



Qualitative Services at local level for Emigrants and Refugees

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Global Report: Results from needs analysis survey

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Q-SER Consortium

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1. INTRODUCTION

The Q-SER project is an Erasmus+ project funded by the European Union. Its main objective is to offer training that will provide public officers and other relevant stakeholders on the field the necessary training about the skills and knowledge they need to perform to the highest standards and serve the immigrants equally, according to their needs.

To this effect, a need analysis has been conducted in each partner country at the beginning of the project, in order to discover the needs of the target group that should be addressed. In order to define the training platform contents and understand the relevant training needs, the project consortium contacted workshops and a survey with the participation of municipality employees, public officers and relevant stakeholders in the partners' countries.

This report intends to be a compilation of the information collected by all partners in the national reports in order to have an overview of the state of art of intercultural training, migration policies and employees' performance on serving of immigrants in the participating countries. Thus, in this report the results of the surveys conducted by each partners country (Greece, Spain, Germany and The Czech Republic) have been included, accompanied by conclusions and stressed points, that would be used in training planning. Also, a general background of the national situation in migration / asylum seeking in each participated country was included. More specifically, useful data from the partners' countries concerning their national context includes:

- The National framework for integration and treatment of migrants / refugees
- National integration policies
- Educational programs aimed at civil servants dealing with the treatment and service of migrants / refugees and in line with the integration policies
- Good practices from programs (mainly educational) implemented in a national / European context

2. METHODOLOGY

Q-SER Consortium developed two activities to collect data for this report: the desk research and the questionnaire.

For the national reports, Municipality of Egaleo (MoE) and Drosostalida have outlined a research guideline for the collection of necessary information. This document was shared with all partners for feedback. The two mentioned partners have also developed a set of questions to prepare the online questionnaire. The questionnaire has been sent to the partners for review and the final version has been prepared and sent to the partners for distribution to the target group.

The questionnaire was available in two types: online through the Google Survey form (<https://goo.gl/forms/FLdkg8jlr56glxrt1>) and hard copy.

2.1. Research methodology by partners

Each partner was given the choice of how to conduct the survey, depending on the culture of their organization and the way they appreciated that the participants would be approached more effectively. The choices included online submission of the questionnaire and on-line completion, workshops and face-to-face distribution to be completed in hard copy.

In case of the Greek survey, the main methodology followed to attract the users was through 6 workshops organized within the Municipality of Egaleo by MoE and 2 workshops organized in the Regional Asylum Office (RAO) of Piraeus. The workshops in the Municipality took place from December 2017 to January 2018. The workshops in RAO have been realized within February 2018. Also, the questionnaires were distributed to the municipality employees and completed in hard copy, except from the Regional Asylum Office, which only 1 questionnaire was completed online.

In case of Spain, all data were obtained through a survey online that MC2020 and FAMSI, both Spanish entities partners of the project distributed by electronic mail between the target group.

The Andalusian Municipality Fund for International Solidarity, FAMSI, is a network of provincial and local governments. City Councils and provincial governments have been joined by other entities such as NGOs, universities, foundations, research centers, rural development groups and businesses, that have added foreign action and solidarity to their tasks. In total near 200 partners among local governments and collaborative entities, so the mailing list for dissemination is huge, moreover they also have a lot of mailing contacts of persons, local authorities and entities involved in migration issues, all of them received by e-mail the questionnaire in two or three times. Media Creativa is a private company which aims to provide innovative solutions and training, specialized in the field of research, training and internationalisation. It counts on different experienced experts from diverse fields and has a strong network which also includes public bodies. The questionnaire was sent to those people from this network that work in fields related to migration. It was answered on-line, even if some calls were required in order to obtain an answer.

In case of Germany, it is reported that from personal contacts of the Greek Orthodox Church [GOM] and internet research for identifying relevant target groups a selection of over 784 persons were identified and emailed for the participation of the survey and the internet-link was sent to the participants.

Finally, in case of the Czech Republic the on-line questionnaires were sent to 15 potential respondents within February and March 2018. IOM Prague used its long-term experience and relations with organizations working with migrants including public bodies in the Czech Republic. Respondents from public sector – Ministry of Social Affairs, Labour Offices, Fund for Further Education and Integration Centres for Foreigners were asked to fill out the questionnaire.

The following table shows how the research tool is handled and the final number of completed questionnaires per country.

Table 1: Number of questionnaires by country

Country	Method	Number of questionnaires
Greece	Workshops/ Door to door	106
Spain	hard copies	100
Germany	On line	60
Czech Republic	On line	13
Total:		279

2.2. Research barriers

In general, there were no difficulties with identification and contacting proper respondents for the survey and the target group have responded very well to the questionnaire. The main difficulties were related to responding time to dates for completing the questionnaires. The partners had to send several messages and made quite polite reminder calls to participants. In the case of Greece another time-consuming process was the previous briefing of the Heads of the Departments of the Municipality of Egaleo before the questionnaires were distributed to the employees. This was a time-consuming process, but eventually useful for the dissemination of the project.

2.3. Sample description

As it already has mentioned, the total number of the completed questionnaires that have been collected by the partners was 279. Some characteristics of the sample are illustrated in the table below.

Table 2: Sample characteristics

Country	Sex	Age	Education	Years of experience	Current department
Greece	71% women	45%= 35-45	53% University and +	32% > 20+ years	41% administration & support

Country	Sex	Age	Education	Years of experience	Current department
Spain	67% women	35% = 45-55	84% University and +	40% =	43% citizen service
Germany	75% women	27% = 35-45	47% University and +	6-15 years	44% social services
Czech Republic	54% women	77% =35-55	92% University and +	37,5% > 20+ years	31% social services & 31% Citizen Service

As shown the majority of the participants in all countries are women, aged 35-55 of high level of education (mostly university and postgraduate studies). Most of the employees are working in Social Services Department and some of them in Administration as well. In some countries such as Greece and Germany the personnel who participated in the survey has long experience in the public sector (more than 20 years) but in some other countries such as Spain and the Czech republic, the participants have mostly a short term experience, between 1-15 years.

3. SURVEY'S RESULTS

This chapter details the survey results for each participating country. Observations on comparative elements of research and on emerging proposals are presented in the Conclusions. However, it is worth mentioning that although in general the participants from all countries are satisfied with the quality of the services offered by their Service to immigrants / refugees, about one in three (1/3) indicated moderate satisfaction, which diminishes the scope for improvement.

3.1. Greece

In case of Greece, 64% of the participants find the current level of services provided for immigrants/ refugees to be satisfying. For those who estimate the services insufficient (20%) they stated that they formed this opinion because there is no foreign language material for immigrants (13%), there is not as it should be equal treatment to all the citizens (9%), guidance (17%) and appropriate structures (19%).

Regarding the need for any kind of help in the related services provided to the immigrants, 47% of the employees believe that they need additional help in their services. More specifically, the participants declare that they need faster services, mediators/translators, support with legislative information, skilled staff & means, Intercultural communication / training, networking of services for immigrants,

Most of the participants in the survey have participated in a training program for employees (53%) related to the management, IT & public health, Services' needs, Incomes & Disciplinary law, Databases/Officials' code , Training to immigration law, data protection, Cultural actions, Scientific consideration to different topics, Social topics, Digitalisation registry office, Community centres and Working team spirit. Worth mentioning is that the vast majority of the participants (93%) have no previous experience of intercultural training. For those who have participated in such a program, the topics were Knowledge of foreign languages, Easy integration of children's immigrants to the workplace.

Additionally, a large number of participants (81%) have never followed an online course in their work. Almost half of the employees seem to be positive to participate in such an online course. Most of devices preferred to be used by the employees are PC/laptops (77%)¹. The time that they would allocate regularly for online training is mainly 30-45 minutes (45%), or 1 hour (31%). The activities which they will enjoy the most, video seems to be the most popular activity, followed by non-formal educational games and written exercises.

Most of the participants believe that their participation in an intercultural education program would be useful (62%), while 16% found it necessary. Concerning their personal motivation for participating in a program of intercultural education, better services for citizens was the main reply (41%), followed by personal interest (24%), upgrading qualifications in general (20%) and improving professional status (15%). The main competence the employees would like to improve the most is the equal treatment and respect for diversity, intercultural communication

¹ It has to be mentioned that all the employees who participated in the Greek survey had PCs in their office.

abilities, understanding the concept of knowledge, organizational skills, relationship-building skills, personal and professional commitment.

3.2. Spain

In case of Spain, 48% of the participants find the current level of services provided for immigrants/ refugees to be satisfying, while 33% consider that they provide a moderately useful service and 19% consider that the service they provide is deficient. Those who felt that the service was not very good, commented as reasons for this assessment, the absence of human and economic resources, and that in general there is no specialized care service. Otherwise those who considered that the service is satisfactory commented that they pay the attention that the users require so that these last ones are satisfied receiving an integral and personalized attention.

In relation to the need of some kind of help to meet the service needs of immigrants, 71% considers it necessary. The persons interviewed show particular interest in greater endowment of training and informative, economic and greater staffing resources, as well as the need to receive more specialized legal advice

The majority (69%) of the persons who have completed the survey have participated in a training program for employees in the past. The main subjects of such training were: Social issues, law, migration issues, communication issues, international cooperation for development, gender, intercultural mediation.

The 44% have been involved in a training program on intercultural education, and the 56% have never. The main issues on which these courses have been addressed were, the interculturality in the classrooms, the accompaniment of minors, socio-labour mediation, training of trainers in interculturality, management of diversity.

The majority of the participants in the survey (64 %), had followed an online course in their work before the survey. The vast majority (84%), would be positive in their participation in an online learning experience. The 90% choose the PC or Laptop as a device to use for online learning. 38% would allocate in the training from 30 to 45 minutes, and 40% one hour per day. Regarding the modality of the learning abilities, non-formal educational games, as well as videos, were the most preferred ones in our sample. Traditional written exercises are not attractive. They also provided other learning activities that they consider interesting to include:

- Case studies
- Intensive seminars about good practices at international life
- Storytelling
- Group dynamics, role-playing, audios, discussions
- Participative activities
- Intercultural open spaces where people from different cultures meet and exchange experiences.

A 90% evaluate their participation in an intercultural education program as necessary or useful. Concerning their personal motivation for participating in a program of intercultural education, the results showed interest for Upgrading Qualifications, for providing better services for citizens, for personal interest and finally, for improving their professional status.

With reference to the competences which aim to be improved through this program, most of the respondents answered, “Intercultural communication abilities” followed by “Personal and professional commitment”. On the other hand, understanding of the concept of culture was the competence less aimed to improve. It could be concluded that the sample prefers a more practical approach rather than theoretical.

Besides, some of the people who answered the questionnaire also provided some ideas of contents which could be also useful or interesting to include in the training course, such as:

- How to develop a municipal strategy for working with migrants
- Intercultural competence, mediation, multifactorial approach
- Linguistic abilities
- Intercultural/ religious dialogue, social traditions
- Legal procedures
- Immigration policies in a practical manner
- Muslim women mobilisation and participation encouragement workshops organization abilities

3.3. Germany

In case of Germany, although the provided help is seen as broadly satisfying (65%), many participants expressed concerns about lack of personnel, especially interpreters. Some express, that due to bureaucracy or data protection, cooperation between offices is obstructed and paperwork remains incomplete, credentials of immigrants are missing and they therefore are not able to join the workforce. A strong demand for intercultural training is raised, in order to identify the different needs and to communicate this need to the domestic volunteers and employees in public offices.

In case of help needed (72%) among other things, living space and legal advice for dealing with authorities seems crucial. Regular updates, more social education for employees and volunteers plus pre-printed forms in different languages could help overcome the language barrier.

54% of the participants of the survey have taken part in cultural and language trainings and workshops, with focuses on migration and integration (among them integration law and EU rights, mediation, conflict management and even self-defense). Several participants took part in IT and data protection trainings.

Worth mentioning is the fact that 70% of the responders have been involved in a training program on intercultural education. On the other hand, 84% have never followed an online course in their work. And 37% seem to be positive to participate in a relevant online course.

Most of devices preferred to be used by the employees are PC/laptops (86%). The time that they would allocate regularly for online training is mainly 5-15 minutes (49%) and 30-45 minutes (39%). Related to which activities they enjoy the most, video seems to be the most popular activity.

The answers in the personal motivation for participating in a program of intercultural education were personal interest and improve qualifications (68%) and better services for citizens (66%). The main competence the employees would like to improve the most is the equal

treatment and respect for diversity, intercultural communication abilities, and relationship-building skills.

3.4. Czech Republic

In case of the Czech Republic, the important finding for the project is that public servants see some limits in quality of provided services and believe they need some kind of help to meet the service needs of migrants. Only 7% of the respondents assess the current level of service that his/her department provides to migrants (in terms of meeting their needs) as satisfying while 61,5% assess it as moderate and 30,8% as incomplete.

More than half of the respondents have participated in a training program on intercultural education in the past. However, all of them participated in another training program for employees which mean they are experienced in this area. Moreover, more than 60 % of the respondents followed an online course at work in the past.

Most of devices preferred to be used by the employees are PC/laptops and tablets. Almost 40% of the respondents are ready to spend more than two hours with the training. Another 40% percent are ready to spend up to two hours and only one fifth one hour. As a learning activity, they prefer at most video or non-formal education games.

The answers in the personal motivation for participating in a program of intercultural education divided into categories:

- upgrading qualifications
- better service for citizens
- personal interest

Adaptation skills and Intercultural communication abilities are two most popular competencies the respondents would like to improve at most from such educational program.

3.5. Comparative presentation of key findings of the survey

In this section, the main points of the survey are summarized in the form of Tables for the four participating countries.

Table 3: Experience of participation in training programs

Country	Training	Intercultural training	Online courses in work	Positive in participation on line training
Greece	NO = 47%	YES = 9%	NO = 81%	48%
Spain	YES = 69%	YES = 44%	YES = 64%	84%
Germany	NO =46%	YES = 70%	NO = 84%	37%
Czech Republic	YES = 100%	YES = < 50%	YES = < 60%	Missing data

Table 4: Experience of participation in training programs

Country	Devices to be used	Time per day allocate for online training	Preference of learning activities
Greece	77% PC/Laptops	30-45 min. =45%	Videos
Spain	90% PC/Laptops	1 hour= 45%	Videos
Germany	86,5% PC/Laptops	30-45 min. =38%	Videos
Czech Republic	46% PC/Laptops/ Tablets	5-15 min. = 49%	Videos

Table 5: Personal motivation for participating in a program of intercultural education

Country	Motivation	Competences
Greece	<ul style="list-style-type: none"> • Better services for citizens • Personal interest and improve qualifications 	<ul style="list-style-type: none"> • Equal treatment and respect for diversity • Intercultural communication abilities
Spain	<ul style="list-style-type: none"> • Personal interest and improve qualifications • Better services for citizens 	<ul style="list-style-type: none"> • Intercultural communication abilities
Germany	<ul style="list-style-type: none"> • Personal interest and improve qualifications (68%) • Better services for citizens (66%) 	<ul style="list-style-type: none"> • Equal treatment and respect for diversity • Intercultural communication abilities
Czech Republic	<ul style="list-style-type: none"> • Personal interest and improve qualifications • Better services for citizens 	<ul style="list-style-type: none"> • Adaptation skills • Intercultural communication abilities

4. NATIONAL CONTEXT IN MIGRATION/ASYLUM SEEKING

At this point of the project information requested by partners relating to their country and specifically the national framework for integration and treatment of migrants / refugees, the national integration policies, the educational programs aimed at civil servants dealing with the treatment and service of migrants / refugees and some good practices from programs (mainly educational) implemented in a national / European context. The results emerged from the desk research are representing below.

4.1. Greece

The last three decades Greece has been a country that accepts large numbers of immigrants/ refugees. This has started back to '90's when Greece accepted a large number of immigrants from Balkans and continued with other Asian and African countries.

As it is well known, Greece is the main entry point on the Eastern Mediterranean route and recently faced the consequences from the war in the area. The number of asylum applicants peaked in 2016 when Greece became the first EU country for number of asylum applicants compared to population (with almost 5 applicants for every 1000 inhabitants compared to 2.5 in the EU28 average). The share of women and children below 18 is very high (almost 40 %), reflecting the large number of family arrivals from Syria and Iraq. Unaccompanied minors represent instead a smaller share (12 %) among minors compared to the EU28 average.

In order to face the refugee crisis, Greece had to rapidly set up a reception and integration system from scratch, as none of them had previous experience in dealing with large numbers of asylum seekers and refugees. Being transit country rather than destination country, its main policy investments focused on reception rather than integration measures. Notwithstanding these common issues, the ways Greece has faced the refugee crisis have been highly diversified, in part due to the different geographical position and cultural/political contexts. Greece is struggling with the management of huge numbers of arrivals in its harbours without closing its frontiers and trying to improve country's reception and integration systems. Greece has implemented measures to improve the reception and social integration of asylum seekers. Still, living conditions remain poor in many reception centres and the registration and assessment of applications takes a long time.

Greece has also adopted measures to support the early access to the labour market of asylum seekers, as well as integration measures to support their entrance to the labour market and social integration. It also improved its legal framework and invested in reception capacity, although with problems in the practical implementation of reception and integration measures due to its more difficult socio-economic conditions and reduced administrative capacity.

The refugee crisis was largely tackled with the help of international institutions and NGOs; in addition, the EU–Turkey Statement drastically reduced arrivals on the Greek islands from March 2016. While in Greece, recognised refugees and beneficiaries of international protection are entitled to labour market and social support under the same terms as natives, Greece has also implemented measures to improve the integration of asylum seekers from the early stages

of the reception process. Besides language courses, recognised refugees and beneficiaries of international protection may access employment services, language and professional training. Apart from some pilot projects, there are no targeted measures (e.g. mentoring and/or hiring subsidies for employers), and the implemented interventions reflect the overall weaknesses of employment policies and labour market conditions in the country. The gravity of the economic crisis that Greece is facing since 2009 is another factor that reduces employment opportunities for immigrants and refugees. The same pattern emerges in social integration strategies. In Greece implementation is mainly left to NGOs, often with the support of EU funding, with problems related to the long-term sustainability of projects.

Among the main challenges faced by Greece now days are: the lack of experience and capacity in the integration of immigrants/ refugees; the lack of funding. ensuring the long-term sustainability of programmes and extended coverage; the shortage the negative attitudes towards immigrants and refugees. Existing research and evaluations suggest that effective integration policies benefit not only immigrants, but also the receiving society. Countries with inclusive integration policies tend to be more developed, competitive and better places for everyone to live in. Inclusive policies may also help public opinion to see the benefits of immigration to receiving countries, while restrictive policies harden distrust and xenophobic attitudes among public opinion. However, the capacity to manage effective integration policies depends very much on the possibility to govern migration flows and to avoid massive increases over a short time span concentrated in few territorial areas. This implies a greater EU role in supporting a fairer distribution of asylum seekers across Member States, and more effective reception and integration measures through a stronger focus on integration in the European Agenda for Migration; an effective multi-level governance and support to upgrade administrative and institutional capacity at national and local level and through the exchange of experiences and good practices between EU members by supporting community building and awareness-raising on the benefits of immigration.

4.1.1. Educational programs aimed at civil servants dealing with the treatment and service of migrants/refugees and in line with the integration policies

In Greece there no systematic mentorship schemes in place for immigrants and refugees integrating into the labour market. Social integration is left to the NGOs, while various relevant measures are foreseen by the Greek Asylum, Migration and Integration Fund (AMIF) National Programme (2014 to 2020). Regarding NGOs, perhaps the most notable efforts are those by Praksis and the Ecumenical Refugee Programme (ERP). Praksis provides to socially vulnerable groups in need, regardless of colour, race, religion, age, nationality, ideology, sexual orientation or political beliefs through an array of programs. One of these initiatives is «syn sto plin», a programme that intends to provide relief to vulnerable social groups who are on a daily basis severely affected by the consequences of the crisis. It focuses on intervention through Day Centres in Athens and Piraeus that offer relief and assistance to homeless people in need of support. Recorded visits in both centres range from 150 to 200 on a daily basis, and on prevention by offering support to Greek families with children in Athens and in Thessaloniki that due to the crisis are facing poverty and the immediate risk of homelessness. Each month 550 families are supported (EMN, 2015).

The Ecumenical Refugee Programme (ERP) is a special service for refugees within the Integration Centre for Working Migrants, an NGO of the Church of Greece. They primarily provide legal assistance and representation to asylum seekers and refugees as well as social support and are one of the main Organizations in this field in Athens. The AMIF Programme contains a priority axis devoted to National Strategy on Integration. The main pillars of this strategy relate to: a) Promotion of regular migration with Country of Origin (CoO) pre-departure measures; b/ Enhancement of third-country nationals (TCNs) language skills, improvement of the attainment in the education system, assistance of TCNs integration in labour market, promotion of access to social security, healthcare, participation in TCNs organizations/local authorities, promotion of interculturalism and combating racism and xenophobia; c) Promotion of the integration of specific vulnerable groups; d; Provision of accommodation to vulnerable groups of legally residing TCNs(with a wide range of services); e) Protection of UAMs; and f) Establishment of integration structures with a wide range of services.

Greece was a latecomer in putting integration in the policy agenda and has done so mostly prompted by EU norms and Directives. Although legislation has gradually granted more rights to legally residing TCNs, the measures and policies adopted to actively facilitate the integration of migrants have mostly remained on paper (ELIAMEP 2015). The integration measures that have been implemented are generally fragmented and ad hoc. There is a lack of a coherent approach to refugee integration, and, in part, this is linked to the limited influence, or even absence, of a technocratic approach and culture in Greek public administration and among political parties and elites. It is also linked to an endemic and generalized lack of inter-ministerial coordination in sectors and issue areas where multiple institutional actors have to be involved, as required in the field of immigration and social integration. While vulnerable groups are usually referred to in integration policy documents, their integration experiences are not evaluated. No specific requirements or indicators for monitoring integration have been developed nationally and existing data are not formally used to measure and report on integration. To the extent that any monitoring takes place, it is project-based and implemented by independent entities mostly through EU funds. The current economic crisis and the austerity measures applied have of course, exacerbated problems, and through for example cut in the provision of public services, which are of the utmost importance to the most vulnerable population groups.

4.2. Spain

In the case of Spain, the public body in charge of the integration of Immigrants is the General Directorate for the Integration of Immigrants, dependent on the State Secretariat for Immigration and Emigration. The Ministry of Labour and immigration is the highest body responsible for Migration of the Spanish Government.

There are other organisms such as the Permanent Observatory of Migration and the Spanish Office for the European Migration Network which are in charge of the of the data collection, analysis and exchange of information, immigration and asylum and promotion and dissemination of studies related to the field of migration. It should be noted that the European Migration Network office in Spain is composed of experts from different Ministries: Labour and Immigration, Interior, Foreign Affairs and Cooperation and the General Prosecutor's Office.

Other NGOs and associations also carry out a significant work in the field of migration and they work directly with the target group, such as Red Cross, SOS Racismo (which is an NGO in charge

which works combating racism and xenophobia), ACNUR (UNHCR office in Spain), CEAR (Spanish Committee to help Refugees), Médicos del Mundo (Doctors of the World) ETC. These are some of the biggest and most significant ones, but there are many other smaller NGOs and association which work in the field of migration at the local level.

In fact, civil society associations are in direct contact with the immigrants and refugees and provide support to those people. They take care of them once they reach our country, they offer language courses, carry out different activities with the collective, provide legal and labour counselling and in some cases, they also collaborate with food and other basic supplies.

With reference to the main policies and regulation, Spanish law is in line with the objectives of the European Union in the field of migration.

All countries of the European Union are signatories and have ratified the main protocols addressed to immigration of United Nations; to be said, the Universal Charter of Human Rights, Covenant on Civil and Political Rights, the Covenant on Economic, Social and Cultural rights the Convention Relating to the Status of Refugee, based on the 14th article of the aforementioned charter. The term refugee was defined there as well as the main responsibilities of the signatories. Spain is also a signatory of the Convention relating to the Status of Stateless Persons of 1954.

At European level, the Lisbon Treaty is the main judicial tool for regulating the immigration policies (2009), based on the Fundamental Rights Charter of the European Union (2000). In September 2008 the European Pact on Immigration as Asylum was also developed, aiming to harmonise the migration policies of the member states. Likewise, there are also different European Regulations that rule the protection and legal proceedings of the member states that Spain, as a member State of the European Union, should comply with.

At the national level, the Spanish Constitution, which is the supreme law in this state, includes the rights of migrants. However, it is important to bear in mind that this supreme law established that the autonomous regions assume in their respective Statutes of Autonomy the competencies in migrant matters should do it "*(...) in necessary coordination with the State competencies on alien issues, immigration and residence authorisation*". Therefore, main policies and decisions are taken at regional level. Besides, some regional governments recognize and establish municipal competencies, rights and duties at the local level in migration matters.

The Organic Law 4/2000 of January 11th about rights and freedoms of foreign people in Spain and their social integration is the main law in force related to the integration of migrants, lastly modified in 2009. The second article of this law deals with the integration of migrants and establishes the duties of Public administrations and powers to promote the total integration of foreign people according to the Spanish legislation.

National Government should collaborate with regional and local government in the process and throughout the implementation of their Strategic Plan of Integration and Citizenship, as stated by the Constitution previously explained.

At the budgetary level, the allocations dedicated to the reception and integration of refugees were significantly increased during last years, due to the refugee crisis. The number of staff, both at the Asylum and Refugee Office (OAR) responsible for the processing of international protection procedures and the Ministry of Employment and Social Security, responsible for the management and coordination of the National Reception and Integration, was also increased during 2016. The General Secretariat of Immigration and Emigration (SGIE) also approved

Management Guidelines for the system of reception and integration for applicants and beneficiaries of international protection. The guidelines were developed for the national reception centres and aimed to provide clear procedures on the different actions to be carried out by all participating centres in the reception system, on issues such as: first reception activities within the national territory or at border posts, provision of information and guidance, personalised social intervention, temporary reception, financial aid, legal assistance, translation and interpretation, labour opportunities, as well as resettlement.

With regards to resettlement, Spain has a national resettlement programme on annual basis, which was established by Law 12/2009 of 30 October, governing the right to asylum and subsidiary protection. Through this programme, the Government determines each year the number of people to be resettled. In relation to the return of irregular migrants, activities developed under Assisted Voluntary Return projects continue. Also, as a result of the close collaboration between Secretary General for Immigration and Emigration and AECID, a project related to voluntary return and reintegration was approved and financed under the EU Trust fund for Africa.

Spain implements its Framework Protocol on Unaccompanied Minors (MENA) which provides the actions and criteria to be applied by the public and private actors that are involved in the different phases UAM experiences since its entry into Spanish territory, and under the principle of the best interests of the child.

Main action areas of integration policy remained the migrants' labour market integration and educational attainment of migrant children. These were however adapted to the increasing demand of international protection and the growing heterogeneity of the foreign population in Spain.

One of the most strategic fields of social integration is education. The General Secretariat for Immigration and Emigration funds a range of extracurricular educational programmes.

Regarding labour market integration, during 2016 the Operational Programme on Social Inclusion and Social Economy in Spain for 2014-2020 (co-funded by the European Social Fund), included non-nationals as a target group.

Even if, as mentioned previously, different education programmes, plans and actions were funded and carried out in order to increase awareness and foster the integration of migrants in Spain, they were not projects or educative programs related to the topic specially addressed to public offers. Almost all regional governments have "Migration Plans" where all strategic objectives and actions are specified.

Nevertheless, during 2007- 2013 it was developed a national project called GESDI "Gestión de la diversidad en el mundolaboral", which deal with the management of diversity in the labour world, where a guide ([Guide to managing diversity in the workplace](#)) was produced which included the guidelines for promoting the diversity in the field.

In the same line, the National Institute of Public Administration (INAP in Spanish), which is in charge of providing training to public officers, also offers a training course named "Services for culturally diverse public", "Information and services to citizens. Gender Violence, Disability and Immigration".

Regional Governments in Spain are in charge of offering to their administration the training they consider relevant, but it is not agreed among all regional administrations: each one provides its own offers and contents.

For example, the regional government of Andalusia developed a Project called [Forinter2](#), which is based on the design, development, implementation and evaluation of a Training Plan in the field of Interculturality and Migration. This initiative is framed under the one main objectives of the Plans for Immigration in Andalusia: training for the improvement of the services for migrants.

Another good example would be “Biltzen”, the Basque Service for Integration and multicultural coexistence, which directly collaborates with the regional government for the evaluation and design of policies and plans of the field. It also provides legal advice, civil society association enhancement, works on shared knowledge and provides a space called “Zurrunbilan” where different social agents, professionals, experts and public bodies deals with topics related to migration.

Likewise, some trade unions, employment offices and NGOs also offer training in the field of migration. However, there are open to the general public, not particularly addressed to public officers. For instance, in Spain, the [Foundation Luis Vives](#) plays this role to enhance the capacity of NGOs, especially migrant NGOs, through the provision of specialised technical assistance and contribution.

According to the data provided by the Spanish Statistical Office, the immigration flow to Spain that decreased since 2008, probably due to the economic crisis and the refugee tragedy it started to steadily grow again in 2013. Immigrants and refugees still coming to Spain and public bodies, administrations and other agents should be prepared to meet their requirements and needs. The structure of competencies in Spain at a national, regional and local level still representing a major challenge.

Therefore, as there is no specific educative offer at national level dealing with the integration of migrants addressed to public officers in Spain, Q-SER will provide a basis for the improvement of those services.

4.3. Germany

On 22 April 2016, the German Chancellor and the heads of state and government of the federal states adopted a "Common Concept of Federal Government" for the successful integration of refugees". On the one hand, it is about the clarification of a cross-level coherent overall approach, according to which legal measures in the federal and state governments, federal and provincial programs as well as concrete projects and structures on the ground are clearly part of a whole. On the other hand, the tried-and-tested instruments - especially in the areas of language development, integration courses, education, training, study and the labor market, as well as housing construction - are to be used accurately, interlinked in a practical way and purposefully expanded over the next few years. In addition, the federal government is taking legal measures to implement and enforce the guideline for promoting and demanding even more consistently. With today's draft of an Integration Act as well as the draft Regulation on the Integration Act, the funding opportunities and duties of the individual are defined in a targeted manner and the legal consequences for missing or special integration efforts are clearly

regulated. In particular, the following improvements are specifically included: Language and value mediation are the central foundation for successful integration into society as well as in education, training, study and the job market.

Therefore, it will be improved the accessibility of participation in integration courses. The option to oblige asylum-seekers, recognized refugees or subsidiary beneficiaries to participate in the integration course will be expanded or recreated for asylum seekers with a good stay-perspective.

The language acquisition should be done as early as possible. The Integration Act provides incentives for this, as the right to participate in an integration course will expire after one year, instead of the previous two years. In addition, the prerequisites for higher course capacities, more transparency and more efficient management of the integration course system are created in the Integration Course Ordinance. For example, integration courses will be completed more quickly in the future - instead of three months at the latest, after six weeks at the latest. The orientation course will be increased from the previous 60 to 100 teaching units and its contents will be more geared towards the conveyance of values. With the residence assignment, a more even distribution of the protected persons is made possible. It also pursues the goals of ensuring integration, avoiding integration-inhibiting segregation and avoiding social hot spots.

Integration measures should start early. Under the Asylum Seekers Benefits Act, the labor market program "Refugee Integration Measures" will provide 100,000 additional employment opportunities from federal funds for beneficiaries. This allows a meaningful and charitable activity already during the asylum procedure and at the same time causes a low threshold approach to the labor market. In view of the obligation to return to their home country, the program is not applicable to asylum seekers from safe countries of origin and persons who can be exempted. In order to further facilitate integration into the labor market, access to benefits under the Third Book of the Social Code - temporary until the end of 2018 - will be greatly facilitated for those with a good residency permit, for those without a job and holders of certain humanitarian residence permits. It will be also created more legal certainty for those who are tolerated and training companies.

In the future, the apprentice will receive a tolerance for the entire duration of the apprenticeship. The existing age limit for the beginning of training will be abolished. To avoid abuse, the status automatically expires when the training is stopped. After successful completion of the vocational training, the patient will receive further acquiescence for a period of six months to search for a job. For a subsequent employment, a residence permit is issued for two years. In the case of a criminal conviction, the residence permit is revoked. Access to the labor market will be further facilitated. For a period of three years, asylum seekers and tolerated persons will be given full priority testing, depending on regional unemployment and with the participation of countries. At the same time, this allows for admission to work in temporary employment. In addition, it has been defined obligations to cooperate in integration measures. Refusal and termination of refugee integration measures and integration courses without good cause result in performance restrictions in the Asylum Seekers Benefits Act.

4.4. Czech Republic

The policy for the Integration of Foreign Nationals is based on the Principles of Policy for the Integration of Foreign Nationals in the Territory of the Czech Republic adopted by Resolutions of the Government. The Principles have been updated regularly by the Government since 1999. Policy for the Integration of Foreign Nationals has relied on the involvement of a number of ministerial departments (the Ministry of the Interior; the Ministry of Labour and Social Affairs; the Ministry of Education, Youth and Sports; the Ministry of Industry and Trade; the Ministry of Health; the Ministry for Regional Development and the Ministry of Culture) as well as other partners (non-governmental non-profit organisations and foreign nationals' organisations, regional and local governments, academic sphere, etc.). In this way, it responds to the fact that the integration of foreign nationals is a comprehensive problem concerning a number of areas. The coordination role in implementation of the policy has the Ministry of the Interior.

In accordance to the Principles of Policy for the Integration of Foreign Nationals in the Territory of the Czech Republic, the policy for the integration of foreign nationals is based on the following principles, in particular:

- practical cooperation of all those who can contribute to the successful course of the integration
- efficiency of integration measures
- improving the awareness of all parties involved in the integration process
- clear and tangible results of all integration activities
- new tools (direct collaboration with municipalities, emergency projects of municipalities);
- Supporting the development of civic society – particularly in regions in connection with the creation of regional integration centres

Priorities in the Integration of Foreign Nationals and targeted measures intend to serve as conditions of key importance for the successful integration of foreign nationals in the Czech Republic include:

- the foreign national's knowledge of the Czech language
- economic self-sufficiency of the foreign national
- the foreign national's knowledge of this country's society
- mutual relations between foreign nationals and the majority society

There have been various programs for the civil servants provided by experts from academia, NGOs and other institutions. One of the most systematic and long-term projects is "STRENGTHENING INTERCULTURAL COMPETENCES OF OAMP WORKERS AND OTHER PUBLIC ADMINISTRATORS" (OAMP = Department of Asylum and Migration Policy of the MoI). The project has been implemented by NGO Slovo 21 (www.slovo21.cz/index.php/projekty-cizinci/skoleni-pracovniku-oamp) since 2011 already. It includes 2days training for all new employees of OAMP from whole Czech Republic. The trainings are focused on original and non-traditional methods and interactive activities. The participants of trainings are those, who work in contact with clients-foreigners.

Raising the awareness of foreign nationals and professionals who come into direct contact with foreign nationals are regarded by the MoI as one of the priorities of the integration process. In order to raise the foreign nationals' awareness of the matters of residence, the MoI created the immigration portal (www.imigracniportal.cz), established an info line for foreign nationals

and published a number of informational leaflets. In cooperation with NGOs, the project of assistance to long-term foreign national residents continues directly in the offices of the Department for Asylum and Migration Policy at the Ministry of the Interior.

5. CONCLUSIONS

This section focuses on some proposals, as they arise from the survey results, for the Q-SER Consortium concerning the organisation and configuration of the educational material of intercultural training of municipal employees.

The four countries involved in the Q-SER project show differences in their experience and action in the field of migration management, but also their needs based on social reality. Differences in the economic and social life of each country as well as the different content of their immigration policy appear to be reflected in the programs and actions they have undertaken to deal with migrant and refugee populations. However, the common observation remains that there is still a large scope for action on integration policies and the awareness and sensitization of society for the acceptance and integration of these groups. Therefore, the interventions of the Q-SER project seem to be useful and add to a comprehensive effort to organize and operate modern societies in the context of multiculturalism. As reflected in the survey, public offices prefer an on-line course, which will allow them to organize themselves according to their needs.

The results of the survey contacted as part of Q-SER activities have highlighted the common areas of interest of participants in participating in a cross-curricular training program aimed at equal and non-discriminatory treatment of migrants / refugees from public and local authorities. Although some respondents from some countries (e.g. Czech Republic) have already quite high level of experience and attended intercultural courses in the past, they are interested in participating in another intercultural education programs provided within the Q-SER project. They also consider their participation in an intercultural training program would be essential and useful, mainly in order to be able to provide a better service for citizens.

From the results of the survey, it was concluded that some contents are specially identified by the respondents, as main topics of interest to improve the services that they provide to their users and should be addressed for the training material, such as:

- The right of aliens in practical terms from the municipal services. How the most demanded files are processed: family reunification, social rooting, Spanish nationality. Assumptions and case studies
- Migrations and interculturalism. How do we manage coexistence and social cohesion from the municipalities?
- Introduction to the Law on Aliens and legal procedures in general
- Intercultural communication
- Municipal strategy for working with migrants
- Intercultural competence, mediation, multifactorial approach
- Tools for preventing hatred, xenophobia and other crimes against people

Respondents shown the need to receive tools that allow them to specialize in advising the immigrant group and in the potential resolution of the problems of these users, likewise, they often point out the need to have more personnel and material resources in the units that provide these services, in this way the attention can be more integral and personalized.

Most of them would allocate maximum an hour per day (preferable 30-45 min.) for the training. It should also be noted that participants prefer a more practical, interactive approach and innovative methodology, far from the classic written exercises. Videos and non-formal games such as role plays also are interesting training activities to include. Likewise, practical cases and good practices would be a great complement for the training: they could learn from inspiring examples that serve them to see the real application of the knowledge acquired.

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