

Oslo 19th to 23th of June 2018

Institution	Aims and tasks of the institution	Conclusion and ideas (best practices)
Ministry of Integration and Diversity (IMDI)	integration of immigrants (incl. those with refugee status), analysis and statistics, research projects developing and evaluating integration programs Budget: 31 Mio. €	national and central organization for all migrants  different structure than in Germany: focus on language but also on other courses such as courses „against negative social control“. Social studies and core cultural values are offered in mother tongues.  non participating means cuts in financial help, as well as not passing the final test. It may happen that migrants need to leave the country after 5 years.
Skills Norway	language training, teacher training	The term ‚Alpha‘ is being changed to ‚Literacy‘.  Focus on the use of mobile phones and apps during classroom teaching in order to learn the new language and culture. Language teaching should be more authentic and future realistic. Migrants bring along skills from their lives (f.ex. use of mobile phones) that should be part of the course. Also focus on oral rather than written practice.  Teach a critical use of media („critical learning environment“)
Oslo Commune	Central office of assessing migrants in different skills, offering first tests (language and social knowledge) Counselling and referring students to different schools.	The „Oslo Commune“ could be compared to the „Klärungsstelle“ in Berlin, but with a deeper and broader task field. For migrants 16 yrs. up. Counsel and offer tests, assess language level, use a self-developed test for analphabets. The „Oslo-Commune“ also tests „social knowledge“ before they refer migrants to schools. Schools offer 6 admission dates per year.
Hero Kompetanse (private company)	The Norwegian government (Social Services) instructs Hero Kompetanse to implement the courses and to perform the guidance - individual guidance and counseling	- hands-on training is very important, the internship (practice phase) is rather long (longer als e.g. in BQL) - gender issues are discussed more often / better integrated into the Bourse curriculum - intercultural issues are focused upon ("safety from dialogue" course ) in a course special for men and women respectively

	<p>after a one - two year introductory programme</p> <ul style="list-style-type: none"> <li>- establishes the contact between students (participant) and companies for an internship period of 3-9 months (max. 44 weeks)</li> <li>- during the internship phase (practice phase), Hero Kompetanse contacts the company on a weekly basis in order to ensure quality standards and to get feedback from the mentors / responsible superiors of the intern</li> <li>- if the intern feels he / she would like to change the company, Hero Kompetanse assists with this process</li> <li>- offers language training courses starting at end of A2 level or start of B1 level</li> <li>- Offers intercultural courses (with e.g. a focus on social and intercultural training that takes into account Norwegian values and habits)</li> </ul>	
<p>Mona Dabour, legal advisor NOAS Issues related to unacc. minors (UASC)</p>	<ul style="list-style-type: none"> <li>- NGO that helps and advises UASC , supplies legal advice, based on private (public?) sponsorship,</li> <li>- collaborate with and seek for lawyers that work pro bono</li> <li>- lobby for the rights of UASC</li> <li>- provides information and guidance-programs for newly-arrived minor asylumseekers in Norway</li> <li>- brings transparency into the</li> </ul>	<p>Impressing project concerning legal aid for child's asylum and rights We should be conscious about our limits concerning law and consulting professionals Closes a gap between law and real legal help</p>

	<p>process of seeking asylum</p> <ul style="list-style-type: none"> <li>- offers LEGAL AID in asylumcases</li> <li>- advocacy in addition to legal aid in individual cases and improving asylum policy and praxis</li> <li>- support of lawyers and guidance</li> <li>- sensibilization of Police in charge of children, e.g. make deportation less horrible for the children</li> <li>-fighting for children's rights to influence and improve legislation</li> </ul>	
<p>Reception at NAFO (National Center for Multicultural Education)</p>	<p>National Centre for Multicultural Education - NAFO (previously Ministry of Education, now part of Oslo Metropolitan University)</p> <p>aim: equal education for minorities (competence building)</p> <p>network: public education, political administration and universities, which gives them access kindergarden, primary and lower secondary education</p> <p>three main projects:</p>	<ol style="list-style-type: none"> <li>1. developing Internet resources (why bilingual education?)</li> <li>2. developing online learning platforms: "morsmal.no" – mothertongue, "skolecassa.no"</li> <li>3. flexible education: pilot project offering virtual classrooms with bilingual teachers especially in areas where bilingual teachers are not available (f. ex. north of Norway)</li> </ol>
<p>(Forschungsprojekt an der Uni Oslo) (UiO) UNIVERSITET ET I OSLO.</p>	<p>Learn about the study project „Strategic Partnership to Promote Core Academic Values and Welcome Refugees and Threatened Academics to European Campuses”</p>	<p>UiO:</p> <p>partners: many, f.ex. UNICA</p> <p>two main projects:</p> <ol style="list-style-type: none"> <li>1. MOOC (massive open online course):</li> <li>2. Academic DUGNAT: (Norwegian concept for coming together and achieve a common target):</li> </ol> <p>aim: inclusion of academic scholars with refuge experience into universities</p>