AD HOC QUERY ON 2022.5 Using new technologies in the field of migrant integration

Requested by EMN NCP Estonia on 15 February 2022

Responses from Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Latvia, Lithuania, Luxembourg, Netherlands, Slovakia, Slovenia, Spain, Sweden (21 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.

1. Background information

The aim of this AHQ is to learn about other EMN member countries' practices and insights in order to help the Estonian Ministry of Culture develop their own digitalization strategy in the sphere of integration and settlement in Estonia. The current national integration strategy, „Cohesive Estonia 2021-2030", has set out to build stronger connections between all nationalities living in Estonia, to promote the learning of Estonian language among minority communities and to facilitate digital transitions in the field of integration.
The ministry would like to find out if other EMN member countries have developed digitalization strategies and already use AI and other digital technologies in this field. Topic areas of particular interest are the use of AI and digital solutions in teaching and training activities to enhance access and

better manage integration-related courses (including language courses), improve migrant matching with appropriate support services and courses, and the use of big data for long-term policy planning in the field of integration.

2. Questions

1. Does your country have or is in the process of developing a national strategy for digitalization and the use of new technologies in the field of migrant integration? Y/N. If YES, can you please describe the strategy (if you have a link to the policy, can you provide it).

2. Does your country use AI or other digital solutions for the organisation of integration services and activities (e.g., providing automated feedback, progress reporting, the use of virtual assistants (chatbots) to motivate and remind of participation in integration and language courses)? Y/N. If YES, can you please describe how these technologies are used.

3. Does your country use AI or other digital solutions for matching migrants' with integration-related services and support activities to better meet their needs? Y/N. If YES, can you please explain how this is done.

4. Does your country use insights from Big Data and AI for long-term planning and policy-making in the field of integration? Y/N. If YES, can you please explain how.

5. Are there any other examples not mentioned in questions 2-4 in your Member State where AI or digital technologies are used in the field of migrant integration? Y/N. If YES, please elaborate.

6. Has your country detected virtual segregation (i.e., the separation of groups of people into defined online spaces) to be a problem in migrant communities? Y/N. If YES, does your country implement activities to counteract it?

We would very much appreciate your responses by **15 March 2022**.

3. Responses

[1]

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[1] If possible at time of making the request, the Requesting EMN NCP should add their response(s) to the query. Otherwise, this should be done at the time of making the compilation.

		Wider Dissemination[2]	
≡	EMN NCP Austria	Yes	1. No. --- Source: Ministry of the Interior 2. No. --- Source: Ministry of the Interior 3. No. --- Source: Ministry of the Interior 4. No. --- Source: Ministry of the Interior 5. No.

[2] A default "Yes" is given for your response to be circulated further (e.g. to other EMN NCPs and their national network members). A "No" should be added here if you do not wish your response to be disseminated beyond other EMN NCPs. In case of "No" and wider dissemination beyond other EMN NCPs, then for the Compilation for Wider Dissemination the response should be removed and the following statement should be added in the relevant response box: "This EMN NCP has provided a response to the requesting EMN NCP. However, they have requested that it is not disseminated further."

			--- Source: Ministry of the Interior 6. Yes, there have already been exchanges with experts on this and we are working on the implementation. --- Source: Ministry of the Interior
	EMN NCP Belgium	Yes	1. No national strategy for digitalisation and the use of new technologies in the field of migrant integration. Most matters relevant to integration are defederated competencies and are thus either a competency for the Communities (e.g. education and civic integration) or the Regions (e.g. housing). Healthcare is mostly a national policy although prevention within healthcare is also a responsibility of the Communities. 2. Yes. Flanders : The new civic integration programme entered into force on 1 March 2022. During the corona crisis, the Integration and Civic Integration Agency already switched to online teaching and testing. In the future, classroom teaching will be organised for those who need it, but civic integration trajectories will in future increasingly take place digitally (partially or completely depending on the skills and competences of the person integrating). This does not only improve the quality of the courses, it also makes it easier to combine the programme with employment, as newcomers will process the courses at a time and place that suits them best. To make this possible for most profiles of persons integrating, preparatory digitalisation courses are also offered to those who are less digitally proficient in order to be able to follow the lessons at a distance. As of March 2022, persons integrating will also take a standard digital test. Atlas, the Integration and Civic Integration Agency in Antwerp, offers an mobile application 'Welcome in Antwerp' for newcomers. The app provides information on housing, health, learning Dutch, studying, etc. And shows newcomers the way to interesting organisations and services in Antwerp. Offering the civic integration courses online is not the only thing that is being digitalised. Investments are also being made in a central system to facilitate contact between course participants, local authorities, government organisations and volunteers.

In addition, the Crossroads Bank for Civic Integration (in production since 2013) is being modernised. This database collects data of persons integrating and exchanges them in a secure manner with the Flemish education administration, the public employment services in Flanders (VDAB) and Brussels (Actiris), the local administrations and the Social Houses (see question 3).

Also with regard to adult education, various forms of hybrid learning are being developed to provide a flexible and differentiated offer. Several Centres for Adult Education make use of a learning management system to support course participants and measure their progress. One of the adult education spearheads, 'Reinforcing Digital Competences', aims to provide a tailor-made offer for strengthening general digital literacy, but also explicitly pays attention to training for people who learn in a location- and time-independent manner and the targeted development of their digital skills.

3. Yes.

The Crossroads Bank for Civic Integration is a monitoring tool with which the employees of the Flemish Agencies responsible for implementing the Integration and Civic Integration Decree orientate non-Dutch speakers towards a Dutch language course offering and monitor civic integration programmes. Based on data from the National Register, it is calculated whether someone is entitled or obliged to follow a civic integration programme and which components it comprises. On the basis of this data, contact can be made with the client to inform him or her of the civic integration programme.

Data is also exchanged with other government sources:

- With the education databases in order to search and register for a suitable Dutch as a Second Language course and to check whether underage newcomers are already registered at a school.
- The databanks of the Flemish public employment service VDAB and (in the future Actiris) in function of tuning of the civic integration route and the route to work to each other for common clients and enforcement.
- The databases of the Public Social Welfare Centres in function of coordination of the trajectories of common clients and enforcement (persons integrating who are granted an integration income may risk a temporary withdrawal of their integration income as a sanction for not complying with the contractual and legal obligations).
- The databases of social housing companies in function of the follow-up of the Dutch language programme.
- In the future, also the database of the Common Community Commission (COCOM) in Brussels in function of the data exchange for Brussels citizens who are obliged to follow a civic integration trajectory.
- My Citizen Profile: this is a Flemish platform where citizens can log in securely using their e-ID. If a citizen

followed a civic integration and/or language course, the related data are visible in My Citizen Profile.

This exchange is an added value to the 'only once' principle of the Flemish government, the basic principle of which is that a customer should not be questioned several times by an authority about the same data. The exchange is set up with maximum security via the Flemish service integrator MAGDA, which facilitates the exchange of data on the basis of authorisations.

More new services must be integrated into this future revamped application, such as the payment tool, Google For Education used for online Social Orientation lessons, a digital tool for following up buddy trajectories, the tool in which the Social Orientation test is taken to feed back results to the customer dossier, etc.

4. The Flemish Crossroads Bank for Civic Integration is responsible for matching supply and demand for Dutch as a Second Language and social orientation courses. Other matching may be added in the future. In addition, a reporting tool is also part of the Crossroads Bank for Civic Integration. This tool can be used to set up monitoring and provide reports to management and policy levels about the intake, number of civic integration contracts signed and certificates obtained, number of interviews for Dutch as a Second Language, etc. These figures are also published: https://www.integratie-inburgering.be/nl/cijfers-inburgering-en-nederlands-leren.

5. – Nedbox (https://www.nedbox.be/)
NedBox.be is an interactive online learning platform on which non-native speakers can practise their Dutch using television clips and newspaper articles on various themes, with accompanying exercises at different levels of difficulty. What is innovative about NedBox is that the range of exercises is broader than the traditional vocabulary and grammar exercises. For example, you can learn how to make a telephone call, fill in an online form or read a birth announcement card. Research shows that these kinds of real-life practice moments, which respond to what people really want to be able to do with a language, are crucial in the learning process.
The website has a simple interface so that you can easily find your way around. Another advantage of the NedBox is that the users are in the driving seat: they can choose subjects and exercises themselves, based on their interests and needs. For example, hobby cooks can practise Dutch with an excerpt from 'Dagelijkse kost' (a Flemish cooking programme on television). The users also decide where to call for support in the form of subtitles, hints or illuminated word meanings. They always receives immediate feedback on their answers and are encouraged when they have completed a certain number of exercises.
Nedbox has been online since October 2015 and was developed with support from AMIF and the Flemish government. NedBox was developed by a multidisciplinary consortium consisting of the Centre for Language

| | | | and Education of KU Leuven (CTO), the Institute for Living Languages (KU Leuven), Televic Education, the Flemish Radio and Television Broadcasting Company (VRT), itec (an interdisciplinary research group of KU Leuven and imec) with a research focus on the design, development and evaluation of personalised and adaptive digital solutions. Itec's primary application domains include education, training and health), iMinds (the former independent research institute founded by the Flemish government to stimulate ICT innovation) and others.
Nedbox is developed for non-native adults and older pupils following reception class for non-native newcomers. The target group is very broad: both highly and less educated, both more and less (digitally) literate, and from beginners (A1) to semi-advanced (B1+).
In April 2020, NedBox was extended with NedBox Alfa, a new level specifically aimed at non-Dutch speakers learning to read and write in Dutch. For example, you will find exercises on technical reading and writing and you can have the instructions read out to you. NedBox Alfa contains exercises to accompany the New Life videos, a soap opera for illiterate non-native speakers developed by the Flemish support centre for adult education (Vocvo), and is regularly updated with new material.
- King Baudouin Foundation
In addition to the activities that the King Baudouin Foundation, an independent and pluralist foundation for the public interest, organises to promote digital access for vulnerable target groups, the Foundation also supports projects that facilitate access to the Internet and online information for newcomers and that strive to develop their digital skills. It concerns projects such as a lending service for laptops, outreach counselling for newcomers who have concrete questions about digital applications, using digital support for language education for newcomers and providing an adapted online information offer, etc.

6. Civic integration: the biggest problem with online civic integration classes mentioned was the difference in level of education and digital skills of the course participants and to provide tailored to individual needs online courses.
E-learning, for example in adult education, has the potential to make learning more accessible (e.g. through time- and place-independent learning, provision tailored to individual learning needs, etc.). At the same time, e-learning demands a great deal of autonomy and self-discipline from the learner. This explains why low-skilled people generally have a higher risk of dropping out of online courses than higher-skilled people.
The King Baudouin Foundation, an independent and pluralist foundation for the public interest, states that low-income individuals in Belgium experience digital exclusion most often. With a poverty risk of 47.8%, non-EU |

			immigrants face the highest risk of digital exclusion.
	EMN NCP Bulgaria	Yes	1. No 2. No 3. No 4. No 5. No 6. No
	EMN NCP Croatia	Yes	1. Partially. Republic of Croatia is in the process of developing a new legislation framework in the field of integration under upcoming TSI funding. It is envisaged that legislation framework will cover a use of new digital technologies. 2. No. 3. Government Office for Human Rights and Rights of National Minorities has been continuously updating the content of Internet platform Dunavski kompas (Danube Compass), containing information aimed at third-country nationals, regarding every-day life and available integration services in main integration areas: arrival and residence, social care and health, work and employment, language learning and education, accommodation, participation in society, every-day life and leisure. Platform also contains contact information of relevant stakeholders in charge providing information and/or services aimed at enabling and facilitating inclusion of third-country nationals. Platform content is being translated to Arabic, Urdu, Farsi and English. The establishment of Danube Compass Platform was co-funded by European Union (ERDF, IPA) through Danube

Transnational Programme. The subsequent process of content updating has been co-funded by the Asylum, Migration and Integration Fund (AMIF), as part of the project INCLuDE - Interdepartmental cooperation in empowering third-country nationals.

4. No.

5.
The Ministry of the Interior of Republic of Croatia has created a mobile application called (Re) Settle in Croatia. The aim is providing faster and easier access to information and guidelines for persons arriving in the Republic of Croatia under a resettlement program, who are granted international protection upon arrival.
In addition to the resettlement procedure of third-country nationals whose stay and procedure in a third country implies certain specifics in relation to the regular procedure, the category related to life in the Republic of Croatia includes basic data on the Republic of Croatia (position, currency, images of national symbols).
The application contains useful data and ways of exercising certain rights prescribed by the Act on International and Temporary Protection (Official Gazette, No. 70/17, 127/17), which are the same for all persons who have acquired the status of international protection in the Republic of Croatia. Thus, all the rights prescribed by the act have been elaborated individually and the procedure for exercising them has been clarified with practical details, such as important telephone numbers, the appearance of ID cards and contacts of health care institutions.
The education system, the way of looking for a job and self-employment to the administrative steps of registering residence, birth of a child, marriage, life partnership etc. are explained through schematic presentation.
Having in mind the material and housing situation of refugees, the procedure for exercising the right to accommodation and rights from the social welfare system was clarified, from monetary rights to services provided within that system.
Moreover, the section on Everyday Life explains the patterns of behavior in which refugees may find themselves in everyday life, from public transport, driving, grocery shopping, mobile telephony, shipping and money transfers to the appearance of banknotes and currency converters.
Given the fact that learning and knowledge of the Croatian language is a prerequisite for successful integration, an audio dictionary was designed with basic concepts and phrases recorded in Croatian. From greetings, simple questions, basic words related to health, weather, food, etc. The tool makes the application very practical and

			useful in everyday situations, and the peculiarity of the dictionary lies in the fact that it allows you to combine multiple words / phrases into sentences. Due to its wide applicability and content, the application can be used by all other beneficiaries of international protection in the Republic of Croatia, regardless of the manner and route of their arrival, applicants for international protection and third-country nationals granted residence in the Republic of Croatia. The application is available in Croatian, English, Arabic and Kurdish. In addition to easy access through the online store for Android and iOS operating systems, free use of mobile applications, the added value lies in the fact of easy ability to the update of data. 6. No.

	EMN NCP Cyprus	Yes	1. No.
			
			2. No.
			
			3. There are a couple of digital integration services:
			  1. https://www.helprefugeeswork.org/ an online platform that matches/ brings together job-seeking refugees with employers and training providers.
			  2. Miict project (https://www.miict.eu/) which will develop an online platform where migrants can create their profile and receive personalized recommendations for jobs matching their skills, training courses to improve their personal or professional skills or even information on opportunities to learn a language. Also service providers and NGOs can create their professional profile, select the services that fit their expertise and provide their services by using the platform as an intermediary. Finally, the platform will provide volunteering opportunities to contribute and support the work of service providers.
			
			4. No.
			
			5. No.

			6. No.
	EMN NCP Czech Republic	Yes	1. YES. The Czech Republic is currently preparing Integrated Foreigners Administration System (IFAS) which should include new technologies in the field of migrant integration – deeper details are subject of further analysis, which means that currently it is not known yet which technologies are going to be used. 2. NO 3. NO 4. NO 5. NO 6. NO
	EMN NCP Estonia	Yes	1. Yes, Estonia is in the process of developing a digitalization strategy in the field of integration and settlement in Estonia. This will build upon and align with the existing strategies in Estonia (including "Cohesive Estonia 2021-2030", "General Digital Society Strategy 2030" and "Artificial Intelligence Strategy 2030"). 2. Yes. Settle in Estonia platform is used by officials, teachers and migration specialists to manage 'Settle in Estonia' adaptation programme activities, including sending out automated notifications and course invitations. The International House of Estonia, a service centre in Tallinn catering primarily for foreign specialists and workers, is also using chatbots for information provision on settlement. Last year the chatbot had 13 000 conversations in the International House of Estonia. Integration Foundation is currently in the process of developing a client management database PESA. This

			would allow to automatise certain processes, for instance, sending automated e-mails and invitations to suitable follow-up courses. The system would also collect background information (age, location, study experience and motivation), which can be used for long-term planning and developing further activities, courses, and events. 3. Yes. Estonia has developed a digital Integration Assistance Tool LINDA that is accessible to local authorities, including schools and libraries. This tool can be used by local officials to get an overview of and to access various state support services available for facilitating adaptation and integration of immigrants and to use the system to create an individualised 'integration pathway' for newcomers. Services included in the pathway include, for example, registering at a local GP, finding a suitable language course, and securing a spot for a child at a kindergarten. There are discussions also about developing better digitalised matching systems for linking newcomers with suitable language courses. 4. No, but there is interest to use the data collected by Statistics Estonia for long-term planning in the future. 5. No. 6. Yes, virtual segregation is becoming a challenge in Estonia. Different studies indicate that ethnic Estonians, minority, and recent migrant communities are increasingly separated into different virtual spaces and follow different online media outlets. This is reinforcing existing and emerging challenges with segregation in Estonia (other studies have indicated that Tallinn, where most newcomers settle, is becoming increasingly ethnically and socio-economically segregated). There have been different initiatives aimed at bringing diverse communities virtually together. For instance, Integration Foundation's "Language Friends Program" that offers Estonian language learners the opportunity to meet and chat with volunteer Estonian language mentors through e-channels. These activities and events have been, however, irregular and there is an interest to develop new and more targeted activities for tackling virtual segregation.

	EMN NCP Finland	Yes	1. No.
			2. No.
			3. No.
			4. No.
			5. Yes. For instance at the municipal level several multilingual online tools and mobile applications (apps) are used in the field of migrant integration. Examples of these include InfoFinland (also as an app, includes information about different aspects of living in Finland), "Suomi taskussa" app ("Finland in the pocket" app for language learning and integration), Funzi-app (developing skills related to entrepreneuship, job applications and general well-being) and Tulka-app (smartphone instant interpretation).
			6. Yes, virtual segregation is a problem as people from different backgrounds follow the media in their mother tongue. That is why many services are provided face to face for immigrants. In addition, digital skills are taught in the integration training. For instance, in the centre of expertise for immigrants of the city of Espoo digital skills training is offered for low-literate adults. This basic education is targeted for over 16-year-olds, mainly immigrants, who have no previous education or only some years of basic education. They have low literacy and learning skills as well as low basic skills in subjects such as maths and digital skills. The education consists of three phases: literacy phase (1 year), basic phase (grades 3-6 of basic education, 1,5 years) and upper phase (grades 7-9 of basic education, 2 years). The school provides loan-devices for the whole study time. During the course, the students take two computing classes a week and have homework. This has been deemed efficient in order to learn digital skills. The computer programmes used in training give immediate feedback on e.g. grammar mistakes, which has accelerated learning. The students have also felt that is easier to achieve feedback from a machine than from a human. In a project called 'PerusSetti', the centre has also developed distance learning and digital learning solutions that are suitable for basic education of adults. Course-based material platform can be found here: perussetti.fi

	EMN NCP France	Yes	1. In the context of the health crisis, France has accelerated the development of its strategy for the use of digital technology and new technologies in the field of integration of third-country nationals. The digital component of the integration policy for newly arrived foreign nationals, carried out by the Directorate of Integration and Access to Nationality (DIAN) within the Ministry of the Interior, consists of actions in five distinct areas:

1. Information for foreign nationals to facilitate their arrival and integration in France
- The "integration and access to nationality" section of the immigration.gouv.fr website presents integration policy in an institutional manner. This site is aimed at a well-informed and/or institutional audience with a good knowledge of the French language.
- The "etrangers-en-France.interieur.gouv.fr" website, translated into English, allows the users, through a personal account, to access information regarding their personal administrative situation with regard to the right to stay and, eventually, the implementation of their Republican integration contract (Contrat d'intégration républicaine, CIR). This website will host more general information for the general public, in easy-to-read and easy-to-understand language, on how to integrate into French society (integration process, learning French, getting medical care, training, finding a job, etc.), enriched with links to institutional resources or collaborative resources (refugies.info – see Q2 below). This site is currently under construction and is expected to be officially launched in the second quarter of 2022.
- The Refugies.info platform, a collaborative tool, proposes a geolocation-based mapping of integration actions available for foreign nationals, generally from associations, with a strong requirement for accessibility (simple and intelligible discourse, translation into several languages). This platform was initially focused on the needs of the refugee population, but is now more of a general interest to all foreign nationals in France (see Q2).
- During the health crisis, a section was developed on the Ministry of the Interior website https://www.immigration.interieur.gouv.fr/ specifically targeting integration policy beneficiaries. This section "COVID 19: translated information for foreign nationals" was updated regularly. It included translated sheets on the measures taken in the context of the health crisis in English, Arabic, Mandarin, Pashto, Dari, Albanian, Georgian and Russian and was enriched with a section in French that was easy to read and understand (FALC method: Facile à lire et à comprendre).

1. The use of digital tools in mandatory training (language training and civic training) under the Republican Integration Contract

			- Tried out in 2020-2021 as part of the health crisis, distance learning has been permanently integrated into the training courses of Republican Integration Contract's signatories since January 1, 2022, depending on the profiles of the users. - As part of civic training, microgroup work, quizzes and questionnaires incorporate the use of digital tablets. A multilingual mobile application has been developed. Half of the training can be taken entirely online, in a way that is fully adapted to the distance learning format. - In the context of language training, training organizations are required to provide a digital space accessible to trainees and to include a digital component in their teaching activities. - Civic and language training trainers have online resource platforms, including, for language training, thematic exchange forums. 1. The provision of online training to complement the Republican Integration Contract - To complement and deepen the training provided under the Republican Integration Contract, the Ministry of the Interior supports online training projects (see Q2). 1. A national geolocation-based mapping of language offerings - The national map proposed by the Carif-Oref (Information resource center on training/ Regional employment and training observatory) network in partnership with the Ministry of the Interior provides a geolocation-based inventory of language training and certification available to newly arrived foreign nationals. As a tool to help build language paths, the map provides public (training organizations, "Opening up Schools to Parents for Children's Success" workshops, regional councils, the job center, etc.), private and associative (sociolinguistic workshops) offers to help new-arrived third-country nationals to progress in their mastery of the French language. A mobile application focused on the needs of users will soon be available and translated. 1. Supporting foreign nationals in the use of digital technology and addressing the digital divide The Ministry of the Interior has joined forces with the Interministerial Delegation for the Reception and Integration of Refugees (DIAIR) as part of the call for projects to addresses the digital divide in 2021 (see Q5) to promote access to digital technology, equipment, connectivity and, in particular, the use of services to access

			demateralized rights for foreign nationals. The lessons learned from this call for projects have made it possible to publish an information kit, the "Guide regarding good practices for the digital inclusion of refugees", written in collaboration with MedNum ("Médiation numérique": a collaborative network of actors involved in the fight against the digital divide) and the National Agency for Territorial Cohesion, available here: https://accueil-integration-refugies.fr/2022/01/17/guide-de-bonnes-pratiques-pour-linclusion-numerique/ This guide is intended for all counselors and helpers of digital mediation who accompany refugees, in order to improve their knowledge of the refugee public and expand their resources for digital inclusion. The 2022 national call for projects includes among its priorities the possibility of funding projects to strengthen digital inclusion and digital mediation for newly-arrived third-country nationals. 2. As of today, the Interministerial Delegation for the Reception and Integration of Refugees (DIAIR) does not use artificial intelligence in the implementation of its integration projects. However, regarding digital technologies, the DIAIR set up in 2019 a collaborative online digital platform (refugies.info), which aims to simplify administrative procedures for foreign nationals in France and to facilitate access to reliable, easy-to-read and easy-to-understand territorial information, translated into 7 languages, for refugees and their caregivers. This platform is a contributory information portal, also available as a mobile application for smartphones. The platform already includes more than 400 files, a large part of which are local initiatives. In 2022, it will include a diagram of the asylum application process developed on a collaborative and adaptable medium (Miro). In addition, the Ministry of the Interior supports digital projects to complement and deepen the training provided under the Republican Integration Contract (CIR). It has thus subsidized online training projects. These courses allow new-arrived foreign nationals to learn French and to better understand the values and functioning of French society. Several mobile applications have also been developed with the support of the Ministry of the Interior: the mobile application "Vivre en France" (Living in France) for learning the French language, the application "Happy FLE", designed with refugees, which allows them to learn the basics of French through everyday situations. cf. https://www.immigration.interieur.gouv.fr/Integration-et-Acces-a-la-nationalite/Formations-en-ligne. Online tools are also available to help students understand the first steps to take in France and find a job, such as the MOOC "Living and finding a job in France" in French, soon to be available in English, Arabic, Turkish, Pashto and Mandarin, and the MOOC "Working in France" developed in partnership with the Alliance française

Paris Ile-de-France. It completes a collection of MOOCs "Living in France", ranging from level A1 to level B1 of the Common European Framework of Reference for Languages. All these tools are available online free of charge. See https://www.immigration.interieur.gouv.fr/Integration-et-Acces-a-la-nationalite/Formations-en-ligne.

3. See Q.2.
On November 30, 2021, a digital platform parrainage.refugies.info was launched to collect and organize citizens' commitment to the reception and integration of refugees and in particular of the Afghan population welcomed in the summer of 2021, then of the Ukrainian beneficiaries of temporary protection from February 2022.
The tool was developed by the DIAIR in conjunction with the Ministry of the Interior. It maps out the existing sponsorship schemes in France, listed by theme (meetings and leisure activities, education, accommodation for citizens, professional integration) and proposes a link between the citizen and the structure that runs the scheme.
The website parrainage.refugies.info centralizes on a single platform the offer of sponsorship for refugees. The citizen can easily search for a scheme close to his home offering a type of sponsorship that suits him.

4. Not to our knowledge.

5. In a collaborative approach, the DIAIR used its public innovation laboratory, Lab'R, during the summer to develop an ambitious digital inclusion strategy for refugees in relation with its institutional partners, notably the DIAN, and the associations. This strategy is based on four main pillars:
- Studying the use of digital tools to better understand the needs of refugees
- Improving access to computer equipment
- Improving connectivity for refugees
- Train as many people as possible in digital skills
The "digital inclusion" program, which stems from this strategy, includes the financing of initiatives that promote the digital inclusion of refugees and, more generally, of new-arrived foreign nationals to France, selected through an annual call for projects (see Q1 5.). This strategy is closely carried out with the National Agency for Territorial Cohesion, which puts the DIAIR in contact with the actors of the digital community.

6. Not to our knowledge.

	EMN NCP Germany	Yes	1. YES. The Migration Counselling for Adult Immigrants (MBE) is an immigrant integration programme funded by the German Federal Ministry of the Interior and Community which aims at providing migrants aged 27 and older with information and counselling support to enable them to get settled and integrated in German society. The counselling services are carried out by welfare organizations. As a result of the Covid pandemic, a great deal of attention has been payed to expanding and further developing the online counselling services. Thus, the online counselling platform mbeon and the online counselling service of the German Caritas Association (Germ.: "Online-Beratung der Caritas") have been widely used complementary to face-to-face counselling. In addition to that, the counselling tool mbeon is not only available as an online platform, but also as an app. The aim of this blended counselling approach is to provide adult migrants in Germany with professional and efficient counselling support, regardless of their current location in Germany and their German language skills. Furthermore, Germany is in the process of developing a strategy about how to better integrate digital technologies into the existing language courses, inspired by the means taken during the pandemic. So, in future classes, virtual classrooms could still be an option for migrants without an easy access to a local course. Yet, the focus shall still be on the classic course in a real classroom with a human teacher. See this for more information on mbeon: https://www.mbeon.de/home/ 2. No. The counselling services within the MBE programme do not use AI. However, the online counselling platform mbeon and the online counselling service of the German Caritas Association use chat format as well as audio messaging technologies. Video messaging is currently being tested, in order to make the counselling services yet more accessible to advice-seekers. The abovementioned online counselling platforms are regularly. Considering Integration courses (language courses), it is an overall no. However, Germany enables the use of new types of digital textbooks based on learning management systems. These are products of private publishers, but admitted for usage in the courses by federal authorities. There are also state funded learning programs/applications which give automatic response to the user without any deeper form of AI. See this link for examples of digital textbooks (page 4 of the PDF) admitted for usage in the courses as mentioned above (in German): https://www.bamf.de/SharedDocs/Anlagen/DE/Integration/Integrationskurse/Lehrkraefte/liste-zugelassener-lehrwerke.pdf?__blob=publicationFile See this link for examples of learning programs/applications (in English): www.bamf.de/digitalcourses

			3. Yes. The German Federal Office for Migration and Refugees (BAMF) provides a location-based information system named BAMF-NavI to help migrants finding a suitable German language „Integration Course" and migration counselling services. It is accessible online at www.bamf.de/bamf-navi. This information system helps migrants searching for integration-related contacts (BAMF, other authorities, advisory centers) as well as for information on integration courses. The system provides a selection of all integration courses in the area after entering information about the user's place of residence and the desired search radius. The user gets information on the types of courses, location and distance, available spots in the course, earliest starting date, lesson times, and the respective course provider. Additionally, mbeon and the online counselling service of the German Caritas Association are able to match advice-seekers with counsellors/social workers according to their current location and their language background. 4. No. The usage of any data within the online counselling services in the MBE programme is subject to data protection regulations. 5. Yes. MBE organizations cooperate with other online projects for migrants in Germany such as Together in Germany, Handbook Germany, Wefugees and minor – Project Office for Education and Research (Germ.: "minor – Projektkontor für Bildung und Forschung"). The platform Wefugees offers counselling for migrants in Germany in a chat- and forum-like format. 6. No data in regards to virtual segregation is collected within the MBE Programme. However, the cooperation with the project Wefugees and the organization minor – Project Office for Education and Research (see Q5) aims at reducing the risk of spreading false and misleading information in online communities.
	EMN NCP Greece	Yes	1. Since 2013, the Ministry of Migration and Asylum formulates National Strategies for the Social Integration of Third Country Nationals, with the most recent one being the National Strategy for the Social Integration of

			Asylum Seekers and Beneficiaries of International Protection (2022).
			More specifically, the newly published National Strategy, foresees the following
			Under the Objective for the "Protection of rights and the access to education and public services", the National Strategy provides for Action to "Ensure the access to Greek public schools for all ages, by strengthening schools in human resources and <u>technological means</u> including the introduction and
			  • implementation of a common registration process ".
			  • Under the Pursuit for the "Promotion of the development of skills related to everyday life", the National Strategy provides for Action to "Enhance <u>digital skills</u>, <u>so that technology contributes to the adaptation to a new environment</u>".
			  • Under the Pursuit for the "Enhancement of employability and access to employment", the National Strategy provides for Action to "Support the development of professional skills through: conducting <u>training seminars for browsing the internet</u> and job search, and for <u>acquainting people with technology</u>, while <u>enhancing their technological skills</u>".
			  • Under the Pursuit for the "Access to reliable information and services", the National Strategy provides for Action to "<u>Enhance the use of technology and digital tools</u>".
			Beyond the above-mentioned relevant provisions in the National Strategy for the Social Integration of Asylum Seekers and Beneficiaries of International Protection (2022) (formulated by the Ministry of Migration and Asylum), the formulation of a National Digital Strategy falls within the competence of the Ministry of Digital Governance.
			
			2. N/A
			
			3. N/A
			
			4. N/A
			
			5. N/A
			
			6. N/A

	EMN NCP Hungary	Yes	1. NO 2. NO 3. NO 4. NO 5. NO 6. NO
	EMN NCP Ireland	Yes	1. No. 2. No. 3. No. 4. No. 5. No. 6.
	EMN NCP Latvia	Yes	1. No 2. No

			3. No 4. No 5. No 6. No
	EMN NCP Lithuania	Yes	1. No. It could be mentioned that for the period 2022-2027 of Asylum, Migration and Integration Fund (AMIF), Lithuania have planned funds for monitoring, analytics and data processing of integration indicators. 2. No, AI and custom digital solutions are not currently used for the organization of integration services. 3. No. 4. No. 5. N/A 6. No, virtual segregation has not been detected in migrant communities.
	EMN NCP Luxembourg	Yes	1. No. However, on the one hand, it should be noted that – the national action plan for digital inclusion (https://gouvernement.lu/fr/publications.gouv_digitalisation%2Bfr%2Bpublications%2Bdocument-de-reference%2Bpanin-2021.html)

It was developed by the Ministry of Digitalisation. Although this action plan is not specifically aimed at migrants, several categories are included as target audiences. Thus according to the action plan, some migrants do not have access to digital technology or lack the necessary digital skills to access it. The same applies to some applicants for international protection (AIPs) or beneficiaries of international protection (BIPs) who lack the means to access it. The action plan sets out 40 initiatives organised around 3 pillars
- increasing motivation and building digital confidence
- facilitating access to digital technology
- developing digital skills

and, on the other hand
- the efforts to digitalize the services of the integration Programmes run by the Integration Department of the Ministry of Family and Integration (MIFA) (see below).
In addition, the MIFA has signed an agreement with Digital Inclusion a.s.b.l. in order to distribute free smartphones and laptops to low-income households, including those with an immigrant background.

2. Yes.

In the context of the health crisis, but also with a view to making integration programmes accessible to a larger number of people in the future, the services of integration programmes have been digitized as far as possible.[1]

The Welcome and Integration Contract (CAI)[2], which is aimed at non-Luxembourg residents aged 16 and over, newcomers or those who have been living in the Grand Duchy of Luxembourg for a longer period of time, allows signatories to participate in the following services
Vouchers for language courses at a reduced rate to facilitate the learning of Luxembourg's three official languages (Luxembourgish, French, German).
Civic education courses that help to better know and understand the traditions and customs, history, culture and political system of the Grand Duchy.
An orientation day to facilitate orientation in daily life, such as access to the competent authorities for administrative procedures and to the actors of associative, cultural and sporting life in Luxembourg.

The CAI website provides online registration forms. Information sessions are being offered as webinar, and individual appointments are also being offered online on demand.

The first online citizenship training courses were held in December 2020. More and more online sessions were subsequently scheduled in order to meet the growing demand from signatories.

The CAI Orientation Day was held for the first time in a virtual form at the end of October 2020. It included 11 thematic workshops on integration, 24 virtual information stands and a possibility to exchange in a multilingual virtual forum ("Networking lounge").[3] Two further virtual editions were organised in 2021. The next online event is prepared for the end of April 2022.

Final CAI certificates can be authenticated with Gouvcheck since May 2020.

The GRESIL (GRoupe d'Echange et de Soutien en matière d'Intégration au niveau Local), which brings together local and regional actors to discuss issues related to living together, meets several times a year.

At the end of January 2021, a first GRESIL in digital format was organized. It was entitled "Digital communication at the service of municipalities and citizens". The focus was on the role of digital communication between municipalities and citizens as well as on the role of digital communication as a facilitator for a better living together at local level. The participants exchanged on initiatives, good practices, successes, but also less positive experiences.[4]
Given the current health situation, it was decided to maintain the digital mode for the second edition of GRESIL 2021, which will focus on municipalities and associations. Finally, the third edition of 2021 was held in hybrid mode. It dealt with the theme of third places. The next edition planned in spring 2022 will also be organized in a hybrid mode and will cover the theme of the political participation[5].

[1] Rapport d'activité Ministère de la Famille, de l'Intégration et à la Grande Région, p.256
[2] https://forum-cai.lu/
[3] Rapport d'activité Ministère de la Famille, de l'Intégration et à la Grande Région, p.256
[4] https://gouvernement.lu/fr/actualites/toutes_actualites/articles/2021/02...
[5] Informations obtenues du Département de l'Intégration.

			3. Yes (see also answer to question 2). CAI signatories can make appointments, register for services and apply for a discount voucher for language courses via the dedicated website forum-cai.lu. Information sessions on the CAI have been offered online since September 2021. A face-to-face reception is still provided for people who do not have the necessary computer equipment. 4. NO. 5. NO. 6. NO.
	EMN NCP Netherlands	Yes	1. No, the Netherlands does not have a national strategy for digitalization and the use of new technologies in the field of migrant integration. The Dutch Digitizing Strategy (Nederlandse Digitaliseringsstrategie – NDS) 2021[1] is the latest update of the governments ambitions and objectives for a successful digital transition in the Netherlands. There is no explicit mention of developing a national strategy for digitalization and the use of new technologies in the field of migrant integration. An explanation is that integration policy is made at the local level rather than the national level. In the letter[2] to parliament concerning the New Civic Integration Act (Nieuwe Wet Inburgering), which took effect on 1 January 2022, as well as the Association of Netherlands Municipalities (Vereniging Nederlandse Gemeenten – VNG) manual on the compliance of the new law[3] and the integrated approach to reception, housing and integration,[4] there is no mention of using/developing a national strategy for digitization and the use of new technologies in the field of migrant integration (note, this could differ per local municipality). The integrated approach of the municipalities does underline the importance of correct data sharing of persons subjected to integration between both municipalities and education services of the Ministry of Education, Culture and Science (Dienst Uitvoering Onderwijs – DUO).[5] The same ambitions are mentioned by the Dutch government in the I-strategy Netherlands (Strategie Doopakken op Digitale transformatie) 2021-2025.[6] This

report also mentions the importance of data sharing between chain partners (Immigratie- en Naturalisatiedienst – IND, Centraal Opvang Asielzoekers – COA, Dienst Uitvoering Onderwijs - DUO) and the municipalities to serve people subjected to integration.

[1] Dutch Government, 'Nederlandse Digitaliseringsstrategie 2021 (Dutch Digitizing Strategy 2021)'. 26 April 2021, https://www.rijksoverheid.nl/documenten/kamerstukken/2021/04/26/nederlandse-digitaliseringsstrategie-2021, last accessed on 17 February 2022.
[2] Dutch Government, ´Inwerkingtredingdatum nieuwe Wet inburgering´. 28 April 2021, https://open.overheid.nl/repository/ronl-804ba50c-9f92-43a5-a6b0-16a4194c3086/1/pdf/brief-inwerkingtredingdatum-nieuwe-wet-inburgering-definitief.pdf, last accessed on 17 February 2022.
[3] Association of Netherlands Municipalities, ´Naleving nieuwe Wet inburgering´. 22 March 2021, https://vng.nl/sites/default/files/2021-03/2021-03-vng-handreiking-naleving-inburgering-v3.pdf, last accessed on 17 February 2022.
[4] Association of Netherlands Municipalities, ´Een integrale benadering voor opvang, huisvering en integratie die werkt´. September 2021, https://vng.nl/sites/default/files/2021-09/een-integrale-benadering-van-opvang-tot-integratie.pdf, last accessed on 17 February 2022.
[5] Association of Netherlands Municipalities, ´Gegevensuitwisseling gemeenten en ketenpartners nieuwe Wet inburgering´. January 2022, https://vng.nl/sites/default/files/2021-06/vng_handreiking_gegevensuitwisseling-wet_inburgering_gemeenten.pdf, last accessed on 17 February 2022.
[6] Dutch Government, ´I-Strategie Rijk 2021-2025, Doorpakken op digitale transformatie (I-strategy Netherlands)´. 7 September 2021, https://zoek.officielebekendmakingen.nl/blg-995607, last accessed on 17 February 2022.

2. No, the Netherlands does not use AI or other digital solutions for the organisation of integration services and activities.

3. No, the Netherlands does not use AI or other digital solutions for matching migrants' with integration-related services and support activities to better meet their needs.

4. No, the Netherlands does not use insights from Big Data and AI for long-term planning and policy-making in the field of integration.

5. We have a national program Count on skills (Tel mee met Taal)[1], which aims to improve literacy, numeracy and digital skills of low-literate persons in the Netherlands. The Count on skills program, which is a project of four ministries,[2] deems it necessary to decrease low-literacy of persons in the field of integration and participation (in addition to other fields in the social domain, i.e. (under) employment and healthcare). During this program there is a subsidy scheme[3] available. Yearly there are funds available through subsidy for employers, parents and (in 2021 and 2022) also for experiments aiming at activities that prevent and lower illiteracy. The administrative agreements on tackling low literacy (2020-2024)[4] aims that before the end of 2024 all municipalities have an effective strategy to tackle low literacy (including persons who are categorized under the field of integration and participation). One of the joint targets is;
Improving low literacy (including digital literacy) in the Netherlands based on joint knowledge, sharing and systematic monitoring.
In order to do so, mid 2020 a digital tool[5] was provided on the basis of quantitative and qualitative research during the period of 2019 on different target groups of low-literate persons (including persons who are categorized under the field of integration and participation). Data of municipalities were published, shared and compared. A national dashboard/module brings the monitored data together, to improve the program going forward, and as a result, supporting the integration and participation process of migrants.

[1] Dutch Government ´Tel mee met taal´, https://www.telmeemettaaover digitalisatie strategieën en het gebruik van Artificial Intelligence (AI) en andere technologie voor integratie van migrantenal.nl/, last accessed 17 February 2022.
[2] Ministry of Education, Culture and Science – OCW, Ministry of the Interior and Kingdom Relations – BZK, Ministry of Social Affairs and Employment – SZW and Ministry of Health Welfare and Sport – VWS.
[3] Dutch Government ´Tel mee met taal´, https://www.telmeemettaal.nl/subsidie-en, last accessed 9 March 2022.
[4] Dutch Government ´Bestuurlijke afspraken aanpak laaggeletterdheid 2020-2024´, https://www.telmeemettaal.nl/documenten/publicaties/2019/09/09/bestuurlijke-afspraken-aanpak-laaggeletterdheid-2020-2024, last accessed 17 February 2022.
[5] Insights on literacy ´InZicht.nl´, https://geover digitalisatie strategieën en het gebruik van Artificial Intelligence (AI) en andere technologie voor integratie van migrantenletterdheidinzicht.nl, last accessed 7 March 2022.

			6. No, the Netherlands did not detect virtual segregation to be a problem in migrant communities, but the Netherlands finances several projects with the aim of a more inclusive online environment. An example is a project where young people learn to recognize anti-Semitism and other forms of hate speech online. They learn how to react and counteract to hate speech, for example through an interactive virtual game.[1] [1] University of Applied Sciences Utrecht ´Cyber Stories´, https://www.internationalhu.com/research/projects/cyber-stories-online-hate-speech, last accessed 9 March 2022.
	EMN NCP Slovakia	Yes	1. No. However, the Recovery and Resilience Plan of the Slovak Republic in the component called Digital Slovakia aims to develop electronic public administration (eGovernment), which will provide citizen and business oriented services, as well as cyber security – processes and principles that ensure confidence in the interactions of citizens, businesses and public administration, digital skills not only for pupils and students of schools, but also for employees in industry and public administration, or seniors, so that no entity is excluded from the digital age. In the field of eGovernment, the main goal is to increase the number of users of the state's digital services and user satisfaction with them. Processes will be optimized and eGovernment solutions for priority life situations will be deployed. Improvements in eGovernment will be supported by connectivity reform, which will provide access to online tools and services for all citizens, which should also affect the area of integration of foreigners. More information available here https://www.planobnovy.sk/kompletny-plan-obnovy/efektivna-verejna-sprava-a-digitalizacia/ 2. No. 3. No, only standard IT systems databases. 4. No. 5. NA

			6. Foreigners have different groups on social networks according to their country of origin, but they are also part of general groups dedicated to support services or integration activities for foreigners. We do not deal in detail with the issue of segregation on social networks in the Slovak Republic.
🇸🇮	EMN NCP Slovenia	Yes	1. Currently there is no adopted national strategy for digitalization and the use of new technologies in the field of migrant integration. 2. No. 3. No. 4. No. 5. Not applicable. 6. No.
🇪🇸	EMN NCP Spain	Yes	1. Participation in European projects that promote the use of technologies to foster the integration of migrants: • IMMERSE (2018-2022), Integration Mapping of Refugee and Migrant Children in Schools and Other Experiential Environments in Europe https://www.inclusion.gob.es/oberaxe/es/ejes/educacion/immerse/index.htm : online platform aimed at building a virtual community of professionals, institutions and other actors interested on the socio-educational inclusion of migrant and refugee children. The platform will provide them with a common space to share their own experiences, ideas and concerns, and a place to get relevant information, resources and best practices and initiatives identified within IMMERSE. https://www.immerse-h2020.eu/es/ • ALRECO (Hate Speech, Racism and Xenophobia Alert and Coordinated Response mechanism,

			https://www.inclusion.gob.es/oberaxe/es/ejes/delitosodio/alreco/index.htm Aims: - To improve the capacities of State authorities to identify, analyse, monitor and evaluate online hate speech in order to design shared strategies against speech motivated by racism, xenophobia, Islamophobia or anti-Semitism and antigypsism. - To generate a protocol with indicators to identify online hate speech and warning indicators to assess its intensity, severity, distribution and impact. - To generate a computer tool for the systematic collection and analysis of hate speech. - To design Shared Strategies to combat online hate speech disseminate the project and analyse its transferability within the EU. - REAL UP: Hate speech, racism and xenophobia: Alert Mechanisms and Response, analysis of the Upstander speech). Updating the ALRECO algorithm to the new needs of the REAL UP Project which general objective of the Project is to enhance the capacities of stat e authorities to identify, analyse, monitor and evaluate online hate speech in order to develop and strengthen counter-narrative strategies (upstander discourse) against hate speech motivated by racism, xenophobia, Islamophobia, anti-Semitism and anti-Gypsyism, by discussing and generating a map of good practices and didactic tools on effective tools for hate-speech counter-narrative on the web, and describing the profiles of perpetrators and victims, through which the intensity, severity, distribution and potential impact of hate speech can be assessed, in order to establish recommendations for action related to upstander discourse. 2. no info available 3. no info available 4. no info available 5. no info available

			6. no info available
🇸🇪	EMN NCP Sweden	Yes	1. No 2. Not to the best of our knowledge but this may vary between different municipalites which are responsible for language education. 3. Not to the best of our knowledge 4. Not to the best of our knowledge 5. In October 2021, compulsory introduction to Swedish society was launched for asylum seekers. All asylum applicants over the age of 15 years shall participate in these introduction sessions. The sessions shall, as a starting point, be provided orally to asylum seekers on-site at the Swedish Migration Agency's premises, but may be combined with distance learning, digital self-studies and group discussions. Existing digital solutions and new technology that can complement the oral information should be given special consideration, for example in those parts where there may be a need for further in-depth study. 6. It has been discussed in connection to the consequences of the Covid-19 pandemic for education. But no solid research has yet been presented.

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