



Practices in educating non-nationals about racism, xenophobia and related intolerance

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Introduction

Within the framework of the international initiative Preventing and Combatting Racism and Xenophobia through Social Orientation of Non-Nationals – RACCOMBAT, the present collection gathers 15 promising practices from 12 EU Member States in the area of including fundamental rights knowledge and empowerment against racism, xenophobia and related intolerance into the overall integration process of non-nationals throughout the Union. Practices come from integration systems of very different level of development and are varied in their nature – from private company driven efforts to meet government requirements, concerning integration curricula, to citizen initiatives having found some form of institutionalisation. What unites them all is the concern of institutions, NGOs and individuals that migrants should be given more than basic education, jobs and healthcare – a true sense of citizenship and readiness to counter negative social phenomena, related to hatred.

The chapter on each practice contained a descriptive and an analytical part, separated in differently coloured tables. The descriptive part contains practices' main parameters, like implementing entities, financing, rationale and main elements of the practice, while the analysis tackles impact assessments, potential to counter racism and xenophobia, elements of sustainability and transferability.

In line with the initiative's ambition to provide illustrative material and digital enhancement of the content on each practice, dedicated articles on each practice can be found in the special section of the project website - <http://raccombat-project.eu/tag/good-practices/>.

Bulgaria: Human Rights Education and Gender-Based Violence Prevention

Locations	Specific locations: the four open-type refugee centres in Bulgaria – Ovcha Kupel, Voenna Rampa, Vrazhdebna and Harmanli
Level of implementation	Local
Name(s) of implementing institutions	Caritas Sofia, Migration and Integration Unit (implemented within the project “We Play and Learn”)
Partners/Supporters	UNICEF Bulgaria
Main idea behind it, initial situation (why?)	The main idea of the initiative was to organise weekly sessions on human rights accompanying the educational and recreational activities already provided by the project.
Objective (what for?)	The objective was to respond to the pressing need to educate asylum seekers accommodated in the four open-type refugee centres in Bulgaria on their rights and obligations in their host country as well as to raise tolerance levels within the refugee community itself, to bring together people from different nationalities and ethnicities and to improve their awareness on important topics such as discrimination, abuse, gender inequality and stereotypes, etc.
Description of practice (what?)	<p>Organising weekly sessions on human rights education for children, adolescents and adults accommodated in the four open-type refugee centres in Bulgaria in order to empower and provide them with essential knowledge on rights and obligations as well as give them practical information and advice – for instance, what to do if they encounter a situation where they are being discriminated against, who to contact, etc.</p> <p>Main thematic areas covered:</p> <ul style="list-style-type: none"> Gender mainstreaming; Discrimination on various grounds; Violence; Bullying; Stereotypes; Freedom of religion; The right to education; The right to work; The right to an adequate standard of living;

	Parents' obligations and responsibilities.
Managed/driven by	Caritas Sofia, Migration and Integration Unit
Time-frame (start/end/ongoing)	<p>Start: June 2018</p> <p>Ongoing</p> <p>The planned end of the initiative was the end of August 2018. However, based on the observation that there is a great need for people to be educated on such topics as well as in order to ensure sustainability and be able to reach out to the recent arrivals in the centres, the initiative is still ongoing, with planned weekly sessions until the end of the "We Play and Learn" project in December 2018.</p>
Stand-alone initiative or incorporated into other initiatives?	The initiative is incorporated as separate weekly activities within the wider-scale project of Caritas Sofia – "We Play and Learn" running for nearly 2 years and focusing on improving access to support and care for children, adolescents and women accommodated in the refugee centres in order to reduce their vulnerability and improve their coping mechanisms.
Main target group (nationals, non-nationals - types)	Mainly asylum seekers with a few exceptions of international protection status holders who have not yet left the open-type registration and reception centres of the Bulgarian State Agency for Refugees.
Promotion	<p>Oral & through printed leaflets with timetables translated in the native languages spoken in each refugee centre.</p> <p>Languages: Bulgarian, English, Arabic, Dari, Kurdish</p>
Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination	Yes, but only to adolescents (14-20) and to the adults participating in the sessions.
Methods of language/content teaching	<p>The languages which the sessions were conducted in varied based on the particular environment/situation in each centre as well as the nationality and ethnicity of the refugee populations accommodated there.</p> <p>With the children aged 5-13, many of whom are enrolled in Bulgarian schools and speak a very good level of Bulgarian, sessions are predominantly conducted by a facilitator speaking in Bulgarian with the help of staff who are native speakers in Arabic, Dari and Kurdish. Interpreters are an integral part in making the sessions a success. They are there to help newly arrived people as</p>

	<p>well as to explain for all others the more complicated concepts in order to be able to get the overall message across.</p> <p>With teenagers, adolescents and parents, the languages used are predominantly English, Arabic, Dari and Kurdish.</p> <p>The content is taught through a number of different methods depending on the group whose needs the team has to respond to – sessions with children are conducted through various interactive games, exercises suitable to their level of development and role-playing. Whereas sessions with older beneficiaries (teenagers, adolescents and adults) are more formal and done through discussions, presentations and discussing important information materials.</p>
Accessibility:	<p>Costs: Free</p> <p>Obligatory: No</p> <p>Eligibility criteria: Asylum-seeking children between the ages of 5 and 18 as well as adults residing in the centres (focus mostly on parents but other adults attended as well)</p>
Budget, sources of financing	<p>The practice was implemented within the “We Play and Learn” project, funded by UNICEF Bulgaria and implemented by Caritas Sofia. Therefore, no separate budget was envisaged apart from the resources (personnel, materials, safe-spaces in which to conduct the sessions) already available. An initial training on leading human rights and empowerment sessions with vulnerable groups as well as discussions and preparation of topics and activities was organised for the field teams which was also part of a 5-day quarterly training within the bigger project.</p>
Sources and references (hyperlink(s))	<p>We Play and Learn</p>

Impact Assessment foreseen?	Partially. Impact assessment is foreseen only for the wider-scale project within which the particular initiative was implemented.
How often?	Annually (for the whole project)
By whom?	Internally
Is the target group involved into the evaluation/impact assessment?	Yes

If yes, how?	Through focus group discussions.
Methods of impact assessment	A combination of a qualitative analysis (focus groups) and quantitative analysis (statistics for number of people involved, number of times each one has attended sessions, age, sex and gender breakdown).
Indicator based? If yes: please name some indicators	No
Which actors of host communities are included?	No actors of the host community are included apart from Caritas Sofia staff working in the centres.
Degree of inclusion:	voluntary
How can racism and xenophobia be countered through this activity?	The sessions are directly dealing with fundamental rights and anti-discrimination topics empowering foreigners against possible violations and giving them tools for counteraction.
How can the impact of this practice be measured/made measurable?	Because of the specifics of working with refugee populations and the dynamic environment, it is difficult to measure the direct or immediate impact of such a practice. The most useful method of determining impact so far has been through focus groups with the beneficiaries. However, they do not always present an accurate picture.
Elements of sustainability	The practice can be considered as relatively sustainable in that it is part of the activity of an established organisation working with persons seeking international protection and status holders.
Elements of transferability	The practice in itself demonstrates elements of transferability in that it transfers the teaching team's expertise among age groups adapting the fundamental rights content in accordance with the particularities of each group.

Bulgaria, Germany, Romania: Talk with Me – Voluntary Language Mentors for Refugees

Level of implementation	Implemented on local level in 3 different EU countries
Name(s) of implementing institutions	Tulip Foundation, Bulgaria, Gemeinsam leben & lernen in Europa, Germany, Centrul de Voluntariat Cluj-Napoca, Romania.
Main idea behind it, initial situation (why?)	The main idea of this project was to create an easy-to-multiply framework that could be used in various places in order to facilitate the integration of refugees in the host communities.
Objective (what for?)	From the experience of implementers, one of the most important needs of refugees, after they settle in Europe, is to speak the local language. Therefore, a context had to be created where people with different backgrounds, locals and refugees, get to meet and start to develop a relationship. An unconventional language course was conceived that would get young people to really connect, share their experiences and explore each other's culture, providing a comfortable environment for this purpose.
Description of practice (what?)	A volunteer programme was designed, lasting 10 weeks, implying 10 meetings for local young people, in which they participate as language mentors for refugees their own age. Each volunteer is matched with a refugee and they meet in pairs and discuss different topics each week, for approximately one hour. Both the volunteers and the refugees benefit from trainings before the beginning of the programme, during which they are prepared, on one hand for the work they are supposed to do and, on the other, for intercultural learning. Volunteers are supposed to use the Toolbox as well as to develop further the existing themes or create and develop new themes based on the interests of the refugees.
Managed/driven by	Civil society organisations: Tulip Foundation, Bulgaria, Gemeinsam leben & lernen in Europa, Germany and Centrul de Voluntariat Cluj-Napoca, Romania
Time-frame (start/end/ongoing)	Start: March 2016, End: February 2018 Ongoing in Germany

Stand-alone initiative or incorporated into other initiatives?	Stand-alone initiative
Main target group (nationals, non-nationals - types)	Nationals: Young local volunteers from Sofia, Bulgaria, Cluj-Napoka, Romania and Passau, Germany EU nationals Third country nationals Asylum seekers/international protection status holders: young refugees living in the three cities
Promotion	Oral, online and printed Languages: Bulgarian, Romanian, German, English, Arabic, Farsi
Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination	Yes
Methods of language/content teaching	Conversation and learning/teaching a foreign language were used as a tool for building a bridge between cultures. During this process the student/teacher roles are interchangeable and the school-like atmosphere is replaced with a more casual one that favours trust, and friendship.
Accessibility:	Costs: All the information, materials, guidelines and programmes are available in Bulgarian, English, German and Romanian languages at https://voluntary-mentors.eu/ for free. Obligatory: no Eligibility criteria: n/a
Budget, sources of financing	The project was funded under Erasmus+ programme / Cooperation for innovation and the exchange of good practices / Strategic Partnerships for youth. The budget covered three transnational meetings in every one of the countries involved; the development of the detailed programme, manuals, guidelines, toolboxes, trainings and resources in 4 languages; the recruitment and training of young volunteers and refugees; the conduct of at least 10 meetings of 10 pairs (language volunteer mentor with young refugee) in every one of the countries involved; dissemination events in every country.

Sources and references (hyperlink(s))	https://voluntary-mentors.eu/ http://www.tulipfoundation.net/en/programs/bg/programs/talk-with-me-project-76/
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Impact assessment foreseen?	Yes
How often?	An evaluation was done after the 10 pairs of young language volunteers and refugees finished their 10 meetings (each lasting at least 1 hour).
By whom?	By the volunteers, by the refugees, by project partners
Is the target group involved into the evaluation/impact assessment?	Yes
If yes, how?	All the volunteers and refugees involved were asked to fill in an anonymous questionnaire, a separate type for each group.
Methods of impact assessment	Questionnaires, face to face discussion among the local teams; online discussion among the three partner organisations.
Indicator based? If yes: please name some indicators	What do you think should be changed? Did you gain any personal benefits from being part of the programme? What conclusions did you make? What do you think were the benefits for your language partner?
Which actors of host communities are included?	Young local volunteers from Sofia, Bulgaria, Cluj-Napoka, Romania and Passau, Germany
Degree of inclusion:	Voluntary
How can racism and xenophobia be countered through this activity?	Meeting each other, close personal communication and getting to know each other's cultures, which the programme ensured, are key to combat xenophobia and racism.
How can the impact of this practice be measured/made measurable?	Four out of the ten pairs in Sofia still continue with their contacts and meetings six months after the official end of the programme.
Elements of sustainability	Partner organization in Passau still continues doing the programme. After the dissemination event in Sofia the Bulgarian partner was contacted by 4 other Bulgarian organisations who asked for the materials and said that they will use them to start their own programmes.

Elements of transferability	The materials and documents created are designed to offer any willing organization the guidelines, tools and resources for implementing a similar volunteer programme successfully and efficiently. They are available online in Bulgarian, English, German and Romanian and are free of charge.
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Bulgaria: Bread Making for Inclusion

Locations	Sofia
Level of implementation	Local
Name(s) of implementing institutions: Partners/Supporters:	Main implementing institution: Bulgarian NGO International Council for Cultural Centres, Bread Houses Network (BHN) Program Partners: Council of Refugee Women in Bulgaria , Multi Kulti Collective , UNHCR - the UN Refugee Agency in Bulgaria , Caritas-Sofia
Main idea behind it, initial situation (why?)	<p>Organising collective bread making and community events aiming at inclusion can engage all migrant groups including women and young men, but also children and whole families.</p> <p>It addresses the challenges in the area of inter-cultural dialogue and cultural participation as well as in the participation in local public life. More precisely, the practice helps to overcome the following issues faced by migrants in the country of acceptance:</p> <ul style="list-style-type: none"> - Lack of varied and public events in which to meet and interact with local community; - Limited access to events with the local community members, caused by lack of information, of protected and safe environment, of transport possibilities, language barriers, etc; - Cultural barriers caused by different religious beliefs, different ways of thinking and behaviour. <p>Moreover, this is one of the very few initiatives contributing to the social empowerment of migrants and creating opportunities for them to freely express themselves and share their opinions, skills and culture.</p> <p>Another issue that the solution is partly resolving is the living conditions in the Registration and Reception Centers where migrants are placed, such as limited space for food preparation and cooking, as well as food supplies.</p>
Objective (what for?)	The mixed bread making workshops, culinary lessons and events for game playing create possibilities for natural and direct communication. All events are being carried out with the help of interpreters who assure the mutual understanding.

	<p>All steps of the workshops based on the “Theatre of Crumbs” method aim at fostering the communication but also at direct cooperation.</p> <p>The Culinary Exchange is a form of workshop, which puts the migrants in the role of leaders and experts by making them facilitators. The events are organised in an informal way so that there is a lot of space for questions, discussions and knowledge sharing.</p> <p>During playing of the game „Build a Bread House” the participants are invited to work together by sharing their observations, opinions and ideas, but also by discussing solutions of social issues and taking democratic decisions.</p>
<p>Description of practice (what?)</p>	<p>The practice “Bread Making for Inclusion” consists of innovative, creative collective bread making workshops and community events aiming at:</p> <ul style="list-style-type: none"> - mixing migrants with local people and creating possibilities for interaction and cultural exchange which leads to overcoming prejudices and community building; - providing a safe space for migrants where they can engage in creative activities, spend time out of their everyday environment and improve their language and social skills. <p>To meet this objective, BHN is organising various social inclusion events based on proven community building methods, in particular the method “Theatre of Crumbs”. It consists of drawing in flour images expressing ideas on a collectively chosen topic, then connecting the images in a joint story, mixing dough in couples and making bread figures as puppets that finally play out the collective story composed by all participants.</p> <p>To meet this objective the BHN organises the following types of “Theatre of Crumbs” events:</p> <p>Mixed educational bread making events for children (4 and 14 years old) from the migrants’ and the local community. They improve the language and social skills of the children, but also foster inter-cultural dialogue by creating a possibility for the parents to interact in a natural and fun way.</p> <p>Mixed bread making events for young people (15 and 25 years old) from the migrant and the local community. They create space for direct communication; inspire the young people to envision their future professional and social development in the new context; enable overcoming of stereotypes and lead to inter-cultural dialogue.</p> <p>Migrant bread making events for groups of children migrants and/or women migrants. These events provide a uniquely home-like, safe environment for engaging in an amusing and relaxing activity. It gives space for self-expression but also a possibility for improvement of language skills and acquirement of new abilities.</p> <p>Additional instruments used together with the solution are:</p>

	<p>Culinary exchange - refugee women present their traditional pastry recipes to the local community. The event fosters empowerment of the women-facilitators through interaction, collective activities and sharing knowledge and traditions.</p> <p>Playing a board game on social entrepreneurship - mixed groups or migrant groups are engaged in playing the game „Build a Bread House”, part of the „Bakers without Borders” educational game created by the BHN Founder, Nadezhda Savova-Grigorova. The players identify the problems and challenges of their community or country; they collectively imagine and propose solutions through creating a social enterprise and developing a basic business model. The event inspires and teaches basic social entrepreneurship skills, offers ideas for professional development and fosters overall empowerment of the participants.</p>
Managed/driven by	<p>Civil society, namely:</p> <p>The Bulgarian NGO International Council for Cultural Centres - Bread Houses Network Program</p>
Time-frame (start/end/ongoing)	<p>Start: May 2016</p> <p>Ongoing</p>
Stand-alone initiative or incorporated into other initiatives?	<p>The Culinary Exchange events are being organized as a stand-alone initiative and the other events as part of other current projects, namely:</p> <p>“We are all made from the same dough” (November 2017 – June 2018), financed by United Nations High Commission for Refugees</p> <p>The was implemented by the Sofia Bread House together with the Council of Refugee Women Association in Bulgaria and financed by the United Nations High Commission for Refugees. Its purpose was to lead to a better integration of the refugee community in Bulgaria. As part of the project, children between 7 and 11 years of age from the refugee (Syria, Afghanistan, and Iraq) and the local communities participated in a series of educational activities, while their parents had the chance to get to know each other.</p> <p>“B(re)aking Bread and Borders” (November 2017 – October 2018), financed by the Niwano Peace Foundation</p> <p>The project is implemented by the Sofia Bread House in cooperation with the Plovdiv Bread House. Its purpose is to lead to overcoming stereotypes between Bulgarian young people and the main minority groups in Bulgaria - Turkish, Roma, Armenian and Jewish, as well as new minority groups from different Arabic countries.</p> <p>“Like at home – we make bread, we share, we play” (March - July 2018): financed by International Organization for Migration (IOM) and the Fund for Asylum, Migration and Integration of the European Commission</p>

	<p>The project was implemented in cooperation with the Council of Refugee Women in Bulgaria. Its aim was to contribute to the integration of children from families seeking protection and women seeking protection from Syria, Iraq, Iran, and Afghanistan. As part of the project the Bread Houses Network hosted 12 events: 6 educational bread makings for children and 6 community bread makings for women.</p>
Main target group (nationals, non-nationals - types)	<p>Nationals:</p> <p>EU nationals - Bulgarians</p> <p>Asylum seekers/international protection status holders from Syria, Afghanistan and Iraq</p>
Promotion:	<p>The events have been promoted mainly through the social media profiles and the web pages of the Bread Houses Network and the partnering stakeholders. Most of the publications are in Bulgarian language but some of them are also translated to English.</p>
Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination	<p>No</p>
Methods of language/content teaching	<p>All events are being carried out with the help of translators.</p> <p>The <i>Mixed educational bread making events for children</i> from the migrants and the local community improve the language skills of the children by creative activities in which the migrant children learn Bulgarian in a fun and informal way.</p>
Accessibility:	<p>Costs: The events are with free entrance for the participants</p> <p>Obligatory: no</p> <p>Eligibility criteria: The participants from the local community are invited through social media and there are no criteria for their participation. The participants from the migrant community are invited to participate by the partners of the BHN - stakeholders that work directly with the migrants community according to criteria adapted by them.</p>
Budget, sources of financing	<p>Project basis</p>
Sources and references (hyperlink(s))	<p>Mixed educational bread making event for children:</p> <p>„We're all made from the same dough”, 24.02.2018, topic: My mother language</p>

	<p>Mixed bread making events for young people: „B(re)aking bread and borders”, 13.07.2018, topic: Who am I and what are my challenges”</p> <p>Migrant bread making event for children migrants: „Like at home – we make bread, we share, we play”, 19.06.2018, topic: My friends</p> <p>Migrant bread making event for women migrants: „Like at home – we make bread, we share, we play”, 7.03.2018, topic: Who am I and where do I come from?”</p> <p>Culinary exchange: „Breads of the East”, 17.02.2018, content: sharing 3 different pastry recipes from the Middle East</p> <p>Playing a board game on social entrepreneurship: „B(re)aking bread and borders”, 13.05.2018, topic: The social issues in our community</p>
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Impact Assessment foreseen?	No
Which actors of host communities are included?	<p>All events carried out by the BHN that include specific vulnerable groups are being organized in partnership with stakeholders that work directly with the migrants’ community (Council of Refugee Women in Bulgaria, Multi Kulti Collective, UNHCR - the UN Refugee Agency in Bulgaria, Caritas-Sofia). The BHN partners analyze the needs, interests and abilities of the target group and together with the BHN team develop programmes that are adequate and issue-focused, as well as adapted to the current dynamic of the groups.</p> <p>For the organization of Mixed educational bread makings for children BHN cooperates with local public schools as well as private education centers willing to include their students in the events.</p> <p>The participants are also included in choosing the content of the events, which derives from the interests of the groups and is chosen in a democratic and participative way, thus corresponding to the needs of the participants.</p>
Degree of inclusion:	Voluntary
Why can racism and xenophobia be countered through social orientation of non-nationals?	‘Bread Making for Inclusion’ derives from the concept of the Bread House to be an accessible and friendly space where people from all walks of life can gather and participate in collective creative activities in a manner that underlines their equality and takes into account their different abilities.

	<p>The BHN team believes that xenophobia and discrimination can be countered through direct communication cultural dialogue. Both the mixed bread making workshops, culinary lessons and events for game playing aim at creating various and regular possibilities for natural and direct encounters. All events are being carried out with the help of translators who assure the mutual understanding and give the possibility for all participants to express themselves freely and in their own language.</p> <p>Moreover all steps of the workshops based on the “Theatre of Crumbs” method aim at fostering direct cooperation, through:</p> <ul style="list-style-type: none"> - democratic choices - the group takes a democratic decision about the event topic; - presentation of the personal point of view - each participant shares his/her opinion and idea on the topic; - sharing sensitive personal stories – bread with its touch, aroma, and symbolism of home and family touches people deeply and it helps them easily open up to the others; - team work - the participants work in pairs; - group work - the event ends with collective storytelling and sharing of bread. <p>Another thing that influences stereotypes is showing positive individual examples. The Culinary Exchange is a form of workshop, which puts the migrants in the role of leaders and experts by giving them the function of facilitators. Here, they can present their abilities and knowledge by which they show a good individual example. The events are organized in an informal way so that there is a lot of space for questions, discussions and knowledge sharing.</p> <p>Another way of counter the xenophobia is by showing the potential contribution of migrants to society. During the events devoted to playing of the game „Build a Bread House” the participants from the migrant and the local community are invited to share their observations, opinions and ideas, but also to discuss solutions of social issues and to develop common plans for social initiatives.</p> <p>The experience of the BHN shows that the events with the participation of migrants and especially the mixed events attract great media attention. This contributes to their promotion and visibility and attracts more local people and community members. Thus, the media coverage also helps change and improves the image of migrants in society and foster more social acceptance.</p>
<p>How can the impact of this practice be measured/made measurable?</p>	<p>As big part of the participants are migrants who are temporarily living in Bulgaria, the participants in the groups often change. This makes any long-term observations and measuring the impact difficult. Nevertheless, the organizers of the events are asking for feedback and personal opinions after the meetings. The feedback after all workshops has been very positive and all participants have expressed their willingness to participate again in such events.</p>

	It is possible to introduce questionnaires that would measure the impact before and after the event, but there is a risk that this would influence the whole atmosphere of the meetings by making them more formal.
Elements of sustainability	'Bread Makings for Inclusion' as well as all community events developed by the BHN can be carried out in every socio-cultural environment or time period, no matter of religious background and food restrictions related to it. The methods have been gaining popularity and supporters for more than 10 years which proves their sustainability.
Elements of transferability	A major advantage of the practice is that it is logistically simple to organize and does not require any special conditions. The bread makings, the culinary lessons and the game playing can be organized indoors as well as outdoors. The materials (such as flour, salt, sugar, yeast, water and optionally other basic ingredients for the culinary exchange) as well as the setting (such as tables, bowls, sieves and optionally aprons and chairs) needed for the workshops are affordable and accessible and can be easily adapted to the resources of the organizers and the participants. This makes the practice sustainable and not limited to any particular time and logistic conditions.

Belgium: Welcome to Antwerp App

Level of implementation	Local
Name(s) of implementing institutions	Atlas Antwerpen - an integration and civic integration centre that provides information and support to organisations and newcomers with a non-Dutch mother tongue City of Antwerp
Partners/Supporters	Digipolis Antwerp - an organisation assisting policy makers in Antwerp (and Ghent), specialised in ICT
Main idea behind it, initial situation (why?)	<ul style="list-style-type: none"> - Combatting the digital divide for newcomers with a different native language, low skilled people or people without digital skills. They need to contact and interact with many organisations, services (online and offline) when they arrive while access is often difficult (no computer, insufficient language skills, etc.); - Providing an alternative to a static document with useful addresses on paper.
Objective (what for?)	<ul style="list-style-type: none"> - Providing customised information; - Providing up to date information; - Diminishing the digital divide (digital tool custom made for the target group while still being useful for nationals).
Description of practice (what?)	<ul style="list-style-type: none"> - Only available in Dutch and can be installed on a smartphone or tablet; - Provides the newcomer with personally relevant useful addresses of organisations and services in Antwerp, based on the address of the user or his/her current location, saved on their phone, not on a server; - Shows the organisations with an address and a map including one's current location and home address. The list is stored on the phone and therefore also available offline. It is also possible to click on 'plan my route' which allows users to see how to get there; - Gives information and pictures of items that people should bring to the location; from pictures of ID cards, driving licenses and tax papers, to pictures of swimming gear and coins one should bring to make use of the local swimming pool; - Several headers in the app that guide users to detailed information - alarm numbers, living, administration, Dutch, studying, work, health, children, free time, transport and documents;

	<ul style="list-style-type: none"> - Information organised in a uniform and simple way, similar to Facebook and WhatsApp, in the colours of the city of Antwerp, language is easy and concise; - Auditive support available allowing people to hear the correct pronunciation of words, an extra chance to practice their Dutch; - Visual support available - pictures and documents to bring, easy to read logos to increase organisations' recognisability.
Managed/driven by	Government, Atlas Antwerpen and City of Antwerp
Time-frame (start/end/ongoing)	<p>Start and funding procedure: September 2016</p> <p>End: March 2018 with launching the app after pilot phase</p> <p>Currently ongoing</p>
Stand-alone initiative or incorporated into other initiatives?	Stand-alone
Main target group (nationals, non-nationals - types)	Nationals, EU nationals, third country nationals, asylum seekers/international protection status holders
Promotion	<p>Promotion for this app is made in several ways:</p> <ul style="list-style-type: none"> - Oral promotion seems to be most powerful - used in all social orientation classes (taught in over 30 languages) in which the candidates download the app, learn how to use it; they are encouraged to save their address in the app, in order to find the services located in their vicinity. - Printed promotion (in simplified Dutch) is also used. Flyers and posters can be found at different locations in Antwerp such as city services. - Digital promotion also constitutes an important way to promote the app. The website of Atlas Antwerp promotes the app in their Dutch language section. It explains the functioning, shows screenshots and features a youtube movie. The app is also featured on the Atlas Antwerpen Facebook page. Lastly, a promotion movie is made to use in class situations. This video exists in English, Arabic, Polish and Spanish language versions but cannot be accessed online.
Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination	Yes

Methods of language/content teaching	App is promoted and taught during social orientation classes but is free to download and use for everyone.
Accessibility:	<p>Freely accessible, one just needs access to a smartphone, size 34,4 MB, suitable for both iOS and Android.</p> <p>Obligatory: no</p> <p>Research has shown that in every class of social orientation, almost everyone, over 85%, uses a smartphone, for those not having one, 80 tablets are available in Atlas.</p>
Budget, sources of financing	<p>40.000 EUR for the creation of the app and 5 years of technical support, provided by the City of Antwerp and Atlas Antwerp.</p> <p>After the app has been launched, the maintenance costs are to be taken up by Atlas Antwerp. Personnel costs are not included in the budget.</p>
Sources and references (hyperlink(s))	<p>https://www.atlas-antwerpen.be/nl/nieuw-in-antwerpen/app-welkom-in-antwerpen</p> <p>https://www.digipolis.be/</p>

<p>Impact assessment foreseen?</p> <p>How often?</p> <p>By whom?</p> <p>Is the target group involved into the evaluation/impact assessment? If yes: how</p> <p>Methods of impact assessment</p> <p>Indicator based? If yes: please name some indicators</p>	<p>The app is constantly monitored and updated. Once a year, an evaluation is foreseen with the project group and developers. It is never possible to connect personal info to people's activities. Organisations featuring on the app are also regularly contacted for evaluation.</p>
Which actors of host communities are included?	Social orientation teachers, service providers
Degree of inclusion:	Voluntary/institutionalized
How can racism and xenophobia be countered through this activity?	<p>The Welcome to Antwerp is an app that offers people direction to services they can contact directly, without reference of other organisations. Legal information and information about discrimination, for example, can be found in various locations.</p> <p>'Living' (in Dutch: wonen) provides information on searching for a home, moving, gas, water and electricity, garbage, second hand products, police, financial</p>

	<p>information and legal information. It guides the user to a bureau for legal aid, 'woonkantoren' (offering free info on building, renovating, letting and renting and living in Antwerp), a renters' organisation, UNIA (i.e. the Federal Equal Opportunities Centre, in case of discrimination) and the city department in charge of rental mediation. Several of these organisations are relevant for newcomers in cases of discrimination or other legal issues.</p> <p>'Administration' allows users to choose between questions about administration, city services, legal information on residence and taxes. It guides users to a bureau for legal aid, the office in Antwerp in charge of return migration, a social centre for foreigners where free legal counsel might be offered and the CAW, an advisory organisation focusing on migration.</p> <p>In the future, another important contact will be added, namely the Ombudsperson. This is a person one can contact to file a complaint involving the city services of Antwerp.</p>
<p>How can the impact of this practice be measured/made measurable?</p>	<p>For now, only the number of downloads is visible for the developers. In the future, more elaborate user analytics will also be available and a questionnaire will be rolled out in classes in order to see which items are most sought after on the app.</p>
<p>Elements of sustainability</p>	<p>The app is used in many different social orientation classes, when information needs to be sought, people are encouraged to use the app, and store the information that is useful for them. The success of the app can be attributed to the promotion and usage in class. Even when people are hesitant or skeptical at first, they later realise the power and usefulness of the app. Usage at several instances in the 60 hour social orientation course proves to be very fruitful. Besides the social orientation teachers, other employees at Atlas (such as coaches or in Dutch trajectbegeleiding) also inform newcomers about the app. Persons themselves are also encouraged to tell others about the app to increase the exposure.</p>
<p>Elements of transferability</p>	<p>For now the app only exists in Antwerp but other Belgian cities are developing their own. Mechelen, Bruges and Kortrijk for example are working on this with their own developers. However, it could be very well feasible to base future apps on the framework and content of the Welcome in Antwerp app. This would downsize the development costs considerably. The digital developers can assist in the creating of such new city apps. The wireframes exist and just need to be white labelled in order to function as a basis for new apps. So far this has not happened yet. Atlas Antwerp does not seek to sell the app but is open to contact in order to benefit from their digital work and the exploratory research into what users actually need. Besides transferability to other cities, the app can also be used in other instances. An example is prisoners who are about to be released. They can use the app to help them start building up their life outside prison.</p> <p>The developers can be contacted through the RACCOMBAT team for further information if interested.</p>

Belgium: DISCRI database

Locations	Wallonia (regional implementation)
Level of implementation	Local
Name(s) of implementing institutions	DISCRI - a small organisation that assists the eight regional integration centres in Wallonia on technical, logistic and pedagogic matters; in charge of the training for the integration professionals - 5 days (and 2 days per year as follow-up).
Partners/Supporters	8 CRIs (regional integration centres)
Main idea behind it, initial situation (why?)	<p>Demand for ongoing support of teachers in social orientation courses</p> <p>DISCRI and CRI interviewees insist on the importance of not using the concepts of teaching a course, school, teacher etc., but using 'délivrer une formation' which translates as delivering or providing training and suggests a more equal relation between the participants and the instructor.</p>
Objective (what for?)	To provide ongoing support for social orientation instructors during their teaching career, as the database where teachers can find and download information for their courses is regularly updated.
Description of practice (what?)	<p>In Wallonia, the DISCRI has developed a very extensive database or server for integration professionals to assist them with materials in teaching civic integration or social orientation programmes - both the <i>formation à l'intégration citoyenne</i> (FIC; language level A2+) and the <i>ateliers d'orientation citoyenne</i> (AOC; language level below A2). The teacher decides which topics to treat because the information on the server is way too extensive for the 20+ hours course of social orientation and will still be even if the course load is enlarged to 60 hours, as planned.</p> <p>For each topic, several information sheets with informative summaries are provided, as well as other supporting documents and materials such as pictures and examples of exercises, for some topics more than 15 files are enlisted.</p> <p>Some documents are very concise, but others can also include complicated legal texts or several very long documents.</p> <p>Teachers choose what to use and what to leave aside.</p>

	A 70 page detailed instruction manual is available as well on how to teach within the framework of <i>formation à l'intégration citoyenne</i> .
Managed/driven by	Other Stakeholders
Time-frame (start/end/ongoing)	2012-today
Stand-alone initiative or incorporated into other initiatives?	Incorporated into other initiatives
Main target group (nationals, non-nationals - types)	Third country nationals, asylum seekers/international protection status holders
Promotion	<p>There is only oral promotion for this database in the courses for the integration professionals.</p> <p>It can also be found on the DISCRI website but it is hidden under a 'reserved' part of the website.</p> <p>The website and the database itself are in French with some brochures in different foreign languages in the <i>ateliers d'orientation citoyenne</i> section: Albanian, English, Arabic, Armenian, Spanish, Farsi, Mandarin, Portuguese, Romanian, Russian, Serbo-Croatian, Swahili and Turkish.</p>
Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination	Yes
Methods of language/content teaching	<p>The programme is based on the intercultural method which departs from the situation of the country of community of reference in order to learn about the host country. The cultural situations are levelled and equal importance is given to both. In finding similarities and difference, the so-called '<i>espace culturel convergent</i>' (convergent cultural space) is used - shared manners (implicit or explicit), behaviour, judgements, rules, norms, codes, beliefs, attitudes, expressions of emotions. This rests on the idea that 'cultural spaces' of people of different origins overlap. Despite differences, there will always be some degree of convergence and it is both interesting and useful to discover Wallonia departing from this.</p> <p>The intercultural teaching method encompasses 5 steps allowing the teacher and the participant to discuss. The ideas and stereotypes beneficiaries might have are used as a starting point.</p>

	<ol style="list-style-type: none"> 1. Expressing and questioning representations of their country, community or state of reference through thinking about similarities and differences between people's representations. 2. Expressing and questioning their representations of Wallonia and/or Belgium again through finding similarities and differences. 3. Comparing the representations of their countries of reference with those of Wallonia and/or Belgium. 4. After the teacher has given information and further explanation regarding the theme at stake, similarities and differences between the information taught and the representations of the participants regarding their countries of reference and Wallonia and/or Belgium are underlined. 5. Afterwards, discussion about what has caught their attention follows, signaling elements belonging to the '<i>espace culturel convergent</i>', discussing what they have learnt and unlearnt, whether this changed their perception of Wallonia and Belgium, their community or country of reference and whether they consequently foresee a change in their behaviour or whether this leads them to individual action.
<p>Accessibility:</p>	<p>Costs: no</p> <p>Obligatory: no</p> <p>Teachers can access once they obtain the password and login. The developer is in favour of open access and allows everyone interested to access.</p>
<p>Budget, sources of financing</p>	<p>2012-2016 European support,</p> <p>2016-now support through the 8 integration centres</p> <p>Every regional integration centre (CRI) supports the DISCRI with 20.000 EUR per year. Other financial sources need to be found. These funds are for the general functioning of DISCRI, which goes beyond the work on the database.</p>
<p>Sources and references (hyperlink(s))</p>	<p>DISCRI, Droits fondamentaux</p> <p>DISCRI, Elément théorique, fiche N°3 l'espace culturel convergent</p> <p>DISCRI, Manuel de la délivrance de la formation à l'intégration citoyenne</p> <p>DISCRI, Module 2, Fiche N°3</p> <p>DISCRI, Module 4, Fiche N°4</p> <p>DISCRI, Module 3 Fiche N°5</p> <p>www.discricri.be</p> <p>http://www.discricri.be/wordpress/wp-login.php</p>

	Login and password available through the RACCOMBAT team
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Impact assessment foreseen?	No information available.
Which actors of host communities are included?	The target group of this practice is integration professionals, who are going to teach the newcomers. By informing them correctly about suitable content for their courses, the indirect target group is approached appropriately. The indirect target group is newcomers in Wallonia.
Degree of inclusion	Institutionalized
How can racism and xenophobia be countered through this activity?	<p>These topics are treated transversally and from time to time throughout the courses. The topics however remain problematic as the information is only provided to newcomers who can be victims to racism and xenophobia information. The host society is not involved in these courses. Rather than focusing on racism and xenophobia, the goal is to let newcomers find their way. Giving advice on how to convince a landlord to rent or to make sure an employer hires them despite possible negative stereotypes might be more beneficial than learning on how to report cases of discrimination.</p> <p>An analysis of the database focusing on central items shows where certain topics are treated. The main principles of the Constitution and values of society are present in many of the documents. For example in module 2 'Being and acting in new political contexts' multiple references can be found. The next sheet 'Belgium: parliamentary democracy – constitutional monarchy – <i>état de droit</i> – the separation of the three powers of the state' contains even more relevant information. In module 4 'Being and acting in new socio-cultural contexts', a topic that is not included anymore in the <i>formation à l'intégration citoyenne</i>, is present on the server nonetheless. It deals with the rights and the limits related to religious practice. Further reading for the teacher is advised.</p> <p>Prohibition of discrimination is divided over other topics in the teacher information. In module 2 'Being and acting in new political contexts', a colourful two-page document explains the basics of fundamental rights. Each form of discrimination is explained as forbidden, for example discrimination related to work, housing, administrative services and private services. In Module 1 'Creating solid foundations for intercultural communication' the topic of prejudices, stereotypes and discrimination is present. This is not part of the <i>formation à l'intégration citoyenne</i>, but teachers are presented with teaching materials such as exercises and questions to discuss. Furthermore, extensive information is available in the context of labour discrimination and housing. In Module 3 'Being and acting in new professional and education related</p>

	<p>contexts' there is more information, specifically in the context of finding a job and on the workspace.</p> <p>There is no module or topic that treats justice and law enforcement as a whole. Instead, information on the topic is rather dispersed. Violation of one's rights (focusing on hate crime and hate speech) is not present in the database. At most, it can be said that these topics are treated transversally and not explicitly. The same holds for rights or suspects and accused: it might be brought up if participants ask for it but, there is no focus on this. Lastly, legal aid and access to justice are mentioned in Module 5 dedicated to daily life, but no supporting documents are available as for the other topics. Only two secondary sources appear.</p>
<p>How can the impact of this practice be measured/made measurable?</p>	<p>No information available</p>
<p>Elements of sustainability</p>	<p>The database's sustainability lies in its support by the regional integration centres.</p>
<p>Elements of transferability</p>	<p>The database itself is not transferable but the idea to set up such a tool for teachers is. Other databases could be set up, modelled along the same lines. Also the way classes have been set up could be transferred. Creators of the database have explicitly allowed to share the access codes in order for the work to be available for anyone who might be interested.</p>

The Netherlands: Self-Study Material Civic Integration

Level of implementation	National
Name(s) of implementing institutions Partners/Supporters	Different publishers
Main idea behind it, initial situation (why?)	<p>What follows here is a short and necessary description of the current situation of civic integration policy in The Netherlands. In the remainder of the table, the focus shifts to the good practice of the study materials.</p> <p>In the Netherlands, social orientation finds itself at a turning point. Despite the latest major changes in 2013, there are still too many obstacles for <i>inburgering</i> (civic integration) to be a good start to life in Dutch society. According to the minister in charge, the system is too complicated and ineffective. There is no sufficient connection between <i>inburgering</i> and actual participation in society, for example through work. One of the 2013 changes concerned people paying for their own integration trajectory, for which people were able to take a loan. This led to a rise in demand for courses, and a decline in quality. The fact that people arrange their own trajectory and budget led to a rising amount of scroungers on the market causing trouble and even fraud. The loan system caused also course prices to rise. Despite many changes, the system is not deemed quick, adequate and effective enough for large populations.</p> <p>In the summer of 2018, the minister in charge published an extensive letter about intended changes. New policy is expected to enter into force in 2020. The letter proposes a new direction of thought for new policy, built along 6 topics that are expected to completely reshape Dutch civic integration policy.</p> <p>The most important changes include:</p> <ol style="list-style-type: none"> I. Broad intake and continuance in the trajectory – the goal is to be more efficient and lose less time; II. Personal plan for civic integration and participation – obligation to obtain results and proper management – the creation of a personal plan of integration and participation (PIP), made to measure for each individual; III. Increasing language level to B1 and development of ‘learning routes’ - language demands will go up to B1 for those who are able, no easy distribution anymore of statements that people are unable (and thus exempted of civic integration), etc. IV. Reshaping the market for integration courses - loan system will be abolished, municipalities will be back supervising integration trajectories and selecting

	<p>course providers instead of the migrants themselves, regional cooperation between municipalities to provide best offer etc.</p> <p>V. Modernising the exam system - the terms of the 'knowledge of Dutch society' exam will be revisited and if necessary, revised. Fundamental shared values and knowledge of the legal state and democracy maintain their leading importance.</p> <p>VI. Better supporting asylum migrants - focus on activating asylum status holders and 'unburdening' them. Self-reliance, responsibility of status holders is important and the municipalities unburden status holders by paying their rent and other fixed costs from their social benefits. The status holder receives the remainder.</p>
Objective (what for?)	<p>Based on the existing solid terms of what civic integration should include, a variety of (self) study materials have been developed, allowing people to study for the civic integration exam, and thus improving their knowledge of Dutch society.</p> <p>Whereas in other countries, materials are sometimes created ad hoc by teachers and schools and not freely accessible, the Netherlands has a wide array of possibilities to choose from – both recently revised methodologies and online schooling possibilities (see below).</p>
Description of practice (what?)	<p>"De Graaf, Willemijn (2018) "TaalCompleet KNM Kennis van de Nederlandse Maatschappij"</p> <p>Gathier, Marilene (2015) "Welkom in Nederland, kennis van de Nederlandse maatschappij voor het inburgeringsexamen"</p> <p>Koot, Nelleke (2017) "Bagage"</p> <p>The latter book includes 18 months of online access to extra materials on the publisher's website. The code can also be bought separately.</p> <p>On the website of <i>ik wil naar nederland</i> (I want to go to The Netherlands) one is able to do self-study for 2.50 EUR per week. The materials are focused on studying Dutch and gathering knowledge of Dutch society. These materials are available in English, Spanish, Portuguese, French, Russian, Arabic and Chinese.</p> <p>The organisation in charge of examination, DUO, has several practice exams on their website for the different components of the exam (reading, writing, speaking, listening and knowledge of Dutch society).</p>
Managed/driven by	Publishers
Time-frame (start/end/ongoing)	<p>Ongoing, since the start of the civic integration policy</p> <p>Ever since the civic integration policy was put into place, a great variety of materials has been developed to assist teachers and participants in their (self) studies. They have all been based on the terms set by the ministry and their most</p>

	recent version dates back to 2013. It is likely that an update of these terms will come after the announced changes have been effected.
Stand-alone initiative or incorporated into other initiatives?	Stand-alone
Main target group (nationals, non-nationals - types)	Third country nationals, asylum seekers/international protection status holders - non-nationals who want or who have to participate in civic integration and who consequently have to train for the exams.
Promotion	Oral, Printed, Online Study materials are mostly in Dutch but some English books exist. Online materials are more often available in different languages.
Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination	Yes
Methods of language/content teaching	Self-study, online teaching or teaching in class
Accessibility:	Costs: free up to around 40 EUR for the materials enlisted. Sometimes a small fee exists for online access. The online course mentioned above costs 2.50 EUR per week. The practice exams of DUO are freely accessible. Obligatory: No Eligibility criteria: accessible for anyone
Budget, sources of financing	Publisher finances
Sources and references (hyperlink(s))	'Ik wil naar Nederland' https://www.ikwilnaarnederland.nl/blijf-nederland/ , Online study material 'Inburgeren' https://www.inburgeren.nl/examen-doen/oefenen.jsp Free practice exams

Impact assessment foreseen?	No information available
Which actors of host communities are included?	Publishers and civic integration experts
Degree of inclusion:	Institutionalized
How can racism and xenophobia be countered through this activity?	<p>It needs to be seen to what extent course materials can genuinely aid in combatting racism, discrimination and xenophobia, but the topics are superficially treated in the terms on which all these materials have been based. For example, theme 2 is about Dutch manners, norms and values, where four actions are important:</p> <ol style="list-style-type: none"> 1. Identifying and using different manners in the Netherlands; 2. Dealing with unusual or conflicting habits, norms and values; 3. Participating in social networks; 4. Engaging in and maintaining daily social contacts. <p>In theme 6 on agencies, actions 3 and 4 stand out.</p> <ol style="list-style-type: none"> 3. Dealing with service and guidance from the police; 4. Using legal aid and social services. <p>In the creation of study material both online and in print, these terms have been at the basis since the exams that beneficiaries study for are based on these terms. The extent to which racism, discrimination and xenophobia are present in the study material is likely to slightly differ from publisher to publisher.</p>
How can the impact of this practice be measured/made measurable?	No information available
Elements of sustainability	Elements of sustainability lie in the resources of publishers engaged and the social integration expertise gathered to make these publications.
Elements of transferability	Other publishers or website developers could take up the idea to create content for non-nationals in integration trajectories in other countries or regions. In general, there is a rise in beneficiaries and a demand for qualitative information. If governments provide solid terms in which (obligatory) content is enlisted, the task is already partly executed.

Greece: Greek Language Courses

Locations	Athens
Level of implementation	Local
Name(s) of implementing institutions Partners/Supporters	METAdrasi
Main idea behind it, initial situation (why?)	Since September 2010, METAdrasi has been active in teaching Greek as a foreign language to asylum seekers and refugees. This activity differs from the usual language teaching methods since it has been specifically designed for the needs of the target group (non-nationals): the courses are intensive and adjusted to the language particularities/abilities of the participants, as well as to their subsistence and integration needs. According to METAdrasi, 'teaching of a language to non-native speakers should not be isolated from the surrounding social and cultural conditions', and therefore, cultural orientation sessions, visits to museums, as well as intercultural activities also form part of the curriculum.
Objective (what for?)	The main aim is to achieve fluency in oral communication for beginners (mostly in order to facilitate access to the labor market) in a short period of time, and to certify proficiency in Greek through the appropriate University exams at an advanced level.
Description of practice (what?)	<p>There are four levels of language courses provided twice a week, in groups of 10 to 20 people. In levels A1 and A2 the participants are beginners and cannot communicate in Greek yet except from simple everyday conversations. Therefore the teaching material is constituted by texts or dialogues of authentic speech, covering a variety of communication circumstances in order to be able to respond to real-life needs. Some of these communication circumstances are being held in the market, in public transports, in a public office, at the doctor or in an interview for a job. Material from real city life such as real tickets, receipts or bills is used providing a kind of social orientation.</p> <p>In levels B1, B2 interactive discussions are encouraged and more adult education methods are used. Following the context of multi-cultural education, the courses are learner-centered promoting the participation of students through cooperative exercises while some cultural activities form also part of the</p>

	<p>curriculum such as visits to museums, intercultural events and visits to public spaces.</p> <p>In general, language courses are being perceived holistically aiming not to isolate participants from the surrounding cultural and social environment.</p>
Managed/driven by	NGO
Time-frame (start/end/ongoing)	Ongoing
Stand-alone initiative or incorporated into other initiatives?	Stand-alone
Main target group (nationals, non-nationals - types)	Third country nationals
Promotion	<p>Oral, Printed, Online</p> <p>Languages: English, Multiple languages through posters</p>
Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination	No
Methods of language/content teaching	Lectures, presentations, cultural visits
Accessibility:	<p>Free courses</p> <p>Obligatory: No</p> <p>Eligibility criteria: no criteria</p>
Budget, sources of financing	Private funding
Sources and references (hyperlink(s))	<p>http://metadrasi.org/en/campaigns/greek-language-courses/</p> <p>Until June 2017, 53 educational courses have taken place with 2.015 students</p>

Impact assessment foreseen?	n/a
Which actors of host communities are included?	Language course providers
Degree of inclusion:	voluntary/institutionalized
How can racism and xenophobia be countered through this activity?	Although no specific information is provided on countering racism and xenophobia, language fluency and related activities are an important aspect of empowering migrants for better inclusion in society. Opportunities should be sought for also relating fundamental rights knowledge.
How can the impact of this practice be measured/made measurable?	The impact of the practice can be measured by seeking the feedback of beneficiaries on the usefulness of the courses and their actual impact on migrants' lives.
Elements of sustainability	Sustainability should be sought by trying to build in language courses in an overall integration curriculum with government funding.
Elements of transferability	Language tuition and intercultural activities are transferable, duly adapted in every country context.

Cyprus: Migrant Information Centres (MIC) – miHUB

Level of implementation	National
Name(s) of implementing institutions Partners/Supporters	University of Nicosia Cyprus University of Technology, CARDET
Main idea behind it, initial situation (why?)	The aim of the project is the provision of information and psychosocial services to migrants that reside in Cyprus, in order to achieve their social inclusion in the local society. Four main centres have been setup and operate in Nicosia, Larnaca, Limassol and Paphos to provide informational services on migrants' rights and obligations, translation and interpretation services, job and accommodation assistance, opportunities for learning courses and referrals to other organisations. Furthermore, they inform the local population about asylum and migration, procedures and integration processes and the benefits of multiculturalism on the island.
Objective (what for?)	The provision of services is implemented under a range of different methodologies such as: social and psychological support and use of technological advancement, direct and indirect communication with governmental and other services. The main pillars of the provision of services are the following: <ul style="list-style-type: none"> • Job finding assistance • Referral to language courses • Referral to health services • Social support
Description of practice (what?)	The Centres' working hours are from 10:00 until 18:00 and on Sunday from 10:00 until 17:00. The centres' personnel work with individuals, families and community groups to identify their needs and provide information on a range of options available to them. In addition to that, they work with the local population to raise awareness about the asylum process and migration as well as about living together in a multi-cultural environment. The latter is a core part of daily routine, as they attempt to find accommodation and employment for migrants. Each group of migrants differ regarding the difficulties they face living in Cyprus, which are mainly based on their legal status. The common problems all groups face derive from the existence of institutional racism and social exclusion. The

	<p>Cypriot society is not prepared yet to accept the meaning of diversity and explore the mechanisms and channels which can transform it into an equal and fair society for all human beings. Thus, it is noted that although basic provisions for health, work, accommodation and education are institutionalized migrants have limited access or they do not enjoy the full potential because of unfair treatment by public servants or because simply they are not aware of their rights. In that respect the Centres' professionals intervene by utilizing advocacy skills aiming to ensure their client has been treated fairly. This problem concerns all migrant groups irrespectively of their status.</p> <p>People who belong to the group of asylum seekers and international protection beneficiaries face some specific problems related to their financial situation. The restrictions regarding the labour market for asylum seekers has been a major deterioration for them. In the first six months of their stay they are not allowed to work at all which immediately makes them unable to claim any opportunities for a better quality of life. In this case the Centres respond by mobilizing community and NGO resources in order to cover basic needs of food, accommodation etc. They also provide translation services, CV writing and training on basic work search skills. Apart from the above the Centres also provide psychological support for traumatized people who have escaped from war zones or been trafficked and exploited. Another major difficulty which the Centres are called to respond to is housing. Finding appropriate and cheap accommodation is a serious challenge for most of the migrant groups. Social benefits are limited regarding this field so the Centres' professionals are working constantly in finding accommodation for people with a great variety of needs such as families, single parents, young people etc.</p>
Managed/driven by	EU co-funded project (AMIF) implemented by a consortium of partners
Time-frame (start/end/ongoing)	15/12/2016-14/12/2018 (possibility of renewal)
Stand-alone initiative or incorporated into other initiatives?	Stand-alone
Main target group (nationals, non-nationals - types)	Third country nationals, asylum seekers/international protection status holders
Promotion	<p>Oral, Printed, Online, Mobile</p> <p>Language: English, national language, ten different languages that represent the main groups of migrants who live in Cyprus</p>

Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination	Yes
Methods of language/content teaching	Informal personal sessions
Accessibility:	Costs: free of charge Obligatory: no Eligibility criteria: all types of migrants (regular and irregular) have access to services.
Budget, sources of financing	European co-funded project
Sources and references (hyperlink(s))	www.mihub.eu

Impact assessment foreseen?	Yes
How often?	Although it is not a requirement from the responsible Authority which monitors the development of the project, such an Impact Assessment is prepared every 5-6 months. It includes both statistical details extracted from the online database, interviews with the staff about their progression as well as responses from service users who have been referred to MIC Centres for provision of services.
By whom?	The major part of impact assessment is prepared internally. To secure objectivity and achieve the best results, employees who are not participate into the project implementation (front line activities) undertake the responsibility of collecting the necessary data and proceed to the core analysis of such assessment. It is a process that has been developed to monitor the project's quality improvement based on Prince 2 principles. Furthermore, an external evaluation takes place, from an independent organisation, whose responsibility is to build a relevant questionnaire and collect info from the service users.

Is the target group involved into the evaluation/impact assessment?	Yes
If yes, how?	Each service user is asked to complete a quality of services evaluation sheet, upon the completion of the services provided to him/her.
Methods of impact assessment	Survey questionnaire; Statistical analysis of the online database; Interviews with staff; Interviews with service users.
Indicator based? If yes: please name some indicators	Staff/personnel attitude; Level of provision of information; Satisfactory explanation of procedures; Advocacy; Psycho-social support; Any other kind of support (accommodation, employment, health, social inclusion); Level of quality of services' satisfaction.
Which actors of host communities are included?	MIC service providers, employment and housing stakeholders
Degree of inclusion:	Institutionalized
How can racism and xenophobia be countered through this activity?	The Centres counter racism and xenophobia via supporting non-nationals in obtaining jobs and housing, tackling, among others, possible discrimination. They also mediate actively between migrants and local communities promoting tolerance and multiculturalism.
How can the impact of this practice be measured/made measurable?	Via the data in the online statistical database and the qualitative data extracted from interviews with users.
Elements of sustainability	Via employment of University's long experience and established structure.
Elements of transferability	Via transferring the experience of the existing centres to other regions in need.

Austria: Start Vienna

Level of implementation	Local
Name(s) of implementing institutions: Partners/Supporters:	Vienna Municipal Department 17 for Integration and Diversity in Cooperation with Vienna Municipal Department 35 for Immigration and Citizenship, Vienna Employment Promotion Fund, Public Employment Service Vienna, adult education centre Vienna (lead partner), abz*austria, Institute of vocational pedagogics at the Austrian youth worker movement, Caritas, Diakonie refugee services, Equalizent, Integrationshaus Vienna, Interface Vienna, WUK – Association for the development of open culture and workshop houses.
Main idea behind it, initial situation (why?)	Integration is a two-fold process, which includes the immigrants and the host society. The first two years of stay are most important for the integration prospects. Each immigrant has individual needs (related to country of origin, educational level, age, etc.)
Objective (what for?)	quick orientation and sharing of important information; sharing of information in the target group's mother tongues; support in accessing German language courses and counselling on the first important steps in Vienna according to the individual needs; counteracting de-qualification on the labour market
Description of practice (what?)	Start coaching – getting a head start in Vienna Start coaching is a service offered by Municipal Department 17 - Integration and Diversity (MA 17) for all new inhabitants of Vienna who receive their first-time permission (Erstniederlassungsbewilligung) or a registration for the purpose of family member (Familienangehörige/-r) to stay in Austria for the last two years. Employees of MA 17 who speak the persons' native language or another language they feel comfortable with assist them in finding their way around Vienna. At the start coaching appointment they will receive their Vienna education booklet. This is a booklet where all the language courses, information events, counselling services, and education and further training programmes that they attend are recorded. The education booklet contains vouchers from the City of Vienna for German Integration Courses worth € 300. It also allows persons to attend information events on various useful topics. At the start coaching they will receive the Vienna education booklet and the Vienna language vouchers worth € 300, get comprehensive information about the Integration Agreement, discuss what their next steps should be, get help with finding a suitable German Integration Course, learn how the voucher system works and what the information modules are, get recommendations for counselling centres (finding a job, getting your qualifications recognised, etc.)

	discuss basic questions (registering children for school, compulsory schooling, etc.) receive information on a variety of other relevant topics.
Managed/driven by	Government
Time-frame (start/end/ongoing)	Start: 1.10.2008 Ongoing
Stand-alone initiative or incorporated into other initiatives?	Incorporated into other initiatives within the framework of close cooperation with the named partner institutions
Main target group (nationals, non-nationals - types)	EU nationals Third country nationals Asylum seekers/international protection status holders
Promotion	oral, printed, online languages: Albanian, Arab, French, BKS, Bulgarian, Hindi, Farsi, Pashto, Punjabi, Polish, Romanian, Russian, Spanish, Slovak, Turkish, Spanish, Czech, Hungarian, Ukrainian
Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination	Yes
Methods of language/content teaching	lectures in different languages, with lecturers mainly migrants or refugees too; workshops with interactive elements, inputs and discussions, strong inclusion of participants
Accessibility:	Costs: none Obligatory: (N) Eligibility criteria: newcomers in Vienna (third country nationals, EU/EEA citizens, persons in need of international protection)
Budget, sources of financing	City of Vienna

Sources and references (hyperlink(s))	www.integration.wien.at (Website of Municipal Department for Integration and Diversity) www.startwien.at (Project Website in different languages) http://www.fluechtlinge.wien/bildung/ (Homepage of the Social Fund Vienna) http://www.wienfuervienerinnen.at/pages/de/InstitutionDetail.do?it_1=2100291 (Website of the Municipal Department for Women) www.refugees.wien
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Impact Assessment foreseen?	Yes
<p>How often? By whom? Is the target group involved into the evaluation/impact assessment? If yes: how, Methods of impact assessment Indicator based? If yes: please name some indicators</p>	<p>An evaluation of the service was carried out half a year after implementation, based on interviews with staff members, service users and lecturers. For the evaluation, the City of Vienna commissioned an external institute, which had previously done a needs assessment for the development of START Vienna, based on multilingual interviews with the target group. They were asked about their needs and their opinion about the planned services. The evaluation was not indicator based, but included detailed questions about all services offered: the usefulness of services for the users' daily lives, their motivation to attend a German language course, their German language skills and their satisfaction with the content of the information/ social orientation modules offered, including the understandability of the content and presentation techniques.</p> <p>In 2012/2013, another survey was carried out by a Municipal Department of Vienna, different from the one implementing the programme, on the satisfaction of users with the services provided with multilingual questionnaires developed and disseminated among the target group..</p> <p>More than 1,000 multilingual feedback questionnaires were distributed among the users over three months in 2015. Main issues were: gender, age, mother tongue of the target group, sources of information about the services (85% of all respondents received information about the services via their friends and acquaintances), assessment of content of modules (importance for daily life) and lecturers (respectful treatment, answering questions), recommendations to improve the services. Questionnaires and their evaluation were done internally.</p> <p>There are also quantitative impact criteria, such as the share of START Vienna users among those obliged to attend social orientation courses, who are part of a database. It contains information about those, who are referred to START Vienna by the Vienna Municipal Department 35 for Immigration and Citizenship and how many actually made use of START Vienna services.</p>
Which actors of host communities are included?	<p>The service providers belong to the host community. The teachers and lecturers are mostly migrants or Austrians with a migratory background due to the need to offer mother tongue services to the target group. Excursions and visits in institutions of the host society are foreseen for course lecturers and trainers in the frame of further training constantly received to inform them about Austrian society.</p> <p>Excursions to equal treatment services are planned in the frame of workshops on specific issues, such as racism and xenophobia. Furthermore, in the modules on</p>

	<p>“living together” the target group has the opportunity to tell about conflicts in their neighborhoods or misunderstandings due to cultural differences on which explanations are also given, including information on their rights and what to do in cases of racism.</p>
Degree of inclusion	Some services are voluntary, others are insititutionalised.
How can racism and xenophobia be countered through this activity?	<p>START Vienna constitutes an offer of the host society to the newcomers in their mother tongues - an important welcoming signal that the majority society wants to contribute to newcomers’ wellbeing in Austria and offers them information and access to services fast upon arrival.</p> <p>Issues of racism, xenophobia and discrimination occur in several modules, but mainly in modules on living together and human rights. The feedback survey among service users indicated the information needs on these issues and contained 10 additional topic suggestions to be rated by the respondents. The findings and stories told by the users strongly indicate the presence of this issue in the newcomers’ daily lives. Thus, a separate workshop on racism and discrimination is currently planned to include what to do in case of racism or xenophobia and information about the legal framework. Moreover, practical examples will be discussed. The workshops will start in autumn 2018 and then be offered every third month or every half year.</p>
How can the impact of this practice be measured/made measurable?	<p>Based on this information, the following indicators of impact can be suggested:</p> <ul style="list-style-type: none"> Percentage of newly arrived immigrants, who make use of the services; Share of attendants and those, who complete the modules out of those, who register for them; Service users who would recommend the services to their friends; Reputation of the service in migrant communities; Satisfaction of service users. <p>80% of service users say that the teaching content is very useful for their daily life, 15% say it depends and 5% perceive it as not useful. Issues like housing, waste management, asylum procedures, education system or social affairs play a stronger role for the daily life of the target group than issues like Austrian history or democracy. The target group perceives the latter as interesting, but not that relevant for their daily life.</p>
Elements of sustainability	<p>Early after their arrival in Vienna newcomers receive in their mother tongue important information on the registration procedure, on what to do to renew a residence permit or on the education system, saving them time and energy. All newcomers are obliged to register at the Vienna Municipal Department for Immigration and Citizenship, which refers them to START Vienna. START Vienna closely cooperates with several counselling centres in Vienna, whose feedback indicates that START Vienna makes their work easier, because it provides initial information. Thus, counselling centres may focus on more specific questions and issues of their clients. Furthermore, START Vienna provides vouchers for</p>

	language courses and support in accessing them, which constitutes an important incentive to learn German.
Elements of transferability	The principles of these services - two-sided process of integration involving both immigrants and the host society, the importance of the first two years of stay for the integration process and the individual needs of target group members, according to country of origin, level of education, age, etc. - are transferable as newcomers are in similar situations in every host society. Offering a programme of mother tongue information modules is useful in every larger city with a certain number of newly arrived migrants sharing a language. Smaller cities might put more emphasis on the service desk and translation services available when needed.

Austria: Weichenstellwerk - Sprach- und Lebensschule

Locations	Graz
Level of implementation	Local
Name(s) of implementing institutions Partners/Supporters	Association Gemeinsam Sicher (Safe Together) Municipality of Graz and one of its Holding Companies (monetary funds and premises)
Main idea behind it, initial situation (why?)	Initially, there was a lot of presence of Afghan and Syrian asylum seekers in a park in Graz. The people in the neighbourhood felt insecure. The police and a closely located church figured out together how to offer them meaningful alternatives to staying in the park. Church and police decided to offer them cost free German language courses. The courses were provided by volunteer teachers. A security approach was the initial idea behind this measure: the local population should be calmed down and the asylum seekers should have a meaningful task. The small grassroots-initiative soon become bigger and is now funded and supported by the City of Graz.
Objective (what for?)	Creation of low threshold accessible education and occupation services for the target group
Description of practice (what?)	<p>The service consists of three components: language training, workshops, and leisure time activities.</p> <p>Workshops: uniformed police officers offer workshops on human rights. They consist of input on equal treatment, criminal law, protection against violence. Afterwards, the participants may pose questions. The atmosphere is very comfortable and the participants talk openly. Workshops take 45 minutes and are offered every second month. Sometimes, after these workshops members of the target group dare to report criminal offences that had happened to them, as meetings have a strong trust-building effect.</p> <p>Language training: student teachers voluntarily offer language training, where issues of antidiscrimination, xenophobia and racism are addressed too. Student teachers understand their language training in a holistic manner and offer counselling, advice and referrals to the target group on demand.</p> <p>German language courses, which are part of the mandatory "Startpaket Deutsch" and coordinated by the Austrian Integration Funds, are offered in the Weichenstellwerk too. However, they are offered to a much smaller degree</p>

	<p>than the voluntary courses. E.g. in 2017, there were 120 participants in the volunteer courses and 7 participants in the mandatory courses.</p> <p>Leisure time activities: workshops on arts, music, sports events, hiking, cooking and the like are organised.</p>
Managed/driven by	Civil society, police, church, municipal government
Time-frame (start/end/ongoing)	<p>Start: 2014</p> <p>Ongoing: funding is provided on a yearly basis</p>
Stand-alone initiative or incorporated into other initiatives?	<p>Stand alone</p> <p>Incorporated into other initiatives, namely: Association Gemeinsam sicher</p>
Main target group (nationals, non-nationals - types)	Asylum seekers
Promotion	<p>oral, online,</p> <p>languages: German, Dari, Farsi, Arab</p>
Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination	Yes
Methods of language/content teaching	Input, workshops, discussion
Accessibility:	<p>Costs: none</p> <p>Obligatory: no</p> <p>Eligibility criteria: adult, asylum seeker</p>
Budget, sources of financing	City of Graz, Holding Graz (offers its premises for free)
Sources and references (hyperlink(s))	https://gemeinsamsichergraz.at/weichenstellwerk/

Is impact assessment foreseen?	An evaluation is not feasible given the resources and the size of the staff / infrastructure, but would be necessary, as the initiative is funded by the public.
Which actors of host communities are included?	Civic engagement, structural involvement of the police and the support by a diversity of political actors are among the success factors of the initiative. The police are involved via the workshops, German language teachers (language school and leisure time activities) are involved too. The involvement of further actors of host society is aspired, but currently not feasible. The workshops and leisure time activities are open to the participants of the mandatory language courses too.
Degree of inclusion:	Voluntary
How can racism and xenophobia be countered through this activity?	<p>The way the German language courses are offered to the target group counteracts racism and xenophobia. They are offered low threshold and participation is voluntary. Thus, the services attract members of the target group, who are curious and open for integration into the host society. The respectful interactions between the German language teachers, the office staff and the target group are a strong signal against racism and xenophobia. The fact that German language is taught by volunteers of the host society and the teaching is accompanied by collective leisure time activities and counselling, shows the target group, that they are counselled, supported and the host society cares about them. Translators are part of the Weichenstellwerk team. They support the target group by counselling and explaining them official letters or doctoral assessments. Moreover, they intermediate in case of rental fraud, etc. This way, asylum seekers can see that they are welcome in Austria.</p> <p>The structural embedding of the police into the service is another important element of counteracting racism and xenophobia. Uniformed police officers come and explain the criminal justice system, the rights of the target group and the obligations of the police to them. This way, asylum seekers realise that the police is a service provider too and they may get a positive image of officers. Thus, a trust-building process is initiated for both sides – the police and the asylum seekers. The police signals: in case you have problems, you may come to us and it is our duty to help you. The police workshops already led to the subsequent reporting of crime.</p> <p>Information about anti-discrimination bodies and counselling centres for persons, who are affected by racism and discrimination, is available in the premises of the Weichenstellwerk. In case members of the target group are affected by racism or discrimination, they turn to the language teachers and receive counselling on what to do or are referred to the responsible bodies.</p>
How can the impact of this practice be measured/made measurable?	Reporting to the funding body takes place every third month and mainly includes quantitative indicators, such as the number of participants, the numbers of activities. However, there is no impact assessment.

<p>Elements of sustainability</p>	<p>The volunteer German language teachers are mainly students of educational studies. The voluntary German language teaching hours are eligible for the mandatory internship in these studies. Furthermore, teachers, who do additional training in German as foreign language or German as second language, may get credits for their mandatory internship. Through this work the volunteers obtain competences and experiences, which are important for their later careers. They may act later as important players in the educational system. As teachers to be, they are unlikely to have reservations towards pupils from the target group as they know how to deal with them. They furthermore may share their knowledge and experiences within their networks.</p> <p>The target group itself has the possibility to get in touch with members of the local population to which particularly asylum seekers have limited access. They have the possibility to get to know open-minded Austrians, who have a positive attitude towards asylum seekers. This way, they can see that the Austrian population is diverse and not only reluctant towards refugees.</p>
<p>Elements of transferability</p>	<p>The project is transferable, because the civic engagement is large enough in every city. Having a university or the possibility to study teaching or pedagogics (with mandatory internships) in the city is no precondition. In Austrian rural areas, volunteers teach German even if there is no University in place. However, civic engagement needs to be structured and institutionalised. A paid person, who does all administration and organisation tasks, is needed indeed. Furthermore, an association is needed to apply for funds and to offer premises.</p> <p>A community policing approach within the local police is also needed. At least parts of the police are needed to be open and engaged in prevention and achieving competencies in dealing with the target group. Ideally, the local police should aim at building up key contacts from the target group.</p>

Romania: My Place - Multifunctional Cultural Centre – A Bridge for Integrating Third Country Nationals in Romania

Locations	Bucharest
Level of implementation	Local
Name(s) of implementing institutions	JRS Romania Association
Partners/Supporters	Novapolis Association
Main idea behind it, initial situation (why?)	The idea behind this initiative was to create a multifunctional centre “My Place” that can bring together TCNs, people with a form of protection, and host community representatives through educational, socio-cultural and recreational activities.
Objective (what for?)	The main objective of the project was to support TCN communities to integrate into the host society, and to contribute to the development of a more open, more accountable and more informed society designed to facilitate the bidirectional integration of TCN and increasing the socio-cultural cohesion. Promoting intercultural dialogue within the TCN communities by organising specific activities, and promoting active participation in the community life to which they belong.
Description of practice (what?)	The good practice consists of creating and developing a Multifunctional Cultural Centre as the core of the social, educational, cultural and recreational activities designed for TCNs, aiming to facilitate a suitable environment meant to assist the (multicultural and intercultural) activities of the TCN through their direct support and involvement. The project promotes the Centre to be an appropriate place to conduct three main categories of activities: socio-educational, socio-cultural and recreational, for children, youth and adults, including vulnerable persons.
Managed/driven by	Civil society: JRS Romania
Time-frame (start/end/ongoing)	Ongoing. This practice has been implemented by JRS Romania since 2013; so far all projects are aimed at integrating holders of some form of international protection and TCNs.
Stand-alone initiative or incorporated into other initiatives?	Initially, this initiative was an autonomous one. Later, it was taken as a good practice model and it has been incorporated into other projects.

Main target group (nationals, non-nationals - types)	Third country nationals Asylum seekers, international protection status holders (refugee status, subsidiary protection)
Promotion	Oral, printed, online, mobile application Languages: Romanian (national language), English, French, Arabic, Kurdish
Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination	Yes. Legal information is included into the Romanian language courses and the social counseling sessions and is provided upon request.
Methods of language/content teaching	All the project's activities are being performed by specialized personnel with the support of interpreters and cultural mediators. The programme's activities take into account the preferences of the TCN and are carried out according to the agenda established together with the beneficiaries. A wide range of activities is provided: Romanian language courses, social orientation courses, photography, yoga, self defense, project writing, sporting activities, thematic meetings, multicultural sessions, watching movies, sightseeing tours, etc.
Accessibility:	Costs: free of charge Obligatory: No Eligibility criteria: Any person belonging to the categories: TCNs, International protection holders
Budget, sources of financing	Solidarity and Management of Migration Flows – European Fund for Integration of Third Country Nationals (TCN) and Private Sources.
Sources and references (hyperlink(s))	https://irsromania.org/en/centru-my-place/ https://www.youtube.com/watch?v=ZC91bi1z574

Impact assessment foreseen?	No.
Which actors of host communities are included?	The events organized at “My Place” Centre (such as: intercultural communication sessions, multicultural events, fairs, sports, culinary events, etc) benefit from the support of the following local actors: student associations, embassies, local communities, foreign communities, trained volunteers, media, private sponsors.
Degree of inclusion	Voluntary - the active participation within the events is done on a voluntary basis.

<p>How can racism and xenophobia be countered through this activity?</p>	<p>Romanian language and social orientation courses contribute to combating racism and xenophobia by better adapting and integrating foreign citizens into Romanian society. By knowing the specificity of the host country and the national language, the perception of the native population regarding foreign citizens improves, and reluctance and distrust are reduced.</p>
<p>How can the impact of this practice be measured/made measurable?</p>	<p>The impact of this practice can be addressed by following the social evolution of the beneficiaries in the host country and the degree of their assimilation and inclusion by members of local communities.</p>
<p>Elements of sustainability</p>	<p>The sustainability of this project is ensured by the existence of social networks, developed over time, consisting of trained volunteers, media partners, student associations, that support the center activities designed to connect people.</p>
<p>Elements of transferability</p>	<p>A transferability element refers to the know-how acquired by the: coordinating organisation, project partners, Romanian language teachers, cultural mediators and volunteers involved in the project who have acquired specific competencies in relation to beneficiaries.</p> <p>Another transferable element refers to the specific protocols and working methods developed by the local authorities involved in the implementation of the project.</p>

Romania: REACT_RO: Educational Resources for Learning Romanian Language and Cultural Adjustment of International Protection Holders and Third-Country Nationals in Romania

Country of implementation/locations	Bucharest, Timisoara, Somcuta, Radauti, Galati, Giurgiu
Level of implementation	National
Name(s) of implementing institutions Partners/Supporters	The Intercultural Institute of Timisoara The Romanian Immigration Inspectorate The International Organisation for Migration Romania Schottener Foundation
Main idea behind it, initial situation (why?)	In a study carried out by the Romanian Immigration Inspectorate, it was found that there were insufficient study hours of Romanian language, lack of textbooks and educational resources elaborated according to age and education levels, as well as lack of study materials necessary for cultural accommodation sessions.
Objective (what for?)	The project aims to contribute to the development of a coherent package of educational resources for learning Romanian as a foreign language and social orientation according to the needs of status holders and foreigners in Romania.
Description of practice (what?)	<p>The good practice consists of developing educational tools and institutional capacity (governmental and non-governmental) to facilitate the adaptation and integration of status holders and foreigners into the Romanian society.</p> <p>The educational resource package includes the development of a curricular framework of Romanian language books for adults and children, at differing skill levels (beginner, intermediate and advanced level), accompanied by specific workbooks for Romanian language teachers and learners, and materials needed to assess competencies.</p> <p>Other materials to be developed: a cultural accommodation guide for beneficiaries, translated into 8 languages, and a general cultural orientation guide in 30-45-minute video format available in 8 languages (English, French,</p>

	<p>Arabic, Kurdish, Chinese, Turkish, Pashtu and Tigrinya) and subtitled in Romanian.</p> <p>Upon finalising the necessary materials, a minimum of 100 migrants (status holders and foreigners) will be supported to acquire, through intensive teaching, skills that will facilitate their integration in the Romanian society, such as: abilities to communicate in the Romanian language and to interact with the host society.</p> <p>Within the project, networks of intercultural mediators, volunteers, as well as other entities who interact with/offer services to the target group will be involved.</p>
Managed/driven by	<p>Civil society: The Intercultural Institute of Timisoara</p> <p>Other stakeholders: The Ministry of Education</p>
Time-frame (start/end/ongoing)	<p>Start: June 2017</p> <p>End: December 2019</p>
Stand-alone initiative or incorporated into other initiatives?	Stand-alone initiative
Main target group (nationals, non-nationals - types)	<p>Nationals, EU nationals: People who will receive training to improve their teaching skills - Romanian language teachers, lecturers and social workers</p> <p>Third-country nationals, asylum seekers/holders of international protection status: people who will benefit from Romanian language courses and social and cultural orientation to facilitate their integration process.</p>
Promotion	<p>Oral, printed, online.</p> <p>Languages: Romanian, English, French, Arabic, Kurdish, Chinese, Turkish, Pashtu and Tigrinya.</p>
Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination	Yes.
Methods of language/content teaching	<p>The training programmes use interactive learning methods that involve a wide range of printed or audio-video materials. For example, the course of cultural adaptation of migrants (socio-cultural orientation in the Romanian society) - held before the Romanian language courses - focuses on the acquisition by the participants of the abilities needed to meet their basic needs and overcome the daily challenges involving learning through practical experiences.</p>

	<p>Among the interactive learning methods are discussions, group work, role-playing/simulation games, etc. Innovative and diversified methods used in teaching, especially interactive, take into account aspects of cultural diversity, literacy and education, the special needs of the target group (adapted to the general profile of the learners); they confine themselves to issues relevant to the specific stage of the integration process and have as their starting point the experience of the refugees' country of origin in the development of cultural orientation programmes involving, as the case may be, members of the communities already established. Students are able to experience the values, culture and public services available by encouraging interaction with service providers and host community members in different contexts (schools, places of worship, community centres, public institutions, etc.) and promoting their participation in volunteering and mentoring schemes.</p>
Accessibility:	<p>Costs: Free of charge</p> <p>Obligatory: No</p> <p>Eligibility criteria: Selection based on CV for the teachers to be trained and free registration for migrants who will benefit from the Romanian language courses and socio - cultural orientation.</p>
Budget, sources of financing	The Romanian Immigration Inspectorate - Asylum Migration and Integration Fund
Sources and references (hyperlink(s))	<p>https://www.youtube.com/watch?v=blhsltwWrd0&feature=youtu.be</p> <p>http://www.romaniaeacasa.ro/wp-content/uploads/2018/08/Caiet-engleza.pdf</p> <p>http://www.romaniaeacasa.ro/wp-content/uploads/2018/08/Ghid-engleza-ilovepdf-compressed.pdf</p> <p>http://www.romaniaeacasa.ro/wp-content/uploads/2018/08/Suport-de-curs-pentru-persoane-resursa.pdf</p> <p>http://www.romaniaeacasa.ro/wp-content/uploads/2018/08/Ghid-formatori.pdf</p>

Impact assessment foreseen?	There is no available information on impact assessment.
Which actors of host communities are included?	The actors involved: teachers, social workers, cultural mediators, volunteers, members of the Ministry of Education, members of the Romanian Immigration Inspectorate.
Degree of inclusion:	<p>voluntary/institutionalized.</p> <p>Voluntary participation: teachers, social workers, cultural mediators, volunteers;</p>

	Institutionalized participation: members of the Ministry of Education, members of the Romanian Immigration Inspectorate.
How can racism and xenophobia be countered through this activity?	A person who has knowledge of the society he/she is a member of is more likely to be accepted and integrated by members of the group (community), thereby diminishing the emergence of xenophobic and racist attitudes. Also, an informed person who knows the language of the host country has more opportunities to access the available services and can take measures when his/her rights are being violated.
How can the impact of this practice be measured/made measurable?	The impact of this practice can be measured taking into account indicators that show to what extent the beneficiaries are actively involved in the social life of the community in which they live and the level of interactions with nationals.
Elements of sustainability	The protocols concluded with the Ministry of Education and the Romanian Immigration Inspectorate and the existence of a network of trained specialists increase the likelihood that the project will benefit from new funds in order to continue to provide this type of services to the beneficiaries.
Elements of transferability	The study materials produced within this project may be used by other companies working with foreigners; also, trained specialists can offer their services to the benefit of foreign citizens who need guidance.

Latvia: Support of Social Worker and Social Mentor for Asylum Seekers and Persons with Refugee or Subsidiary Protection Status

Level of implementation	National
Name(s) of implementing institutions	Society Integration Foundation (coordinator), Latvian Red Cross, Association "Shelter "Safe House"" (service providers)
Partners/Supporters	Office of Citizenship and Migration Affairs, Provision State Agency
Main idea behind it, initial situation (why?)	This service was introduced along with Latvia's joining to the EU Relocation Programme and setting up an Action Plan for reception and socioeconomic inclusion of beneficiaries of international protection in 2015.
Objective (what for?)	Social workers and social mentors are intended as main mediators and agents in promoting socioeconomic inclusion of beneficiaries of international protection.
Description of practice (what?)	<p>This service is available while the person awaits for the decision regarding their asylum request, as well as 12 months after receiving the status of international protection and is provided at the region or city of residence (currently - in Riga and Jelgava). The number of social workers and social mentors employed depends on the number of beneficiaries of international protection and the complexity of their needs, thus there are no waiting lines and the service is available as needed. However, this service is not mandatory - if an asylum seeker or a person who has already received the status of international protection does not find it necessary, they are not obliged to set up an individual socio-economic inclusion plan.</p> <p>Social workers and social mentors assist in the initial adaptation period with daily tasks, job search, access to services and assistance. Each beneficiary of international protection meets with their social worker in the first days after arrival and an individual socioeconomic inclusion plan is set up. Social worker should meet with their clients on a regular basis to assess the progress of the plan. Social mentors, in turn, serve more as assistants and mediators in addressing everyday issues, ensuring cooperation with other institutions, accompanying beneficiaries of international protection to various institutions and organisations (and ensuring the presence of an interpreter if needed) to access services, consultations and assistance, assisting in settling formalities (ID cards,</p>

	<p>registration and the employment service etc), helping finding accommodation, etc.</p> <p>By providing such an individual approach, social workers and social mentors can assist in preventing discriminatory encounters, educate representatives of the target group in recognizing discrimination and reporting it, as well as expedite access to necessary institutions in case of discrimination.</p>
Managed/driven by	Government/civil society, namely: Society Integration Foundation (coordinator), Latvian Red Cross, Association "Shelter "Safe House"" (service providers as a result of procurement procedures)
Time-frame (start/end/ongoing)	Start: April 2016, Ongoing
Stand-alone initiative or incorporated into other initiatives?	Incorporated into other initiatives, namely: it is a part of a larger ESF project "Diversity Promotion" that is aimed at promoting employment of vulnerable societal groups. This project is implemented by Society Integration Foundation, a public foundation under the auspices of the Prime Minister, and the various services in the project are publicly procured. Hence, so far there have been two organisations that have provided the services of social workers and social mentors - Latvian Red Cross (from April 2016 until November 2016 and currently, since June 2018) and Association "Shelter 'Safe House'" (from December 2016 until April 2018). This particular project activity is supported by project partners - Office of Citizenship and Migration Affairs and Provision State Agency to ensure the necessary infrastructure for service provision such as the premises. It is as well an integral part of the Action Plan for Movement and Admission in Latvia of Persons who Need International Protection
Main target group (nationals, non-nationals - types)	Asylum seekers/international protection status holders
Promotion	<p>oral, printed, online, mobile, languages: Latvian, English, some materials translated into Russian, Tigrinya and Arabic.</p> <p>There are several modes of promotion of this service.</p> <p>First, all newly arrived asylum seekers are informed about the opportunity to receive the assistance of social workers and social mentors upon arrival at the temporary asylum seekers centre in Mucenieki, Riga region. Similarly, information about this service is provided to beneficiaries of international protection if they seek assistance at the Information Centre for Immigrants.</p> <p>Second, online promotion of this service is done through websites and social profiles both of the coordinating institution - Society Integration Foundation, and of the service provider.</p>

	<p>Third, information about this service is provided to the wider public by creating infographics and overviews of the services provided, the stories of families and their life in Latvia, and as part of an information and awareness raising campaign of the project 'Diversity Promotion' by showcasing the outstanding issues and existing support and successes of representatives of the target group. The latter mode of promotion also serves the purpose of educating the general society about tolerance and anti-discrimination.</p> <p>In addition, indirect integration of this service with other activities of the project 'Diversity Promotion' allows addressing prospective employers and other service providers, hence facilitating the work of social workers and social mentors when performing the role of an intermediary.</p>
<p>Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination</p>	<p>The services of a social worker and social mentor are provided on the basis of individual face-to-face consultations and individual socio-economic inclusion plans. While most asylum seekers also attend a social orientation course that introduces them with the basics of life in the society of Latvia, this course is quite basic and scarcely addresses non-discrimination measures and strategies for reacting in case of being discriminated against. Therefore, the individual socio-economic inclusion plan set up and implemented with the help of social workers and social mentors provides venues for ad hoc training and assistance in cases of discrimination, for example, when looking for housing, which is one of the primary tasks a mentor fulfills.</p> <p>It is with the help of mentors that beneficiaries of international protection navigate the country's legal system, become acquainted with the support they have a right to receive, better understand the regulation of public and private services, contents of rental agreements and so on. Moreover, as the social mentor often serves as a mediator between beneficiaries of international protection and members of the local society, they can prevent or monitor cases of discrimination, unfair treatment of even hate crime, and assist the target group in reacting to it accordingly.</p>
<p>Methods of language/content teaching</p>	<p>The main method of communication is one-on-one and face-to-face mentorship.</p>
<p>Accessibility</p>	<p>Costs: no cost for an asylum seeker or a beneficiary of international protection to access service.</p> <p>Obligatory: No</p> <p>Eligibility criteria: Status of an asylum seeker or status of international protection for the first 12 months after it was awarded.</p>
<p>Budget, sources of financing</p>	<p>European Social Fund, Latvia's state budget.</p>

Sources and references (hyperlink(s))	http://www.sif.gov.lv/index.php?option=com_content&view=article&id=10060%3ASocialekonomiskais-atbalsts-patveruma-mekletajiem-un-personam-ar-beglavai-alternativo-statusu&catid=2%3Afonds&Itemid=256&lang=lv http://www.sif.gov.lv/images/atteli/infografika/ESF_integr%C4%81cija/ENG_vercija.pdf Consultation with the Project Manager, Ilze Dūmiņa (SIF).
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Impact assessment foreseen? How often? By whom? Is the target group involved into the evaluation/impact assessment? If yes: how Methods of impact assessment Indicator based? If yes: please name some indicators	<p>Yes</p> <p>The service provider is obliged to provide monthly reports to the project coordinator about the number of clients and the type and complexity of support provided, leading to a comprehensive overview of the overall course of the service since the first day of the implementation of this project direction.</p> <p>This monthly report is published on Society Integration Foundation website in a synthesised version, and this data has been used to prepare the so-called social portrait of the target group in 2016 and 2017. The service provider produces more detailed evaluation reports every six to eight months that are also available on Society Integration Foundation website. Such reports (find an example here) include both a thematic evaluation of the service, as well as numerical indicators, challenges, case studies, modes of cooperation with other institutions, etc.</p> <p>Society Integration Foundation has conducted several focus groups with the target group during the implementation of the service to assess its efficiency and effectiveness in reaching beneficiaries of international protection. In addition, the project coordinator has to conduct reporting and assessment as a part of general project monitoring, according to the requirements of ESF.</p>
Which actors of host communities are included?	<p>The core element of this service of social workers and social mentors to beneficiaries of international protection is the mentorship and mediation between the target group and the host society. Thus, while the involvement of host communities is indirect (besides volunteers working for the NGOs providing the service), it is also inevitable if socio-economic inclusion plans are to be implemented properly. By assisting members of the target group in accessing goods and services, social mentors ensure and facilitate the communication and interaction between beneficiaries of international protection and the locals.</p> <p>Degree of inclusion: as part of service provision.</p>
How can racism and xenophobia be countered through this activity?	<p>The assistance of social workers and social mentors ensures individualised social orientation practices, where alongside practical assistance in everyday situations an introduction and education on everyday norms takes place. The number of beneficiaries of international protection in Latvia is relatively low and has increased only due to participation in the EU relocation programme (for</p>

	<p>example, in 2017 only 298 statuses of international protection were granted), therefore many of the challenges faced by the target group are only recently fully realized and members of the local population are generally unaware of this societal group and their life in Latvia. Thus, this service is key for the social orientation of beneficiaries of international protection, serving as a source of information, source of practice and source of mediation. Of course, not all members of the target group must become a part of this programme, as the involvement is voluntary, it has been observed that those most vulnerable and most under the risk of being discriminated against do indeed request (and require) the assistance of social workers and social mentors.</p>
<p>How can the impact of this practice be measured/made measurable?</p>	<p>The direct impact of these activities can be measured through various dimensions. First, the experience of those beneficiaries of international protection who received the assistance of social workers and social mentors can be analysed through surveys, focus groups and in-depth interviews. Aspects to be included in the analysis are the following - sense of ability to recognize discrimination and react accordingly; experience of discrimination, hate speech or hate crime; experience in interaction with public and private service providers. Second, data on reported cases of discrimination, hate speech and hate crime should be measured especially in regard to beneficiaries of international protection, besides the current overall assessment. Third, changes understanding and awareness of discrimination in the general society can highlight the impact of the whole project 'Diversity Promotion', thus monitoring the impact of all project activities that supplement each other directly and indirectly. Such monitoring is envisioned in the next planning period of societal integration policy.</p>
<p>Elements of sustainability</p>	<p>As this service is provided in the framework of an ongoing ESF project 'Diversity Promotion', it will continue at least until the end of 2021. For this time period, there are no challenges linked with funding. However, as the maximum length of a subcontracting agreement has been set at 18 months, it creates challenges for continuity in service provision, increasing experience and building trust. In order to increase its sustainability, clear guidelines for service implementation must be set by the coordinator. Currently, it has been a process of trial and error, as with every new service, and this momentum of improving should not be stopped with the finale of the project. Therefore, already now there should be a plan set in place for how to ensure the continuation of this service beyond 2021, as most of the involved parties see it as useful. One of the possible venues is to train and equip municipality social services and their social workers in providing such support if needed. That would ensure not only a more sustainable model of service provision, but also a more even geographical coverage for better accessibility.</p>
<p>Elements of transferability</p>	<p>The possible involvement of municipalities in service provision in the future also highlights a significant element of transferability. In essence, the assistance provided to beneficiaries of international protection is similar to services provided by municipality social workers, as it is based on individual needs assessments and individual progress plans. It is the specific knowledge about</p>

the target group that should be transferred to municipalities, as it is a relatively new experience for Latvia to serve as a host country for beneficiaries of international protection. Another element of this practice that can be transferred also to other countries is the individualized setting up of the socio-economic inclusion plan and then its implementation in cooperation with other institutions with tailored guidance by the social mentor. It is no surprise that beneficiaries of international protection require a more intensive assistance for their inclusion upon arriving in the society, if compared to other newcomers in the society. The individualized approach can help addressing their particular vulnerabilities and capabilities more successfully.

Lithuania: Refugee and Migrant Integration Centre InLT

Locations	Kaunas
Level of implementation	Local
Name(s) of implementing institutions	Lithuanian Red Cross Society
Main idea behind it, initial situation (why?)	A Refugee Day Centre in Kaunas was established already in 2004 with an aim to facilitate integration of beneficiaries of international protection. However, as the number of other country nationals arriving in Lithuania has increased, in 2016 the centre expanded its activities to also include third country nationals and thus provide a broader and comprehensive integration support.
Objective (what for?)	The centre provides consultations for beneficiaries of international protection and third country nationals to address cultural differences of living in Lithuania, improve their social and economic self-dependence, develop personal and professional competencies and create inter-cultural dialogue between host community and newcomers.
Description of practice (what?)	As a part of several projects, the centre offers (1) social and legal consultations, (2) psychological assistance, (3) vocational guidance (e.g. skill recognition), (4) language courses, (5) civic orientation courses, (6) seminars about raising personal competences, as well as (7) cultural festivals and events. The centre employs 2 social coordinators and 2 social workers.
Managed/driven by	Civil society with AMIF project funding.
Time-frame (start/end/ongoing)	Start: 2016 (assistance to beneficiaries of international protection has been provided since 2004) Ongoing
Stand-alone initiative or incorporated into other initiatives?	Stand-alone, although the centre operates in the framework of several projects, which contribute to the range of services offered.

Main target group (nationals, non-nationals - types)	Third country nationals International protection status holders
Promotion	Online, printed, oral. Flyers distributed in cooperation with governmental authorities responsible for migration, as well as employment service. Several articles have been published online and in newspapers, and Facebook page offers consistent information. For beneficiaries of international protection, there is a city wide promotional event for one day during the year. languages: English, Lithuanian, Russian
Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination	Legal consultations are provided under request
Methods of language/content teaching	The services offered by the centre include language courses and various other social orientation courses. Language teaching consists of classes with small groups of about 10 people, with up to 200 hours of course available for each member of the target group. Other courses are also taught in classes, and the number of people per group varies (e.g. social orientation courses usually have 15 people in one class). The social orientation course consists of various topic modules, including one on legal system and civil orientation in Lithuania. Additional activities during the course include trips and excursions.
Accessibility:	Costs: Free Obligatory: no; beneficiaries of international protection need to attend at least 40% of language course to receive support for integration, but in practice this is not enforced and the activities are not mandatory. Eligibility criteria: Third country nationals and beneficiaries of international protection
Budget, sources of financing	AMIF, funding from separate governmental funds.
Sources and references (hyperlink(s))	https://www.redcross.lt/sites/redcross.lt/files/inlt_lankstukas_1.pdf https://www.facebook.com/www.redcross.lt/ http://www.integration.lv/uploads/files/prezentacijas/ddg_riga.pdf Head of the Refugees and Migrants Integration Center InLT Gertautė Žentelienė, Lithuanian Red Cross Society

Is impact assessment foreseen?	Yes
How often?	The primary impact assessment is conducted based on reporting required by projects that the centre is implementing. For example, the AMIF project requires a report every 3 months. In addition to that, the centre has internal evaluation reports by the Red Cross Society management, which are also done every 3 months.
By whom?	While the reporting is done internally, and there are currently no external auditors, this is an option that is currently being considered by the management.
Is the target group involved into the evaluation/impact assessment? If yes: how	Similarly, the target group is currently not involved in evaluation and impact assessment, but the centre is planning to include a questionnaire at the end of the project to conduct a more detailed analysis on the services that are available.
Methods of impact assessment Indicator based? If yes: please name some indicators	The centre also uses several indicators, which include (1) the number of members from the target group that used various services, (2) the number of jobs and flats that were found, (3) the number of volunteers that were involved, and similar.
Which actors of host communities are included?	Overall, some degree of host community involvement is present at the centre. Since the centre currently does not offer services to EU nationals, it actively tries to include them as volunteers in its activities. As a result, often Erasmus exchange students become volunteers and are involved in the activities and services that are provided. Similarly, a degree of host community involvement results from the local engagement events organized by the centre or the city wide promotion day for beneficiaries of international protection.
Degree of inclusion:	voluntary.
How can racism and xenophobia be countered through this activity?	While there is no specific module that deals with discrimination, the social orientation course does cover the basis for the Lithuanian legal system, which includes civil orientation and can briefly touch on issues of discrimination. In addition to that, there is legal assistance and individual consultations that are available to members of the target group, which can address legal issues related to discrimination. As a result, the primary way in which racism and xenophobia can be countered in the centre is by the availability of assistance in cases when discrimination has occurred.
How can the impact of this practice be measured/made measurable?	While the primary impact of the activities by the centre is to some extent measured, there is a lack of measurement and evaluation for the effectiveness of its activities. For example, no assessment is conducted on the extent to which courses or trainings offered were helpful in either finding a job or facilitate integration. This evaluation would require follow-up assessments over a longer

	time period from members of the target group, and would allow to better evaluate and improve contents of courses, teaching methods and the overall provision of integration services.
Elements of sustainability	The main element of sustainability comes from an active cooperation with the responsible government institutions. While some part of the activities is financed with AMIF support, the centre is in ongoing discussions with the government on activities that the government might continue to provide funding for after the end of the AMIF project. Similarly, some part of sustainability is provided by the general experience of Red Cross Society as an established organization, as well as the integration of a broad spectrum of different activities in one integration centre. This means that even if funding for some activities is no longer available, the centre can continue to provide some level of integration support through other means.
Elements of transferability	The main element of transferability includes a combination of various projects and initiatives into a one-stop centre, as well as experience sharing between various integration centres. Providing all services in the same place increases their accessibility, as well as allows for various social integration activities between members from different target groups to take place. This can be an effective method for maximizing impact of a specific practice, especially when resources available for integration of certain groups are limited. Similarly, as the courses are continuously provided and improved, their contents can be used to improve general social orientation support in the centre, and as more knowledge and experience in assisting third country nationals and beneficiaries of international protection is acquired, it can be used in other local level initiatives with a broader geographical scope.

Estonia: Welcoming Programme

Country of implementation/locations	Tallinn, Tartu and Narva
Level of implementation	Local
Name(s) of implementing institutions Partners/Supporters	<p>Ministry of the Interior of Estonia (main institution).</p> <p>Provision of activities is outsourced to a company, which implements it nationwide. International Organization for Migration is responsible for the module for beneficiaries of international protection.</p> <p>Local municipalities, universities, NGO-s and entrepreneurs are considered consulting partners.</p>
Main idea behind it, initial situation (why?)	In 2014, Estonia did not yet have holistic system of measures for adaption and integration of various migrant groups - while there was some support for non-citizens, most newcomers had almost no support available (except for some pilot projects). As the need for labour force and number of newcomers was starting to increase in the country, the programme was developed to close this gap.
Objective (what for?)	The objective of the programme is to support foreign nationals who have migrated to Estonia to settle in and to acquire primary knowledge and skills.
Description of practice (what?)	<p>Launched in 2015, the programme offers various informative and interactive training modules for foreign nationals. It includes a basic module that gives an overview of the Estonian society and covers the main legal aspects of residency, as well as four additional thematic modules about (1) working and entrepreneurship, (2) family life, (3) studying and (4) research. In addition, there are two separate training modules for children and young people and beneficiaries of international protection, as well as language training course (A1).</p> <p>Each module of the programme lasts approximately 8 hours and is conducted on the same day, aside from the international protection module, which is 3 days long. The language course is 80 hours long. All modules take place on the weekend.</p>
Managed/driven by	Government, Ministry of the Interior of Estonia

Time-frame (start/end/ongoing)	<p>Start: 2015</p> <p>End: 2022 (likely to be extended either as a project or with permanent funding)</p>
Stand-alone initiative or incorporated into other initiatives?	<p>Incorporated into other initiatives, namely: as part of the three main measures all partially funded by the ESF – 1) platform to settle in Estonia with all the necessary information for newcomers; 2) the Welcoming Programme; 3) Activities to modify public services to make them more accessible to foreigners.</p>
Main target group (nationals, non-nationals - types)	<p>EU nationals, third country nationals and international protection status holders.</p>
Promotion	<p>Printed promotion is done primarily when members of the target group receive their residence permit and are then invited to take part in the program and its various modules.</p> <p>In addition, the program has an active online promotion campaign on its website and social media, and in cooperation with its promotion partners - universities and private companies who invite foreigners to Estonia.</p> <p>Promotion activities are done in English, Russian and Estonian.</p>
Information provided on legal, practical and procedural aspects of protection against racism/hatred and discrimination	<p>Yes, separate chapter in basic module about hate speech and how to recognise it, as well as legal recourses that are available.</p>
Methods of language/content teaching	<p>Regular classroom elements with focus on creating discussion platform with people, such as facilitating interaction among the group, engaging in activities outside the classroom (e.g. visiting city). Language test at the end.</p>
Accessibility:	<p>Costs: Free of charge</p> <p>Obligatory: no</p> <p>Eligibility criteria: all foreign nationals who have legally resided in Estonia for less than 5 years, and meet one of the following criteria:</p> <ol style="list-style-type: none"> 1) foreign nationals who have been granted temporary residence permit in Estonia; 2) citizens of the EU who have acquired the temporary right of residence in Estonia. 3) family members of citizens of the EU who have been granted the temporary right of residence in Estonia; 4) international protection status holders

Budget, sources of financing	European Social Fund (85%), and stage budget (15%). International protection module: the Asylum, Migration and Integration Fund (75%) and state budget (25%).
Sources and references (hyperlink(s))	https://www.settleinestonia.ee/ Ms. Kerli Zirk, Chief Specialist at the Citizenship and Migration Policy Department, Ministry of the Interior

Impact assessment foreseen?	Yes
How often? By whom?	Since the programme is funded by the ESF and the AMIF, reporting and assessment is conducted as a part of general project monitoring through the Ministry of Financial Affairs. Additional external auditing can be conducted in the context of the EU project management.
Is the target group involved into the evaluation/impact assessment? If yes: how	Target group is included in this assessment of the program primarily through evaluation of the project activities - participants are invited to participate in voluntary evaluation of the modules that they took part in.
Methods of impact assessment Indicator based? If yes: name some indicators	Several indicators are also used for assessment, which include (1) the number of people taking part in the specific modules, (2) the extent to which they found a specific module to be useful for integration and others.
Which actors of host communities are included?	Overall, there is no host community involvement in the modules. Since the programme activities are outsourced, the service provider is responsible for the provision of all the services and does not choose to actively engage host community. There is some interaction with the host community in evaluation of the contents of the course. For example, there is engagement with local municipalities regarding services provided to the target group in order to better facilitate this process. Additionally, some host community involvement can occur through the social orientation module during visits and activities outside the classroom.
Degree of inclusion:	as such, all inclusion is voluntary.
How can racism and xenophobia be countered through this activity?	The program provides some basis for tackling discrimination and hate speech. It already has a chapter in the basic module about hate speech and ways to recognise it, as well as legal recourse that is available in case when target group encounters hate speech or discrimination. However, general experience in dealing with issues related to hate speech of discrimination indicates that reports often do not result in effective responses by local law enforcement who might lack tools of enforcement themselves. As a result, the extent to which this

	<p>knowledge is effective is still unclear. In general, the program provides a strong framework for inclusion of this topic, and its presence could potentially be expanded to cover either a larger part of a module or be taught in a separate module.</p>
<p>How can the impact of this practice be measured/made measurable?</p>	<p>While the primary impact of modules taught is to some extent measured, there is a lack of measurement and evaluation for the long-term effectiveness of its activities. The programme does not track people who have used specific modules to assess the long-term impact that the module might have had, which would allow for a more effective evaluation and improvement of the program. The programme could use the successful relationships it has established with universities or employers for more effective tracking of the participants to conduct this kind of evaluation, as well as better assess the contents provided by the program.</p>
<p>Elements of sustainability</p>	<p>The main element of sustainability is currently provided by EU project funding and active government involvement in the programme management. While the funding is only available until 2022, the programme is likely to be extended either as a project or by receiving permanent government funding. Additionally, since the modules are outsourced, the service provider is able to continue the services regardless of who provides the funding. Additional elements of sustainability include activities conducted alongside to the programme - both, the online platform for moving to Estonia, as well as more accessible service provision allows the general ecosystem for welcoming newcomers to improve permanently.</p>
<p>Elements of transferability</p>	<p>The main elements of transferability include structure of the social orientation programme and flexibility of the service provider. Structure of the social orientation course includes modules designed for specific target groups that are free, accessible and only one day long, with active promotion done through specific partners who can often organize members of the target group. This structure can be used by partners to organize their own social orientation practices, potentially improving their efficiency. An additional element includes providing the course to specific employers at their workplace if they have a certain number of employees who qualify for participation. This can also be used for various other target groups, such as students, and it also likely increases the number of people taking part and benefiting from the program.</p>