



EMN Ad-Hoc Query on AHQs on pre-arrival integration measures in country of origin

Requested by Adolfo SOMMARRIBAS on 12th June 2018

Integration

Responses from Austria, Belgium, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Netherlands, Poland, Slovak Republic, Sweden, United Kingdom, Norway (22 in total)

Disclaimer:

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

Background information:


The Slovenian Government is in the process of reviewing the Slovenian Integration Act and thinking, among others issues, to introducing pre-arrival integration measures for migrants coming to Slovenia.





In order to elaborate a better legal framework on the issue, the SI EMN NCP will like to know how other Member States implement these types of pre-arrival integration measures.



Questions

1. Does your Member State implement pre-arrival (pre-departure) integration measures in the country of origin?
Yes/No.
2. If you answer yes to question 1, can you please answer the following questions:
 - a) What kind of pre-arrival integration measures are you implementing (i.e. language, cultural and integration programmes, etc.)?
 - b) Which body is responsible to implementing them (i.e. government institution, civil society, etc.)?
 - c) How are these pre-arrival integration measures financed (i.e. national budget, private donors, European funds, etc.)?
 - d) In which countries of origin has your Member State implemented these measures? What kind of experience do you have?
3. If you answer no to question 1: Does your Member State has the intention to implement pre-arrival integration measures in the near future?

Responses


	Country	Wider Dissemination	Response
	Austria	Yes	1. No, currently Austria does not implement pre-arrival integration measures since Austria does not implement Resettlement / HAP programmes at all.


			<p>2. n/a</p> <p>3. Austria conducted a Humanitarian Admission Programme (HAP) in the period 2013-2017 for Syrian refugees. For the time of 2015-2017, pre-departure orientation trainings were part of the programme.</p>
	Belgium	Yes	<p>1. Only for resettled refugees.</p> <p>2. For this information please see the EMN study on resettlement where the pre-departure program for resettled refugees is described.</p> <p>3. Not for other types of migrants.</p>
	Croatia	Yes	<p>1. No</p> <p>2. N/A</p> <p>3. N/A</p>
	Cyprus	Yes	<p>1. No.</p> <p>2. N/A</p> <p>3. No.</p>
	Czech Republic	Yes	<p>1. Yes</p> <p>2. a) What kind of pre-arrival integration measures are you implementing (i.e. language, cultural and integration programmes, etc.)? The Czech Republic distributes a video and brochures titled “Next Stop – the Czech Republic” which should inform migrant before their departure from their country of origin on basic residence conditions in the Czech Republic, possible risks etc. b) Which body is</p>


			<p>responsible to implementing them (i.e. government institution, civil society, etc.)? In charge of implementation are government institutions (Ministry of the Interior and Ministry of Foreign Affairs) in close cooperation with NGOs. These pre-departure informational materials for migrants are distributed in different language versions (6 languages) through embassies of the Czech Republic and they are also published on websites of embassies of the Czech Republic abroad (MoFA in cooperation with MoI). c) How are these pre-arrival integration measures financed (i.e. national budget, private donors, European funds, etc.)? This measure is financed from the state budget. d) In which countries of origin has your Member State implemented these measures? What kind of experience do you have? Distribution of these materials is provided on an ongoing basis according to the requirements and needs of individual embassies.</p> <p>3. See above</p>
	Estonia	Yes	<p>1. Yes, but the pre-arrival measures have only been implemented to resettled and relocated refugees.</p> <p>2. a) What kind of pre-arrival integration measures are you implementing (i.e. language, cultural and integration programmes, etc.)? Presentation about Estonia (society, norms, social system, housing etc). b) Which body is responsible to implementing them (i.e. government institution, civil society, etc.)? Estonian presentation is provided by the government. c) How are these pre-arrival integration measures financed (i.e. national budget, private donors, European funds, etc.)? Measure is financed from national budget. d) In which countries of origin has your Member State implemented these measures? What kind of experience do you have? The above mentioned measures have only been implemented in case of relocation or resettlement, hence in Greece, Italy and Turkey.</p> <p>3. N/A</p>
	Finland	Yes	<p>1. Yes, regarding resettled (quota) refugees.</p> <p>2. a) The aim of the Cultural Orientation (CO) training programme of Finland is to arrange face-to-face cultural orientation training for as many quota refugees as possible in their current location abroad before their arrival in Finland. Moreover, the project provides the refugees with material for</p>



			<p>self-study in their own language via the e-service www.movingtofinland.fi. The aim is also to give quota refugees coming to Finland as realistic an image as possible of moving to Finland, the related changes in their lives and their future life in Finland, to support and facilitate their integration.</p> <ul style="list-style-type: none"> • The aim is also that a quota refugee selected for resettlement in Finland receives as wide-ranging practical basic information as possible <p>life</p> <p>sayings and speech sounds</p> <p>place, how to complete previous studies, gain entry to working life and, in particular, how to prepare for all of this on a practical and psychological level already during the waiting period before the move to Finland. We have a continuous process of CO-training in Finland: it starts already during the selection missions when each of the refugees receive both orally and also in writing the first CO-training on Finland. Then the second phase happens when we inform which cases are accepted in Finland and with the acceptance information we also inform the refugees about the CO-training and online material we have provided for them in 9 languages (www.movingtofinland.fi) Then the third and the most crucial phase of Finland's comprehensive Cultural Orientation happens when we arrange pre-arrival face-to-face training to each refugee overseas. This happens normally very soon after we have completed a decision making process in Finland for the accepted resettlement cases. We send the CO-training team with professional trainers and interpreters to the location of the refugees in the country of the first asylum (we train Syrians mainly in Turkey and Congolese either in Zimbabwe or in Zambia, i.e. in the location where they have been selected from), and they will all enjoy the 3-day face-to-face training where we provide all the services free of charge for the refugees. After the comprehensive CO-training arranged for the refugees overseas, the CO-training continues in each municipality in Finland, where the refugees will settle immediately after arriving in Finland. The CO curriculum is divided under three thematic modules that are running simultaneously: 1. Facts and practical knowledge about Finland; 2. Integration of refugees and cultural adaptation; and 3. Finnish language skills. Finnish language is taught using the "Finnish in Finnish- method". The Finnish language studies during the CO-training focus on speaking and understanding spoken language. Cultural orientation for refugees -> Information about the training in more detail: • Basic information about Finland – Finland's location, climate and seasons + effects of the climate on living conditions – A brief overview of Finnish history – Finnish society structure and political system – The Finnish labour market and how to apply for a job in Finland – Religion,</p>
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			<p>equality, democracy – Education, social services and health care in Finland – Living in Finland and living in a municipality – The status of a refugee in Finland, rights and obligations – Finnish culture – Everyday situations (such as living in a block of flats, sorting waste, using public transport, non-violence, dealing with authorities etc.) • Finnish language lessons – The phonetic structure of the Finnish language – The refugees learn basic vocabulary and phrases – we also communicate to each refugee the importance of learning Finnish • Moving to Finland – The different stages of the move: travel permits, passports/travel documents, luggage, how to act at the airport in the country of departure and at the transit airport, arriving in Finland and what happens next – Facing a new culture and the related psychological acclimation process – The elements of integration: learning the Finnish language, how to get a study place and gain entry to working life, active participation in having an independent life We think that learning the Finnish language is very crucial element of integration and refugees should start this process already while waiting to be resettled. We encourage this throughout our CO -programme. Teachers also bring material from Finland to be used during the language training lessons overseas (samples of the Finnish clothes for different seasons, fruits, food, toys, music, videos etc.) Our aim is to motivate and encourage each refugee to start using Finnish from the day when they hear that they are accepted in Finland. By using some of the Finnish words learned, the participant gets an experience of the upcoming everyday-life, in which he/she will have to express him-/herself slowly and with a limited vocabulary and will learn to embrace the importance of Finnish language learning as part of their integration process. b) The Finnish Immigration Service (Migri), the central governmental agency, has the overall responsibility for the project. The implementation of the project is carried out by IOM in close cooperation with Migri and with the Diaconia University of Applied Sciences (DIAK). IOM is in charge of the overall coordination and logistics of the training (inviting refugees, their travel arrangements from refugees' current location to the training location, organising the training site, arranging accommodation and meals for the refugees, arranging child care for small children and reporting on the training). The Diaconia University of Applied Sciences (DIAK) together with IOM is in charge of planning the contents of the training in cooperation with the Migri, as well as for the actual training at the location. DIAK and IOM also see to that professional interpreters are hired for the training. c) The Finnish Immigration Service was awarded funding from the European Refugee Fund (ERF) for this project since 2013 until the end of 2015. During autumn 2015, the Finnish Immigration Service applied for new funding for the project from AMIF. Funding has been awarded to arrange the cultural orientation</p>
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			<p>for the refugees accepted in Finland also from 1 January 2016 to 31 August 2018. Recently we have applied for new AMIF funds to continue the CO-trainings also from 1st September onwards until the year 2021 and the new funding decision by AMIF has already been done so the CO programme continues non-stop also in the future. d) We have arranged the pre-arrival trainings already in Turkey, Rwanda, Malawi, Iran, Lebanon, Jordan, Egypt and in Zimbabwe. We have very positive feedback from each training, not only from the refugees, but also from all the other stakeholders.</p> <p>3. N/A</p>
	France	Yes	<p>1. YES</p> <p>2. The law no. 2016-274 of 7 March 2016 on the rights of foreign nationals in France reformed the reception and integration system for foreign nationals arriving for their first stay in France and wishing to settle there on a long-term basis. In particular this law replaced the prior assessment of knowledge of the French language and Republican values before entry into France (known as "pre-CAI"), by information on living in France: "the State makes information on living in France and the associated rights and obligations available in the country of origin for the foreign national who wishes to stay on a long-term basis on the French territory, in a language that he/she understands". The "Living in France" information booklet was designed by the Directorate for the Reception and Support of Foreign nationals and Nationality within the General Directorate for Foreign Nationals in France at the Ministry of the Interior. Before their arrival, it provides information on the organisation and functioning of French society. This information covers the organization of life in France, rights and obligations in France, as well as on steps to take before departure, upon arrival in France and in the course of setting up home in France (social security and the family, child support, employment, training, housing). The subjects covered in this information are also covered, upon arrival in France, during the interview on the OFII platform and through the compulsory civic education course. Translated in seven languages in addition to French (English, Arab, Chinese, Spanish, Portuguese, Russian, Turkish), it was published in September 2016 on the French office for immigration and integration (OFII) and Ministry of the Interior websites, as well as the internet sites of the French embassies and consulates. The new French integration system and especially the French integration contract (contrat d'intégration républicaine, CIR) was fully implemented across France and overseas</p>



			<p>territories in the course of 2017. The CIR entered into force on 1 July 2016 under application of the Law of 7 March 2016 on the rights of foreigners in France. At the end of its first year, it was the subject of an evaluation which took place between July and November 2017. In partnership with the OFII, the evaluation was carried out by a service provider (Eurogroup Consulting) to analyse implementation of the CIR, to investigate its operation with the various actors involved, to establish a diagnosis, and to open up avenues for improvement, if needed. 2018 will be devoted to drawing out information from this evaluation report which was submitted in November 2017. The French integration system, including pre-arrival integration measures, is part of a global national fund dedicated to integration and access to citizenship of TCNs. Some actions and projects can also be funded by AMIF.</p> <p>3. N/A</p>
	Germany	Yes	<p>1. Yes. Germany has implemented pre-arrival integration measures for its resettlement and humanitarian admission program. So called (pre-departure) cultural orientation courses are held in the country of residence (currently in Turkey). Besides are courses available in line with Germany's family reunification proceedings. Persons concerned can voluntary attend a pre-departure course.</p> <p>2. a) What kind of pre-arrival integration measures are you implementing (i.e. language, cultural and integration programmes, etc.)? Cultural orientation courses are providing the following steps: - Introduction / Ice breakers/ Needs assessment, - Overview of Germany, - Post arrival, - Rights and responsibilities, - Laws, - Employment, - Education for children and for adults, - Health care and health services, - Transportation, - Housing, - Money management, - Travel to Germany and - Cultural adaptation. Language training is subject after an arrival. Cultural orientation courses are held within 2-3 days only. Content of German family reunification courses are only answerable by the German Foreign Office. b) Which body is responsible to implementing them (i.e. government institution, civil society, etc.)? Governmental institutions c) How are these pre-arrival integration measures financed (i.e. national budget, private donors, European funds, etc.)? These pre-departure measures are an ingredient of the entire admission procedure which is part of the Federal budget of the German Federal Office for Migration with the possibility of refunding by AMIF. d) In which countries of origin has your Member State implemented these measures? What kind of experience do</p>




			<p>you have? No implementation in countries of origin, only in Turkey as the country of residence.</p> <p>3. n/a</p>
	Greece	Yes	<p>1. Greece has only implemented pre-departure measures in the framework of the European Integration Fund (EIF), during the budgetary period 2007-2013.</p> <p>2. More specifically, the Social Integration Division of the Ministry of Interior as the Responsible Authority of the EIF in Greece has co-financed and monitored pre-departure measures, implemented by IOM in Moldova, during 2009 and by the Centre of Vocational Training “Dimitra” in Georgia, during 2011. 1) The programme in the Republic of Moldova was funded 75% from European and 25% from national resources. This programme was aiming at the first familiarization of potential migrants with the Greek language as well as with the wider social and cultural environment in Greece. Moreover, the objectives of the action promote the possibility of obtaining formal and informal information on the institutions and values of the Greek society as well as the professional orientation – enabling migrants to strengthen their self-sufficiency, make use of their skills and facilitate their access to the labour market, in accordance with the procedures provided by the national legislation. The programme provided to potential migrants originating from Moldova, courses of Greek language, history and culture and civic orientation courses as well as practical information on every day life issues, including the entry process in Greece, the migration law, the rights and obligations of legally residing third country nationals in fields such as the labour market, housing, health, education, culture as well as a seminar on professional orientation Finally, an information campaign was launched in the local Media on the project’s usefulness concerning the facilitation of early integration of would-be migrants. 2) The programme in Georgia was also funded 75% from European and 25% from national resources. It aimed at promoting the possibility of obtaining formal and informal information on the institutions and values of the Greek society as well as the professional orientation enabling immigrants to strengthen their self-sufficiency, make use of their skills and facilitate their access to the labour market, in accordance with the procedures provided by the national legislative framework on migration The programme provided to potential migrants originating from Georgia, courses of the Greek language, history and culture and civic orientation courses as well as practical information on every day life issues, including the entry</p>


			<p>process in Greece, the migration law, the rights and obligations of legally residing third country nationals in fields such as the labour market, housing, health, education, culture, as well as a seminar on professional orientation</p> <p>3. n/a</p>
	Hungary	Yes	<p>1. Yes</p> <p>2. a) Hungary supported two projects in the framework of European Integration Fund's Multi-Annual Program. Both projects aimed the operation of an Information Point which was set up in Subotica, Serbia providing pre-departure integration support services including individual and group counselling, Hungarian language education and website operation for third-country nationals, especially for nationals from the Western Balkan states. b) Both projects were implemented by the Southern Great Plains Region Social Research Association, which is a non-governmental organization. Website: http://www.dartke.hu/ c) The projects were financed by sources of EIF (75%) and the national budget (25%). d) The projects were implemented in Vojvodina, Serbia. Quantifiable results of the projects were significant: <input type="checkbox"/> departure information provided with the aim of facilitating their integration; <input type="checkbox"/> departure TCNs were provided Hungarian language training in their country of origin; <input type="checkbox"/> TCNs participated in pre-departure workshops; <input type="checkbox"/> TCNs received up-to-date information about admission procedures and about certain aspects of everyday life in Hungary. However, on one hand it should be noted that the Responsible Authority was having difficulty monitoring the project and the implementation of on-the-spot checks abroad. On the other hand, in the absence of EU's financial support, the Beneficiary could not have provided the services. In the framework of AMIF, the Responsible Authority has not yet published a call for proposals in line with above objectives.</p> <p>3. N/A</p>
	Ireland	No	

	Italy	Yes	<p>1. Yes</p> <p>2. a) According to article 21 of Law n.286/98, Consolidated Law on Immigration, Italy provides for the possibility of concluding bilateral agreements with Third Countries in order to strengthen the legal channels for the entry of foreign workers. Moreover, to encourage the matching of labour supply and demand, article 23 of Law n.286/98 establishes that education and vocational training activities may be envisaged in the Countries of origin of economic migrants. Presidential Decree n.394/99 concerning the Regulation on the implementation of the Consolidation Act on the provisions related to immigration regulations and rules on foreigners' conditions, in article 34 paragraph 1, defines the procedures for the development of education and training programs in Third Countries and the relative assessment criteria. All the implemented activities must comply with the provisions of article 23, paragraph 1, of Law n.286/98, which regulates the purposes of the initiatives and identifies the proposing bodies. The programs provide civic and cultural education courses, language courses aimed at allowing participants to acquire a certificate of knowledge of the Italian language at level A1 and A2, and professional training courses. Foreigners who have participated in the aforementioned programs acquire a pre-emptive title for entry into Italy (nominal entry quota). Pre-departure interventions could be put in action by accredited bodies selected through specific calls or with the involvement of Regions receiving specific State fundings. The courses are carried out by accredited bodies, selected and monitored by the Ministry of Labour and Social Policies, with the support of Coordination Offices deployed in the Third Countries, and in close coordination with the Italian diplomatic delegations. b) In accordance with the article 23, paragraph 1, of Law n.286/98, educational and training programs can be promoted by both institutional and private bodies, specifically: Regions and Autonomous Provinces and their instrumental bodies; Local Authorities and their instrumental bodies; National organizations of entrepreneurs, employers and workers; International organizations active in transfer of foreign workers to Italy and their inclusion in the productive sectors; organizations and associations operating in the immigration sector for at least three years and registered in the Register of associations and bodies which perform activities in favor of immigrants. Implementing bodies must submit project proposals to the Ministry of Labor and Social Policies, which - having consulted the Ministry of Foreign Affairs - proceeds with the preliminary investigations. The Ministry of Labor and Social Policies, jointly with the Ministry of Education, University and Research, provides for the evaluation and possible approval of projects. Priority will be given to those projects validated by the Regions, and which are consistent with the</p>
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			<p>needs identified based on employment trends and unemployment rates at local level, as well as on the rate of TCNs registered as unemployed. The Ministry of Labor and Social Policies is also in charge to manage projects entrusted to third parties following a call and financed through the European Integration Fund (EIF) and the Asylum, Migration and Integration Fund (AMIF). The programs implemented by these projects do not have to comply with the requirements specified in the article 23 of the Law n.286/98 while still attributing the pre-emption referred to in art.23 same. c) The above initiatives were financed by national funds, and European funds (EIF, FAMI, Migratory Policies Fund, etc.). In some cases, the promoting bodies have provided limited co-financing. d) Pre-departure courses were held in Albania, Moldova, Sri Lanka, Tunisia, Ukraine. The major ongoing project started in September 2017. It is a two-year program financed by AMIF funds. The project aims to support migrants who are eligible for applying for family reunification through counselling services and civic-linguistic training. The project is implemented Albania, China, Ecuador, Egypt, Morocco, Moldova, Peru, Senegal, Tunisia and Ukraine.</p> <p>3. n/a</p>
	Latvia	Yes	<p>1. No</p> <p>2. N/A</p> <p>3. No</p>
	Lithuania	Yes	<p>1. No, Lithuania does not implement pre-arrival integration measures in the countries of origin. Informational leaflets about living in Lithuania are only provided to persons in the relocation and resettlement programmes.</p> <p>2. N/a</p> <p>3. To the best of our knowledge - no.</p>

	Luxembourg	Yes	<p>1. No.</p> <p>2. N/A</p> <p>3. At the moment, Luxembourg does not have any plans for implementing pre-arrival (pre-departure) integration measures in the country of origin.</p>
	Netherlands	Yes	<p>1. Yes, if a TCN wants to apply for a residence permit for family reasons or as a preacher (s)he first needs to apply for a specific visa, called ‘Machtiging tot Voorlopig Verblijf’ (MVV) to enter the Netherlands (some nationalities are exempted from needing a MVV). TCNs can apply for this MVV at Dutch consulates and embassies. One of the requirements for the MVV for TCNs from the age of 18 until the retirement age is to pass the civic integration examination abroad (elaborated on in the next question). However, it should be noted here that not all TCNs have to complete the civic integration examination abroad. It is for example not meant for TCNs who want to stay as a family member of a refugee. If grounds of special individual circumstances apply a TCN can be exempted from the basic civic integration examination requirement.</p> <p>2. a. What kind of pre-arrival integration measures are you implementing (i.e. language, cultural and integration programmes, etc)? The civic integration examination abroad is an exam that tests the knowledge about both the Dutch language and society. It includes three different parts: 1. KNS (Knowledge of Dutch Society) 2. Speaking 3. Reading. b. Which body is responsible to implementing them (i.e. government institution, civil society, etc.)? The examination must be done at the Dutch embassy, consulate in the TCN’s country of origin or country of prolonged stay where also the MVV will be issued. The Minister of Social Affairs and Employment is responsible for determination of the basic civic integration examination. On behalf of the Ministry of Social Affairs and Employment, the Executive Agency for Education (part of the Ministry of Education, Culture and Science) is responsible for inter alia checking and grading the exams. c. How are these pre-arrival integration measures financed (i.e. national budget, private donors, European funds, etc.)? The pre-arrival integration measures are in the Netherlands financed by national budget. A variety of ministries are responsible for implementing and monitoring pre-arrival integration measures. d. In which countries of origin has your Member State implemented these measures? What kind of experience do you have? All TCNs with a MVV required nationality should go to their country of</p>

			<p>origin or country of prolonged stay to take the basic civic integration exam. Not in all countries there is a Dutch embassy or consulate (open for MVV of exam issues). The TCN should go to the nearest embassy or consulate then where both the basic civic integration exam can be taken and the MVV can be issued.</p> <p>3. N/A</p>
	Poland	Yes	<p>1. No</p> <p>2. n/a</p> <p>3. No</p>
	Slovak Republic	Yes	<p>1. No.</p> <p>2. N/A</p> <p>3. N/A</p>
	Sweden	Yes	<p>1. Only for resettled refugees.</p> <p>2. For this information please see the EMN study on resettlement where the pre-departure program for resettled refugees is described.</p> <p>3. Not for other types of migrants.</p>
	United Kingdom	Yes	<p>1. Yes.</p> <p>2. a. What kind of pre-arrival integration measures are you implementing (i.e. language, cultural and integration programmes, etc.)? Refugees resettled under the Vulnerable Persons Resettlement Scheme (VPR), Vulnerable Children's Resettlement Scheme (VCRS) and Gateway are invited to attend a 2-</p>

			<p>day pre-departure cultural orientation session which gives them the opportunity to acquire information they will need when they arrive in the UK. This session takes place 1-4 weeks before departure to the UK. We have recently produced a “Welcome to the UK” guide, which mirrors the topics covered in the Cultural Orientation sessions. The guide is in both English and Arabic. b. Which body is responsible to implementing them (i.e. government institution, civil society, etc.)? Cultural orientation is delivered either by IOM (for individuals resettled through VPRS and VCRS) or UKVI Resettlement Operations staff (Gateway). c) How are these pre-arrival integration measures financed (i.e. national budget, private donors, European funds, etc.)? Financed through national budget via a grant agreement arrangement with IOM. d) In which countries of origin has your Member State implemented these measures? What kind of experience do you have? IOM delivers Cultural Orientation for VPR and VCRS refugees in all 5 host countries (Jordan, Lebanon, Turkey, Egypt and Iraq). UKVI delivers CO in various counties for the Gateway Programme including Kenya, Burundi and Romania (UNHCR Emergency Transit Centre). Both IOM and UKVI staff have considerable experience in delivering CO.</p> <p>3. N/A</p>
	Norway	Yes	<p>1. Yes, but only for Quota Refugees.</p> <p>2. a. IOM Norway, through the Norwegian Cultural Orientation Programme (NORCO), organises trainings for selected target groups of refugees on the practicalities of life in Norway. The first cultural orientation session of the year was conducted in Istanbul from 15th to 26th of January, which brought together Syrian refugees from different parts of Turkey who all share one common characteristic; accepted for resettlement in Norway. The primary objective of the programme is to promote a smoother transition and integration of refugees into the Norwegian society by preparing them for the initial adjustment period after their arrival in Norway. This is done through helping them develop a realistic visualization of life in Norway, an understanding of the receiving municipalities’ expectation of them, minimizing culture shock and enhancing their ability to be self-sufficient sooner. The programme was developed under the request of the Norwegian Government, funded by the Directorate of Integration and Diversity (IMDi) and implemented by IOM Norway with close partnership with IMDi and UDI, as well as IOM offices in transit countries. The Norwegian</p>

		<p>authorities annually decide the target groups and the number of quota refugees to be accepted for resettlement in Norway. Since the first cultural orientation session in March 2003, approximately 13,000 quota refugees have participated in the programme including, among others, Burmese, Bhutanese, Eritreans and Syrians. In 2017, 1,982 Syrians based in Lebanon and Turkey received pre-departure cultural orientation. Cultural orientation classes are given within a period of two to three days for participants who are between 8 to 15 years old, and a period of five days for participants who are 16 years old and above. The class is learner-centered, involves active participation and encourages participants to ask questions. Participants are not simply told about life in Norway, but are given the opportunity to experience it through role-plays, case studies, problem-solving activities, games, debates, and other activities that require their full participation. Video clips and presentation slides are also used in classes to highlight certain topics. Moreover, student handbooks are given to participants for additional reference. In addition to providing participants with general information about Norway such as its population, geography and climate, participants are also provided with practical information to start their life in Norway. A key component is information about the Introduction Programme, a program that provides refugees with a Norwegian language course and an introduction of the Norwegian way of life and society. It is a right and an obligation for all newly arrived refugees between the age of 18 and 55 years old, and is compulsory in order for them to be able to apply for Norwegian citizenship. The goal of this programme is to improve their opportunity for further education, in the employment market and society in general, and also to strengthen their financial independence. Furthermore, participants are also provided with information about education, employment, budgeting, gender roles, healthcare, housing as well as the culture in Norway. Taking the topic of culture for example, participants are provided with information about the Norwegian culture that is complemented with classroom activities to encourage their participation and maximize the learning experience. Additionally, the programme acts as a safe haven where participants are able to air out fears and uncertainties. The training also helps them build new friendships that unlike the many things they have been forced to leave behind, will join them to Norway. This can be especially valuable for those who neither have relatives nor acquaintances in Norway. Cultural orientation classes are taught by a cross-cultural facilitator, who generally has a cultural and linguistic background similar to that of the refugee group and has lived in Norway. Cross-cultural facilitators have a critical role as they act as a role model for refugees. This is because he or she has successfully integrated in Norway, learned the language, and has also managed to</p>
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			<p>professionally establish themselves in Norway. IOM regularly obtains feedback from both resettled refugees and their communities to improve the method of teaching and the cultural orientation curriculum. Community consultations among resettled refugees in Norway as well as staff training and development activities for the Cultural Orientation project staff are done in a regular basis to ensure the high quality of the service and support. IOM Norway will continue to provide the Norwegian Cultural Orientation programme for the next four years. To learn more about IOM's work, go to: Migrant training and integration (IOM website) b) IOM has an agreement with the Norwegian Directorate of Integration and Diversity (IMDi) that works for equality and diversity through employment, integration and participation: post@imdi.no c) Norwegian government funds – part of national budget for immigration related costs. d) IOM has been conducting such programs for Norway since 2003: In Iran for Afghan refugees In Thailand for Burmese refugees In Nepal for refugees from Bhutan In Turkey for Iranian refugees In Libanon and Jordan for Syrian refugees In Syria for refugees from Iraq (2010)</p> <p>3. N/A</p>
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