by the initiative Kto pomôže. The NGOs cooperate with language schools / lecturers, within their services and courses they offer, and mostly they offer also educational courses. Migrants generally have to cover the language course on their own expense, except from the Open Course of the Slovak language provided by MIC IOM, which is the only free course of Slovak language for third-country nationals.</p> |
|  | <p>Slovenia</p> | <p>Yes</p> | <p>1. Slovenia organises civic training as part of the free language course available to third country nationals. For that reason no separate curriculum had been developed, although some parts of the course are more directly tied to civic contents, for instance: in beginner's module: - Public Life in Slovenia - Slovenian History, Culture and Constitutional Arrangement in advanced module: - Slovenian Society and Constitutional Arrangement 1. Unit: Media 2. Unit: Slovenia and the European Union 3. Unit: Social arrangement and Legislation - Slovenian Culture, History and Tradition 1. Unit: Geography and History 2. Unit: Slovenian Culture and Cultural Institutions 3. Unit: Slovenian Tradition, Holidays and Celebrations</p> <p>2. Most other programmes or courses aim at persons granted international protection. There is a special orientation course for persons relocated or resettled in Slovenia. While most programmes/courses include some sort of civic content, none of them had been set up for such purpose only.</p> <p>3. Third country citizens are only entitled to sit a first Slovenian language exam at the basic level free-of-charge if they had been present for 80 percent of the 180 hour language course.</p> |

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| | | | <p>4. Most other measures aim mostly at persons granted international protection such as housing subsidy, programmes offering support through most intense periods imminently after being granted international protection etc.</p> <p>5. All the migrants are in large part directly incorporated in existing state systems (health, education...) that is mostly financed by state so local authorities are usually not involved. Programmes and courses are organised by NGOs on the basis of public procurement procedures and participation is always free of charge.</p> |
|  | Spain | Yes | <p>1. The content of the course focuses on: knowledge of institutions, the legal system, and the framework of coexistence, the education system, culture and constitutional values.</p> <p>2. There are no specific courses for newly arrived migrants; the courses are the same for everyone, irrespective of the length of residence. The content will only vary depending on the initial knowledge that the participant has of Spanish society.</p> <p>3. In the case of renewals of residence/work permits, if they do not meet one of the legal requirements for the renewal, they may submit an integration effort report issued by the Autonomous Communities or City Councils in which, among other points, performance on these courses is assessed in order to renew permits.</p> <p>4. These courses are the main tool that is used from public policies on immigrant integration to facilitate knowledge of institutions, the legal system, the coexistence framework, the education system, culture and constitutional values.</p> <p>5. NGOs collaborate with the public authorities to carry out all these actions related to language and civic education courses. In the case of courses at the national level, the Directorate-General for Migration publishes a call for applications for subsidies each year aimed at these organisations, to fund the implementation of these projects. Some city councils have also launched this type of course for immigrants in the past, or they continue to do so. At present, there is a cooperation framework between the central Government, the Autonomous Communities and the City Councils for providing resources of this type for the reception and integration of asylum seekers and refugees. Access to these courses is free of charge for participants, whether they are immigrants or asylum seekers.</p> |

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|  | Sweden | Yes | <ol style="list-style-type: none"> 1. There is no separate course for civic training. Certain aspects can be covered within Swedish for immigrants but since these language courses are arranged by the municipalities the exact content can differ between municipalities. 2. Everyone that does not have Swedish as their first language and is living in the country has the same right to language education - Swedish for immigrants. No other courses are offered on a standard basis. 3. The tuition is free of charge. Often Swedish for immigrants is an important part of the introduction plan intended to get the foreigner into the labour market. The person must follow the introduction plan in order to be eligible for introduction benefit. 4. This is decided on an individual basis depending on the background of the person and included in the personal introduction plan. 5. The municipalities are responsible to organise the language courses. The Swedish Employment Agency (Arbetsförmedlingen) is responsible for the introduction plans. NGOs has no formal responsibility in this regards but can take part on a voluntary basis by for example arranging "language cafe". The language courses are free of charge for the individual. |
|  | Norway | Yes | <ol style="list-style-type: none"> 1. a) There are three language training routes for immigrants: (i) one is for foreign nationals (not labour immigrants) between 18 and 55 years of age who have a residence permit that forms the basis for eventually getting a permanent residence permit in Norway; this group has the right and obligation to participate in Norwegian language training and social studies including cultural and political topics as well as introduction to everyday life in Norway. A minimum of 600 hours of Norwegian language training and social studies is provided given free of charge within the first three years. (New in Norway) (ii) Work immigrants and their family members are not covered by the right to free Norwegian language training and social studies, but still have the obligation to complete a total of 300 hours of tuition. There are also many online language courses available. The third kind of training is (iii) the Introduction Programme. The right and obligation to participate in the introduction programme shall apply to newly arrived foreign nationals between 18 and 55 years of age who need to obtain basic qualifications and who have been granted asylum (or a residence or work permit hence to the Immigration Act section 8, 9 or 22 with the restrictions mentioned in the Act). It is adapted to the needs of the participants. An individually adapted plan shall be drawn up for any person who is to participate in an introduction programme. It shall be formulated on the basis of an identification of the training needs of the person concerned and of the measures that may be useful to the person concerned. If an immigrant has been |

granted family reunification with a Norwegian or Nordic national, she/he is not entitled to take the Introduction Programme (but can take the Norwegian and society courses). The municipality can nevertheless decide to offer him/her a place on the programme. He/she must apply to take the Introduction Programme. If the municipality is to offer a Norwegian family member a place on the programme, it is a requirement that the applicant has a need for basic qualifications. It is also a condition that the family member is regarded as 'newly arrived'. By newly arrived is meant that the family member has been resident in Norway for less than two years when the decision is made concerning participation in the Introduction Programme. Note: If someone holds a residence permit pursuant to the EEA regulations or if she/he is a national of one of the Nordic countries, tuition in the Norwegian language is not mandatory. The tuition is also not free. b). The Introduction Program is a full-time qualification programme that usually lasts for up to two years. The municipal introduction programmes are intended to teach participants basic skills in Norwegian, and to prepare them for an active working life or motivate them to take an education. The programme also aims to give participants insight into Norwegian society. The introduction programme is designed for persons who need to obtain basic qualifications. Participants in the Introduction programme are entitled to receive introduction benefits. The standard duration of the Introduction Program is two years, involving at least 600 hours of Norwegian language and social studies training. In certain special circumstances, the duration can be extended to up to four years, and up to 3000 hours of Norwegian language and social studies training. As detailed above, the Introduction Program involves the right and the obligation to participate in Norwegian language training. Satisfactorily passing Norwegian language and social studies tests/evaluations has been made a requirement for eventually obtaining Norwegian citizenship. Economic migrants from third countries (non-EEA countries) are required to complete 300 hours of tuition (250 hours in Norwegian language and 50 hours in social studies) to be able to acquire a permanent residence permit. Foreign nationals have to complete their mandatory tuition, to be granted permanent residence permits or to qualify for Norwegian citizenship. To encourage the acquisition of the language by EEA country nationals living and working in Norway, the Norwegian government is providing, through several channels, financing for projects aimed at the creation of free online learning resources. Norwegian on the Web (NoW), originally created for foreign students in Norway, was adapted to the needs of foreign workers in a process which was co-financed by Vox. This open online resource is now called LearnNow. Instructions and help texts are available in English, Polish and Spanish..

2. Basically, Norway provides courses in Norwegian and social science/ civics so that newcomers can more quickly understand and participate in the environment in which they live. There are other course themes offered on an ad hoc basis in the reception centers for asylum seekers. Please note Norway's previous responses to the EMN AHQ on violence and sexual conduct, programs for beneficiaries of international protection as well as the AHQ on programs in the reception centers for LGBTI applicants. Links below. -

<https://www.udi.no/en/statistics-and-analysis/european-migration-network---norway/ad-hoc-queries/courses-for-immigrants-about-violence-and-sexual-conduct/> - <https://www.udi.no/en/statistics-and-analysis/european-migration-network---norway/ad-hoc-queries/integration-programmes-for-beneficiaries-of-international-protection/> - https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/european_migration_network/reports/docs/ad-hoc-queries/ad-hoc-queries-2016.1061_-_nl_ahq_on_national_asylum_policies_regarding_lgbt-asylum_seekers.pdf Once the Introduction Program is completed by persons with international protection, the mainstream services kick in and other short term vocational courses can be taken. There are no free job qualifying training options for newly arrived labour immigrants.

3. Refugees receive economical support whilst participating in the Introductory Programme and participation is obligatory. Childcare is covered when necessary. Permanent residence and citizenship can only be obtained if Norwegian is mastered at a certain level.

4. EEA country nationals are also welcome as participants in the national program for the acquisition of basic skills, CompetencePlus.. Norway has made some changes in facilitating the recognition of educational and professional qualifications for beneficiaries of international protection: Norway is developing an online tool for individual mapping of informal, non-formal and formal competence that will be available at receptions centers for beneficiaries of international protection. The tool will provide an overall view of a person's competence as basis for further integration and education or work. Norway is also developing provisions of career guidance in receptions centers. This career guidance will be linked to the competence mapping mentioned above. Norway is developing "fast tracks" through the higher education system for beneficiaries of international protection with foreign higher education. This may for instance, include shorter courses to complement education for teaching and nursing, which is offered by the University College for Oslo and Akershus. Measures 1 and 2 were piloted Sept 1st 2016 and the complete system is expected to function from July 2017.

5. Local authorities play a vital role in providing the introduction program and assisting with housing as well as helping newcomers enter the labour market. EEA citizens have to cover their own language training, but their children do not. TCN can be admitted to the introduction courses free of charge under some circumstances, otherwise, they have to pay. Refugees do not have to pay to attend. Integration activities/ measures are usually carried out by government agencies, not usually NGOs, though some NGOs do get government subsidies. The government provides funding for most integration programs.

