migrant integration cockpits & dashboards

D2.1

Overview of existing solutions incl. data and Demand Analysis for MICADO key services

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

2

Project

Acronym: **MICADO**

Title: Migrant Integration Cockpits and Dashboards

Coordinator: HafenCity University Hamburg

Reference: 822717

Type: Innovation Action

Programme: HORIZON 2020

Theme: Addressing the challenge of migrant integration through ICT-enabled solutions (DT-MIGRATION-06-2018)

Start: 1 January 2019

Duration: 42 months

Website: www.micadoproject.eu

Consortium:

- **HAFENCITY UNIVERSITÄT HAMBURG** (HCU), Germany
- **FREIE UND HANSESTADT HAMBURG** (FHH), Germany
- **HAMBURGISCHES WELTWIRTSCHAFTSINSTITUT GEMEINNÜTZIGE GMBH** (HWWI), Germany
- **UNIVERSITEIT ANTWERPEN** (UANTWERPEN), Belgium
- **OPENBAAR CENTRUM VOOR MAATSCHAPPELIJK WELZIJN VAN ANTWERPEN** (OCMW Antwerpen), Belgium
- **INTEGRATIE EN INBURGERING ANTWERPEN** (Atlas Antwerpen), Belgium
- **DIGIPOLIS** (DIGIPOLIS), Belgium
- **ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA** (UNIBO), Italy
- **AZIENDA PUBBLICA DI SERVIZI ALLA PERSONA CITTA DI BOLOGNA** (ASP Bologna), Italy
- **CONSORZIO PER IL SISTEMA INFORMATIVO** (CSI PIEMONTE), Italy
- **COLEGIO PROFESIONAL DE POLITÓLOGOS Y SOCIÓLOGOS DE LA COMUNIDAD DE MADRID** (CPS), Spain
- **CONSEJERIA DE POLITICAS SOCIALES Y FAMILIA COMUNIDAD DE MADRID** (CPSF-DGSSIS-CM), Spain
- **UNIVERSIDAD REY JUAN CARLOS** (URJC), Spain
- **TECHNISCHE UNIVERSITÄT WIEN** (TU WIEN), Austria
- **SYNYO GmbH** (SYNYO), Austria

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

3

Deliverable

Number:	**D2.1**
Title:	**Overview of existing solutions incl. data and Demand Analysis for MICADO key services**
Lead beneficiary:	Centre for Migration and Intercultural Studies, UANTWERPEN
Work package / Task:	WP2 / T1.1, T2.2 & T2.3
Dissemination level:	Public (PU)
Nature:	Report (RE)

Due date:	31/12/2019
Submission date:	19/12/2019

Authors and Contributors PART 1 (Local Exploration Kit)

Authors:	**Hanne Apers**, UANTWERPEN **Lena Richter**, UANTWERPEN **Lore Van Praag**, UANTWERPEN **Noel Clycq**, UANTWERPEN
Contributors:	**HCU, UNIBO, HWU, HWWI, and CPS**
Review:	**Laura Diaz,** CPS **Marta Burgos,** CPS

Authors and Contributors PART 2 (Local Solutions and Data Mapping)

Authors:	**Christina Boll**, HWWI **Andreas Lagemann**, HWWI **Achim Welsch**, HWWI **André Wolf**, HWWI
Contributors:	**Cristina Cuenca García**, CPS **Valeria Lemaitre**, Atlas Antwerpen **Carolina Marelli**, UNIBO

Authors and Contributors PART 3 (Demand Analysis for MICADO key services)

Authors:	**Hanne Apers**, UANTWERPEN **Rut Van Caudenberg**, UANTWERPEN **Lore Van Praag**, UANTWERPEN **Noel Clycq**, UANTWERPEN

micado

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

4

Contributors: **Carolina Mudan MARELLI,** UNIBO
Marie Malchow, HCU
Benedikt Seitzer, HCU
Rosa Thoneick, HCU
Laura Diaz, CPS
Marta Burgos, CPS
Clara García, CPS

Reviewers **PART 2 & 3**

Review: **Marta Burgos**, CPS
Cristina Cuenca, CPS
Piotr Zagórski, CPS
Luca Gioppo, CSI

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

5

HISTORY OF CHANGES PART 1 (LOCAL EXPLORATION KIT)

version	date	comment	author(s)
V 1.0	29/03/2019	Draft version sent out for feedback	Hanne Apers, Lena Richter and Lore Van Praag (UANTWERPEN)
V 1.1	15/04/2019	Feedback	HCU, UNIBO, HWU, HWWI, UANTWERPEN and CPS
V 2.0	26/04/2019	Revised version	Hanne Apers, Lore Van Praag and Noel Clycq (UANTWERPEN)
V 2.1	29/04/2019	Final version sent out for check-up to all partners	Hanne Apers, Noel Clycq and Lore Van Praag (UANTWERPEN)
V 2.2	20/05/2019	Formatting	Carmen Munteanu (Synyo)
V 2.3	24/05/2019	Review	Marta Burgos, Laura Díaz (CPS)
V 2.4	10/07/2019	Additional questions	Luca Gioppo (CSI)
V 3.0.	11/07/2019	Revised and final version	Lore Van Praag, Hanne Apers, Noel Clycq (UANTWERPEN)

HISTORY OF CHANGES PART 2

version	date	comment	author(s)
V 1.0	03/05/2019	First draft; including data for Hamburg	André Wolf and Achim Welsch (HWWI)
V 1.1	08/11/2019	Final delivery	André Wolf and Achim Welsch (HWWI)
V 1.2	15/11/2019	Draft version sent out for feedback	Christina Boll, Andreas Lagemann, André Wolf and Achim Welsch (HWWI)
V 1.3	29/11/2019	Feedback by consortium	CPS, Atlas, CHU, ASP, FHH
V 2.0	06/12/2019	Revised version	Christina Boll, Andreas Lagemann, André Wolf and Achim Welsch (HWWI) (HWWI)
V 2.1	13/12/2019	Review	Marta Burgos, Cristina Cuenca, Piotr Zagórski (CPS), Luca Gioppo (CSI)
V 3.0	19/12/2019	Final Version	Christina Boll, Andreas Lagemann, André Wolf and Achim Welsch (HWWI)

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

6

HISTORY OF CHANGES PART 3			
version	date	comment	author(s)
V 1.0	15/11/2019	Draft version sent out for feedback	Hanne Apers, Rut Van Caudenberg, Lore Van Praag and Noel Clycq, (UANTWERPEN)
V 1.1	29/11/2019	Feedback by consortium	CPS, Atlas, CHU, ASP, FHH
V 2.0	06/12/2019	Revised version	Hanne Apers and Rut Van Caudenberg (UANTWERPEN)
V 2.1	13/12/2019	Review	Marta Burgos, Cristina Cuenca, Piotr Zagórski (CPS), Luca Gioppo (CSI)
V 3.0	19/12/2019	Final Version	Hanne Apers, Rut Van Caudenberg, Lore Van Praag and Noel Clycq, (UANTWERPEN)

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

7

Executive summary

This deliverable generates the output of tasks T2.1, T2.2 and T2.3 conducted during the course of the second work package of the H2020 funded MICADO-project. This specific work package had the objective to execute a user-oriented demand analysis on the four main specified domains in each of the partner locations with all stakeholders. In T2.1 a methodological framework for the demand analysis was developed, T2.2 compiled a map of indicators and in T3.3, the co-creation methodology was implemented and analysed.

Part 1: Local Exploration Kit

The local exploration kit created a substantial common methodological framework for conducting local stakeholder workshops in all partner cities/regions. In this part, we compile the facilitation guidelines and training materials incl. a generic workshop design, templates, question sets, etc., which were used to carry out the analysis of demands and needs of the distinct groups of stakeholders of the MICADO project (migrants, civil society organisations and authorities) of the four main domains (i.e., labour, housing, health and education) and an analysis of transversal themes (e.g., language, leisure/participation social activities).

We set out the methodological guidelines for the co-creative workshop sessions that were conducted in the four pilot cities of the MICADO project: Antwerp, Bologna, Hamburg and Madrid. The aims of these co-creative workshops were: 1) to get a better understanding of the requirements for the MICADO digital solution, 2) to ensure durability and the actual use of the solution, 3) to get insights in the perceived needs of migrants newly arriving in these four cities, 4) to avoid cultural misinterpretations during the development of the app and 5) to distinguish between local specifics as well as generic requests.

In the two chapters of this part, we aim to provide first a theoretical overview on the definition and methodology of co-creative workshops. Second, we set out how we applied this theoretical approach in the MICADO-project and elaborate on the MICADO-methodology for conducting co-creative workshops. Finally, in the third chapter, we set out the used methodological approach for the conducting of the interviews.

Part 2: Local solutions and Data Mapping

Part 2 analyzes data availability at the local level. First, based on indicators available at the national level for the four countries in which the MICADO partner cities are located, a template for data collection was developed to be filled out by the local partners. The results reveal several structural differences concerning general population indicators and the four MICADO domains (education, labour market, housing, health) in the four cities. However, comparability is problematic as data availability and the underlying concept of migration background differs between the four cities.

Second, the local and regional data are supplemented by the respective and further indicators available at the national and EU level in order to compare data availability between the national and the local/regional level. Given these findings, gaps between local and national data are identified.

The third part develops a research design in order to fill these gaps and proposes a standardized definition of migration background. Based on the approach of the integration barometer survey of the Expert Council of German Foundations on Integration and Migration,

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

8

suggestions for a detailed survey among migrants are made in order to monitor the integration process of migrants.

Part 3: Demand Analysis for MICADO key services

The demand analysis' results for each city (done by the local social science MICADO-partner in the participating cities), were triangulated in order to extract the commonalities among all cities as well as the city specific demands. The results of this overarching analysis are described in this part of the deliverable.

First, the general information is discussed, describing the sociodemographic characteristics of both migrant participants as well as local stakeholders and authorities. This section is followed by a discussion on the methodologies applied, in which the advantages, disadvantages as well as possible future adjustments within the MICADO-project are examined. In the following chapter, the local stakeholders and authorities' views on migrant integration are described, to understand the local integration context in which these workshops and interviews were embedded. The last and largest section goes into the thematic demand analysis, discussing each delineated MICADO-theme as well as transversal themes in-depth. Cross-city similarities as well as differences between the local city-contexts are described.

The comparison of these results of the workshops and interviews conducted in the four pilot cities helps to get an understanding of the commonalities with regards to create a universal digital MICADO-solution. In addition, the city-specificities can illustrate how the incorporation of this general solution should be approached specifically in each participating city in a later stage of the MICADO-project. This way, local public services could adjust the solution according to their city-specific requirements or adapt some parts of it, in order to make it better aligned with their local services, needs and systems.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

9

Table of Content

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

10

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

11

List of Figures

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

12

List of Tables

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

13

PART 1: Local Exploration Kit

1.1. Theory and methodology of co-creative workshops: An introduction

In this first chapter, we will briefly provide a theoretical overview of the existing literature concerning co-creative workshops. This literature study is used as a starting point for the further development of the Local Exploration Kit. This way, we aim to use insights from this field of study as a guide for the co-creative workshops that will provide input for the MICADO app. In the second part of the Local Exploration Kit, we will set out more in detail how exactly we will apply co-creative workshops in the MICADO project.

Using co-creative methods has become increasingly popular within different fields, ranging from medicine to politics (e.g. Elsbernd et al. 2018). Co-creative methods can be briefly defined as a participatory and inductive approach that aims to stimulate collective creativity in order to jointly develop an idea, which could later turn into the actual development of a tool, policy or product. Ideally, the co-creative process consists of four phases: 1) the co-analysis of the problem, 2) the co-design of the solution, 3) the co-evaluation and 4) the co-implementation of the idea (Stembert 2017). Co-creative methods advocate to involve a wide variety of stakeholders throughout the entire co-creative process. These stakeholders can range from policy makers, to entrepreneurs but are especially aimed at involving the target group itself.

The use of a co-creative approach offers many advantages. First of all, co-creative sessions are an inclusive method that can provide a safe space for sharing ideas and experiences and empower minorities or vulnerable groups in expressing their perspectives. The aim of bringing different people together to develop an idea is multi-fold. First, the involvement of the widely defined group of stakeholders and the more particular target group throughout the whole co-creative process increases transparency. Second, the diversity of this group of stakeholders can bring together people that would usually not interact. In most cases, different types of stakeholders are grouped together, which could lead to new dynamics. Furthermore, this can result in more empathy between the participants (Sneeuw et al. 2017). Third, this collective creativity could add to the creation of more innovative ideas and the participatory and bottom-up character of co-creative methods leads to a feeling of shared ownership. In combination with the practice of user-centeredness and usefulness, the aim of this approach is to increase effectivity and efficiency. To summarize, these innovative aspects of co-creative workshops contribute to the sustainability of the outcomes of these workshops. Furthermore, the active inclusion of this wide spectrum of stakeholders is based on the idea that 'everyone is an expert on one issue or another, first and foremost on their own life' (van Westen and van Dijk 2015, p.15). Finally, this will ensure that the target group will use the developed service or product more (Stembert 2017).

To fully use the potential of co-creative workshops within the MICADO project, we will critically explore different aspects of this method. By looking at theoretical insights concerning co-creative workshops, this chapter pursues to elaborate when, how, where and with whom co-creative methods can be best applied. After briefly defining the most important concepts, we introduce relevant scholars, such as Stembert (2017), Sanders and Stappers (2008), Sneeuw and colleagues (2017), and their theories that have developed the fundaments of co-creative participatory methods. After that, co-creative methods will be discussed in more detail and specific attention will be given to the role of space and material. Towards the end of this section,

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

14

we will reflect on the points of attention of this method. In the concluding part, we will reflect upon the most important insights for the applicability of co-creative workshops for the MICADO project.

1.1.1 Terminology

First and foremost, it is important to note that the terminology around co-creative methods can be confusing as terms often overlap. According to Stembert (2017), the co-creative process consists of four phases: co-analysis, co-design, co-evaluation and co-implementation. However, due to the recent emergence of co-creation, the terms co-creation session, co-creative workshops and co-design are often used interchangeably and the terminology is not yet clearly defined in the prevailing literature. For instance, the terms co-design and co-creation both refer to collective creativity. These terms are almost treated synonymously by Sanders and Stappers (2008), while Sneeuw and colleagues (2017) point out that co-design is often used as an umbrella term for co-creation, participatory and open design processes. Henceforth, we give preference to the more general term 'co-creative methods' by which we mean all kinds of methods that apply participatory and inductive approach to stimulate collective creativity. Additionally, we will apply Stembert's (2017) term 'co-creative workshop' when referring to the concrete sessions in which these methods are applied. However, when the specific work of one author is mentioned, his or her proper terminology will be applied.

1.1.2 Context: shifting schools of thought of design

Co-creative methods can be situated within the fields of study of both design and social sciences. The integration of design within the applied social sciences is relatively new and only developed over the last few years. This trend coincides with the increased emphasis on the dissemination of research results, the active development of tools by social researchers and the expanded attention given to interdisciplinary research in sciences. Furthermore, applying a social sciences perspective, also give more voice and ownership to the target group. At the same time, some shifts also emerged in the schools of thought of design. Within the traditional commercial design approach, the emphasis was put on the product or service being sold. Designers were considered to be the experts designing for people and used traditional design market research methods which emphasized what participants say and think by means of focus groups, observations, interviews and questionnaires. In 1980, while exploring ways to ensure that the designed outcome would meet the demands of the end-user, for the first time social scientists were consulted. In the reciprocal relationship, both the social scientist and the designer had much to offer: the researcher served as a spokesperson of the user and collected and analysed the data, while the designer interpreted the design criteria. Within this period the user was not included at all in the process (Sanders 2003).

Users increasingly wanted to express themselves directly and to be a pro-active part of the design process. This wish for expression was accelerated by the rise of new media. This rise also brought along that innovation had become more democratized through cheaper and easier access to production tools. For example, free music mixing software, so called mash-ups, allowed more people to shuffle old songs in order to create a new piece of music (von Hippel 2005). As more people got the chance to innovate, new design and innovation activities have blurred the borders between citizens, companies, public institutions and researchers, which coincides with the rise of 'citizen sciences'. Sanders calls this shift from design for users to design with users, post-design. According to this new design movement, everyone had something to contribute to the design process. For this reason, the right tools, such as free mashup software, needed to be provided to foster the expression and exchange of ideas

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

15

(Sanders 2003). To keep the example of mashups: instead of an individual innovator, such as popular singers, crowd-sourcing and co-ownership among (hobby-) deejays was set into practice (Björgvinsson et al. 2010). This participatory culture has led to a radical change in the traditional designer-customer relationship. The structure became less hierarchical with the empowerment of the user being a new group of experts and drivers behind innovation (Grand 2015), in collaboration with traditional experts. If people take part in the design process for their own benefit, the design outcome could become more meaningful. This depends on whether the required conditions to successfully conduct co-creative workshops, such as willingness to cooperate, freedom of speech, equality and support, are fulfilled. Consequently, the previous distinct roles of the designer and the researcher becomes more blurry: they design the tools together and are both involved in the analysis of the data. The new tools of post-design provide a visual language that makes it easier to express ideas, needs and feelings that are hard to put in words. For instance, new tools are developed to find out what people make and create from provided toolkits (Sanders 2003).

With the shift from a product-centred view to a user-centred view, the experiences of people using the product became more important. Design was not anymore merely about inventing and selling innovative products, but about the experiences, meaning and emotions that people connect with these products. For example, eating ice-cream is not only delicious and refreshing, it also provides a certain summer feeling. Another example could refer to the introduction of mother tongue education for migrants to provide feelings of cultural recognition, identity, continuity and belonging. As experiences change over time, this also means being able to give fast responses to changing needs and aspirations of different users. Therefore, post-design can be seen as a contextual and ongoing process, continuously open to new input. As the role of experiences became more relevant, social scientists brought frameworks and methods to get to know user experiences. Experiences can be observed and surveyed, but in order to discover tacit feelings and aspirations (Polanyi 1983) it is also useful to analyse how people use or make things. Hereby, ethnographic tools that stress the value of bottom-up and participative techniques can reveal useful insights in understanding the target group (Ventura 2016). This increased understanding can lead to more empathy between the use, the designer and the researcher (Sanders 2003).

To summarize, over the years design has become more participatory, contextual and experience based. This new approach, has been lately also used in leisure activities and everyday life and is no longer solely orientated towards business (Björgvinsson et al. 2010).The public sector recently discovered participatory design as well: by providing open data and open policy making, citizens and other sectors are increasingly involved in the development and delivery of services. The government benefits from citizens' input in forms of experiences, resources and skills (Farrell and Goodman 2013). By equally involving different stakeholders, the process of developing a service becomes more democratic, horizontal and transparent (see also the 'Finding places' project[1]. Consequently, as people possess ownership in decisions that affect their own lives which could improve public trust. Similar to the changing role of the designer and researcher, the task of the policymakers changes from deciding to balancing the different needs of citizens and stakeholders (Drew 2016). As products and services become more efficient and effective (Mager 2016). Emaldi (2017) describes it as the 'quadruple helix' when citizens, companies, researchers and public institutions work together.

---

[1] https://urbact.eu/finding-places

micado

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

16

1.1.3 The development and setup of co-creative workshops

The turn towards a more participatory design has contributed to the emergence of co-creative methods. Co-creative methods aim for a collaborative creative process where different stakeholders work closely together to achieve a common goal (Simon 2010). Moreover, the use of co-creative methods put the role of experiences central in the development process, as these combine the theoretical knowledge of the researcher and the designer with the more experience-based knowledge of the users (van Westen and van Dijk 2015). This experience-based knowledge can be useful during the whole creative process.
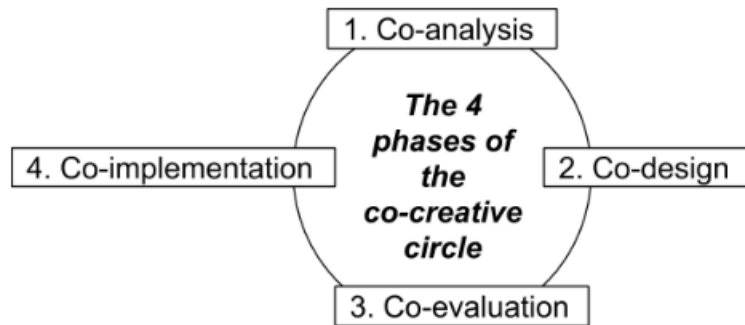
Figure 1 The four phases of the co-creative circle (Stembert, 2017)

According to Stembert (2017), the co-creative cycle consists of four phases: the first phase is called 'co-analysis', where participants analyse the context of the problem in order to search for possibilities and solutions. In this phase, the participants should not necessarily agree, however, they should provide more insights in their perspectives and needs, and discuss ways to deal with diverging views and needs. During the second phase, 'the co-design phase', participants further shape a solution to the problem. To examine whether an idea works, the fail-fast principle can be applied: by testing prototypes on a small scale, those ideas that do not work are quickly left behind or adjusted. Hence, from a co-creative perspective, it is better to discard a plan in the concept phase than to implement something that does not meet the objectives (Thoelen and Cleeren 2015). After that, 'the co-evaluation phase' gives space for reflecting on the outcome. During this phase, the stakeholders can use or pilot a tool, and reflect upon it together. In the last phase, called 'the co-implementation phase', it is decided whether and how the implementation takes place: on an optional individual, on a collective or on an authority level. During the last two phases, the usability of the developed idea, tool or product can be tested, adapted and again discussed together. An important note here is that in theory, all users could participate at all times. The concrete realisation of the co-creation depends on the organisers themselves. Like most authors, Stembert (2017) argues that co-creative workshops can be useful at different stages in the co-creative circle, but involving end-users from the beginning creates a feeling of shared ownership and promises a bigger impact. Thoelen and Cleeren (2015) even argue that participants should take part in the whole project to keep the consistency of the process. According to them, one service design intervention is not enough. As a compromise, it is advisable to go through all phases of the co-creative circle, but to put a different emphasize on the different phases. Consequently, the length of the project depends on the decision when and how to involve the stakeholders. If the project passes different steps (e.g. listening, creating, testing, adapting), more time is needed. Hereby, it is advised not to do all steps at once and out of context, but to spread the workshops during several months. Finally, if needed, particular phases can be repeated during the course of the

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

17

co-creation. The cyclic presentation as presented in the figure, does not necessarily mean that no feedback mechanisms can occur.

Co-creative methods could refer for instance to story mapping, user stories, iterative games, role plays, board games, rapid prototyping, (reverse) brainstorming. We will set out two examples, however, we should note there are plenty of examples, focusing on warm-ups, ideation, iteration, energizers, and cool-down (cfr. Co-creation navigator: Waag, 2019). The first example is 'journey mapping'. This tool helps to list and think of all key moments in which citizens or users experience or come to a particular solution. During journey mapping, the participants have to become aware of the solution, have to set out their decision making, sum up and reflect upon their first experiences when attempting to find this solution and how much they are engaged with this solution, whether they repeatedly used this solution and how it has impacted their lives. The journey mapping is particular relevant to visualise the experiences of users from the beginning to the end. A second example is the 'crazy 8' which is referred to as a core sprint method. This method is a fast sketching exercise that demands from the participants that they sketch 8 distinct ideas in 8 minutes. This challenges the participants to move beyond their initial ideas and start generating a wide variety of solutions that may stimulate the discussion (Waag 2019).

The choice of actual co-creative methods depends on different indicators, such as the phase of the co-creative circle, the size of the group, the topic, the time frame and the experience of the facilitator. For instance, in the beginning of the co-creation workshop, it makes sense to use tools that help to explore the context and to define the direction of the project. Hereby, tools such as mapping can help to get an overview of the context and the involved stakeholders. In addition, 'value trees' are a way to visualize shared values among the different participants and rankings can help to get ambitions, fears and dreams clear. During a later stage of the co-creative session, other activities can take place to further explore the topic in-depth. For instance, role plays, board games and storyboards can stimulate the co-creativity and help to shape a solution to the problem or further elaborate on how solutions should be designed and created. At a final stage, more reflective tools can facilitate the evaluation of the project (Sanders and Stappers 2008).

Depending on the choice of co-creative methods used, different materials are needed. While Malik (2016) argues for a true bottom-up approach, which implies no preparation or materials, the majority of scholars stresses the importance of materials. Sanders (2013) states that materials with generative potential are important to achieve collective creativity and equal contribution of all participants. Also Grand (2015) stresses that interacting with materials lightens up the group process, facilitates/stimulates creative thinking, or involving individuals that are not necessarily used to these methods. For example, stickers as tangible materials makes it easier to find ideas. The right materials also help people to overcome thinking barriers. Important is that the material can project the needs, desires and imagined experiences of the participants (Sanders 2003). For example, if one participant expects that his/her diploma gets recognized outside his home country, he could express the obstacles and possibilities that he faces by simple tools, such as coloured post-its. Related to the role of materials, Grand (2015) and Sanders (2013) also underline the positive influence of embodiment and movement during co-creative workshops as creativity is evenly affected by emotion and the body. Hence, creative thinking can be evoked through activity and motion (Sanders 2013). Furthermore, Grand (2015) explains that embodiment can be quite simple set into practice, e.g. by standing up to get new ideas.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

18

Besides the importance of using the appropriate materials, also the right setting plays a role in stimulating collective creativity. Hence, selecting the right location can have a positive impact on people's ability to address complex social issues and possible solutions (Sanders 2003). Levi's (2008) study of transformational group experiences lists certain characteristics of a place that fosters the creativity and group feeling. First of all, the place should have welcoming elements, such as long entrance roads, a welcome sign and people greeting you. Also the interior architecture, such as the right size of the meeting room, the division in private and public areas and the open interior places, as well as a view on nature, plays an important role. Stembert (2017) adds that also an informal environment is crucial to make participants feel at ease. This includes the right size of the room and tables, that should be neither too large, nor too small. In addition, informal spaces with food and drinks can work as an ice-breaker that encourage stakeholders and users to start a conversation outside the activities.
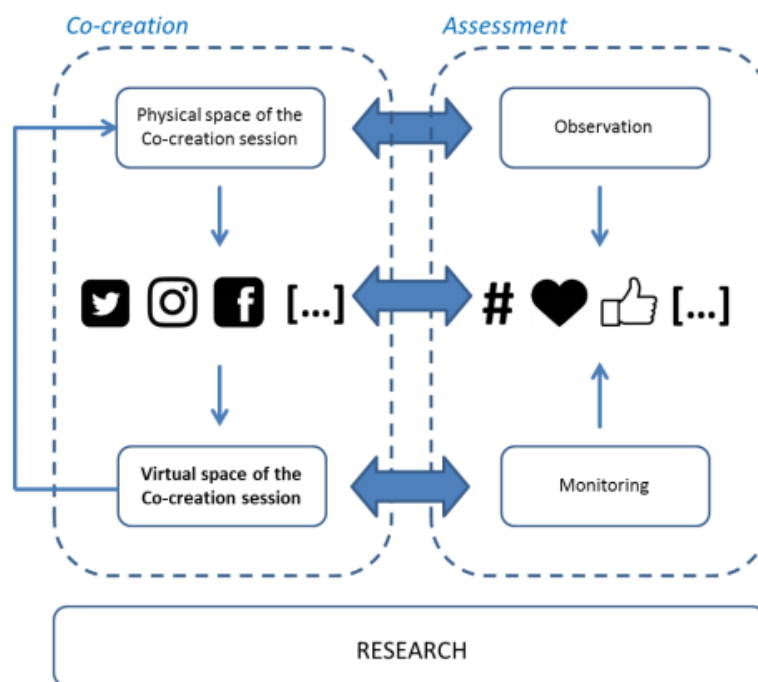
Figure 2 *Virtual and physical space during co-creative workshops (Stembert, 2017)*

As illustrated in Figure 2, there is also a possibility to use both physical and virtual space within the co-creative session. More specifically, during the workshop, the participants can choose a virtual space, such as forums, platforms or communities that enhances the communication of the co-creation process (Stembert 2017). In sum, the right choice of timing, tools, materials, embodiment and place can empower the participants and foster the co-creativity, as well as the group feeling.

Finally, the organisers of the co-creation workshops need to think of ways on how to translate and document the data gathered into actual useful information for IT developers. A frequently used way to do so is to apply use case, which includes a list of actions or event steps that define the different interactions between a role, a system and a goal (which can also be stakeholders goals) (Jacobson et al. 1992). This is commonly referred to as 'an actor' in the Unified Modelling Language (UML). Use case driven development forms the basis of a wide variety of process models and frameworks (e.g., ICONIX, Unified Process, IBM Rational Unified Process, and the Oracle Unified Method). There are many templates developed to write down a use case in text (e.g., Cockburn template, Cockburn 1999; Fowler 1997). While we will

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

19

not go deeper into this in this introduction of this current deliverable, but we will briefly discuss this in chapter 4 and make sure it is included in the design of the templates.

1.1.4 Points of attention and possible solutions

As we have demonstrated in the previous sections, co-creative workshops offer many possibilities to involve a wide variety of stakeholders and end up with sustainable and innovative end results, but what are potential drawbacks? In the existing literature on co-creative workshops, little evidence on what works and what does not work and few attention is given to how to deal with possible risks (Nesta 2014). In this section, we will therefore provide a short overview of points of attention and possible solutions. These difficulties mainly concern the theoretical and methodological development of co-creative methods related to (1) the used terminology, (2) the participation of stakeholders throughout the entire co-creation, (3) the composition of stakeholders and (4) the timing.

One of the first hindrances is the overlapping terminology used in literature on co-creative methods. This distinct set of concepts risks to provoke confusion in the literature. In the future, clearer definitions are needed and authors have to specify how they interpret and use particular terms. A second question is rather epistemological in nature and questions whether the approach is truly bottom-up or not, and to what extent the researcher controls the process. This means that when describing or preparing the methodological approach used for a particular project, one should clearly reflect on and argue why certain decisions are being made. The following questions can be asked: should the place be neutral or contextual? Is material helpful or not? Should there be a selection of participants or free participation? Should decisions be taken by the participants or by the facilitators? Overall, a balance need to be sought between participants and researchers. In other words, for the successful implementation of co-creative workshops, it is important to integrate professional and experiential expertise equally (van Westen and van Dijk 2015). Finally, it would be good to immediately include designers during co-creative workshops. Designers have complimentary skills, compared to social scientists and other stakeholders, during the design process. However, due to the high costs of paying designers, the majority of design in public services does not involve designers (Nesta 2014). A third point of attention is related to the diversity of stakeholders in co-creative workshops. The focus on heterogeneous groups complicates coming up with one single solution. Furthermore, due to different expertise of the different stakeholders, this heterogeneity could sometimes hinder the equal participation of each participant during the workshops. Depending on one's (professional) function, some participants might find it difficult to hold themselves back in the co-creative process and give sufficient space to other participants (Thoelen and Cleeren 2015). Therefore, during the workshops, it is important to constructively deal with disagreements and to appreciate the diversity of opinions, approaches and experiences (Dewey 1980). It is already challenging to design *for* people, who are part of the same social community, but it is even more challenging to design *with* people, as common social objectives can be absent. In order to handle conflicts and interests it has to be recognized that it is not about finding *the* right idea, but a multitude of ideas. A fourth point of attention refers to the timing of the involvement of the stakeholders. Depending on the objective of the workshop, it is necessary to involve stakeholders at the right stage of the process, to communicate a common vision on the objectives of the workshop, and develop feasible expectations. Hereby, it is important to switch from 'problem-thinking' to 'solution-based thinking' (Thoelen and Cleeren 2015).

While these four points of attention mainly referred to the preparation of the co-creative workshops and their implementation, the next points of attention are related to the analysis

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

20

and evaluation of the workshops. First of all, there is few guidance in how to analyse the data collected during the workshops (cf. Sanders 2003). According to Stembert (2017) there is no fixed way to analyse the data, as it always depends on the chosen tool and the size of the group. In general, one could think about two possibilities to process the data. The first possibility is a *researcher-led analysis* based on classical qualitative research methods, such as the theory driven stakeholder evaluation (Hansen & Vedung, 2010) or Grounded Theory (Glaser & Strauss, 1976), that are prevalent and widespread in social science research. This analysis requires the transcription of audios and the detailed documentation of visual material. As the amount of data generated during the workshops is huge, a systematic approach to data analysis need to be defined beforehand. The second possibility is to use a more *participants-led analysis*. Temporary results can be noted by the participants themselves on templates. For instance, the COCD box tool (see figure 3) is a way to organize and select feasible and original ideas by writing all ideas on post-its and sticking them in the right quadrant (Thoelen and Cleeren 2015).
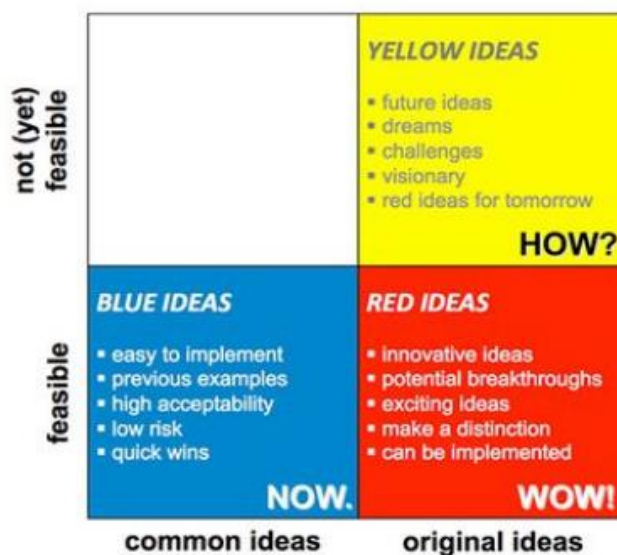
Figure 3 COCD box (Notion Lab, 2019)

The insights gained through the analysis can be visualised through personas, customer journey maps and storyboards (Stembert 2017). However, more guidance in how to analyse together with the participants is still required and needs to be discussed beforehand. A second point of attention considers the evaluation of co-creative workshops. Reflections and evaluations should take place during all stages. In this respect, designers and social scientists should show, that they are not only able to conduct co-creative workshops, but also to provide qualitative evaluations (Thoelen and Cleeren 2015). Therefore, it would be good to pilot the participatory methods that will be used during workshop first among the research team before implementing it with participants (Stembert 2017). This way, the organisers of the co-creative workshops can become more aware of practical obstacles and ensure a good evaluation and develop an effective idea (Emaldi et al. 2017). Additionally, when searching for evaluations of co-creative methods, there are not many evaluation methods available that focus on the evaluation of co-creative methods in general, apart from specific case- evaluations about how the participants experienced the workshop (Elsbernd et al. 2018). So far, no specific criteria to assess the quality of co-creative workshops exist, for that reason the overall criteria for quality in qualitative research are mostly applied: validity, reliability and generalizability. *Validity* refers to the appropriateness of tools, processes, and data related to the research question. As co-creative workshops can work well for some stages and fields of innovation but less for others,

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

21

the validity needs to be proved case by case, depending on the research question. In qualitative research, the second criteria, *reliability* can be seen as the consistency and traceability of the research steps (Leung 2015). In respect of co-creative workshops, the results strongly depend on the qualifications of the facilitator and the participation and openness of the participants (Thoelen and Cleeren 2015). Co-creative methods strongly rely on the participants and therefore never guarantees the same outcome twice (Grand 2015). For example, the facilitator needs to be able to keep distance to the project and to be open for input, both from end-users and other stakeholders (Thoelen and Cleeren 2015). Furthermore, co-creation is a 'learning by doing' process where you have to try out different things. Hence, it is difficult to exactly repeat the same research steps. The consistency between distinct co-creation workshops can be increased by documenting all phases of the process in a transparent way and using templates (Grant 2015). The third criteria to assess the quality of co-creative workshops, *generalizability*, is rather limited, as the results are only representative for a specific group and context. Regardless the fact that co-creative methods aim to be inclusive, not everyone might have access to participate in co-creative workshops. This is an important point that needs to be considered during the recruitment and organisation of the co-creative workshops. This limitation needs to be discussed and reflected upon when presenting the final end product. A final point of attention relates to how the results are communicated to a wider and/or specialised audience. The co-creative method needs to be relevant and understandable for all those involved (Drew 2016).

1.1.5 Conclusion

In this chapter, it has become clear that the traditional commercial design has been replaced by a participatory, experience-based and bottom-up approach. In this new design context co-creative workshops have emerged and have become increasingly popular in a wide variety of fields, such as politics and marketing. Due to the increased use of co-creative methods, it is necessary to reflect on the implementation of this method in order to use its full potential. First, in order to respond *when* co-creative methods should be used, previous literature suggests that the involvement of participants is ideally pursued during the whole co-creative process in order to increase the transparency and the feeling of shared ownership. The most important impact can be made by bringing different stakeholders together at the beginning of the co-creative process during the phase of co-analysis and co-design (Stembert 2017). Second, how should co-creative workshops be implemented? There is no single step-to-step manual of conducting co-creative workshops, which is also possibly the most interesting and innovative part of this method. Instead, there are a multitude of participatory tools that have to be selected wisely, depending on the goal. Especially the use of materials and embodiment can be crucial, as they can have a positive influence on collective creativity (Sanders 2003). Moreover, by applying empathy, user-centeredness, usefulness and the fail-fast principle, products and services that really work are being created. The third question relates to *where* we best organise a co-creative workshop? An open, natural and light setting can have a positive influence on the group dynamics and the co-creative outcome. The last question is with whom co-creative workshops should be used? Co-creative workshops can be best applied in projects developed for particular target groups that are not represented or included in the group of policy makers, social scientists and/or designers. By giving this target group a voice and agency in the decision making processes, they develop ownership and are more likely to use the end-product. Furthermore, co-creative sessions can empower minorities by providing a safe space for sharing ideas and experiences. Co-creative workshops can also create a common understanding among people that usually would not cross paths. For instance, by

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

22

bringing together politicians and citizens, it can increase trust in politics and also provide an innovative solution to a particular problem. To sum up, if the timing, setting, tools and target group of co-creative methods are chosen wisely, its full potential can be unfolded, which is developing a sustainable, innovative, effective solution.

1.2. Co-creative workshops applied to the MICADO project

The deliberate and reflective use of co-creative workshops is crucial for a successful implementation of the MICADO project, as it aims to develop a MICADO-solution that facilitates the integration of migrants in different EU cities. A well-thought implementation implies studying the evidence that the literature on co-creative workshops suggests. Before the workshops take place, the (co-) facilitators should study the provided guidelines and templates in order to guarantee the quality of the implementation, analysis and evaluation. Ideally, the facilitators are already involved in the MICADO-project (i.e., the social science partners). If this is not possible, other professionals, such as colleagues experienced in leading group discussions, can facilitate the workshops after a thorough introduction on the methods and objectives. It is important that (co-)facilitators are experienced in working with the specific migrants groups and are aware of local tensions (e.g. between NGOs and local authorities) in order to balance and guide the discussion in a sensitive way.

Furthermore, a good preparation of the workshops is crucial, which involves choosing an informal and friendly setting to use the positive potential of space (Sanders 2003). Following the footsteps of Stembert (2017) who argues that the influence of the target group is especially big in the beginning, MICADO will implement co-creative workshops in the initial part of the project. Implementing the objectives of the MICADO-co-creative workshops in the four phases of co-creative theory, it becomes clear that the two first phases 'co-analysis' and 'co-design' will provide the best input to meet these goals (see Figure 1). This two-cyclic phase of conducting co-creative workshops allows us to gain the different types of information we need.

During the co-analysis phase we will organize five workshops with each six to eight participants of the distinct target groups of migrants and local stakeholders. Hereby, interactive and participatory tools, such as board games and small exercises that involve movement will foster the co-creativity and group dynamics (Grand 2015). The overall aim of this phase is that everyone is able to point out his/her needs in respect of finding housing, health care, education, participation and employment. This needs-assessment will be crucial to make sure that the end product will address these needs and that the target group will actively use the app at the end of the project. In the second round, the co-design phase, we will invite a selection of the interested participants from the first co-analysis workshops for the further co-creation of the app-design. This process requires more involvement and a distinct set-up. If possible, a designer of the app per city will be invited, in order to ensure that the data gathered in the co-creative workshops is the same data needed for the development of the app.

In line with the aim of co-creative methods, we will make the workshops as inclusive as possible. For example, different groups of migrants will be involved and one workshop specifically addresses women to lower barriers in discussing gender sensitive topics. Moreover, (social) interpreters will help to address linguistic and cultural barriers and will make the activities accessible for people with disabilities and illiterate participants. The second phase will provide the diverse group the chance to give input in the app-design, giving information on previously used apps when arriving in the host city, thinking of which features could be helpful for future migrants and discussing issues of digital literacy. By combining the experiences of migrants in arriving in a new city, as well as insights from municipalities, NGO's and ICT

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

23

experts, we follow the advice of van Westen and van Dijk (2015) to balance experiential and theoretical knowledge in order to produce a feasible end-product.

1.2.1 The target groups of the MICADO project

Before we start setting out the specific methodology of the co-creative workshops, we will first provide more information about the target groups of the MICADO project: migrants, local stakeholders and authorities.

In the MICADO project, we define migrants as:

- 1st generation migrants: migrants who were not born in the country of residence
- non-EU and EU-migrants (with a special focus on non-EU country nationals)

In addition, we only focus on adults, thus migrants above 18 years old.

The MICADO solution should welcome all people that are finding their ways into a (relatively) new society, and aims to improve knowledge on four central themes: housing, health care, education, participation and employment. At the same time the app also addresses transversal themes, such as language issues. We aim to develop an app that is open for use of a wide variety of migrants in terms of age, socio-economic situation, gender, alphabetization, health status, educational level and employment status. In practice, this means that for the recruitment of the workshop participants, we need to make sure all voices are heard. Allowing the most vulnerable groups to have a say in the development of the MICADO app, can only ensure the success hereof. Furthermore, it would be an opportunity for public services to include difficult-to-reach-groups for public services. To get more particular information about the migrants' needs and insights on app development, we will organize the co-creative workshops across very specific target groups. The content of the co-creative workshops will be similar in all workshops and aims to get more information about the needs of these respective migrant groups. Per pilot city, we will organize minimum 4 co-creation workshops (of approx. 6-8 respondents) with distinct migrant categories per city (16 in total) in a first 'co-analysis' phase. The following migrant categories will be invited, each group in a separate workshop to facilitate group discussions (both in terms of organisation as in terms of providing a safe space for all participants) and give everyone equal chances to participate:

1 Refugees and asylum seekers,
2 Other migrants categories (gendered composition; EU and non-EU migrants (making sure the majority are non-EU migrants)),
3 Female migrants only,
4 Migrants that have already lived for longer than ten years in the immigrant country

Into each category, involved participants will vary with regards to origin, age, gender, educational and cultural background. These are the minimum numbers that ensure comparison and sufficient input for the development of the MICADO app. Nevertheless, more co-creative workshops can be organized per city. Depending on the local situation it can be decided to do separate workshops, e.g. according to language knowledge. For instance, to adapt to the specific migrant situation in Antwerp, two separate workshops with refugees and asylum seekers instead of one could be organized: one with Arabic speaking and the other with Pashtu speaking participants. However, try to avoid defining knowledge of the host country's language or English as a prerequisite, as this will exclude vulnerable groups of migrants.

In a second 'co-design' round, we will invite half of the respondents from all co-creative workshops held who are interested in the further co-creation of the design of the app, to

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

24

participate in two co-design co-creative workshops of again 6 to 8 respondents. This process requires a distinct set-up in terms of participants, questions and templates. If possible, a designer of the app per city will be invited, in order to ensure that the data gathered in the co-creative workshops is in line with the data needed for the development of the final MICADO app. This two-cyclic phase of conducting co-creative workshops, namely starting with co-analysis and later with co-design, is in line with previous studies (Stembert, 2017) and allows us to gain the different types of information we need. During the course of the MICADO project, more feedback mechanisms are at work to further test the MICADO app with the target group (cfr. 'co-evaluation' and 'co-implementation' phase).

Finally, to ensure that the co-creative workshops also consider the needs and concerns of local authorities and include their previous experience with similar projects, in each pilot city, interviews and workshops will be held with local authorities from distinct sectors, types of services and at distinct levels of governance. In total, the following interviews and co-creative workshops will be conducted per pilot city with:

- Local authorities (part of the consortium, five interviews per city);
- Local stakeholders involved in the MICADO project (one co-creation workshop per city of approx. six-eight respondents).

The co-creative workshops with the local stakeholders will follow a similar but slightly adapted template as the co-analysis co-creative workshops with the migrants. The selection of the respondents will mainly be focused on the functions of the participants. More particularly, the aim is to select a wide diversity of functions for the local stakeholders involved. For instance, in organization A, one respondent could be recruited that is involved in the policy-making of the organization, while the other respondents should rather be a social worker, or professional who maintains regular contacts with the target groups.

The choice for the methodological approach of interviewing local authorities instead of bringing them together in a co-creative workshop is both logistical and content-related. First, it is very difficult to bring people in managerial or coordinating positions together for a three-hour during workshop. In addition, since these authorities run formalized processes, the challenges are rather clear and well defined, thus allowing a more straight-forward research design. We assume that these persons are verbally strong and used to formulating encountered challenges. Using the interview-methodology will allow to deepen these conversations on a one-to-one basis. The workshops are less language based and thus more suitable for newcomers. In addition, with newcomers an explorative approach is preferred, as this allows collecting varied information.

The inclusion of three distinct broad target groups, namely migrants, local authorities and local stakeholders/civic society organisations, meets the three-folded objective of the MICADO project, in which all partners could benefit. In the following sections, we will provide a logbook for the set-up of the co-creative workshops and interviews.

1.2.2 Methodology of co-analysis phase with migrants as target group

Set-up and preparation

Recruitment strategy and inclusion criteria

For the recruitment of the participants of the co-creative workshops, we aim to leave sufficient room for country-specific variation, as we noted that the organizations/municipalities working

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

25

with migrants and assisting the co-creative workshops would vary considerably across MICADO cities. However, some general strategies can be described.

1. Ask your local partners to which extent they have direct contact with the target groups.
2. Important during the selection is that the migrants are informed that their personal data and information (i.e., experiences, background information, ideas and perceptions) will be used only in a confidential way by the universities that are part of the MICADO project according to GDPR rules.
3. If this condition cannot be fulfilled, please search for alternative strategies (organisations, individual recruitment, etc.) to contact the target group and ask them to be involved in the co-creative workshops.
4. From your first contacts with the target group, a snowball sampling procedure can be initiated (i.e., start with some relevant contacts, and ask them to provide additional contacts, which may cause a chain reaction). More participants (not family members) can be recruited and asked to participate in the co-creative workshops. When using this snowball sampling procedure, try to include as much as possible different entry/contact points.
5. When looking at the participants reached, try to include a heterogeneous group and use targeted sampling (this can be through local community organizations and/or snowball sampling). Remember: the focus is on migrants in your city, so avoid people that are under the administrative rules of another city/municipality.
6. Try to organize these co-creative workshops before summer holidays, as this will cause additional organizational issues.
7. Avoid dates that are set in the far future: when contacting the target groups, try to schedule the co-creative workshop as soon as possible, within one week, max. two weeks, to avoid no show ups.

Although the MICADO app should include all migrants, regardless of their educational level, it would be crucial to especially focus on lower educated people. Previous experiences with the development of the 'Welcome in Antwerp'-app have demonstrated that higher educated migrants tend to have less need for these specific apps and are more comfortable in using existing digital tools. At the same time, the level of education does not necessarily imply a particular level of digital literacy.

In order to facilitate communication, ask beforehand whether the respondents need a translator or are able to speak in one of the languages the organizers are able to speak. The requirement is to have a maximum of two translators present at each workshop to avoid too large groups and to stimulate co-creation. As mentioned earlier (see 2.1), it might be useful to organize multiple workshops with the same specific target group.

Importance of place, time and tools

The success of the organization of co-creative workshops will depend highly on the organization of these workshops in a safe space. This means that places which are too much associated with public services or local authorities, may cause a hinder for participants to speak up and talk freely about their needs and issues. The participants should feel comfortable within the entire team. Search for a place where you can audio-tape without additional noises. Make sure you provide the participants with a clear timeframe, that suits them. The co-creative workshops should last maximum three hours and if possible, include a break (with coffee, tea, cake etc.). Take working hours and possible school hours of participants' children into account; it might be useful if you can provide childcare or lunch.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

26

Provide material to help the participants to develop their ideas and thoughts beyond words. Some people are good with words, while others are more visual and communicate better with the help of with pictures and sketches. You need to set a scene where everyone feels comfortable to express themselves. Make sure that in the end, we end up with useful material that help us with the development of the app.

Checklist 'Set-up and preparation of workshops'
Recruit heterogeneous groups of participants, focus on (recent) migrants in your specific city
Set a clear and feasible time schedule for the workshops
Avoid organizing the workshops in public places or places where the local authorities/services are also located
Ask translators (if necessary) and inform them as well beforehand about the objective of the co-creative workshop
Provide practical materials: snacks & beverages, workshop materials (see also more detailed checklist of course of the workshop)

Protection of privacy and sensitive data

Given the often very precarious situation of most of the migrants, their migration history and the insecurities about the current situation, it is important to inform all respondents in all phases of the co-creative workshop on the course of the procedures, the goals and the contents. Starting from the early phase of the recruitment, respondents need to be informed about their continuous potential to cease their participation to the MICADO project. Respondents have to receive the information that all their names will be anonymized and replaced by pseudonyms. We will only collect contact information to facilitate the co-creative workshops (e.g., to know who is talking to whom during the workshops). Furthermore, explain the participants that the co-creative workshops are audio-taped for research-related reasons and these tapes will not be presented elsewhere. Finally, no information will be disclosed to local authorities or other parties. The data will be kept at the universities involved in the MICADO project and only be available for the researchers of the MICADO project. Each institution will produce its own pseudonymisation chart that contains information about the actor "behind" the pseudonym. This chart will be stored locally to be accessed only by password and not exchanged via the internet. Whenever interview or co-creation session material will be exchanged via email within the consortium, pseudonymised translations to English will be produced.

Informed consent

At the start of the workshop each participant will be provided with a short, written introduction to the MICADO-project and is asked to sign the informed consent-form, both documents are provided in WP 9 – see deliverable 9.2, available in annex 1.1 and at https://drive.google.com/drive/folders/15EyBpzIcpSL9Bq1naZHHKGzD8XNZlJGh .

This informed consent needs to checked with local/national legal guidelines on data protection regulations and both documents need to be translated in local/migrants' languages in a very understandable and easy way so all participants, regardless their language proficiency, can fully understand this informed consent. In addition, participants should be asked for agreement to be photographed during the workshop and if any notes or drawings made by them can be used as output data. If participants refuse, this has to be respected during the entire course of

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

27

the workshop and output registration. Workshops and group discussions that are recorded with audio recording devices. These recordings are subsequently written down by staff members or uploaded to a GDPR compliant online transcription service (such as Trint, https://trint.com/).

Checklist 'Privacy and sensitive data protection'
Provide information on: ● Anonymity ● Possibility to drop out/withdraw at all times ● Disclosure of sensitive data: no information will be given to local authorities or other parties ● Co-creative workshops being audio-taped
Ask participants to sign informed consent Ask participants for agreement on pictures being taken and notes/drawings being used as output

Facilitator Manual for co-creative workshops with migrants

In this manual, the course of a co-creative workshop with migrants is described from the start until the end. With the aim to make cross-country comparisons feasible, we advise you to follow this manual in a strict manner and to document adaptations to the exercises in the evaluation/output documents.

The workshop should be guided by two facilitators: someone who leads the workshop, stimulates the participants to creative thinking during the exercises, who makes sure that each participant receives an equal amount of time to express themselves and to manage possible more 'dominant' participants (Stembert 2017). The second facilitator is an observer and serves as a time-keeper: he/she will observe group dynamics, body language and takes notes of what is being discussed.

Concerning data collection, it is recommended to use the 'data collection templates' (see annex 1.4) which are explained and provided further in this Local Exploration Kit. However, it is equally important to document additional data during the course of the co-creative workshops that can support the main data or be illustrative. The observer/note taker also takes pictures of the output generated through the exercises, to keep drawings or notes made by the participants, etc. (if participants agreed, it is included and can be opted out in the informed consent).

Checklist 'Course of the workshop'			
Before the start of the workshop: prepare place of workshop (set tables, prepare tools, …) and make sure all materials are provided: ● snacks & beverages, ● audio-recorder, ● pens & paper ● data collection template ● specific materials (see below)			
Action	**Goals**	**Duration**	**Materials**

micado

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

28

1. Welcome and registration	✔ Everyone has understood and signed the informed consent, ✔ Every participant has filled in the drop-off document, ✔ Every participant has received a name-tag, ✔ Introduction of facilitators ✔ Give information on objectives and course of the workshop	10 min	● Informed consent forms + information sheets MICADO-project ● Drop-off documents ● Name-tags
2. Warm-up Exercise	✔ Create a positive group dynamic ✔ Get people acquainted with each other	20 min	● Masking tape ● Question and pattern sheet
3. Board game	✔ Get input on needs assessment: what kind of support do the participants need and when? ✔ Get answers on four domains: health, education, work and housing	60 min	● Game board (A1 size) ● Theme-question cards ● Dice ● A neutral game pawn for each participant ● Something soft to throw around
4. Break	✔ Relax, have a break	15 min	● Snacks, beverages
5. Journey mapping	✔ Map the respondents' journey for each domain ✔ Wrap-up the session to conclude the main ideas and discuss in group	75 min	● Post-its ● Template (A1 size)

Welcome, coffee and registration

When participants arrive at the workshop, it is important that they feel welcomed and acknowledged for their participation. At this stage, the tasks of the facilitators are: welcoming every participant personally and providing him or her with their name-tag, asking him or her to sign the informed consent form and assess if they understand it well, assisting them in filling out the drop-off sheet. Beverages and snacks help in setting a welcoming atmosphere and breaking the ice.

Introduction

During the introduction, the aim is to inform all the participants on the objective of the workshop and set the mood for high motivation and creativity. At this point, it is important to stress why their input in the design process is crucial, as they will be the end-users of the product.

micado

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

29

Similarly, this is the moment to create an open atmosphere, it is therefore important to anticipate on the group dynamics by taking local political issues or sensitivities into account and to be clear that being judgmental and obstructing criticism should be avoided throughout the entire workshop. Instead, the goal is the opposite: to build constructively on each other's ideas (Tassoul 2009, Stembert 2017).

Warm-up exercise: the 'Ice floes' game

The warm-up exercise takes twenty minutes and has the main purpose to lighten up the atmosphere. During the game the participants get to know each other and find out what they have in common. This way the researchers also get an idea about the background, specific particularities and interests of the participants. Moreover, the group dynamic character of the game strengthens the group feeling.

Checklist 'Warm-up exercise'	Materials
✔ Translate the questions and change country specific aspects	
✔ Print out the instructions including the secret pattern and the questions (A4)	Questions and secret pattern sheet
✔ Mark a playing field with tape on the ground. There should be 4x6 fields, big enough to fit one participant	Masking tape
✔ Explain the rules and the purpose of the game	
✔ Take notes of specific particularities	Data collection template Writing tools and recorder

Course of the game:

The goal of the game is to cross the "water" (blue fields) by finding out the secret path of "ice floes" (white fields). However, the group does not know which fields are water and which fields are ice floes. Only the facilitator knows the path and the participants can only find out by trying. When a participant steps on a field which is water, the whole group has to answer a question by raising hands.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

30
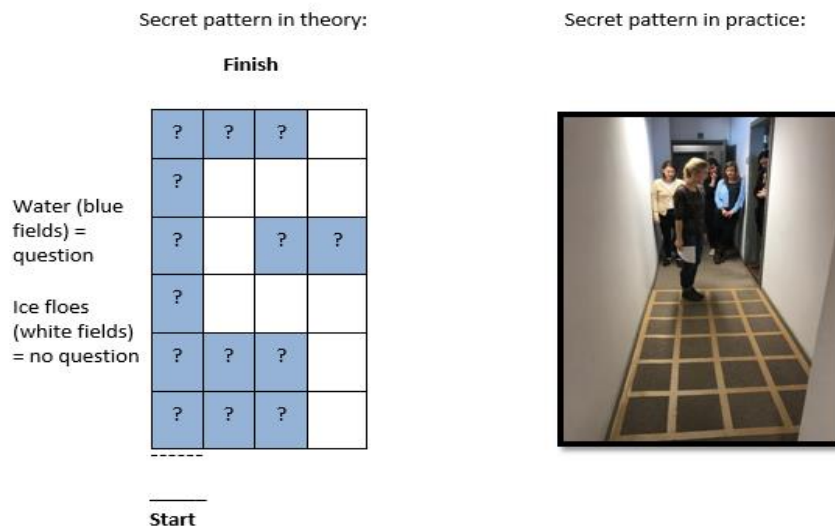
Figure 4 Course of the game

Instructions:

1. The whole group stands behind the starting line in front of the playing field.
A volunteer (or the youngest, the tallest, the… participant) starts with trying out a field in the first row. If he or she steps on the 'ice floe' (i.e. a field indicated white on the pattern sheet only the facilitator can see), he or she can try a field in the second row. If he or she steps on 'water' (i.e. a field indicated blue on the pattern sheet only the facilitator can see), the facilitator asks a first question. For example: who has a big family? Participants who have a big family raise their hands.

2. The volunteer steps of the playing field and another participant who fulfilled the criterion of the question asked can take his/her place and now decide which field s/he thinks is an ice floe for the row in front of him/her. When he/she steps on a 'water' field, the facilitator poses a new question.

3. This sequence of steps is repeated until the finish is reached. The group members can help each other to remember the correct path (the ice floe fields) as in the end all participants should cross the path to reach the finish.

Questions:

- Who speaks [language] [in every city, these languages could be different according to the migrant population]
- Who has received advice from other people that are new in town?
- Who has friends from many different countries?
- Who has lived in different countries?
- Who feels supported by the government?
- Who likes his/her job?
- Who has a big family?
- Who is from a country outside Europe?
- Who is a good cook?
- Who speaks [language of new country]?
- Who has many friends from [new country]?
- Who has children?
- Who likes to do sports?

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

31

- Who speaks more than three languages?
- Who lives in [country] since more than two years?
- Who would like to work in [country] in the future?
- Who likes to play music?
- Who feels at home in [country]?
- Who misses the food from his/her home country?

Board Game

The aim of this part is to get participants acquainted with the themes and goals of the workshop by assessing their needs on the four designated themes (housing, health care, education, participation and employment) on an individual basis. Input will be generated through a board game with question cards in such a way that reflection of experiences in all five themes is stimulated. Possibly, group discussions about the questions and exchange of experiences between participants will be initiated, which can be informative but might as well hinder the continuity of the game (a group exchange and summary of needs is foreseen in the next part of the workshop, the 'journey mapping'). Therefore, it is important for the workshop-facilitators to guide the game and discussions with an underlying focus on what needs could possibly be answered through the development of a digital MICADO-tool and the data to be gathered in these workshops.

Tools:

- Game board
- Theme-question cards
- Dice
- A neutral game pawn for each participant (e.g. do not use animal figures)
- Something soft to throw around

Instructions:

The goal of the game is to get to the end of the spiral first. A first participant rolls the dice and moves his/her pawn the number of steps. When another player has already taken that field, the participant moves his pawn to the next free field. Every time a participant has the number 6, he/she has to throw the dice again.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

32

Figure 5 MICADO board game template

● Depending on the colour of the field, the participants takes a question card from the respective theme-staple and answers it. The aim of these steps is to get direct, practical answers of the participant who took the card. Try to avoid group discussions as this will delay the game, or limit them in time. The more question cards get answered, more diverse data will be gathered in this part of the workshop.

● When it concerns the black circle with question marks, the participant can choose to either suggest a discussion topic him/herself or take a discussion card.

The aim of this step is to open the floor for participants to discuss a theme/suggestion/idea/… that they find important and relevant to the overall aim of the workshop. If the participant can't or doesn't want to bring a topic, a card can be taken and a question is asked. Here, discussion can be enhanced, but should limited in time (max 5 minutes).

● Some cards in all categories carry the message 'Group exercise': the aim is that when these cards are taken, a small group (physical) exercise takes place to break the discussions and renew energy. The facilitator can choose something he/she finds feasible/ useful at that moment or to invent a small exercise that takes about a minute:

   o Rhythm clap: the facilitator gives a starting word and the whole group claps in a rhythmically manner (not too slow, not too fast), on each clap the next participant has to say a word he/she associates with the starting word

   o Change places: all participants should change place

   o Challenges and victories: everyone stands up, and a soft ball is thrown around the table. Whoever catches it, should state a challenge or a victory regarding the theme.

   o Make a sentence: the person who pulled the card should say a first word, then the next participant adds one, and so on. The aim is to make a sentence related to the theme with the whole group.

The game ends when all participants reached the end of the spiral, or when the hour is over.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

33

Question cards:

HOUSING

- X rents a house from a private owner, who wants to end the contract and asks X to leave the house immediately. Where can X go to for support if you think this is not in line with the contract X signed?
- A friend of you arrives in [city], where do you send him/her in his/her search for decent housing?
- If you were a house owner and you would rent out your house, through which channels would you advertise it?
- What would you change about the system to find housing?
- When you rent an apartment, how would you pay your deposit? Do you know organisations who can help you with that?
- If you could choose, where in the [city X] would you like to live and why? (where do you live now and why)
- What is decent housing according to you?
- Where do you see yourself living in ten years?
- What do you think about the housing infrastructure in [city]?
- Do you know the social housing system in [country]? Can you explain how it works?
- What makes it difficult to find a house?
- With how many people do you live with? With who and did you know them before coming to [city]?

- "*Group exercise*": three cards

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

34

WORK

- You don't know if you are allowed to work in [country]. Where can you get the information?
- Do you know your rights as a worker? Do you know where to get this information?
- A friend of you got a working permit and wants to set up a small business, but he/she wants support in that. Where can he/she find this support?
- You want to get work in a local company near you, how would you apply for a job there?
- If you are a local employer from [country] and you are looking for a skilled employee, how would you promote the vacancy so that it also reaches migrants?
- Do you think entering the labour market in [country] is easy? Why/why not?
- What is your opinion on the working circumstances of migrants in [country]? Is change needed, and if yes, how?
- Where do you see yourself working in the future?
- What is your dream job and what would you need in order to get that job?
- What hinders or supports you in the search for a job?
- What work expertise or experience do you have? Do you think it will help you on this labour market?
- Have you attended any professional training course? Do you know how to find and subscribe for any (free) training courses?
- How would you look for a job? If you are working, how did you find your job?

- *Group exercise*: three cards

HEALTH

- A family member is feeling very ill in the middle of the night, what do you do, where do you go to?
- A friend of you who recently moved to [country] wants to know how the health system works. How would you explain it?
- Do you think there should be a different approach for migrants in [city] related to the health system?
- Do you know how to get a health insurance in [city/country]?
- What would you change about the health system in [city/country]?
- When you first arrived in city X, who provided you information about what to do with health issues?
- Do you have a fixed general practitioner? If yes, how did you find him/her? If no, is there a specific reason?
- Do you make use or have knowledge of other healthcare provision, outside the system in [city/country]? If yes, which?

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

35

- What is good about the health system in [city/country]?
- What is lacking in the health system in [city/country]?
- Do you know free health services in [city/country]? Which services are these?

- *"Group exercise"*: three cards

EDUCATION

- You have graduated in your home-country and want to get your diploma recognized. Where do you go to?
- A friend of you wants to study or undergo a specific training, but can't pay the entrance fee. What are possible solutions for him/her?
- Your child has reached the age to go to school, how do you start looking for a school?
- If you had children, what do you need to support them in going to school, doing their homework, etc.?
- Do you think it is important to get an education to obtain a job in country X?
- What kind of education do you consider necessary as a migrant in [country]?
- Should specific courses be organized for migrants? If so, which?
- Should language courses be obliged when arriving in [country]? Why/why not?
- Do you think that children of migrants need extra support in school? Why/why not? If yes, what kind of support?
- How would you stimulate the involvement of parents in the education of their children? Do you consider it necessary?
- What is your idea/experience about the educational system here?
- Do you think civil society organisations can support school success?

- "*Group exercise*": three cards

GROUP DISCUSSIONS

- What are the most important barriers for migrants?
- Language is often a barrier in multiple situations. How can this barrier be overcome?
- What kind of (overarching) support do you find necessary as a migrant in [country]?
- Do you think it is easy to get in touch with the citizens of [country]? How and where do you meet them?
- Do you have friends contacts from your home country? Do you think it helps you or hinder you in your integration and everyday life?
- What do you like to do in your free time, and how does this influence your life?
- How do you find information on cultural or leisure activities in [city/country]?

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

36

- What would you need to feel at home in [country]?
- Do you think citizenship courses are necessary? Why and how should they look like?
- Do you participate in local festivities or traditions? Which and why?
- Are you interested in taking part in local or national politics? In which way? (political parties, trade unions, associations, demonstrations, etc.)Are you part of a local sport team, actively or as a supporter?

Tips for the facilitator
If you are afraid that not all important issues of your local situation will be covered, you can arrange the cards in a certain order before the start of the game, so that the most 'important' topics will come up first. If you do, please indicate this in the data collection form with a brief explanation which collections you selected and why.
If people with illiteracy participate in the game, which will become clear when filling in the drop-off, adapt the game in such a manner that those people are not put in a delicate position, for example, by reading out the questions yourself.

Journey mapping

At the end of the session, an hour and 15 minutes are dedicated to journey mapping. In this third and final part of the co-creative workshop, we will start again from scratch and make use of a large template on which the participants could write or post-its could be used to structure the participants' thoughts. This template aims to structure the journeys of the participants of the workshop per theme (housing, health care, education, and employment). For each of these themes, the journeys of the participants will be mapped, starting from the moment of arrival until the moment of the workshop. During a group discussion, led by the facilitator, the participants are stimulated to sum up the distinct phases they went through during this journey, ending where they are now. On the right side, there is the possibility to mention for each distinct phase, the hindrances the participants encountered. On the left side, there is space to name the positive sides, moments of support and opportunities they had, while aiming to achieve particular goals in this field. In the middle column, the participants have to give an indication of *what* this phase consisted of, *who* was involved and *when* this occurred. These time indications do not necessarily refer to the actual dates as this rather involves a group work but should provide an indication of time participants have been in the immigrant country/region (e.g. the first days after arrival; after three months). At the end (in the box with the light bulb), the participants can make some suggestions for improvement for policy makers in this field of study.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

37
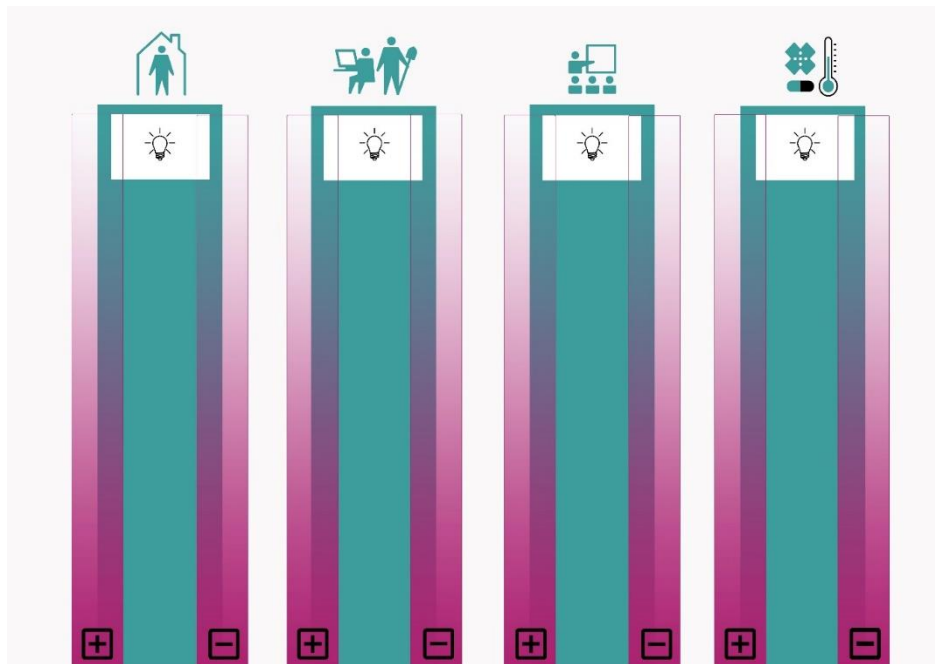
Figure 6 *Template for journey mapping*

In practice, this could look like (try-out version):

Figure 7 *Try-out version of journey mapping*

The following questions should guide the journey mapping group discussion (to facilitate discussion, you can for instance refer to possible participants' answers during the previous board game):

- Starting from the moment you arrived in [immigrant country], what were the steps you had to undertake or the steps you undertook in the respective fields of housing, employment, education, social participation or health care services?
- What where the most important turning points when searching for (respectively) housing, employment, education, social participation or health care services?
- For each step/phase, what were the most important hindrances?
- For each step/phase, what were the most important opportunities?
- Are these steps/phases/hindrances/opportunities the same for all fields?

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

38

- Which policy recommendations would you make in this field of study?

At the end of this exercise, the facilitator should sum up the journeys of the participants for the five themes. This way, the respondents are able to correct, add or change some parts in the end. This moment can be used as a wrap-up moment, in which all participants are able to reflect upon the findings of the co-creative workshop – in this first phase, mainly centred on needs assessment – and to add final comments and remarks. After this moment, the facilitator will ask to fill in the drop off.

Output

The output of the co-creative workshops with the migrants will be gathered and analysed cross-city by the work package leader (CeMIS, University of Antwerp). To facilitate the analyses and overcome language barriers, a 'country report' is designed for each partner to fill in. The filled in report will be sent to the University of Antwerp and summarized and analysed together with the other city reports. In the template, we provided an indication of the amount of words/pages used, to avoid too large differences across city reports. However, these headings only need to be filled in when needed (please also provide information whether this information was asked/discussed or not). For the specific template of this task, see Annex 1.3).

1.2.3 Co-analysis workshops with local stakeholders involved in the MICADO project as target group

Set-up and preparation

Recruitment strategy and inclusion criteria

The inclusion criteria of the local stakeholders/civic organisations are:

- Working professionally with migrants
- Locus of attention of the organization is one of the cities of the MICADO project
- Working on the domains of housing, employment, health, participation or education, or one of the transversal themes
- The local stakeholders are part of the MICADO project (partners and their colleagues)
- Only one representative per organization (unless they really have very distinct functions: e.g., management and social worker)
- If possible, include local stakeholders with distinct functions (e.g., social workers, functionaries, etc.)

Importance of place, time and tools

The location of the co-creative workshop should be a quite space, where there are no other listeners. Search for a place where you can audio-tape without additional noises. Make sure you provide the participants with a clear timeframe, that suits them. The co-creative workshops should last maximum three hours and if possible, include a break (with coffee, tea, cake etc.). Avoid a place where other people can see the participants (e.g., glass window with a lot of people are passing through). Provide material to help the participants to develop their ideas and thoughts beyond words. Some people are good with words, while others are more visual and communicate better with the help of with pictures and sketches. Others are more comfortable with numbers. You need to set a scene where everyone feels comfortable to express themselves.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

39

Checklist:
Avoid public places or places where many people are passing by
See Annexes for the drop-off, informed consent (WP9) and other materials

Protection of privacy and sensitive data

Similar to the co-creative workshops with migrants, respondents need to be informed about their continuous potential to drop out of the MICADO project and to stop providing information. Respondents have to be explained that all their names will be anonymized and replaced by pseudonyms. We will only collect contact information to facilitate the co-creative workshops (e.g., to know who is talking to who during the workshops). Furthermore, explain the participants that the co-creative workshops are audio-taped for research-related reasons and these tapes will not be presented elsewhere. Finally, although every participant is representing a particular organization or authority, or even member of the MICADO project, no information will be disclosed to other parties. This creates an open atmosphere and provides an opportunity to even improve the creativity. The data will be kept at the university and only be available for the researchers of the MICADO project.

Informed consent

Each participant is therefore asked to sign the informed consent-form at the start of the workshop (see WP9) and receives an MICADO-information sheet (Annex 1.1) .

Checklist 'Privacy and sensitive data protection'
Provide information on: ● Anonymity ● Possibility to drop out/withdraw at all times ● Disclosure of sensitive data: no information will be given to local authorities or other parties ● Co-creative workshops being audio-taped
Ask participants to sign informed consent

Facilitator Manual for co-creative workshops with local stakeholders

Similar to the manual for the co-creative workshops with migrants, we will describe the course of the co-creative workshop with local stakeholders and authorities. The settings are the same: the workshop is guided by two facilitators (a leader and an observer). The data derived from these workshops are carefully documented as described in the data collection templates. The course of the workshop has the same line-up as the one with the migrants (see Annex 1.4). In this section, we will set out the distinct contents of the co-creative workshops (compared to the co-creative workshops with the migrants) and this give an overview of the warm-up exercise, the board game and journey mapping exercise.

micado

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

40

Checklist 'Course of the workshop'

Before the start of the workshop: prepare place of workshop (set tables, prepare tools, …) and make sure all materials are provided:

- snacks & beverages,
- audio-recorder,
- pens & paper
- data collection template
- specific materials (see below)

Action	Goals	Duration	Materials
1. Welcome and registration	✔ Everyone has understood and signed the informed consent, ✔ Every participant has filled in the drop-off document, ✔ Every participant has received a name-tag, ✔ Introduction of facilitators ✔ Give information on objectives and course of the workshop	10 min	● Informed consent forms ● Drop-off documents ● Name-tags
2. Warm-up Exercise	✔ Create a positive group dynamic ✔ Get people acquainted with each other	20 min	● Masking tape ● Question and secret pattern sheet
3. Board game	✔ Get input on needs assessment: what kind of support do the participants need and when? ✔ Get answers on four domains: health, education, work and housing	60 min	● Game board (A1 size) ● Theme-question cards ● Dice ● A game pawn for each participant ● Something soft to throw around
4. Break	✔ Relax, have a break	15 min	● Snacks, beverages
5. Journey mapping	✔ Create a journey map for each domain ✔ Wrap-up the session to conclude the main ideas and discuss in group	75 min	● Post-its ● Template (A1 size)

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

41

Warm-up exercise

The idea behind the warm-up exercise is to get people acquainted with one another and build trust in the group. The warm-up exercise with the local stakeholders follows the same steps as the "ice floes game" implemented with migrants. Only the questions differ slightly (see below).

The warm-up exercise takes twenty minutes and has the main purpose to lighten up the atmosphere. During the game the participants get to know each other and find out what they have in common. This way the researchers also get an idea about the background, specific particularities and interests of the participants. Moreover, the group dynamic character of the game strengthens the group feeling.

Checklist 'Warm-up exercise'	Materials
✔ Translate the questions and change country specific aspects	
✔ Print out the instructions including the secret pattern and the questions (A4)	Questions and secret pattern sheet
✔ Mark a playing field with tape on the ground. There should be 4x6 fields, big enough to fit one participant	Masking tape
✔ Explain the rules and the purpose of the game	
✔ Take notes of specific particularities	Data collection template Writing tools and recorder

Course of the game:

The goal of the game is to cross the "water" (blue fields) by finding out the secret path of "ice floes" (white fields). However, the group does not know which fields are water and which fields are ice floes. Only the facilitator knows the secret path and the participants can only find out by trying. When a participants steps on a field which is water, the whole group has to answer a question.
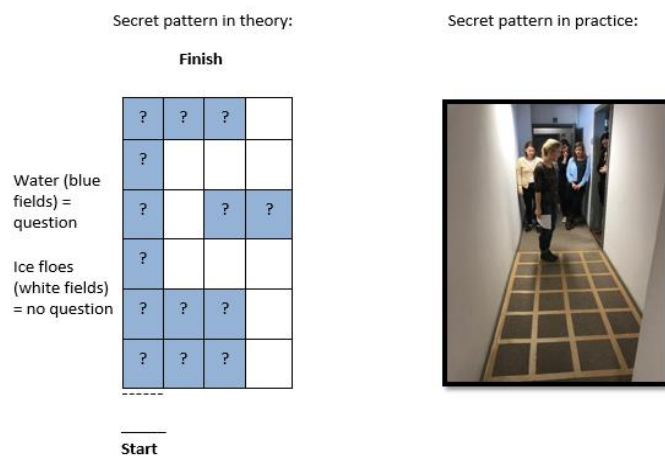
Figure 8 *Course of the game*

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

42

Questions:

- Who speaks [language] [In every city the languages could be different]?
- Who has learned something from the migrants?
- Who has worked with migrants from the EU?
- Who's been to one of the home countries of the migrants?
- Who has friends who are from outside the EU?
- Who has studied social work?
- Who has worked with unaccompanied refugee minors?
- Who's working in this field since more than 10 years?
- Who him/herself has roots in another country?
- Who's new in this field?
- Who's been to an asylum centre?
- Who has lived in different countries?
- Who feels supported by the government?
- Who likes his/her job?
- Who speaks more than three languages?

Board Game

The aim of this part is to assess the role of local stakeholders and experts within the trajectories of migrants on the four designated themes (work, health, education and housing): what are possible barriers or facilitating situations they or their organizations experience with regards to the needs of their target groups and their access to the organizations. Additionally, we want to assess what local stakeholders and experts consider as needs of the different participant migrants groups on the four designated themes (work, health, education and housing). Input will be generated through a board game in such a way that conversation and exchange of experiences in all four themes is stimulated. It is important for the workshop-facilitators to guide the game and discussions with an underlying focus on what could possibly be answered through the development of a digital MICADO-tool.

Tools:

- Game board
- Theme-question cards
- Dice
- A game pawn for each participant
- Something soft to throw around

Instructions board game:

(see Figure 4: game board)

The goal of the game is to get to the end of the spiral first. A first participant rolls the dice and moves his/her pawn the number of steps. When another player has already taken that field, the participant moves his pawn to the next free field. Every time a participant has the number 6, he/she has to throw the dice again.

- When it concerns a coloured circle, he/she takes a question card from the respective theme-staple and answers it.
- Some cards in all categories carry the message 'Group exercise': the aim is that when these cards are taken, a small group (physical) exercise takes place to break the

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

43

discussions and renew energy. The facilitator can choose something he/she finds feasible/ useful at that moment or to invent a small exercise that takes about a minute:

- o *Rhythm clap*: the facilitator gives a starting word and the whole group claps in a rhythmically manner (not too slow, not too fast), on each clap the next participant has to say a word he/she associates with the starting word
- o *Change places*: all participants should change place
- o *Challenges and victories*: everyone stands up, and a soft ball is thrown around the table. Whoever catches it, should state a challenge or a victory regarding the theme.
- o *Make a sentence*: the person who pulled the card should say a first word, then the next participant adds one, and so on. The aim is to make a sentence related to the theme with the whole group.

- When it concerns the black circle with question marks, the participant can choose to either suggest a discussion topic him/herself or take a discussion card. The aim of this step is to open the floor for participants to discuss a theme/suggestion/idea/… that they find important and relevant to the overall aim of the workshops. If the participant can't or doesn't want to bring a topic, a card can be taken and a question is asked. Discussion will be closed after a few minutes.

The game ends when all participants reached the end of the spiral, or when the hour is over.

Question cards

HOUSING

- If you were a policymaker, what would you change about the system to find housing for migrants?
- A migrant comes to you telling his landlord wants him/her to leave the house, while this is not in line with the contract he/she signed. What do you answer him/her, where do you send him/her to?
- What are the main needs of migrants regarding housing?
- What makes it difficult for migrants to find a house?
- Where should a migrant be sent to find support in his/her search for housing or related aspects (subsidies, tax deductions)?
- What is or can be the role of your organization with regards to housing?
- To what extent do you think that migrants experience discrimination in relation to housing? How can this be tackled? Can your organization take a role in this?

- "*Group exercise*": three cards

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

44

WORK

- A migrant wants to know if he is allowed to work in [country]. Where can he/she get the information?
- A migrant got a working permit and wants to set up a small business, but he/she wants support in that. Where can he/she find this support?
- If you are a local employer from [country] and you are looking for a skilled employee, how would you promote the vacancy so that it also reaches migrants?
- Do you think entering the labor market in [country] is easy for migrants? Why/why not?
- What is your opinion on the working circumstances of migrants in [country]? Is change needed, and if yes, how?
- What hinders or supports migrants in the search for a job?
- What is or can be the role of your organization in relation to work for migrants?
- Are migrants aware of their rights as workers? Where can they find support or information about these?

- *"Group exercise"*: three cards

HEALTH

- A migrant wants to know how the health system works in [city/country]. How would you explain it?
- A migrant asks you what 'health insurance' is and how he/she can get it. What do you answer?
- If you were a policymaker, how would you organize the health system for migrants? What would you change at the current system?
- What are the main needs of migrants regarding health?
- What is good about the health system in [country] with regards to migrants? What is lacking?
- Do migrants need a different approach concerning health? Why and how?
- Do special services exist or provide information for specific migrants groups? (E.g. women sexual and reproductive health, mental health, …)
- What is or can be the role of your organization with regards to health?

- *"Group exercise"*: three cards

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

45

EDUCATION

- A migrant wants to get his/her diploma recognized. Where do you send him/her to?
- A migrant wants to subscribe for a course or training, but can't pay the entrance fee. What are possible solutions for him/her?
- What do migrants need to support them in sending their children to school, helping with their homework, etc?
- What are the main needs of migrants in relation to education?
- What is or can be the role of your organization in education for/with migrants?
- What kind of education do you consider necessary for a migrant in [country]?
- Should specific courses be organized for migrants? Which? Should these be obliged?
- Do you think that children of migrants need extra support in school? Why/why not? If yes, what kind of support?
- How would you stimulate the involvement of parents in the education of their children? Do you consider it necessary?

- "*Group exercise*": three cards

GROUP DISCUSSIONS

- Language is often a barrier in multiple situations. How can this barrier be overcome?
- What kind of (overarching) support do you find necessary for a migrant in [country]?
- What would be a good definition of 'migrant integration'?
- Which communication channels are best to reach migrants?
- Should organizations adapt themselves to different 'trends' in migration? How?
- What are the main challenges of migrants in [city]?
- Is the integration approach of your city different than others? If yes, how and what are the consequences?
- What is the role of cultural, civic associations in your city?
- What offer does exist for migrants to take part in cultural or sport activities? What are your experiences on participation to these activities?

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

46

Journey mapping

Similar to the co-analysis workshops with the migrants, an hour and 15 minutes is dedicated to wrapping-up what came out of the board game. In this third and final part of the co-creative workshop, we will start again from scratch and make use of a large template on which the participants could write or post-its could be used to structure the participants' thoughts. This time, the participants are asked to review the journey mapping per theme (health, education, employment, social participation and housing). They have to name the experienced hindrances for the functioning of their own organization/institution they perceived as well as the initiatives that were positive and that yielded positive results, over the course of the trajectories migrants do to reach their organization/institution as well as within their working of this organization/institution. Finally, in a reflection moment, the participants can briefly take 'the role of the other' and how they think the migrants themselves experience these journeys, obstacles and local initiatives focused on the supporting of migrants throughout these journeys. In the figure (same figure as for the migrants, see (Figure 4) in the middle column, the participants have to give an indication of *what* this phase consisted of, *who* was involved and *when* this occurred. Again, on the right side, positive aspects/facilitators have to be mentioned, and on the left side, potential hindrances need to be stated.

The following questions should guide the journey mapping:

- From the moment migrants arrive in [host city], which steps do they have to undertake in the respective fields of housing, employment, education or health care services?
- What are the most important turning points when migrants search for (respectively) housing, employment, education or health care services?
- For each step/phase, what are the most important hindrances and what do you (or other local organisations/authorities) undertake to overcome these hindrances?
- For each step/phase, what were the most important opportunities and what do you (or other local organisations/authorities) do to create such opportunities or stimulate participation?
- Are these steps/phases/hindrances/opportunities the same for all fields?
- Which aspects are specific for [local city]?

Given the overlap with the board game, the participants have more time to reflect upon the journeys. At the end of this exercise, the facilitator should sum up the journeys of the participants for the four themes. This way, the respondents are able to correct, add or change some parts in the end. This moment can be used as a wrap-up, in which all participants are able to reflect upon the findings of the co-creative workshop – in this first phase, mainly centred on needs assessment – and to add final comments and remarks. After this moment, the facilitator will ask to fill in the drop off (cfr. Annex 1.2).

Output

The output of the co-creative workshops with local stakeholders will be gathered and analysed cross-city by the Work package leader (CeMIS, University of Antwerp). To facilitate the analyses and overcome language barriers, a 'country report' is designed for each partner to fill in. The filled in report will be sent to the University of Antwerp and summarized and analysed together with the other city reports. In the template, we provided an indication of the amount of words/pages used, to avoid too large differences across city reports. However, these headings only need to be filled in when needed (please also provide information whether this information was asked/discussed or not). For the specific template of this task, see Annex 1.3.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

47

1.2.4 Co-design workshops with designers, migrants and local stakeholders

Set-up and preparation

Recruitment strategy and inclusion criteria

For this second round of co-creative workshops, the co-design phase, the idea is to invite migrant participants that have already participated in the co-analyses phase (half of the participants) together with developers from your local team. This way, we attempt to make sure the developers will be able to use the data gathered from the co-creative workshops. It is crucial to have a majority of migrants attending the workshop, so they are certainly not overwhelmed by the presence of the developers and researchers.

Importance of place, time and tools

Protection of privacy and sensitive data
See Annex 1.1.

Facilitator Manual for co-design workshops

Warm-up exercise: the 'Everyone who…' game

The idea behind the warm-up exercise is to get people acquainted with one another and build trust in the group and to lighten up the atmosphere. During the game the participants get to know each other and find out what they have in common. This way the researchers also get an idea about the background, specific particularities and interests of the participants. Moreover, the group dynamic character of the game strengthens the group feeling and the movement helps to stimulate the creativity.

Checklist	Materials
✔ Translate the statement cards and change country specific aspects	
✔ Print and cut out the statement cards (A4, card board)	Statement cards
✔ Make a big circle of chairs with about 1 m distance between the chairs. There should be one chair missing. For instance, if you have 8 participants, you should put 7 chairs.	Chairs
✔ Explain the rules and the purpose of the game	
✔ Take notes of specific particularities	Data collection template Writing tools and recorder

micado

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

48

<u>Course of the game:</u>

(expected duration: 20 minutes)

2. One person stands in the middle of the circle without a chair and wants to get a spot in the circle of chairs. Everyone else sits on a chair.
3. In order to get a spot, the person in the middle can either make a statement himself or read aloud one of the cards. The sentence always has to start with 'Everyone who…'. For instance, the person asks: 'Everyone who speaks Arabic'.
4. Now, everyone who speaks Arabic has to get up to quickly find a new chair. (And it is not allowed to just move one chair to the left or to the right!)
5. Meanwhile the person in the middle succeeded to sit down on a chair, but someone else is left without a chair. This person is the next person who can pose a statement.
6. The game continues until a point of saturation is reached.
7. Now one chair is added so that everyone can sit down.
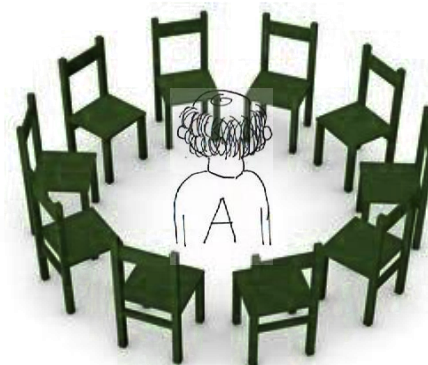
Statements: Everyone who…

- Everyone who speaks Arabic
- Everyone who has a big family
- Everyone who's from the Middle East
- Everyone who has friends from [country]
- Everyone who likes his/her home countries food
- Everyone who has some knowledge of [language]
- Everyone who's from an African country
- Everyone who has children
- Everyone who likes to do sports
- Everyone who's in [country] since more than three years
- Everyone who would like to work in [country]
- Everyone who feels supported by the government
- Everyone who likes to play music
- Everyone who lived in different countries
- Everyone who feels at home in [country]
- Everyone who has friends from different countries
- Everyone who's a good cook
- Everyone who would like to study in [country]

Journey mapping

Another journey mapping exercise will be conducted in this co-design phase, which will also take about 1 hour and 15 minutes. This phase will be focused on two aspects: arrival in the immigrant country and digital literacy and usage. In the first part of the journey mapping, the participants have to provide an overview of their arrival at the country of origin, with particular attention to how and when they arrived at the specific city under study. On the upper side of the template, the participants have to put on the timeline the distinct steps they had to undertake when settling in this country and city (see pink colour, with question marks) and mention which apps helped them during this trajectory. On the lower side, they have to indicate/brainstorm on how the potential MICADO app could help them or could help migrants better. In the second part of the journey mapping, the respondents have to specify and wrap-

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

49

up the used apps for each particular central theme of the MICADO project (housing, employment, education, social participation and health, see respective icons). The transversal themes should derive from the first part of the journey mapping.
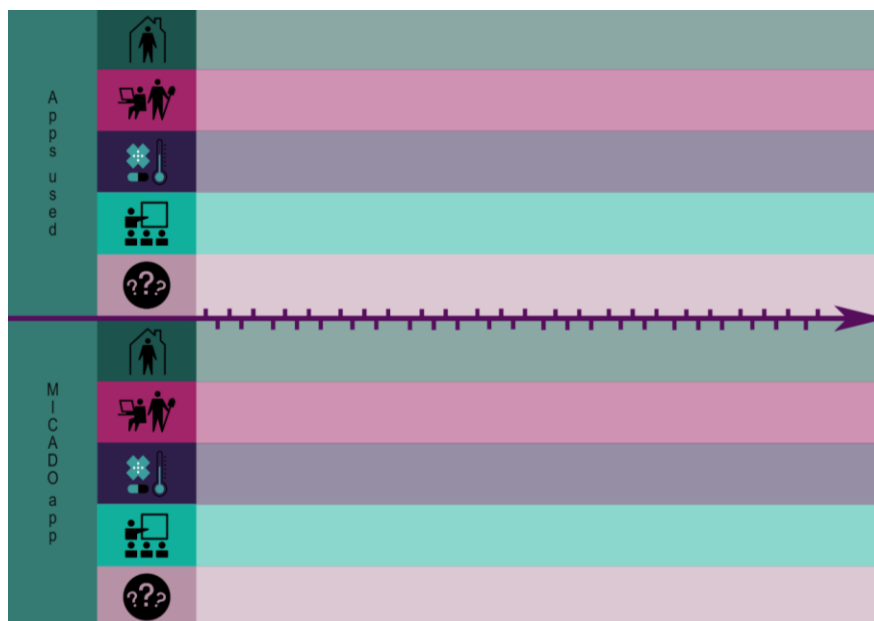
Figure 9 Co-design journey mapping

Try-out of mock-up and other apps

In this third part of the co-design phase, which takes approximately 60 minutes, all research teams have to search local apps and present them to the participants. These apps could be similar to the future MICADO app, but also be more specific, just to demonstrate and discuss positive and negative aspects of apps together with the respondents. For instance, in Antwerp, we have a 'Welcome in Antwerp' app, designed by the municipality of Antwerp, but also a Zanzu website (https://www.zanzu.be/en/home), developed for migrants to discuss sexual health. For the collection of the apps and relevant websites, every partner can build further on the work already conducted in WP1. Provide a large number of (local) apps and websites, which differ considerably in their approach, and discuss the following points:

- Would you use this app/website?
- What do you like/dislike about it?
- What could be improved?
- Do you think this app is useful for migrants/migrants like you?
- How do you like the outlook?
- Compare the distinct apps/websites together and discuss their preferences
- How should local stakeholders promote this app?
- Which personal data are migrants willing to share?
- How would participants would like to have the information provided? Text, video? Interactive?
- How would participants like access to this information? App, website, e-mails, ….?

Final question round/question round to stimulate board game

Please indicate below a list of potential features that the MICADO application could have. Discuss the ones you think could be interesting to include in the MICADO tool:

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

50

- A tool that allows migrants to demonstrate their successful completion of attended courses (= a sort of difital certificate for the course)
- A chatbot that helps migrants to navigate through Frequently Asked Questions section
- An overview of all the documents that migrants need for a particular application which includes pictures of these documents needed (e.g., photo of passport).
- A calender in which appointments can be scheduled + if you already use any software that realises this end, please provide the names + short description of the software used
- A tool that shows the migrant to show which steps he or she needs to follow to realise a certain objective (e.g., which steps need to be undertaken for a successful subscription of your child into childcare, including the expected dates, waiting time, documents needed etc.)
- Do you own a smartphone? Why (not?) and which (iOS-Android)?
- Which device would you like to use to access the MICADO tool (PC, tablet, smartphone)?
- Do you like that MICADO tool could provide geolocated information? Andi f so, how would you like to see this information presented (map/list?)
- Would you be willing to share personalized information in the MICADO tool? Why (not?)

Output

See Annex 1.3

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

51

1.3. Interviews with local authorities (part of the consortium)

1.3.1 Set-up and preparation

We will approach these interviews more as 'expert interviews'. All participants also have to fill in a drop-off at the beginning of the interview (Figure 3). The interviews can take place at the university or at a closed place at the office of the participant. Given the broad expertise of the participants and the limited amount of time (approx. 50 minutes-1h30 minutes), make sure you focus on what we are really interested in and avoid long discussions on related topics.

1.3.2 Interview topic list

Introduction

- Give time indication of the interview (approx. 50 minutes-1h30 minutes)
- Ask whether the interview can be audio-taped (only used by researchers from the MICADO project), the interviews will be transcribed ad verbatim and anonymized
- Discuss ethnic guidelines, the fact that respondents do not need to answer and can stop at all times during the interview

Department/organization: views on migrant integration

- How does your department/organization define/see 'migrant integration'?
- Can you describe the difficulties and opportunities you experience during the process of migrant integration in your city?
    - How did this change over time?
    - Does your city differ a lot from other cities with regard to migrant integration? In which way?

Department/organization: actions on migrant integration

- Describe briefly what your department/organisation does for migrants in general.
- Describe what your department/organisation does for migrants per theme (housing, employment, education, participation and health).
- Describe what your department/organisation does for migrants per transversal theme (language, legal status, leisure/social activities, other relevant themes (e.g., digital (il)literacy, social skills training, education, mental health, insecurity, social cohesion, etc.)
- Which objectives with regard to migrant integration does your organization aim to achieve?
    - Do you think your organization is able to realize this objective? Why/why not?
    - How do you perceive these objectives?
    - What are the difficulties/opportunities when putting these objectives into practice?
    - Which migrant groups are you mainly orienting your objectives on?
    - Do you include migrants' voices and migrants as participants in your policies/objectives/functioning?
- What are the latest achievements of your organization with regard to migrant integration?
    - What were the biggest difficulties along the way to achieve this milestone?
    - What were the biggest opportunities during this process?

micado

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

52

- o What are the things your organization is the most proud of?
- o What are the things you are still working on (to improve)?
- o And for you? What is your opinion on these achievements?

App development for migrant integration in your city

- When developing an app to facilitate migrant integration in your city [city X], what do you think we need to take into account during the development?
  - o Do you think we would need to differentiate between distinct groups? (Gender/educational level/migrant groups/language?)
- What types of facilitating websites and apps that focus on migrant integration in your city already exist that you are aware of? (and outside your city?)
  - o Do you often work with these apps?
  - o What could be improved?
  - o What are the rewards you receive from working with these apps?
  - o Which domain is missing/underdeveloped/well developed?
  - o What were the pitfalls and cultural misinterpretations in designing them?
- One of the objectives of the MICADO-solution is to connect local organizations' and institutions' databases to facilitate cooperation and communication. What do you think has to be taken into account with regards to this objective?
  - o To what extent do you exchange data with other organizations/institutions at this moment?
  - o How could the current exchange of data be improved?
  - o Where do you see the benefits or hindrances in creating such an exchange as envisioned in the MICADO-project?

Concluding

- o Which question do you think is important for me to ask which I did not ask?
- o Summarize briefly the interview and check whether this is in line with the interpretation of the participant
- o Inform about the next steps of the MICADO project

1.3.3 Output

The output of the interviews will be gathered and analysed cross-city by the Work package leader (CeMIS, University of Antwerp). To facilitate the analyses and overcome language barriers, a 'country report' is designed for each partner to fill in. The filled in report will be sent to the University of Antwerp and summarized and analysed together with the other city reports. In the template, we provided an indication of the amount of words/pages used, to avoid too large differences across city reports. However, these headings only need to be filled in when needed (please also provide information whether this information was asked/discussed or not). For the specific template of this task, see Annex 1.3.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

53

Translation of the gathered data into user stories

In order to facilitate the translation of the data gathered during the co-creative workshops into user stories, the templates have to include very clear overviews in bullet points, that are easier to translate for the developers of the MICADO tool. This overview can based on a brief summary (and picture) of the used post-its during the co-creative workshops or noted down in the observation templates. However, to avoid being trapped in a large amount of distinct outputs, all contributors need to add this in their own city report. This way, every partner will analyse the distinct co-creative workshops together and compare differences and similarities across workshops. This facilitates the application of use cases for the further development of the MICADO solution. Important when writing down the use cases, is to:

- Fill in the table in the country report (Annex 1.3) per specific 'goal' per domain (Health, Education, Housing, Participation, Employment). This table is organised in such way, that for every topic, you should discuss the following points (inspired by Cockburn template: Cockburn 1999, adapted by authors for the MICADO project):
    o Main actors
    o Goal as perceived by participants
    o Level of organisation
    o Stakeholders involved
    o Actions undertaken
    o Preconditions for success
    o Potential hindrances jeopardizing success

For instance, with regard to education, you could focus on school tuition; knowledge educational system; enrolment procedures; homework.

Example (see also example filled in the table, Annex 1.3):

Antwerp > Education > enrolment procedure

    o Main actors: migrant parents, schools, municipality of Antwerp, Atlas
    o Goal as perceived by participants: enrol son/daughter in 'best' primary school
    o Level of organisation: municipality level, school level
    o Stakeholders involved: automated school system that organises enrolment in the Antwerp region, migrant parents and children
    o Actions undertaken: question asked in social networks, support by kindergarten teacher, redirected to social worker at Atlas in digilab, result received by e-mail; actual enrolment
    o Preconditions for success: digital literacy, contact with educational system through other school actors / Atlas
    o Potential hindrances jeopardizing success: lack of guidance; digital literacy; language proficiency
- If things are not discussed: do not mention them; if things are discussed but do not yield sufficient/coherent information, mention this in some final bullet points.
- Order the bullet points in terms of importance/relevance.
- Focus first on commonalities remarked during al workshops
- Do not forget however to remark deviations, peculiarities mentioned during a specific workshop, by a particular group of participants. These may be innovative ideas!
- As a final exercise: reflect on the overlap between the migrant groups and the stakeholders: what are the differences and similarities + how to overcome these?

micado

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

54

Translation of the gathered data into user personas

As commented above the insights gained through the co-creation sessions analysis can be visualised through personas, customer journey maps and storyboards (Stembert 2017).

In order to develop MICADO ICT solution very detailed avatars of people who will use the tool ("typical users") will be gathered in the co-creation sessions to a maximum of 10-15 avatars. In order to collect this information you should avoid too generic information and be as specific as possible. A template to collect this information has been provided in Annex 1.3.

Translation of the gathered data into FAQs

When reporting on the data from the co-creative workshops, all social science partners must summarize frequently asked questions (FAQ) of the participants and obstacles they encountered. This questions and their answers will be compiled in a Template Annex 1.3 to be added in the app and chatbot.

These FAQs should be inspired by 1) the struggles the participants of the co-creative workshops encountered with regard to each topic, and 2) topics which may be easy to provide a clear answer for, making use of the WP1 materials.

- Health care
- Housing
- Labour
- Education
- Participation
- Language
- Legal status
- Leisure/social activities
- Other relevant themes (e.g., digital (il)literacy, social skills training, education, mental health, insecurity, social cohesion, etc.)

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

55

1.4. Summary Tasks

To organize	Remarks	Timing
Co-analysis workshops: • Minimum <u>four</u> workshops with specific target groups: o Asylum seekers & refugees o Other migrants (gendered composition, both EU and non-EU migrants) o Female migrants only o 'Settled' migrants: more 10 years in city • <u>One</u> workshop with local stakeholders	Inclusion criteria workshops with migrants: • Above 18 years • Division of nationalities according local migration context, if possible • First three groups: focus on first generation migrants	May, June, July 2019
Co-design workshops: • <u>Two</u> workshops with a mix of participants of the co-analysis workshops with migrants and one designer ('techie')		After co-analysis workshops
Five interviews with local authorities (different professional profiles)		May, June, July, August 2019

Provide to CeMIS-team	Timing
• Filled out "Country report" (see annex 1.3) • Filled out drop-off Excel sheet for all participants of the co-analysis and co-design workshops	**Deadline 31st of August 2019**

micado

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

56

PART 2: Local Solutions & Data Mapping

2.1   Content

2.1.1 Data selection

The indicators presented have been selected in multiple steps. First, indicators were considered eligible if they either cover general population characteristics or belong to one of the four dimensions (Education, Labour market, Health, Housing) chosen to be part of MICADO. Then, indicators were subselected based on data availability at the national level for the four countries in which the MICADO partner cities are located, by screening both national and international (Eurostat) public data sources. Then, availability at NUTS-2[2] level was checked and the corresponding results (if existing) mirrored against the situation at the national level. Finally, based on this a set of local indicators was specified and sent out to MICADO partners in the partner cities, together with the option to add further local information available. The information was used to reflect on differences in data availability between the partner cities.

The local and regional data are supplemented by the respective and further indicators available at the national and EU level in order to compare data availability between the national and the local/regional level. Based on these findings, gaps are identified and suggestions for future data collection are made.

2.2   Data at local and regional level

2.2.1 General population

Data availability seriously limits comparability at region or even city level in Europe. One basic indicator that could at least be retrieved for all the pilot cities involved in MICADO is the share of foreign nationals.

Figure 10 shows the most current data concerning the share of foreign citizens in the total population for the cities of Madrid, Hamburg, Bologna and Antwerp. As one can see Antwerp has the highest share of individuals without citizenship of the respective country, around 27%, where Hamburg as well as Bologna have around 18% and Madrid exhibits the lowest share, 16%.

---

[2] NUTS (Nomenclature des unités territoriales statistiques) describes a European Union wide subdivision of countries for statistical purposes. NUTS-2 comprises provinces (Belgium), government regions (or equivalent) (Germany), autonomous communities and autonomous cities (Spain) or regions (Italy).

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

57

Figure 10: Share of foreign nationals at city level (as % of total population)
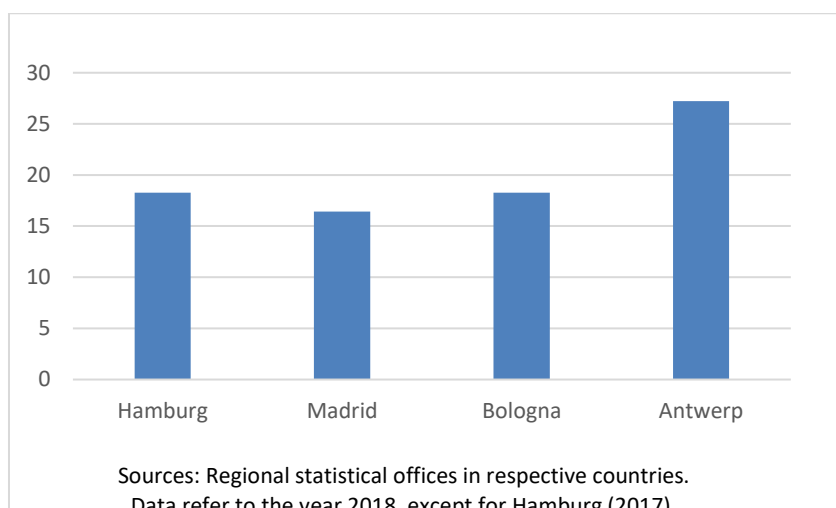
Sources: Regional statistical offices in respective countries.
Data refer to the year 2018, except for Hamburg (2017).

Moreover, the definition of migration background differs between cities. While for Hamburg and Antwerp people with migration background include those persons born abroad and/or whose parent(s) entered their present country as a migrant, in Bologna and Madrid only persons born abroad are included.

Table 1: General population indicators, 20181

 provides information on population with respect to migration background and nationality in absolute numbers and percentages. While data availability for Bologna is very limited in several domains, Antwerp and Madrid only lack (comparable) data for childcare use and the length of stay and the resident status of the foreign population. Moreover, the definition of migration background differs between cities. While for Hamburg and Antwerp people with migration background include those persons born abroad and/or whose parent(s) entered their present country as a migrant, in Bologna and Madrid only persons born abroad are included.

Table 1: General population indicators, 2018[1]

Indicators	Categories	Hamburg	Bologna	Antwerp	Madrid
Distribution of nationality in the total population	nationals	1,528,520 (84.6 %)	330,284 (84.6 %)	414,600 (78.6 %)	2,812,766 (85.9 %)
	foreigners	279,182 (15.4 %)	60,352 (15.4 %)	112,861 (21.4 %)	462,343 (14.1 %)
Population with and without migration background	with migration background	538,430 (29.8 %)	..	264,275 (50.1 %)	726,669 (22.2 %)
	without migration background	1,269,272 (70.2 %)	..	263,186 (49.9 %)	2,548,504 (77.8 %)
Distribution of nationality among people with migration background	nationals	259,248 (48.1 %)	..	151,414 (57.3 %)	..
	foreigners	279,182 (51.9 %)	..	112,861 (42.7 %)	..
Population with migration background by age groups[1]	< 3 years	23,532 (4.4 %)	..	15,982 (6.0 %)	..
	3 - 5 years	23,980 (4.5 %)	..	15,906 (6.0 %)	..
	6 - 17 years	86,566 (16.1 %)	..	55,342 (20.9 %)	..

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

58

	18 - 24 years	50,780 (9.4 %)	..	26,418 (10.0 %)	..
	25 - 65 years	307,882 (57.2 %)	..	138,261 (52.3 %)	..
	> 65 years	45,690 (8.5 %)	..	12,366 (4.7 %)	..
Population between 15 - 65 (working age)	nationals	981,674 (84.8 %)	199,664 (80.8 %)	176,088 (67.5 %)	1,586,100 (82.4 %)
	foreigners	175,301 (15.2 %)	47,326 (19.2 %)	84,713 (32.5 %)	337,792 (17.6 %)
Distribution of gender among people with migration background	female	258,178 (48.0 %)	..	128,137 (48.5 %)	403,924 (55.6 %)
	male	280,253 (52.0 %)	..	136,138 (51.5 %)	322,745 (44.4 %)
Distribution of gender among foreigners	female	130,528 (46.8 %)	..	53,590 (47.5 %)	213,644 (46.2 %)
	male	148,654 (53.2 %)	..	59,269 (52.5 %)	248,699 (53.8 %)
Children with migration background in day care	with migration background	19,158 (42.2 %)	4,418	..	13,171 (15.1 %)
	without migration background	26,238 (57.8 %)	..	..	73,912 (84.9 %)
	national language (primary spoken)	31,967 (70.4 %)	..	..	..
	non-national language (primary spoken)	13,437 (29.6 %)	..	..	..
Naturalizations[2]	naturalizations	5608	..	9795	289346
	naturalization rate %	1.9	..	1.9	10.34
Influx and drain	influx from abroad	37139	..	13227	62978
	drain into foreign countries	18442	..	7113	1847
Length of stay and resident status of the foreign population	< 5 years	113895 (37.7 %)	9126 (20.1 %)	60194 (53.3 %)	
	5 - 10 years	42903 (14.2 %)	11702 (25.7 %)	31244 (27.7 %)	
	> 10 years	145173 (48.1 %)	24672 (54.2 %)	21421 (19.0 %)	
	uncertain	91 (0.0 %)	..	0	
	long-term	188578 (62.4 %)	50089 (58.5 %)	77269 (71.9 %)	..
	temporary	79009 (26.2 %)	34391 (40.1 %)	12001 (11.2 %)	..
	tolerated	4978 (1.6 %)	..	204 (0.2 %)	..
	asylum-seeking	8320 (2.8 %)	1191 (1.4 %)	747 (0.7 %)	..
	other	21177 (7.0 %)	..	17229 (16.0 %)	..

[1] Exceptions: Hamburg: all data from 2017; Antwerp: naturalizations and resident status from 2019; Madrid: influx and drain from 2017

[2] Antwerp naturalization: only the people who successfully followed the procedure of naturalization, other procedures excluded.

Sources: Hamburg: SVR 2018; Bologna: Area Programmazione, Controlli e Statistica - U.I. Ufficio Comunale di Statistica, Istituto Nazionale di Statistica, ISTAT; Antwerp: Statistical Department City of Antwerp; Madrid: Oficina de Estadística del Ayuntamiento de Madrid

Further differences become obvious, when analyzing the structure of nationalities among the foreign population. As local data is not available for all cities, *Table 2* shows the top five foreign nationalities at the regional level. While in Bologna and Madrid Romanians and Moroccans make up a high share, the dominant foreign nationality in Hamburg is Turkish. In Antwerp, the Dutch constitute the biggest group.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

59

Table 2: Top five nationalities of the foreign population

Madrid (Community)			Hamburg			Bologna (Metropolitan City)			Antwerp (Flanders Region)		
Nationality	N	%	Nationality	N	%	Nationality	N	%	Nationality	N	%
Romania	160,126	18.2	Turkey	45,245	14.6	Romania	26,753	22.0	Netherlands	141,806	23.8
Morocco	79,105	9.0	Poland	24,545	7.9	Morocco	12,915	10.6	Poland	42,885	7.2
China	62,018	7.0	Afghanistan	20,555	6.6	Pakistan	8,055	6.6	Romania	39,047	6.6
Colombia	47,524	5.4	Syria	15,390	5.0	Albania	7,977	6.6	Morocco	28,968	4.9
Venezuela	42,165	4.8	Russia	9,980	3.2	Ukraine	6,883	5.7	Italy	24,818	4.2
Total top 5	390,938	44.4		115,715	37.3		62,583	51.5		277,524	46.6

Sources: Madrid: Instituto Nacional de Estadística, INE; Hamburg: Statistische Bundesamt, DESTATIS; Bologna: Istituto Nazionale di Statistica, ISTAT; Antwerp: Directorate General Statistics - Statistics Belgium, STATBEL; and National Bank of Belgium (2019).

Table 3 compares the foreign population by different kinds of resident status. However, detailed data is only available for Madrid and Hamburg. In Madrid, almost half of the foreigners are from the EU, while one quarter has a South and Central American nationality. In contrast, in Hamburg the foreign population consists mainly of EU citizens (33.5 %), Non-EU Europeans (27.8 %) and Asians (26.2 %).

Table 3: Foreign population by residence permit and nationality (region) 2018/2019, in percentages of total foreigners

	LEGAL STATUS (RESIDENCE PERMIT)	EU	EFTA	Europe Non-EU	Africa	North America	South and Central America	Asia	Australia	n/a	Total
Community of Madrid	FREE MOVEMENT UNDER EU LAW	47.9	0.3	0.4	1.3	0.7	8.4	0.7	0.0	0.0	**59.7**
	TEMPORARY RESIDENCE	-	-	0.4	1.0	0.4	3.7	1.8	0.0	0.0	**7.3**
	LONG TERM RESIDENCE	-	-	2.4	9.6	0.4	12.6	8.0	0.0	0.0	**33.0**
	TOTAL	**47.9**	**0.3**	**3.2**	**11.9**	**1.5**	**24.7**	**10.5**	**0.0**	**0.1**	**100.0**
Hamburg	FREE MOVEMENT UNDER EU LAW	33.4	0.7		0.2	0.0	0.2	0.2	0.0	-	**34.9**
	TEMPORARY RESIDENCE	0.0	6.2		3.7	1.0	1.2	15.2	0.2	-	**27.5**
	LONG TERM RESIDENCE		18.2		1.9	0.5	0.8	4.7	0.1	-	**26.1**
	OTHER	0.1	2.7		1.8	0.2	0.4	6.2	0.0	-	**11.5**
	TOTAL	**33.5**	**27.8**		**7.7**	**1.7**	**2.7**	**26.2**	**0.3**	-	**100.0**
Bologna	WORK PERMIT TEMPORARY RESIDENCE	-	-	-	-	-	-	-	-	-	**38.6**
	WORK PERMIT LONG TERM RESIDENCE	-	-	-	-	-	-	-	-	-	**61.4**
	TOTAL	-	-	-	-	-	-	-	-	-	**100.0**

Sources: Madrid: Observatorio Permanente de la Inmigración (2019), Ministerio de Trabajo, Migraciones y Seguridad Social (2018); Hamburg: Statistische Bundesamt, DESTATIS Table 12521-0026; Bologna: Istituto Nazionale di Statistica, ISTAT.

2.2.2 Education

In regard to the educational dimension, migrant-specific comparative data is tremendously scarce at the regional level. At least, an analysis of educational attainment is feasible for the NUTS-2 divide. *Figure 11* and *Figure 12* illustrate the current situation in the regions of interest. While cross-region comparisons are aggravated by the difference in educational systems, it is again mainly the discrepancy between persons born outside the EU and native and EU-bornthat catches the eye. In all four regions, persons born outside the EU are least often observed to have tertiary education (ISCED[3] levels 5-8). However, the extent of this

[3] International Standard Classification of Education (ISCED 2011)
Level 0-2: Less than primary, primary and lower secondary education

micado

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

60

phenomenon differs a lot. In terms of percentage points, it is particularly pronounced in case of Prov. Antwerpen and Comunidad de Madrid. For Prov. Antwerpen and Hamburg, the comparatively high shares of non-EU migrants with less than upper secondary education (Levels 0-2) is also notable. Concerning the EU foreign born, their educational attainment ranks somewhere in the middle, with the exception of Prov. Antwerpen, where they do not substantially differ from the natives.

Figure 11: Share of low qualified (ISCED level 0-2) aged 25-64 among the respective population by level and groups of country of birth, NUTS-2 2018

Sources: Eurostat [edat_lfs_9912]; HWWI.
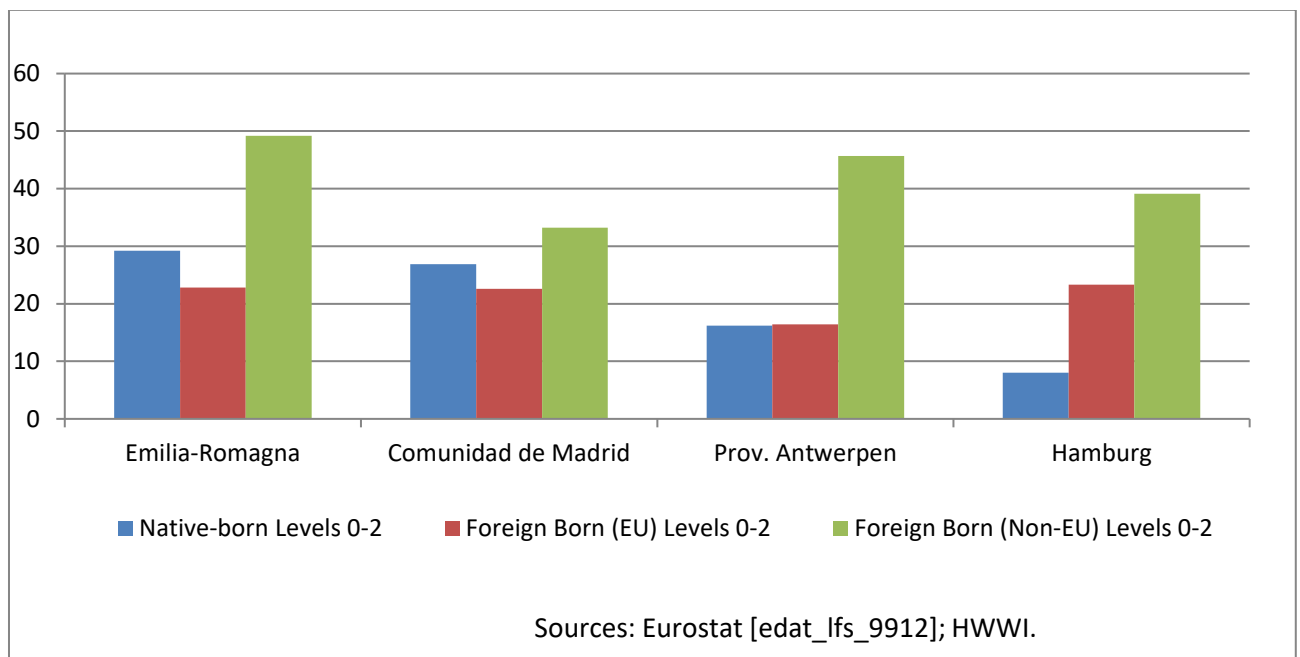
Level 3-4: Upper secondary and post-secondary non-tertiary education
Level 5-8: Tertiary education

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

61

Figure 12: Share of high qualified aged 25-64 among the respective population by level and groups of country of birth, NUTS-2 2018

Sources: Eurostat [edat_lfs_9912]; HWWI.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

62
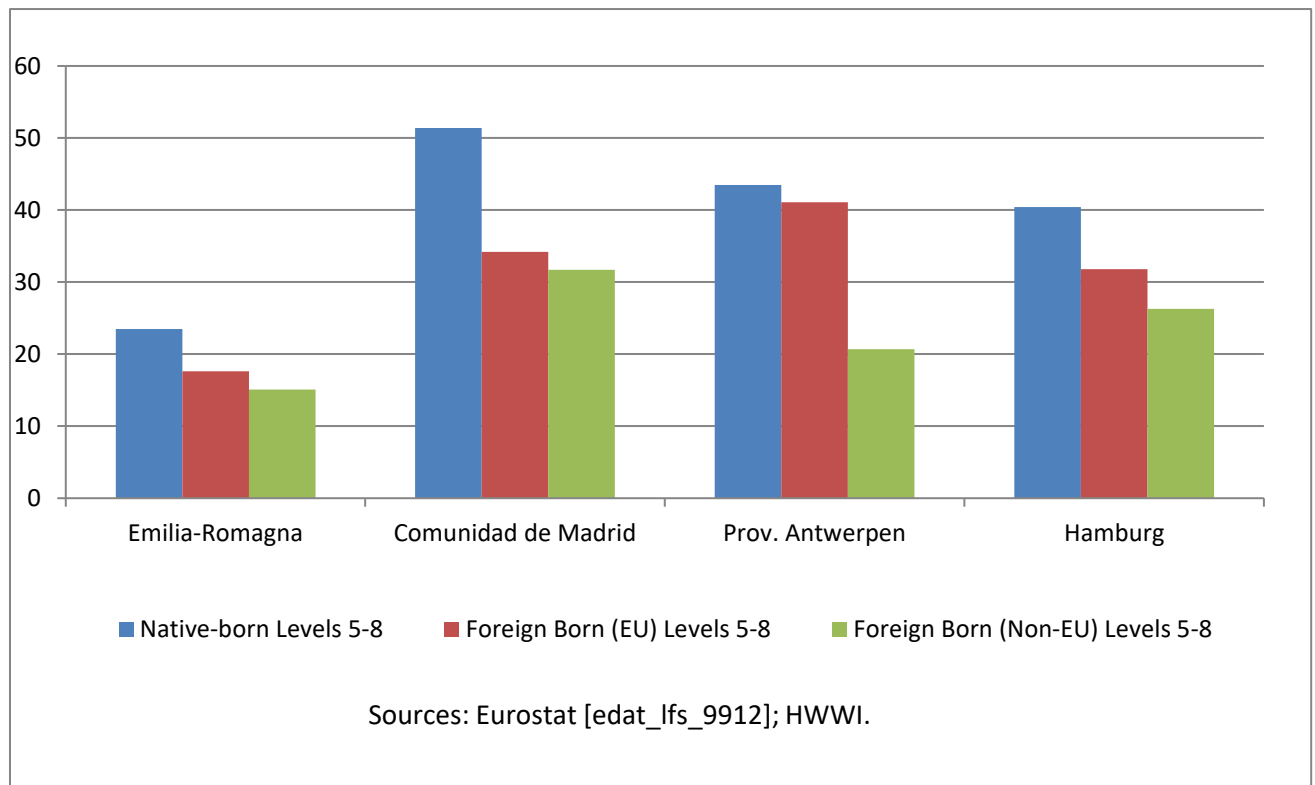
Going to the city level again reveals a severe lack of data for Bologna, whereas for Madrid only data concerning language examinations in integration courses in missing. As *Table 4* shows, in both Hamburg and Antwerp about the half of the foreign population is without graduation (ISCED 0-2); in Madrid the share significantly lower (32.6 %). While in Hamburg and Antwerp just 21.4% have a high education level, Madrid exhibits a rate of 30.6 %. Concerning language examination results, almost 50% reached a B1 level in Hamburg, whereas in Antwerp the share is much lower (16.7 %).

Table 4: Local education indicators

Characteristics	Indicators	Hamburg	Bologna	Antwerp	Madrid[4,]
foreign population by their highest education level[1,2]	without graduation (ISCED 0-2)	86,187 (50%)	..	3,381 (52%)	142,900 (32.6%)
	completed job training (ISCED 3-4)	49,214 (28.6%)	..	1,733 (26.6%)	161,100 (36.8%)
	higher education (ISCED 5-8)	36,940 (21.4%)	..	1,391 (21.4%)	133,800 (30.6%)
passed language examinations in integration courses[1, 2]	participants	9,620	..	5,999 [3]	..
	A2	4,010 (41.7%)	..	3,222 (53.7%)	..
	B1	4,745 (49.3%)	..	1,003 (16.7%)	..

[1] German data from 2017
[2] Education in Antwerp: The figures correspond to Atlas's unique registrations and intakes in 2018 for which the information on "highest obtained diploma" is available. In certain cases, this information was not requested and therefore not registered. [3] Total newcomers who started or were already following the integration programme in 2018 and who passed the final exam Dutch A2 and/or B1 in 2018. This number comprises the students who started a Dutch module in 2017 but ended the course in 2018, and also the ones who started and ended a module in 2018. Non-Dutch native speakers who followed a Dutch course but not in the framework of the integration programme.are not included.
[4] Spanish data for highest graduation from 2017

Sources: Hamburg: SVR 2018; Antwerp: Atlas – Integratie en Inburgering Antwerpen; Madrid: Oficina de Estadística del Ayuntamiento de Madrid.

2.2.3 Labour market

At the regional level, labour market outcomes also reveal significant differences by nationality. In *Figure 13*, employment rates at NUTS-2 level are plotted. In comparing nationals with non-EU foreigners, employment rates are notably higher for nationals within all of the regions under investigation. By contrast, comparing nationals with EU-foreigners does not yield a uniform picture. With the exception of Hamburg and Emilia Romagna, employment rates of EU-foreigners are slightly or (in case of Comunidad de Madrid) even sizably larger than for native citizens. This can be viewed as a sign for a lively intra-EU work migration. However, it does not necessarily reflect particularly positive job prospects, but also low rates of inactivity. Indeed, a look at the unemployment rate produces a slightly different picture (see *Figure 14*). While bad perspectives for non-EU foreigners are confirmed for all regions, natives are the best performing group in this regard. However, the crucial statement that integration barriers regarding labor market access are way more substantial for migrants from outside the EU can be maintained based on the regional figures.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

63

Figure 13: Employment rates of nationals, EU and non-EU foreigners (aged 20-64), by NUTS-2 region in 2018 (%).

Eurostat [lfst_r_lfe2emprtn]; HWWI.
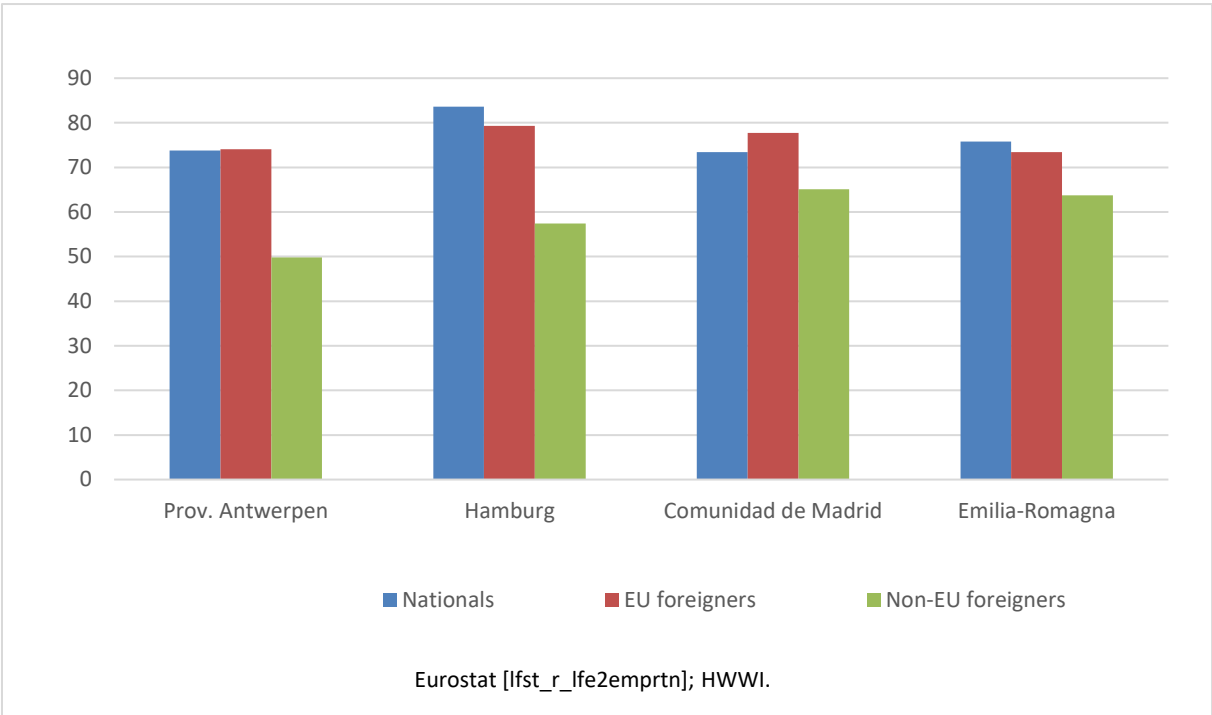
Figure 14: Unemployment rates of nationals at NUTS-2, EU and non-EU foreigners (aged 20-64), 2018 (%)

Eurostat [lfst_r_lfur2gan]; HWWI.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

64
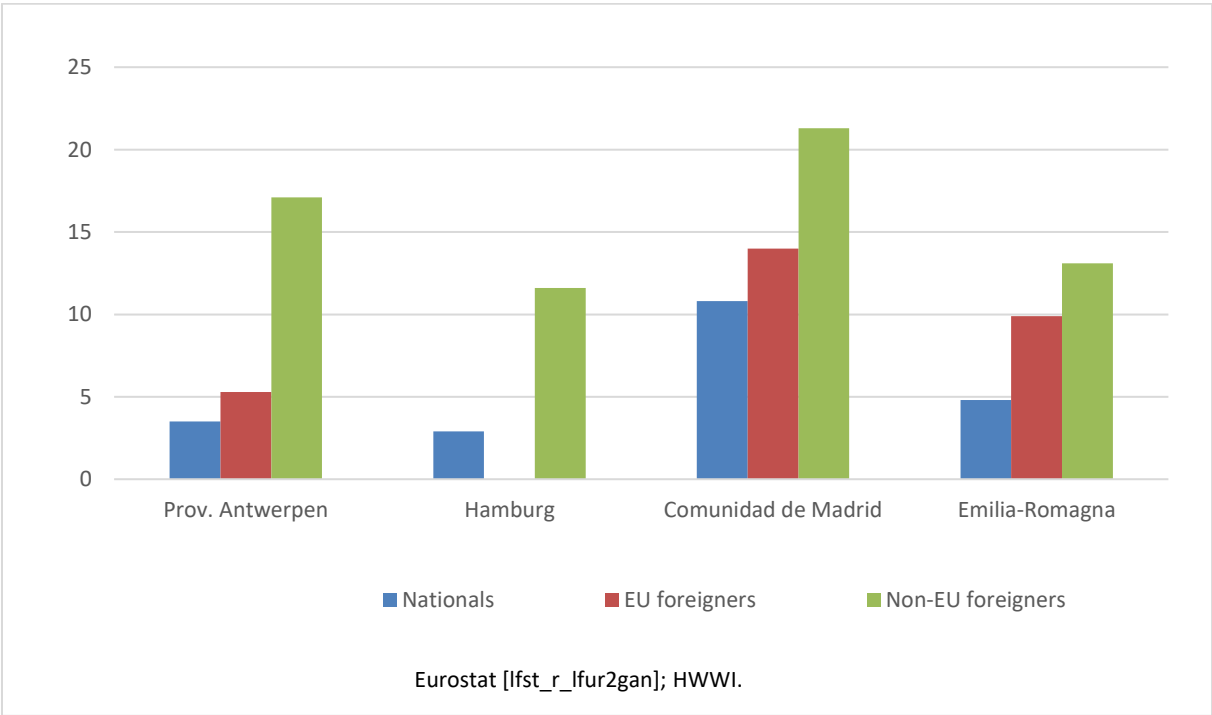
Table 5 lists the share of low-educated, youth (un-) employment rates and further distinguishes employment rates by skill level. Regarding youth employment, the difference between native-born and foreign-born persons is highest in the Province of Antwerp (25 percentage points) and lowest in the Community of Madrid (12.4 percentage points). However, differences in youth unemployment rates between native-born and foreign-born persons are similar in all regions.

In all regions, the share of the employed in low skilled jobs among foreign-born persons is much higher than among natives. This finding can partly be explained by the fact that the share of overqualified is higher among foreign-born persons than for natives.

Table 5: Foreign-born labour market for youth, labour market by the level of skill, and overqualification, 2015 (%)

Indicator		Place of birth	Region			
			Province of Antwerp	Hamburg	Emilia-Romagna	Community of Madrid
Share of Low Educated		Foreign-Born	40.6	36.6	43.9	31.6
Labour Market for Youth, 15-34 years old	Youth Employment rate	Foreign-Born	60.5	69.0	55.8	61.2
		Native-Born	85.5	87.3	74.5	73.6
		Difference	*-25*	*-18.3*	*-18.7*	*-12.4*
	Youth Unemployment rate	Foreign-Born	15.6	-	22.7	30.1
		Native-Born	7.2	4.8	13.2	20.7
		Difference	*8.4*	*-*	*9.5*	*9.4*
Labour Market by Level of Skill	Share of Employed in Low Skill Jobs	Foreign-Born	27.7	19.7	27.4	29.2
		Native-Born	8.2	3.3	6.0	6.0
		Difference	*19.5*	*16.4*	*21.4*	*23.2*
	Share of Employed in Medium Skill Jobs	Foreign-Born	43.7	47.7	60.7	46.2
		Native-Born	41.0	38.1	51.2	41.7
		Difference	*2.7*	*9.6*	*9.5*	*4.5*
	Share of Employed in High Skill Jobs	Foreign-Born	28.6	32.6	11.8	24.5
		Native-Born	50.8	58.6	42.8	52.3
		Difference	*-22.2*	*-26*	*-31*	*-27.8*
Overqualified Employed	Share of Employed in Low/Medium Skilled, High Educ.	Foreign-Born	13.1	9.3	9.4	15.2
		Native-Born	7.6	4.8	3.5	13.0
		Difference	*5.5*	*4.4*	*5.8*	*2.1*

Source: OECD (2018).

Differentiating the labour market status by residence duration reveals that the employment rate among foreign-born newcomers is higher than among settled in the Community of Madrid. With respect to the duration of unemployment, the share of those without unemployment for more than a year among foreigners is highest in Hamburg (63.1%) and lowest (42.4%) in Antwerp. In Emilia-Romagna and in Madrid, the differences between natives and foreigners in the duration of unemployment are low, while in Antwerp and Hamburg the exposure to long-term unemployment is higher for the foreign-born population.

Table 6: Labour market status by residence duration and duration of unemployment, 2015 (%)

Indicator		Place of birth	Region			
			Province of Antwerp	Hamburg	Emilia-Romagna	Community of Madrid
Labour market status by residence duration	Share of New (<10 years) Employed	Foreign-Born	57.6	-	54.5	67
	Share of New (<10 years) Unemployed	Foreign-Born	11.9	-	15.5	20.2
	Share of New (<10 years) Inactive	Foreign-Born	30.5	-	30.0	12.8
	Total		100	-	100	100
	Share of Settled (>10 years) Employed	Foreign-Born	59.4	-	69.4	63.9

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

65

	Share of Settled (>10 years) Unemployed	Foreign-Born	9.2	-	10.7	23.1
	Share of Settled (>10 years) Inactive	Foreign-Born	31.4	-	20.0	13
	Total		100	-	100	100
Duration of unemployment	Share of Unemployed for less than 1 year	Foreign-Born	57.6	36.9	52.8	46.8
		Native-Born	62.3	52.6	51.6	47.3
	Share of Unemployed for more than 1 year	Foreign-Born	42.4	63.1	47.2	53.2
		Native-Born	37.7	47.4	48.4	52.7

Source: OECD (2018).

On the local level, the cities show a similar pattern. However, the data is not differentiated between EU-foreigners and non-EU foreigners. The respective data is missing for Bologna.

Table 7: Local labour market indicators, 2018[1]

Characteristics	Indicators	Hamburg	Bologna	Antwerp	Madrid
Labour force of the foreign population	foreign working population	155,053	..	..	408,800
	employment rate %	69.4	..	46.9	67.67
Unemployed foreign population and unemployment rate	unemployed foreigners	28,220	..	12,592	62,900
	unemployment rate of foreigners %	18.2	..	16	15.39
	unemployment rate of nationals %	6.1	..	9.8	11.38

[1] German data from 2017
Sources: Hamburg: SVR 2018; Antwerp: Statistical Department City of Antwerp; Madrid: Oficina de Estadística del Ayuntamiento de Madrid

Among other indicators related to the dimensions of housing and health, only for Hamburg, Madrid and in parts Bologna information was available.

Table 8: Other local indicators, 2018

Characteristics	Indicators	Hamburg	Bologna	Antwerp	Madrid
Foreigners who are living in their own property, ownership rate[1]	number of foreigners	7,983	1,537	..	..
	ownership rate in %	6.9	1	..	10.2
Poverty risk (foreigners) based on national median income, city median income[2,3]	based on city median %	40.9	..	..	56.5
	based on national median %	33.3	..	..	45.8
poverty risk (nationals) based on national median income, city median income[1,3]	based on city median %	12.1	..	..	21.3
	based on national median %	9.2	..	..	14.3

[1] German data from 2014
[2] German data from 2017
[3] People defined as being exposed to poverty risk are those with an income less than 60% of the median income at the place of living

Sources: Hamburg: SVR 2018; Bologna: Area Programmazione, Controlli e Statistica - U.I. Ufficio Comunale di Statistica; Madrid: Oficina de Estadística del Ayuntamiento de Madrid

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

66

2.3   Relation to national and European data

2.3.1 General population

In measuring migration, the evolution of annual inflows, i.e. the annual number of persons from abroad immigrating into a certain country, are of natural concern. With the exception of the years 2009 and 2010, Germany stood out with the highest amount of immigrants in the four-country-comparison from 2008 to 2017 (*Figure 15*). After the peak in 2015, caused by the opening of borders in the context of that year's refugee crisis, immigration numbers decreased below the one-million-threshold in 2017. However, with 917,109 immigrants the number was almost twice as high as in Spain, more than seven times higher than in Belgium and roughly 2 1/2 times as high as in Italy. While in Belgium the peak was less significant, no similar development can be observed for Italy and Spain. There, immigration numbers haven't fully recovered yet from their massive declines in 2009, in the context of the economic downturn followed by the financial crises. However, since 2015 an upward trend for immigration into these countries can be noticed.

Figure 15: Cross-border immigration 2013-2017

Sources: Eurostat [migr_imm1ctz]; HWWI.
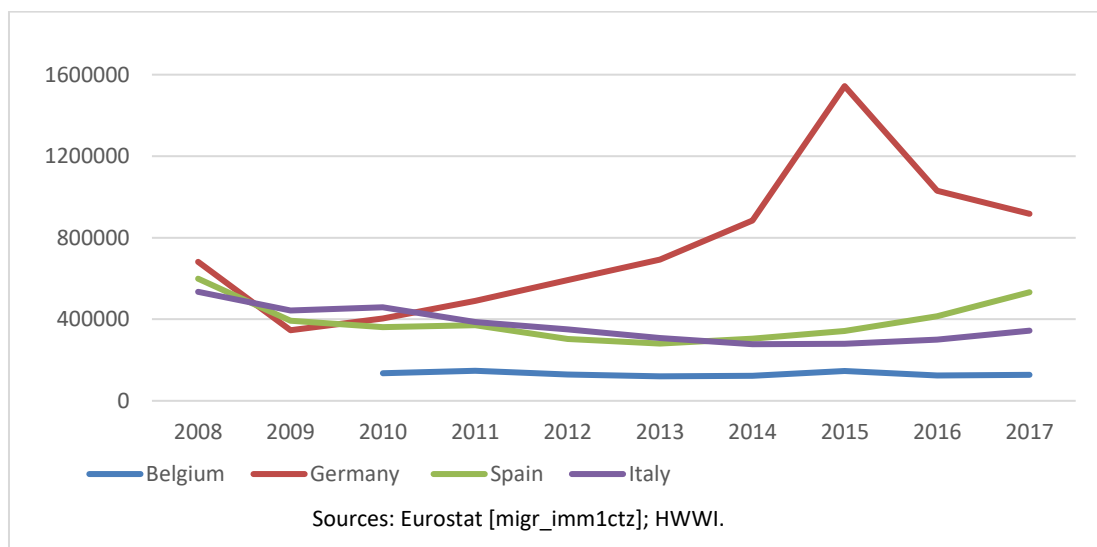
In addition to migrant inflows, another measure of the intensity of immigration is the size of the migrant stock (i.e. the number of immigrants residing at a certain point in time in a recipient country) in relation to the recipient country's total population size. Germany exhibited the highest migrant stock in 2017 with more than 12 million (*Figure 16*), the Italian (and Spanish) was with roughly 6 million, only half the size of Germany's.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

67

Figure 16: International migrant stock at mid-year
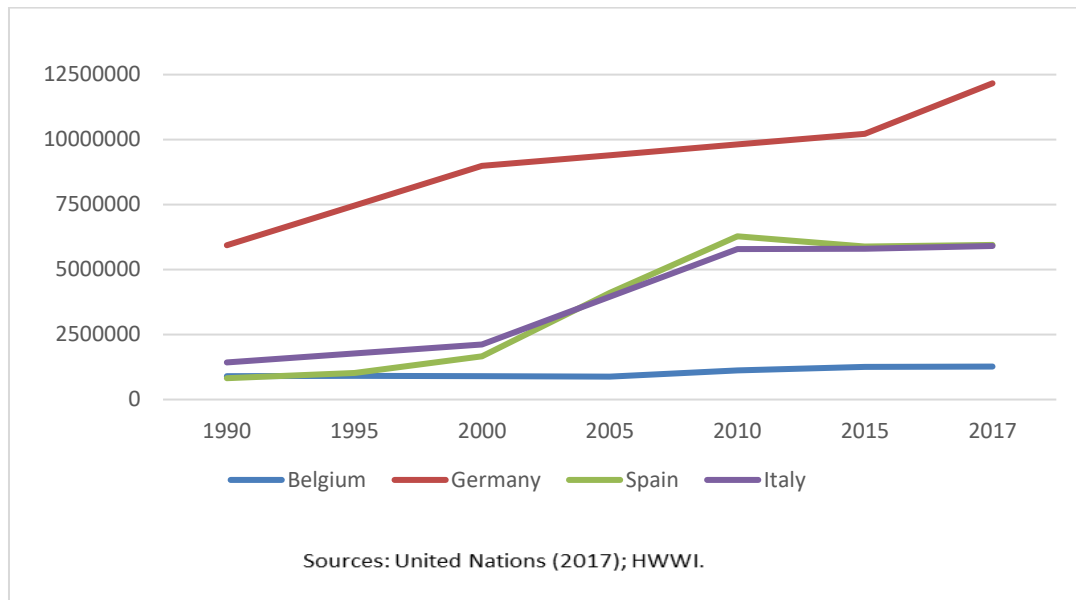
Germany ranked first in 2017 referring to migrants' share of the total population (*Figure 17*). Across time, this share increased in all four countries. Whereas Belgium exhibited a fairly modest increase from 9.0 % to 11.1 % between 1990 and 2017, the share roughly doubled in Germany from 7.5 to 14.8 %. In Italy, the share even quadrupled from 2.5 % to 10.0 %. In Spain, it was even six times higher in 2017 (12.8 %), compared to 1990 (2.1%), indicating a long-term trend towards intensified immigration in the latter two countries. In Spain and Italy, the increase was strongest between 2000 and 2010. In 2010, Spain had that highest share of immigrants among the four countries considered. After that, the economic downturn following the financial crisis seems to have brought this development to a halt. By contrast, this was not the case for Germany. Moreover, it experiences particularly dynamic growth since 2015, mainly as a consequence of the opening of borders during the refugee crisis.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

68

Figure 17: International migrant stock as a percentage of the total population

Sources: United Nations (2017); HWWI.
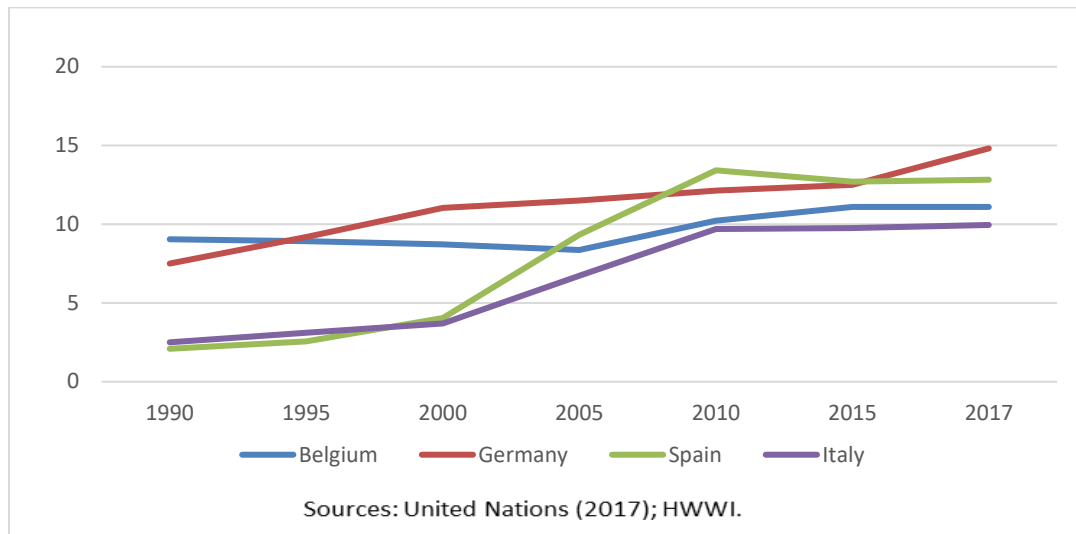
After a peak in Germany in 1995 following the wars in former Yugoslavia, the inflow of refugees and asylum seekers again gained momentum among migrants since 2010 in Belgium and since 2015 in Germany. In Italy, the share of asylum seekers and refugees modestly increased since 2005, albeit on a quite low level. In Spain, however, this group was at any time not higher than 1 % in this period of observation (*Figure 18*).

Figure 18: Refugees and asylum seekers as a percentage of the international migrant stock (in %)

Sources: United Nations (2017); HWWI.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

69
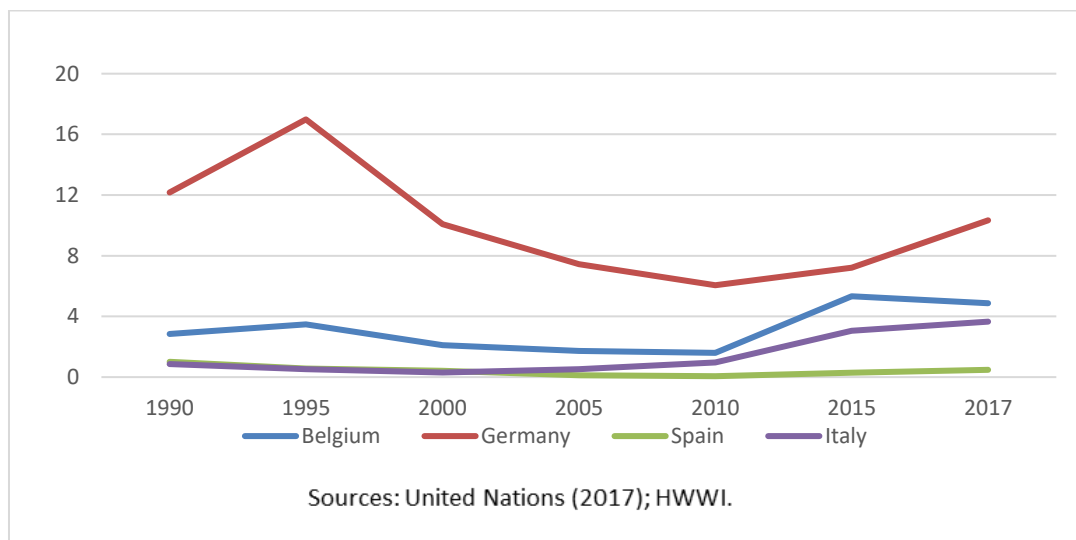
2.3.2 Education

Labour market prospects significantly vary with educational attainment. Hence, endowments with formal education are a key indicator of equality of opportunities. Educational levels refer to the ISCED 2011 classification. For individuals in the medium stage of employment life (age 25-64), *Figure 19* and *Figure 20*depict the educational distribution in each of the four MICADO pilot countries by country of birth.

In all four countries under investigation, tertiary education is clearly less common among the non-EU-born in comparison to both natives and people born in other EU-countries, a result that is more pronounced than in EU-average. However, while the difference between natives and non-EU-born is rather low (about 6 percentage points), the divide is much higher in Belgium and Spain (about 13 percentage points). Belgium is the only country where tertiary education is higher among EU-born foreigners than among natives.

Figure 19: Share of high qualified (ISCED level 5-8) aged 25-64 among the respective population by groups of country of birth, 2018 (%)

Sources: Eurostat [edat_lfs_9912]; HWWI.
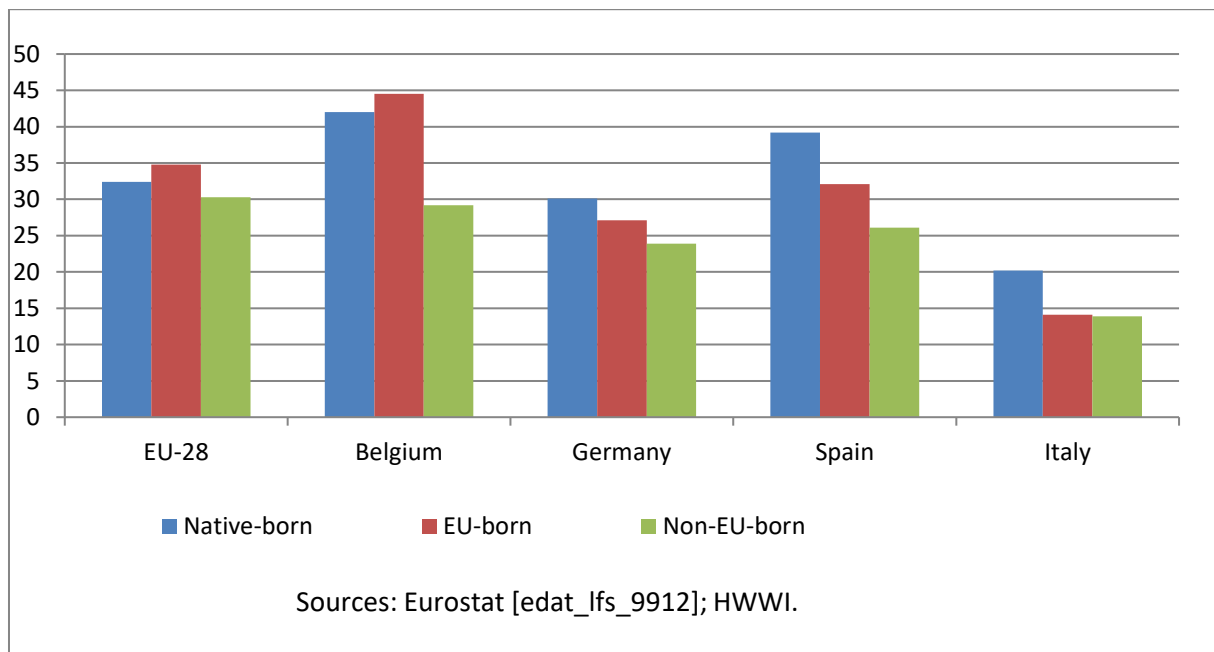
A look at the other end of educational distribution is also worrisome. The lowest share of the low-educated was observed for German native-born, the highest for Italian foreign born. In all countries, a more than proportionate number of non-EU born exhibits an attainment level of less than upper secondary (level 0-2). The educational gap is particularly extreme in Germany, where the corresponding share of non-EU born is about four times as high. However, in country comparison, these shares are even higher in the other countries, with Italy standing out.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

70

Figure 20: Share of low qualified (ISCED level 0-2) aged 25-64 among the respective population by groups of country of birth, 2018 (%)

Sources: Eurostat [edat_lfs_9912]; HWWI.
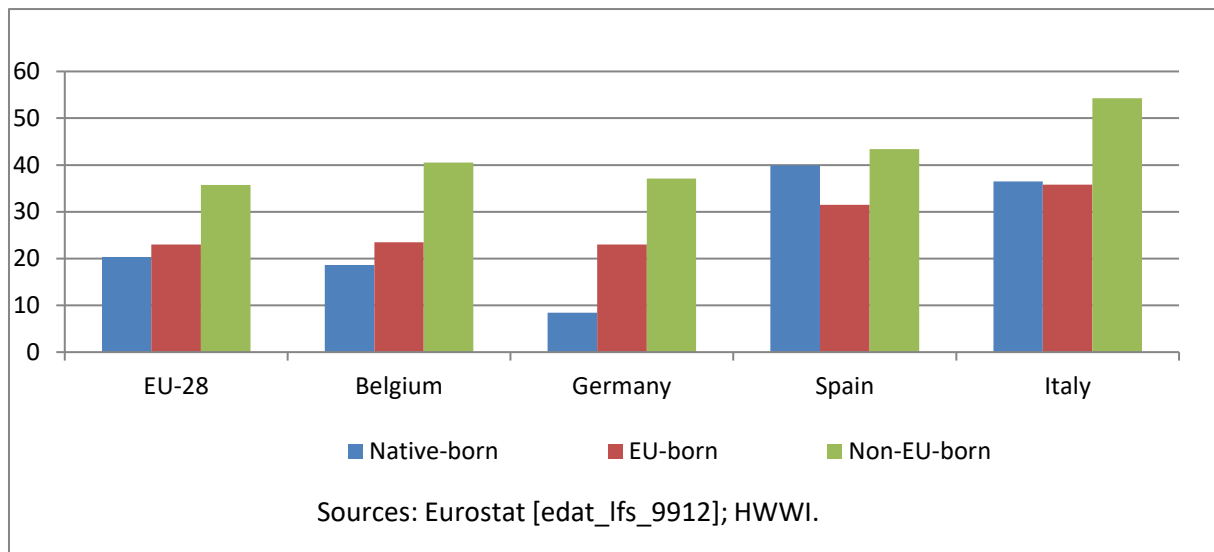
Another measure that reflects the integration of immigrants, in particular those who are younger and currently enrolled in the country of residence educational system, are results from standardized tests, such as the OECD PISA test[4]). In *Figure 21*, the mean PISA reading scores for the four countries of interest are displayed. This is an important measure of performance, as it evaluates the level of understanding of the country of residence's language. As presumed, it can be observed that the performance of native pupils with no migrant background is the best for all countries. Native born pupils with foreign born parents perform better than foreign born but the difference is not as large as with natives with no migration background. The country with the largest difference between natives and foreign born is Germany, while the smallest difference is observed in Spain where a relevant part of migrants came from Latin America with Spanish as their mother tongue.

---

[4] http://www.oecd.org/pisa/aboutpisa/

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

71

Source [OECD/EU (2018), Indicators of Immigrant Integration]
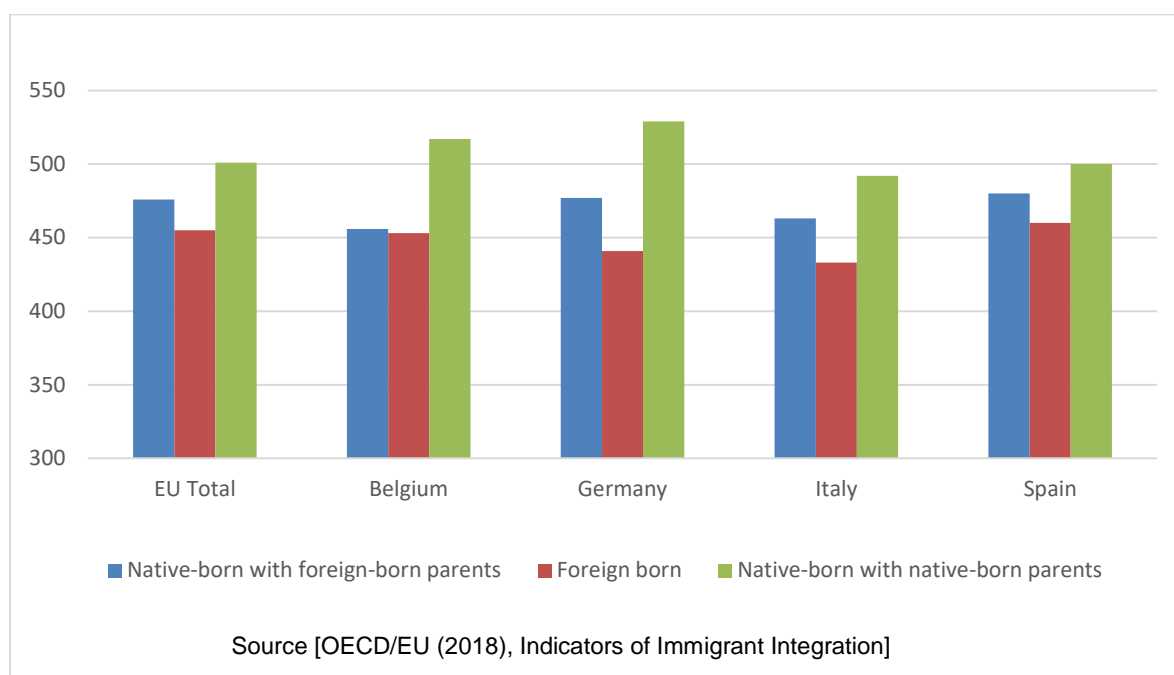
Early leavers from education and training denotes the percentage of the population aged 18 to 24 having attained at most lower secondary education and not being involved in further education or training. This indicator hints at disadvantageous educational careers, associated with potentially harder labour market integration and restricted earnings perspectives among young adults.

As *Figure 22* shows, the native-born are less likely to leave the educational system early,

compared to the foreign-born, in all four countries. Among the foreign-born, the EU- and non-EU-born take different positions across countries. The EU-born in Spain exhibit an outstanding rate with 38.3 % which is twice as high as the EU28-average (19.1).

The indicator clearly emphasizes the necessity to pay attention to early stages in the educational career when it comes to migrant educational integration.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

72

Figure 22: Early leavers from education and training by country of birth as percentage of those aged 18-24 in 2018

Sources: Eurostat [edat_lfse_02]; HWWI.
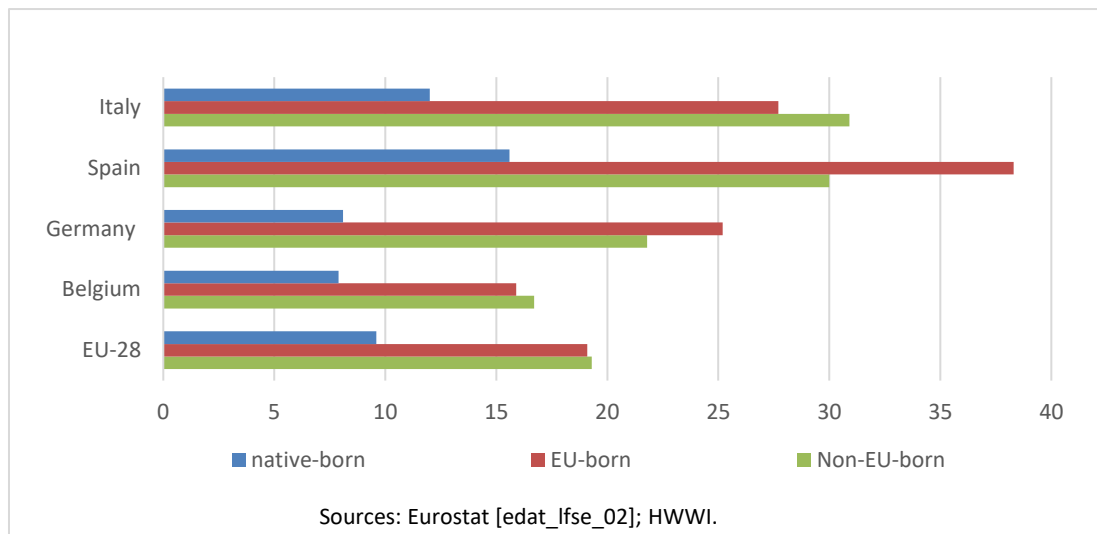
A further indicator share of early leavers is the NEET rate (Young people **n**either in **e**mployment nor in **e**ducation and **t**raining). The NEET rate comprises teenagers and young adults who left the educational system and do not work.

Unsurprisingly, *Figure 23* shows that indeed, the NEET rate among the foreign-born is clearly higher compared to the native-born in all four countries in 2018. Further, the country order is the same for both groups: Italy ranks first with the highest rate, followed by Belgium, Spain and Germany. Across groups, there is an impressive range: While the native-born in Germany face a likelihood of about 6 % to be part of the NEET persons, the same likelihood amounts to 34 % for the foreign-born in Italy. In Belgium and Germany the discrepancies between natives and migrants are most severe.

Figure 23: Young people (aged 15-29) neither in employment nor in education and training, by country of birth, 2018 (%)

Eurostat [edat_lfse_28]; HWWI.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

73
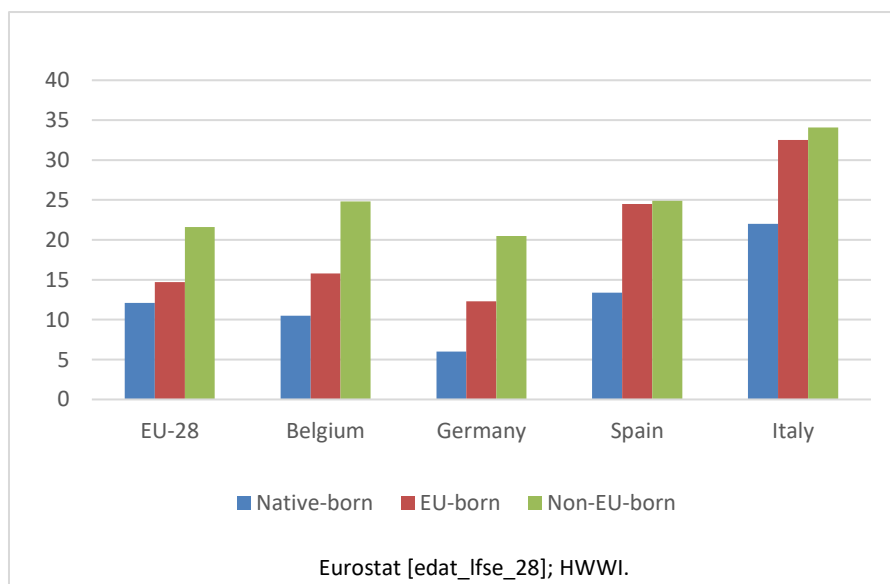
2.3.3 Labour market

Among indicators of labour market integration, the employment rate, defined as the proportion of the working age population in employment, is considered to be a key social indicator. High employment rates among migrants imply good access to jobs and thus less dependence on social protection systems, thus also improving opportunities for migrants to participate in social life.

Figure 24 shows that in Belgium and Germany foreigners from other EU countries do not differ that much from natives in this respect, while there is a substantial gap between these two groups and non-EU foreigners. In these two countries, employment rates of migrants from outside the EU were well below 70 % in 2018. In Germany, this implied a gap of about 20 percentage points compared to nationals. In Italy and Spain, the situations appear to be different. While in Spain differences between the three groups are negligible, the employment rate for non-EU foreigners living in Italy is even higher than the one measured for Italian nationals. Nevertheless, in country comparison, it is not as high as in Spain.

Figure 24: Employment rates of nationals, EU foreigners and non-EU foreigners (aged 20-64), 2018 (%)

Eurostat [lfsa_argan]; HWWI.
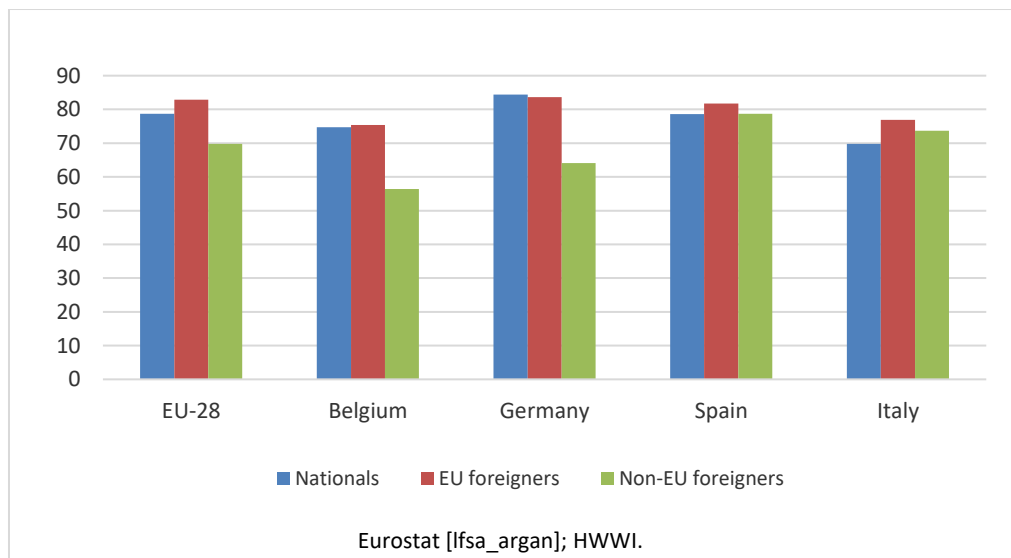
Unemployment is another important feature of labour market (non-)integration.[5] *Figure 25* depicts the unemployment rates for EU citizens and non-EU citizen for the four countries of interest. The unemployment rate is defined as the number of unemployed persons divided by the sum of employed and unemployed at a certain point in time. In all four countries, the unemployment rate for nationals was significantly lower than for both migrant groups in 2018. Moreover, in all countries, unemployment was more prevalent among non-EU than among EU-foreigners. This gap is particularly astonishing in Belgium and Germany, where the rate for non-EU foreigners more than doubles the ones measured for the other two groups. However, in country comparison, unemployment among non-EU-foreigners is particularly high in Spain

---

[5] According to Eurostat and in line with the International Labour Office (ILO) guidelines, an unemployed person is defined as being aged 15 to 74 (or aged 16 to 74 in Spain, the United Kingdom, Iceland and Norway) who was without work during the reference week, was currently available for work and was either actively seeking work in the last four weeks or had already found a job to start within the next three months. The unemployment period is defined as the duration of a job search, or as the length of time since the last job was held (if shorter than the time spent on a job search).

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

74

and in Belgium, which is striking given the lower levels of unemployment of nationals and EU foreigerns in Belgium compared to Spain.

Figure 25: Unemployment rate of nationals, EU and non-EU citizens (aged 20-64), by country 2018 (%)

Eurostat [lfsa_urgan]; HWWI.
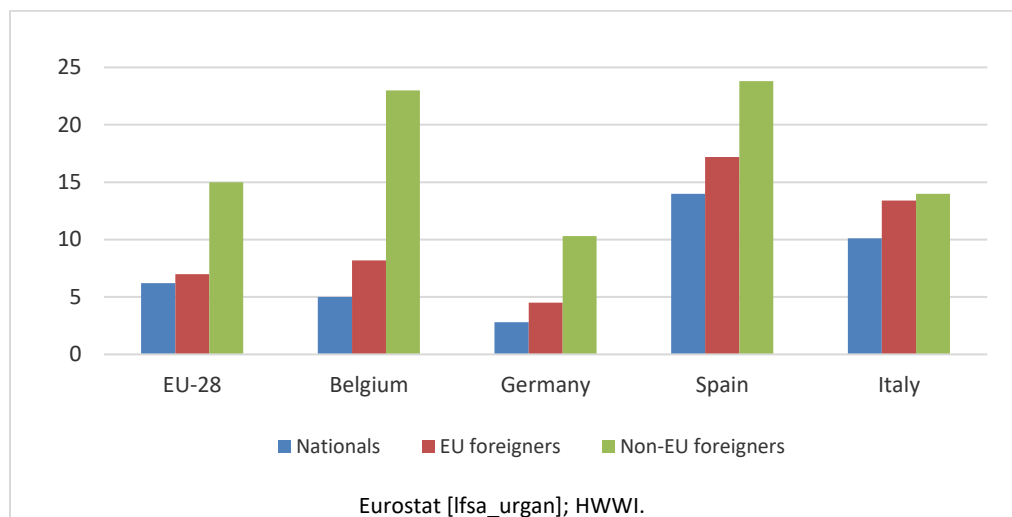
2.3.4 Health and Housing

Information on migrants' health is difficult to access, particularly for the margins of the age spectrum. Further, the covered time span differs between subgroups and countries. This hampers a cross-country comparison. **Figure 26** and **Figure 27** depict the percentage of individuals who report their perceived subjective health in 2016 for the medium age group (25-54) which contains information for the native-born and the foreign-born (EU-born and non-EU-born) population subgroups.[6]

Among the *non-EU-born population*, Belgian residents have the worst perceptions about their health. They are least likely to assess their health as very good or good and most likely to assess it as bad or very bad. The non-EU-born in Italy and Spain seem to be most satisfied in the four-country comparison, reporting excellent health most frequently and a bad or very bad one least frequently, whereas their peers in Germany are something in between South Europe and Belgium. Among the *native-born population*, a very good or good health status is more often reported in all four countries, compared to their non-EU-born counterparts. At the same time, a bad or very bad health is stated to a similar extent in both groups, with the only exception of Belgium where the native-born are much less prone to report this status than their non-EU-born peers. For the *EU-born population*, no clear-cut picture emerges in any country. Striking is again the outstandingly high share of Belgian residents born in the EU (outside of Belgium) who state a bad or very bad health. Except for Spanish residents, the EU-born population states a very good or good health more frequently than the non-EU population (which is confirmed by an also overall lower reporting of bad or very bad health.

---

[6] Information on this indicator was missing for young residents in Germany and elderly residents in Spain and partly also Italy. Due to missing information, exploiting gender differences for these groups was not feasible either.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

75

Figure 26: Self-perceived health of the population aged 25 to 54, by country of birth: Statement „very good or good" (%), 2016

Sources: Eurostat [hlth_silc_23]; HWWI.
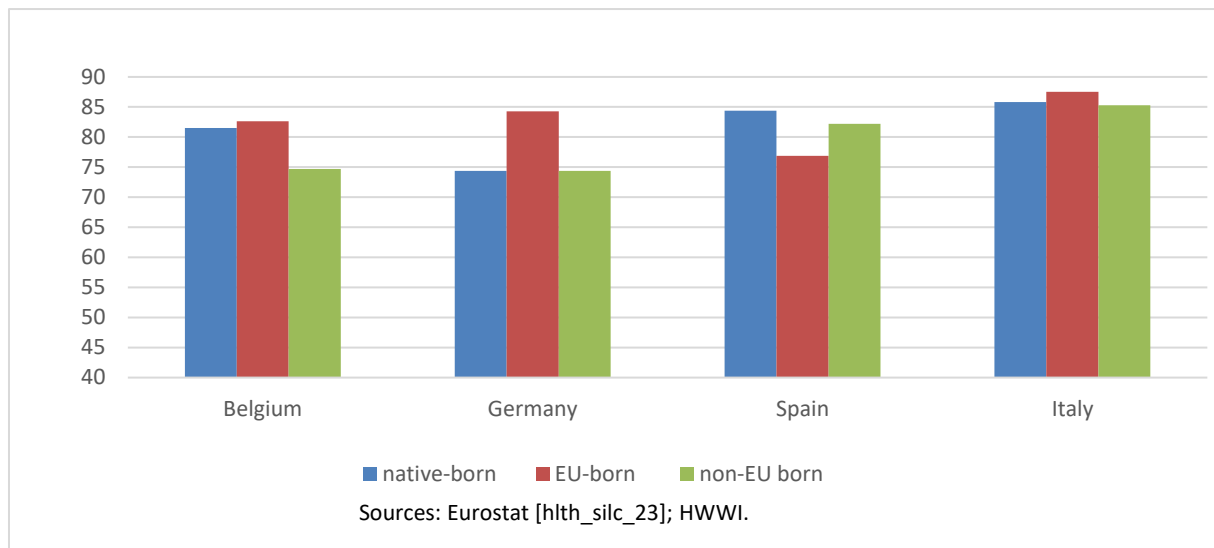
Figure 27: Self-perceived health of the population aged 25 to 54, by country of birth: Statement „bad or very bad" (%), 2016

Sources: Eurostat [hlth_silc_23]; HWWI.
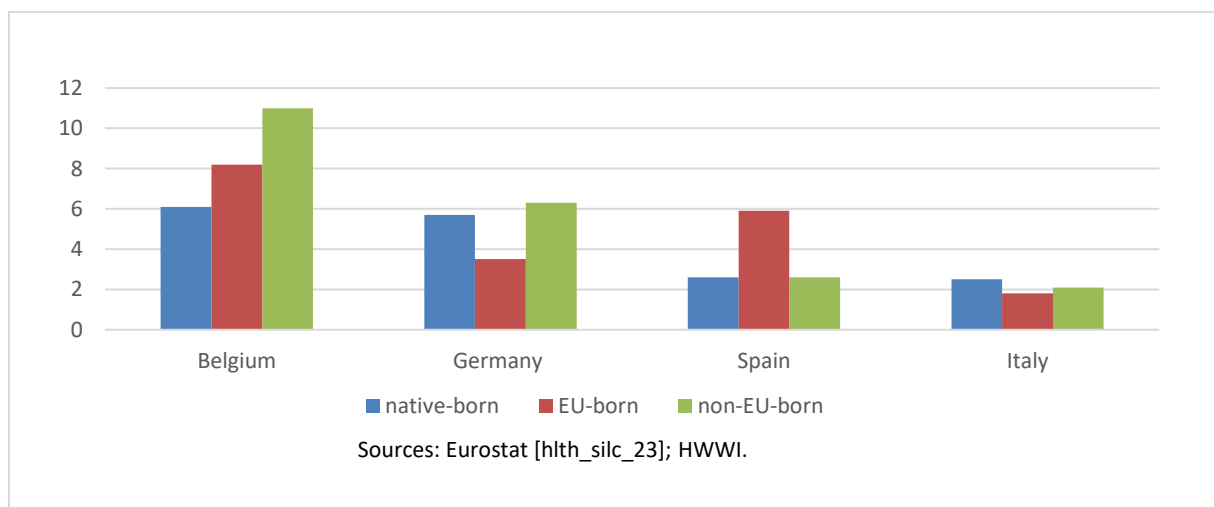
Housing in terms of quality and cost of each person's living space is an important aspect of the wellbeing, living standard and social inclusion of individuals (Eurostat 2017). Information on the housing situation of immigrants is not easily accessible. *Figure 28* depicts the **tenure status** of nationals and foreign citizens in each of the four countries, confronted with the EU28-average.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

76

Figure 28: Tenure status of 20-64 years old nationals of the reporting country and foreign citizens, 2017 (% of respective total population)

Sources: Eurostat [ilc_lvps15]; HWWI.
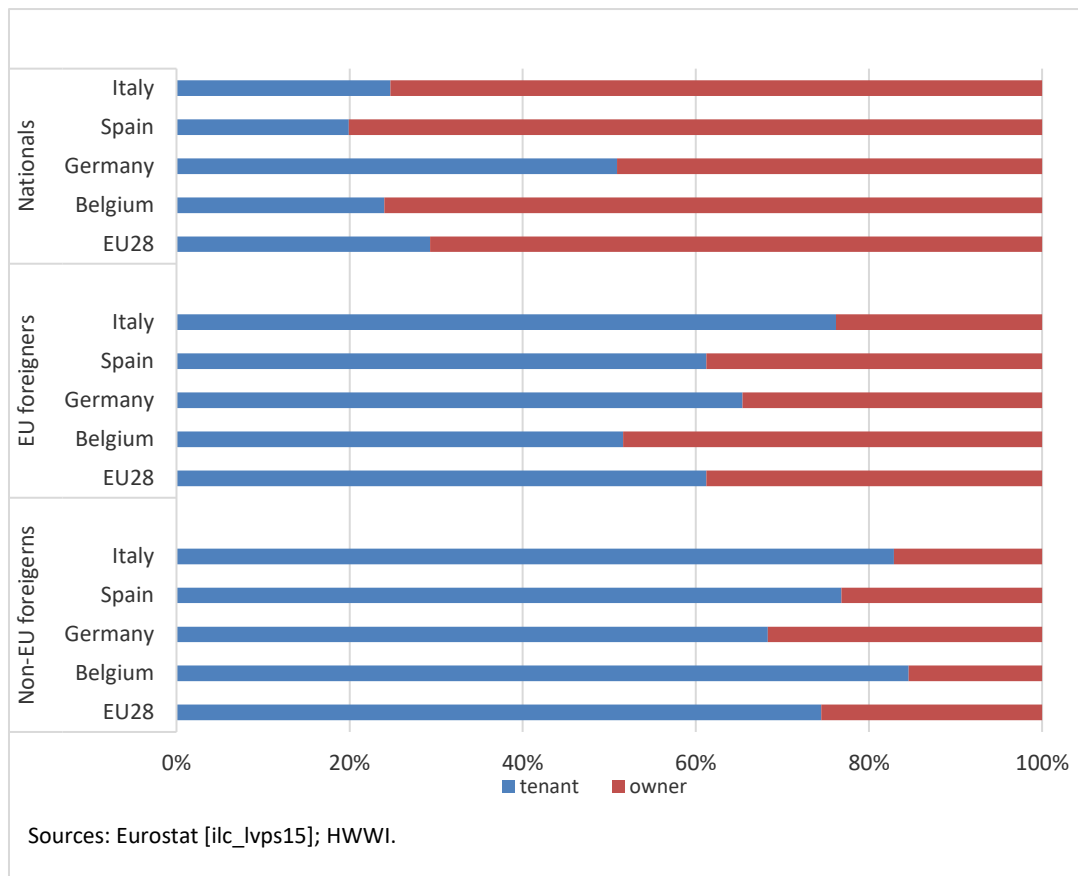
It turns out that the share of owners is significantly lower among Non-EU foreigners than among nationals. There is a particular discrepancy to be noted in Belgium, where more than three-fourths of natives are owners, but only 15 % of non-EU foreigners living in Belgium. In Belgium, Italy and Spain, EU-foreigners rank somewhere in the middle, while in Germany ownership rates are similarly low than for non-EU foreigners. But also among nationals, a sizeable heterogeneity can be detected. Whereas in Spain, Italy and Belgium, 7-8 out of 10 nationals own their dwelling, it is only 5 of 10 in Germany. The observed country differences have many causes, i.e. a notable variation in housing cultures and building regulations. As a result, the tenure status gap between foreign citizens and nationals is least pronounced in Germany in the four-country-comparison.

The **overcrowding rate** is defined as the percentage of the population living in an overcrowded household. A person is considered as living in an overcrowded household if the household does not have at its disposal a well-defined minimum of rooms, depending on household composition.[7] The overcrowding rate is usually associated with lower income and other indicators of social exclusion.

In 2017, the foreign-born population was generally more likely to live in an overcrowded household than the native-born population (*Table 9*). This applied to all age groups in all countries. Moreover, elder people (55-64) exhibited a lower overcrowding rate than the population aged 25-54, irrespective of country of birth. In the country comparison, Italy stood

---

[7] The minimum is defined by: one room for the household; one room per couple in the household; one room for each single person aged 18 and more; one room per pair of single people of the same gender between 12 and 17 years of age; one room for each single person between 12 and 17 years of age and not included in the previous category; one room per pair of children under 12 years of age (Eurostat 2017, p. 42).

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

77

out with far highest overcrowding rates which was, for example among the EU-born (20-64) with 39 % eight times higher than for their peers in Spain (5 %) and roughly three times higher than for their peers in Germany (12 %) and Belgium (14 %, equal to the EU-28 average).

Table 9: Overcrowding rate by groups of country of birth and age groups, 2017

	Native-born			EU-born			Non-EU-born		
	20-64	**25-54**	**55-64**	**20-64**	**25-54**	**55-64**	**20-64**	**25-54**	**55-65**
EU-28	15.5	16.4	9.3	14.3	15.1	7.2	23.8	25.0	13.8
Belgium	2.3	2.3	0.7	14.2	16.7	5.4	15.7	16.0	10.8
Germany	6.9	7.2	3.4	12.0	12.8	7.5	19.7	20.5	11.1
Spain	3.8	3.7	3.3	5.0	5.5	0.0	15.4	15.2	8.3
Italy	26.7	27.8	17.9	39.1	40.5	23.9	47.5	48.3	33.2

Sources: Eurostat [ilc_lvho16]; HWWI.

3.3 Gaps and suggestions for future data collection

3.3.1 Indicators

Our comparison of the collected data at national and regional level has illustrated the need for gathering additional data at the local level. This holds with respect to all dimensions of MICADO, but in particular with regards to the topics Health and Housing. Moreover, regional indicators measuring the risk exposure of migrants would be of help. In this respect, information provided on the national and European level can serve as a potential blueprint for regional and local institutions to collect data that is so far only available at the national level. The following list comprises indicators available only at the national level or partly at the NUTS 1-level:

Employment

- Self-employment, by groups of country of citizenship
- Temporary employment, by citizenship and age group
- Part-time employment, by groups of country of citizenship and age group
- Obstacles to getting a suitable job, by country of citizenship

Education

- PISA reading score of 15 years old students, by country of birth
- Early leavers from education and training, by country of birth
- Young people (aged 15-29) neither in employment nor in education and training, by country of birth

Housing and living conditions

- Tenure status, by country of citizenship
- Overcrowding rate, by groups of country of birth and age groups
- Housing cost overburden rate, by group of citizenship

Health

- Self-perceived health, by migration background

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

78

Risk of poverty

– At-risk-of-poverty rate, by groups of country of citizenship and by age group

A further issue to be approached is the definition of migration background. While in Hamburg and Antwerp the group of persons with a migration background includes person who themselves and/or whose parent(s) migrated, local data for Madrid and Bologna only distinguishes between natives and foreign-born persons, irrespective of the migration history of the parents. In order to compare data between cities, a common definition of persons with migration background is necessary.

3.3.2 Research design

Defining and collecting additional migration-related indicators requires careful consideration of a series of aspects: reliability of the underlying data source, meaningfulness and interpretability of the measurement concept, as well as comparability regarding both the spatial and the time dimension. In the following, several of these issues are named and potential solutions outlined, based on existing example for regional statistics at the level of Hamburg.

Definition of target population

Obviously, an initial step in the data generation procedure is to clearly define the population targeted with a certain statistic. This requires the application of specific criteria to isolate the population group targeted. In the context of migration research, nationality is certainly a tempting choice for such a criterion, as it is the easiest one to retrieve. However, it is a very rough measure and does not account for the complexity of migrant biographies. An often applied alternative criterion is the existence of a migration background. Of course, to achieve comparability, it is essential to get a common understanding on what this background actually comprises. According to the definition favored by the European Commission, a person is classified to have a migration background if he or she (a) has migrated into their present country of residence; and / or (b) previously had a different nationality from their present country of residence; and / or (c) at least one of their parents previously entered their present country of residence as a migrant. By means of this definition, a one-sided focus on foreigners and direct migrants (i.e. the first generation) is avoided, as their offspring is included as well. This is in so far important, as in particular starting with the second generation (i.e. persons born and raised in the target country) smaller differences in a range of indicators compared to the population without migration background can be expected.

The operationalization of this concept in a telephone survey is due to the multitude of required questions time and cost intensive. When the record of the migration background is necessary for a screening procedure and therefore has to take place at the beginning of an interview, this imposes the risk that interviews will be terminated prematurely, for instance if respondents consider these types of questions boring. Often, a more pragmatic way is chosen and the migration background is indirectly assessed, e.g. by the places of birth of the respondent and his/her parents. The downside of such an approach is that comparability among different studies and with official statistical sources is limited.

Screening and selection of respondents

The screening and selection procedure for respondents should guarantee that representativeness of the sample group for the target population is achieved. However, this has to be weighed against the cost of the selection procedure. The framework chosen by the

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

79

integration barometer survey of the Expert Council of German Foundations on Integration and Migration (SVR) can serve as an example for this. In its current version, it dispenses with a systematic query of the migration background among family members in advance of the selection of target persons. Instead, a first question was introduced that is supposed to ascertain if the household is inhabited by at least one person with migration background. In this way, one question is supposed to be sufficient to determine the probability if a respondent chosen by random selection has a migration background. Afterwards, the country of birth of the respondent as well as of his/her parents was asked and – in cases where the domestic country represents the country of birth of all persons involved – the nationality of the parents at the times of their births.

Pretesting

Before questionnaires are handed out to respondents (or used for telephone or internet surveys), they should be pretested by a separate sample of test persons from the same target population. In case of migration-related research, one particular emphasis should be placed on understandability of the questions in language terms. This also holds in cases where a questionnaire is translated into foreign languages to reduce access barriers. As an outcome of such a pretest, some of the terms used might be replaced or simplified.

Composition of the sample

Often, a sample consists of several subsamples that were collected by means of different sources (e.g. fixed vs. mobile phones in telephone surveys). In this case, it has to be guaranteed that subsamples do not show any overlaps. The prime goal should be to achieve a share of random-based determined interview partners as high as possible. If it is desired to achieve an equal distribution of respondents by country of origin, this could be steered by imposing fixed daily (or weekly, monthly) quotas on the sample.

Response rate

The response rate (also known as "completion rate" or "return rate") in survey research refers to the number of people who answered the survey divided by the number of people in the sample. It is one of the central indicators for the quality of a sample. A quota of 100 % would represent an optimal situation, but can never be realized in practice. However, a high rate as such is neither a necessary nor a sufficient condition for a high sample quality. The crucial question is whether the non-responses are of a random nature or are correlated with the indicators examined. While in the former situation a low response rate is sufficient to achieve an adequate sample quality, the sample is distorted in the latter situation. Therefore, it is important to analyze the reasons for a non-response in a specific case and classify them as neutral or not.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

80

Databases:

Instituto Nazionale di Statistica, ISTAT: http://dati.istat.it/Index.aspx?QueryId=4216#

STATBEL, Bevolking naar woonplaats, nationaliteit (Belg/niet-Belg):
https://bestat.statbel.fgov.be/bestat/crosstable.xhtml?view=30754598-f021-4274-a8f6-4e634fb7bb58

Statistisches Bundesamt DESTATIS: https://www-genesis.destatis.de/genesis/online/data?operation=previous&levelindex=&step=&titel=&levelid=&acceptscookies=false

Eurostat: https://ec.europa.eu/eurostat/de/data/database

OECD (2018). Database on Migrants in OECD Regions
https://stats.oecd.org/Index.aspx?DataSetCode=REGION_MIGRANTS

Oficina de Estadística del Ayuntamiento de Madrid: http://www-2.munimadrid.es/CSE6/control/menuCSE

Instituto Nacional de Estadística, INE:
https://www.ine.es/dyngs/INEbase/listaoperaciones.htm

Further data provided upon request by

- Statistical Department City of Antwerp
- Atlas – Integratie en Inburgering Antwerpen

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

81

PART 3: Demand Analysis for MICADO Key services

In each MICADO-city (Antwerp, Bologna, Hamburg and Madrid) five workshops were held with migrants (first generation non-EU and EU migrants, with a special focus on non-EU country nationals) and a group of local stakeholders, and several interviews were done with local authorities between June and September 2019 to specify local demands and needs in regard to migrant integration in these cities.

In a first phase, co-creative workshops focused on demands and needs on the four delineated MICADO-domains (education, employment, health and housing) and transversal themes. Workshops were held with a group of local stakeholders/civic society organisations and the following migrant categories:

5   Refugees and asylum seekers,
6   Female migrants only,
7   Migrants that have already lived for longer than ten years in the immigrant country,
8   Other migrants categories (gendered composition; EU and non-EU migrants (making sure the majority are non-EU migrants))

In the second phase, two workshops were organised in which a mixed group of migrants and a designer involved in the MICADO-project were brought together to discuss digital tool use concerning the four MICADO-domains, to provide feedback on existing digital solutions and to identify potential features to include in the MICADO-solution.

Next to these workshops, the interviews with local authorities focused on organisational views and actions on migrant integration, as well as on their ideas and expectations about the MICADO app/tool development for migrant integration in their cities.

This part describes the output of these workshops and interviews. First, general information such as the sociodemographic characteristics of the participants and methodological remarks are discussed, followed by a description of the local stakeholders and authorities' views on migrant integration. The last and largest part describes the thematic analysis of the data generated according the MICADO-themes (health, housing, education and employment) as well as transversal themes.

3.1   General information

In this section, the larger context of the workshops and interviews is described, starting with a description of the socio-demographic characteristics of all participants, including both the migrant and the local stakeholders and authorities, followed by a methodological evaluation.

3.1.1 Sociodemographic characteristics

In both the workshops and the interviews, participants were asked to fill in a sociodemographic form. The results of the four MICADO cities comparison are to be found in the detailed tables in annex 3.1, giving an overview of the migrant participants as well as the local stakeholders and authorities participants for each city separately. In the following, we shortly describe the main characteristics of all participants in the MICADO-cities overall.

micado

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

82

Sociodemographic characteristics migrant participants of MICADO-workshops

In total, 137 migrants participated in the workshops organized in the four MICADO-cities, of which half was female (52%). Participants were between 18 and 62 years old, with a median age of 32. Most of them were recent newcomers, as this was the main target group of the workshop: 61% were living between 3 months and 5 years in their country of residence. As one of the target groups for a specific workshop were migrants that had been living 10 years or longer in the country, also this group was well represented with 25%. About half of all participants had children, with children ages varying from one year old to children in their twenties.

The majority of participants came originally from Middle-Eastern and North-African countries (43%), followed by Latin-American and Caribbean countries (21%, most of those participants were involved in workshops in Madrid). Twelve percent were coming from Sub-Saharan Africa and 9% were European migrants or coming from North-America, Canada or Australia. A small proportion (8%) migrated from Asia and for 5% their region of origin remains unknown. The most often spoken mother tongue languages were Spanish (31% of all participants, which might be due to the fact that most of the participants in Madrid came from Latin American countries and Spanish was their mother tongue, causing a bias), followed by Arabic (26%) and Berber (7%). Most participants were Islamite (43%), followed by Christians (23%). Five percent of the participants declared to be Atheist. Most of the participants were unemployed (48%) and 34% of the participants were working at the time of the workshops. Almost all participants were alphabetized, only 2% could not read or write. Thirty-four percent of all participants were highly educated, 15% went to secondary school and 11% went to primary school. The majority (59%) reported to be in a good to very good health, although 34% of the participants did not fill in this category. Considering knowledge of social services, 21% of the participants report to have limited knowledge, 24% report to have 'normal' knowledge and 48% report to have good to very good knowledge on social services.

Sociodemographic characteristics local stakeholders and authorities participants of MICADO-workshops and interviews

In total 65 local stakeholders and authorities' representatives took part in either a workshop or an interview. A list with the local organisations represented within each city can be found in annex 3.2. The majority of them were female (61%) and their age ranged from 23 to 72 years old. Almost all of them (83%) were from Europe, with a few coming from Latin-America (4%) or the Middle-East/North-Africa (3%). Forty percent declared to be Christian, 27% to be Atheist and 3% Islamite. Most of them had a higher educational level (72%), 3% had a secondary educational level. Thirty-five percent of them were partner in the MICADO-project, 32% were not, and 32% of them did not provide this information.

3.1.2 Methodological remarks

In this section, we briefly describe the experiences of the facilitators of the workshops and interviews with the methodologies applied.

Participant recruitment

Experiences with recruitment of participants for the workshops differ among target groups and among cities. All cities recruited participants according the target group requirements put forward in the Local Exploration Kit, however different strategies were employed. In Antwerp,

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

83

participants for most of the first phase workshops and interviews were recruited with the help of the local partners involved in the MICADO-project, i.e. the central agency focusing on migrant integration, Atlas, and the social welfare agency of the city of Antwerp, Sociale Dienstverlening Antwerpen. This was crucial in order to reach all target groups. Additionally, participants were recruited through the researchers' own networks and an online advertisement on the online page of the research centre, resulting in a diverse total of participants. For the second phase workshops however, it seemed quite difficult to recruit a diverse group of respondents in terms of sociodemographic backgrounds. In Bologna, many research projects focusing on the context of migration are ongoing which made it rather difficult to find participants who are not involved in other projects. Due to difficulties with the timing of the workshops (both daytime and during summer), some workshops had to be rescheduled or organized with women bringing their children, which impeded its continuation. The Hamburg team worked together with local NGOs to recruit migrant participants and applied an open participation strategy: participants could walk in and participate in the workshop, no prior recruitment took place. In Madrid, a strengthened cooperation with local stakeholders and local NGOs contributed to the recruitment of participants Special attention was given to ensure a gender balance during the recruitment and include a wide variety of participants, endorsing representativity of nationalities within the migrant target groups, as well as diversity in work domains, functions and a gender balance for the local stakeholders group.

Interviewees were rather easily recruited, often through the help of local partners. By sending out a short introduction on the project, participants knew which subjects were going to be addressed and felt ready to respond.

Workshops

Overall, the workshops went well in all cities. The provided tools were found to be useful: they allowed all people to actively participate in the workshop and generate informative data on the topics. Depending on the target group, the number of participants seemed to be well estimated. Groups with a lower educational background or language competence (or accompanied by a translator) were often more quiet compared to higher educated groups or the workshops with local stakeholders. The latter groups were sometimes slightly too big, since very vocal participants participated and had the tendency to dominate the workshops.

During the implementation, it became clear that the workshop methodology also has its limitations. With regard to the content, it seemed that four themes as well as an additional theme 'participation', were quite a lot to discuss in-depth in such a limited duration of time and a fixed number of workshops. This meant that the facilitators sometimes had to cut down the conversation due to time constraints, or adaptations were being made by the local teams, e.g. ranking the question cards to be sure certain questions were being answered. Adaptations also had to be made according to the local context, as is discussed further in the section 'city particularities'.

Getting informed consent was time-consuming and not an easy task, as it was quite a lengthy and specific document to explain to participants. In addition, participants in a vulnerable position, such as being in an asylum procedure, could be reluctant to put their signature. Also filling in the drop off questionnaires was proved to be sensitive as some questions, e.g. related to 'ethnic group' or 'religion', did not make sense for some respondents. It often required also additional assistance from the facilitators (especially when language knowledge was limited), resulting in missing data on some parts.

City-specific remarks

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

84

To overcome language issues, translators were asked to interpret in workshops in Antwerp and Bologna. In Hamburg, due to the open participation approach, no translators were asked, but participants translated for each other or questions were worded differently. In Madrid, all participants spoke Spanish and there was no need for translation.

In Hamburg, the category of migrants that have lived longer than ten years in the country was adapted to migrants that have lived longer than five years in the country.

In both Antwerp and Madrid, two second-phase workshops were organized with migrants (and designers and for Madrid, NGO-workers), none with stakeholders, in line with the methodology set out Local Exploration Kit. In Bologna, the two second phase workshops were organized with migrants and it was decided to hold one additional second-phase workshop with stakeholders separately, because the issues to be addressed were extremely different and also to maximize participation. In Hamburg, one second-phase workshop was conducted with migrants and designers, and they also held additionally workshops with public authorities to collect their data requirements and needs.

Interviews

All city partners reported the interviews to have gone well. Each city partner took a different approach on conducting the interview: some followed the topic guide strictly, while others took a more ad-hoc approach based on the answers given by the interviewee. The questions touched on the main themes of the project and provoked conversations on related and relevant issues. For instance, in Bologna, it was better understood by the researchers how certain changes affected the actions undertaken and political thinking of public authorities, and highlighted the specific features of the city.

While the output of the interviews was satisfying, some methodological remarks can be made. A possible drawback of the selection through project partners and the limitations of time and interviewees might be selection bias. In Antwerp for example, people from independent, non-governmental organizations are less involved in executing the integration policy and consequently, they were not considered as critical informants in the scope of the current project phase and thus not selected to be interviewed. The limited number of interviews and time constraints also had the consequence, similarly with the workshops, that not all themes could be covered in depth.

The diversity of interviewed stakeholders resulted in a different interpretation of the interview guide. Especially the first, more general part about the organizational vision and actions on migrant integration was sometimes difficult to answer by interviewees depending on their role in the organization, ranging from 'field experienced' employees and those in managerial positions. On the other hand, these general questions could provoke a (too) long conversation and diminished the focus on the second part, dealing with the development of a MICADO-solution. With regards to that topic, some questions might be too focused on services for migrants and less on the organizational needs.

Methodological considerations for future (MICADO)-research

Methodological issues might inspire future actions to be undertaken in the course of the MICADO-project, or in future research in general.

By focusing on distinct target migrant groups per workshop, the relevance of topics was different for each workshop. For instance, the duration of stay and the legal status of the respondents were grouped per workshop, which was also reflected in their responses and the

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

85

dynamics of each workshop. This demonstrates **the need to delineate the target groups very precisely for the final MICADO tool**.

The second-phase workshops resulted in rather descriptive data and less on the creation of a tool: participants discussed the pros and cons of used applications or websites, and imagined what they would need in an ideal digital tool, summing up possible ideas and making out-of-the-box suggestions. The developer's input remained limited to asking more precise questions, specifying things and listening to the migrants. This is partly due to the methodology, but is also a consequence of the broad scope of the current project phase. **In a next step, concrete ideas of the MICADO-target groups for the final digital tool should be translated together with the developer in a more interactive manner**.

Both workshops and interviews were limited in number, and due to the very broad themes discussed, **the current results rather collect a general overview and anecdotical thematic information**. The indicative analysis of these data, as described in this chapter, will inspire the substantive focus of the project. However, as said in social science terms, theoretical data saturation is not yet reached: **the raised issues in this deliverable are only representative for the conducted workshops and interviews and cannot be seen as conclusive and generalizable for the larger target population and different city settings**. Further deepening of the results and the themes discussed in a scientific manner is therefore needed. Additional workshops with target groups and interviews with experts and crucial stakeholders discussing each theme in-depth will contribute to a concrete and valid understanding of issues at stake, if deemed necessary by the project consortium.

3.2 Local stakeholders and authorities' views on migrant integration

This section entails a description of the particular 'migrant integration' context in which the workshops and interviews were embedded, as viewed by the local stakeholders and authorities.

Definition and approach

The vision and discourse of local authorities and stakeholders on migrant integration in cities was highly impacted by their organizational role: they all addressed integration through specific measures within their field of expertise.

A distinction was described between on one hand an "administrative" approach, focusing on the legal status of migrants as a tool for integration. This approach applies rather normative visions that adhere to the legislative notion of integration and situates most hindrances and opportunities in the realm of applied immigration law, the national strategy concerning immigration policy, and administrative procedures in the acquirement legal status. On the other hand, a more "holistic" approach was reported, tailored to the real needs and focused on "day to day" factors contributing to migrant integration, such as daily participation in society or their degree of similar access to services as 'local' citizens. Integration in that sense means to promote equal opportunities for all. Local authorities and stakeholders focused on the cross-cutting interconnectedness of the different domains discussed (i.e., health, housing, education, employment) and additional issues such as participation: integration can only be managed when crucial actors in these domains aim at smoothening structural deficiencies and place migrant's integration needs as the starting point of their future developments.

Migrant integration leans on two pillars. First, keeping **the autonomy of migrants** was reported to be of paramount importance. 'Integration' should not require assimilation and while

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

86

newcomers probably will have to make certain adjustments to be able to realize their ambitions, they should also be able to maintain their identities, frames of references, etc. This entails 'empowering people' so that they become more independent and know how to find their way in society and can get access to and use opportunities to realize their dreams and ambitions. However, certain basic needs, e.g. in terms of housing, health and general well-being, need to be met before other steps towards 'integration' can be taken. At the same time, integration trajectories should not necessarily be seen solely as 'linear trajectories'.

The second pillar considering integration is the fact that it is a **mutual process**, which concerns both migrants and natives, as it calls into the sphere of mutual knowledge and mutual adaptation. Integration policies, services and projects must cooperate to facilitate this societal and systemic change.

Difficulties and opportunities

Difficulties and opportunities that arise in the course of the migrant integration process are both universal and contextual at the same time. Local stakeholders and authorities in all four MICADO-cities acknowledge guaranteeing the autonomy of migrants creates both challenges and opportunities, given the fact that people have multi-layered identities. Language difficulties are mentioned as a major issue, as well as societal factors, such as discrimination. In order to facilitate integration processes, it is necessary to sensitize authorities, organizations and citizens to issues of diversity and existing power dynamics, and efforts should be made to change the negative perceptions around migrants which exists in society. Opportunities in that matter are often related to additional (social) support systems, such as buddy-systems in which 'local' citizens support newcomers during their integration process with administrative issues, getting to know their city or learning the local language.

These universal dynamics give rise to different specific issues considering the four MICADO-domains such as – amongst others – a higher level of early-school leaving by migrant children, lesser opportunities for migrants to find a job on the local job market, limited access to the health system for migrants or low-quality housing conditions for migrants. These issues are discussed in more detail in the chapter on thematic demand analysis (from page 39 onwards).

While these issues are found in all involved cities, they are influenced by local contexts, such as political policies and structural organisation of integration services, resulting in specific local challenges and opportunities. E.g. while the local context in Madrid is very resistant to solve language barriers, a new appreciative approach towards native languages of newcomers is enhanced in Hamburg. Or where a homogeneous reception system able to communicate between different organisations is installed in Bologna, Antwerp interviewees mention the lack of integration of the systems used by different organisations and the lack of data sharing due to privacy issues as a major challenge for efficient cooperation.

Actions undertaken for migrant integration

While participants mention similar challenges, local contexts of the cities involved in the MICADO-project result in actions undertaken in the course of migrant integration to be diverse and different, ranging from very specific, targeted, small projects to broad, general initiatives which require cooperation with a range of institutions, organizations and agencies.

In Antwerp and Hamburg, most emphasis was put on the aforementioned 'holistic' integration approach in comparison with Madrid and Bologna where both the administrative and holistic

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

87

approach were equally put forward. This may be due to migrant population particularities as Madrid and Bologna are cities in 'arrival' countries and are confronted with a higher level of migrants starting their asylum procedures. Furthermore, in the case of Madrid, it was noted that in the last years asylum applications were often made by Latin Americans who have Spanish as mother tongue, which reduced the need for particular websites or approaches solving language issues. However, while Latin Americans might constitute a large part of the migrant population not all newcomers master Spanish, therefore translation services remain necessary for migrants coming from non-Spanish speaking countries.

Local stakeholders and authorities mentioned different actions undertaken by their specific organizations on an anecdotical basis during the interviews and workshops; these are fragmentarily included in the thematic analysis. A discussion of interventions for migrant integration of the four MICADO-cities can be found in the MICADO-deliverable D1.2 'Migrant and Refugee Integration Policies in Antwerp, Bologna, Hamburg and Madrid'.

3.3   Thematic demand analysis

In the following, each delineated MICADO-theme as well as transversal themes are discussed in-depth, based on the data collected during both the workshops and the interviews. These section takes thus the perceptions of migrants, local stakeholders and authorities into account. Cross-city similarities as well as differences between local contexts are described.

The aim of this section is to provide an overview of the workshop and interviews analysis' results. Therefore, strategies suggested to overcome barriers or facilitate integration regarding these themes may fall outside the scope of the MICADO-project, but cannot be left out. However, they may be valuable as recommendations for policy makers and local authorities.

3.3.1 Health

Health is not among the most pressing issues for newcomers. Out of the workshops it became clear that, in line with what is described in literature, there is a 'healthy migrant effect'[8]: people who just migrated are often in a better health because 'the fittest are more capable of migrating'. Newcomers in the MICADO-workshops mainly state that they did not access the health system yet, as no health issue occurred so far.

However, this healthy migrant effect tends to disappear over time, and migrants become more vulnerable to adverse health outcomes in comparison with the local population due to several reasons, which is described in scientific literature as the 'exhausted migrant effect'[9]. This was also reflected in the MICADO-workshops as the participants who did ventilate issues with health and the healthcare system were in general 'longer term' migrants.

Health cannot be distinguished from other themes, as for example poor housing conditions can lead to health issues, or education on the health system can facilitate access to and provision of healthcare.

---

[8] Abraído-Lanza et al. (2000)
[9] Acevedo-Garcia et al. (2010).

micado

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

88

Different health systems

Health policies are a very complicated matter, especially looking at (local) regulations. The countries involved in the MICADO-project all employ different health systems. Additionally, depending on the migrants' trajectory status, diverse regulations are at stake. This is an important finding, which implies that with regard to health, a differentiated approach in the MICADO tool need to be included, depending on the migrant's trajectory status. National health policies can have diverse local implementations (see also MICADO-deliverable D1.2 'Migrant and Refugee Integration Policies in Antwerp, Bologna, Hamburg and Madrid').

While describing these policies and systems in detail is not the aim of this deliverable, following general remarks can facilitate interpreting the further discussed issues. It is important to remark that in this document the MICADO-context, thus the local city level, is considered, although certain applied health regulations, can be national policy implementations.

- In **Antwerp and Bologna**, people who are in the process of requesting asylum, are subject to a system where the state governs their health (costs). Migrants who acquired residence permits, have the same status in the health system as any other citizen and are expected to navigate in the system by themselves. As this is more difficult for migrants without prior knowledge on the functioning of the health systems (see following pages), local initiatives to facilitate migrants' navigation within the local health system are set up, such as the social orientation courses for newcomers in Antwerp. In Bologna, for example, the cooperatives that manage newcomers provide all the necessary information and deal with their practices (each center has a doctor present once a week). In addition, the legal service for asylum seekers organises courses on the right to health and on the different procedures to be followed to access the national health system.

- The health care system in **Hamburg** offers free basic health care for people with insurance, which includes people within the asylum application procedure and refugees. Health care is subsidized by either the employer or, for people having registered as unemployed, by the Jobcenter. That leaves self-employed people having to insure themselves in special insurances, or pay higher fees in the regular insurances.

- In **Hamburg**, an electronic health card for refugees was introduced in 2014 to reduce health (knowledge) inequalities among refugees. This card is a mandatory instrument for every citizen to see and receive treatment of a doctor in established practices, as well as in hospitals. In addition, medical consulting hours in all initial accommodation facilities for refugees were installed to facilitate access to the health system. The idea behind this service always led by a physician and an assistant is to provide basic medical care on-site and to transfer patients to specialists in the regular health care system if necessary. Additionally, these medical teams inform about the specifics of the German health care system.

- In **Antwerp, Bologna and Hamburg**, migrants without documents and not in process for residence recognition, are in the worst situation and often have a limited access to the health system, due to legal and economic reasons.

- In **Madrid** accessing health services is deemed to be relatively easy, as newcomers can demand their '*healthcare card'*, once they have completed their census registration ("empadronamiento"). Completing this administrative procedure is relatively easy and fast and does not require to have a working permit or residence permit. However, there is a lack of information and in many cases newcomers think

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

89

that being employed is necessary to have the right to use the health system. In addition, newcomers also have to provide their Spanish Social Security Number and a proof of address to complete the census registration first.

Barriers in (access to) the health system

A language barrier was mentioned by all participants in all cities. Information on the system is often disseminated in local languages, or in few 'international' languages such as English or French. While the health system is often already considered a complicated and unclear matter for someone arriving in the city, language disparities reduce the understanding of the functioning of the health system to a larger extent. In addition, it is the specific jargon used in the health system that can complicate languages issues further. In the case of Madrid for example, while large proportion of migrants have Spanish as mother tongue, there is a lack of knowledge on health concepts used in the health system in Madrid.

This reduced understanding can complicate access to medical care in some cases or even lead to the interruption of a treatment. Some cities try to tackle this barrier by providing basic information on the health system, for example during the social orientation courses in Antwerp, which are provided in different languages spoken by newcomers, and which are compulsory for non-EU migrants (see also further).

Workshop participants argue to seek health assistance with professionals that speak their own mother tongue because they find it very difficult to explain health issues or understand explanations without speaking a common language.

A second cross-city barrier, often related to the language barrier, is the lack of knowledge on the functioning of the health system by the migrant participants. Stakeholders named services, actions or resources which were not mentioned or known by participants, as illustrated by following quotes:

"Nobody told me I could have psychological counselling, it took me 3 years to adapt, to live here, and even though I had family, and I came here before, it is not the same as spending holidays."
(Workshop Madrid)

"Interviewer: Do you know free health services and if you would need them, what you would have to do to access them?
Participant: A free health services?
Interviewer: Yes, free health services
Participant: No, this I don't know. Generally, I pay for everything. I go to the doctor or anywhere, we have to pay."
(Workshop Antwerp)

Migrant participants declared to search for information through the internet, or to turn to their informal and social networks. In all cities it was mentioned that it is difficult to find correct, structured and understandable information on the health system, especially seen the often-specific health terminology. The information provision is perceived as highly fragmented, and participants argued for a centralized, holistic offer of this kind of information.

A third commonality is the fact that migrants often experience inequalities in (access to) the healthcare system. This can result out of aforementioned issues, but additional barriers were mentioned. First, administrative or structural issues linked to the legal status of migrants. In Antwerp for instance, migrants can or cannot join a health insurance depending on their legal

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

90

status. A specific case example is that of a female participant who delivered her baby through C-section. As she was still in the legal process of family reunion with her husband and did not have a residence permit yet, she could not join health insurance. As a result, she had to pay the high hospital costs herself. In Madrid, migrants must provide some kind of document justifying their residence (i.e. housing contract, telephone company bills…) where their name and their address must appear in order to obtain the census registration, which is necessary to obtain a healthcare card. It was pointed out that many migrants can't provide these documents when they just arrived in the city. Additionally, a healthcare card cannot be obtained during a ninety-day period after arrival to avoid 'health care tourism'. This is problematic for many refugees and asylum seekers who need specialized medical attention right upon arrival.

Secondly, the often complicated socio-economic situation in which migrants find themselves can burden the (search for) healthcare. In Bologna, forms of remuneration for provided services and economic contribution are implemented when first aid services are applied during low and medium critical medical situations. Free healthcare provision is now linked to the economic situation of individuals or their families and it is therefore necessary to provide various documents and interact with the appropriate offices, which can be an additional obstacle.

Thirdly, migrant participants also mentioned barriers linked to discrimination and racism, which are often catalyzed by language, legal or cultural differences, to keep them from seeking healthcare assistance.

Additionally, also cultural barriers (such as the use of emergency wards for regular healthcare issues or the preference for a (fe)male practitioner) are holding migrants back to use the healthcare system.

Finally, migrant-specific barriers need to be considered. For instance, the fear for legal repercussions (e.g. being expelled from the country) is also mentioned by participants.

Strategies and suggestions to overcome barriers

It is important to differ strategies on two levels: first, to facilitate access to the healthcare system and secondly, to reduce inequalities within the health system and provision of healthcare. While specific policies for refugees or asylum seekers are put in place and reduce the access and provision of healthcare, these are lacking for other migrant groups. Except for Hamburg and Madrid, where the healthcard system is assumed to create access for all. However, in the case of Hamburg, this system excludes undocumented migrants. To reduce aforementioned barriers, some strategies are implemented.

By involving translators during health consultations, health facilities (sometimes with the support of local stakeholders or authorities) try to overcome the language barriers that migrants and health care workers are facing. In Hamburg for example, specific medical teams directed to refugees use a video interpreter system. However, involving translators is in none of the cities implemented in a structured way for all migrant patients in need of one. In some cases the related financial costs are to be paid by the patient, with as a result that family members or friends accompany the patient to translate, which in turn induces data protection and privacy issues.

Local stakeholders and authorities acknowledge the knowledge gap on the functioning of the healthcare system, and actions to tackle it are undertaken by cities. For example, in Antwerp, the issue of health (how the healthcare system is organised, how to find their way in it, etc.) is treated to some extent in the compulsory social orientation courses. These courses are, in

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

91

general, compulsory for non-EU newcomers, while those who migrate within the EU can choose whether to follow these courses or not. Also follow-up courses and information sessions that fall outside of the (compulsory) social orientation program, touch upon specific health issues, such as pregnancy, vaccinations, … These activities are organised in cooperation with other organisations in the city. Stakeholders also mentioned how, in their contact with newcomers, their organisation emphasizes the importance of having a GP, of visiting a dentist on a regular basis and, if necessary, seek the support of a psychologist; however, the choice of whether or not to follow this advice ultimately lies with the newcomers.

However, these specific actions remain fragmented and targeting only specific groups of migrants. Participants in the workshops suggested to increase the information offer on the local health system in a structured, centralized manner. It is considered important to thereby include information about specific cultural mediation or translation services in hospitals, free or low-threshold facilities, health-insurance or financial regulations, as well as to include languages spoken by professionals (for example in a database of local general practitioners).

In all countries, trainings or workshop sessions are organized to sensitize both migrants and health professionals on cultural differences or important prevention measures. In Bologna for example, specific trainings on issues such as health care for migrant women focusing on postnatal care are held for professionals. Nevertheless, these trainings and workshops are not (always) obligatory and are not organized in a structured way in the MICADO-cities, having a rather limited impact.

Local stakeholders often argued that a specific approach for migrants is needed, seen the culturally different approaches on health, and the specific health issues across target groups. Especially mental health issues are important to focus on, as many migrants experienced trauma or have a higher prevalence for psychological issues. Dealing with these issues is often left to the attention of NGOs, which have fewer resources than the public health system. It is however important to note that mental health is approached differently across cultures, which complicates the finding of appropriate mental health approaches.

3.3.2 Housing

The workshops and interviews indicated that housing is one of the most pressing topics among newcomers in all four MICADO-cities. Finding decent housing is especially a struggle among those who were recently granted a residence permit, because this pushes them out of the reception system in which accommodation is structurally foreseen by the governments (although having its own shortcomings, which are not discussed in this report). Housing is often the general starting point of an integration trajectory and interferes with many other themes, e.g. a permanent residence permit can give access to specific health or employment regulations. Especially larger migrant families experience additional difficulties during their search as they need a larger living accommodation. Migrants who migrated because of studies or work experience less difficulties in comparison with the 'general' migrant population, as they are often provided a residence through their university or employer.

Access to housing

Migrants most likely turn to rental housing seen their financial and residential unstable situation, only a few migrants who already stayed for a longer period of time in the immigrant country, voiced to be interested and to be able to buy accommodation.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

92

Two distinct areas of housing need to be considered: social housing and the private housing market, each having their own specific barriers. When it comes to social housing, the application by migrants for this kind of accommodation is hindered by the lack of knowledge on the social housing system, by its complex application procedures and its reduced number of available housing. The latter causes very long waiting periods that can go up to several years, especially considering accommodation for larger families. In addition, these facilities are not always in good condition and in some cases can compromise the health of people who reside there. Social housing is never a short-term option to find housing, while this is the most urgent need experienced by recently recognized migrants, making them dependent on the private housing market.

Workshops participants expressed to search for housing on the private market through their social networks of friends or family living in the same city, social media platforms such as Facebook advertiser pages, websites of real estate offices as well as keeping an eye out for 'for rent' signs on the street. Migrants remarked that official channels, like approaching real estate offices, are not always a suitable option and out of their scope. This is particularly the case for newcomers who do not have a job, as these agencies often request official documentation such as pay slips to guarantee that tenants can pay their rent. Migrants often find themselves in vicious circles, because employment services ask for a fixed address, but in order to acquire fixed accommodation, proofs of employment are being asked.

Also private landlords often require to present other kinds of documentation and information (e.g. proof of residence status, …), apart from these official documents. Having to present these additional documents is not only time-consuming but also experienced as discriminatory as these requests are considered as irrelevant and a violation of their privacy, reducing migrants' chances to acquire decent housing in comparison with natives.

"We had to send much of documents. But in the end, it was (useless); because they are suspicious, if someone is not from Belgium. So yeah…"
(Workshop Antwerp)

Local contexts complicate the situation further, for example in Bologna and Madrid, where private landlords often ask for an Italian or Spanish 'guarantor', someone who serves as a financial guarantee for the migrant tenant, although the latter has proven to be able to cover all the costs.

The discrimination experienced by migrants complicate their house search on the private market, as well as the often precarious (financial) situation migrants find themselves in. This comes on top of structural barriers also experienced by natives such as high rental (deposit) costs, low availability of decent housing, the time-consuming and competitive search and application process.

Consequences of reduced access to decent housing

The abovementioned situation is a breeding ground for illegal practices, such as individual brokers offering mediation to find accommodation for distinct groups of migrants and charging high service fees to their 'customers'.

Migrants often end up in adverse housing situations, such as living in very unfavourable circumstances or becoming subject to landlords who exploit their tenants by overcharging or offering uninhabitable housing. In addition, migrants tend to live in neighborhoods with a dense social housing infrastructure or with a limited ethnic diversity, causing social segregation and exclusion. Participants in Hamburg reported to have almost no contact to neighbors, which

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

93

limits their social contacts and possibilities of German language practice. Furthermore, insecurity and noise disturbance issues were reported.

Facilitators

Factors that facilitate the access to the housing market are language knowledge, having a job or having a large social network within the city. In addition, knowledge on the housing system and market can facilitate the search for housing. Obviously, long-term residence fosters housing solutions.

Institutional landscape

In the MICADO-cities, official policy services helping migrants in their search for housing are very fragmented or lacking. Therefore, different NGOs and/or volunteers take on this task. The reasons are different according the local contexts. Stakeholders in Antwerp for example, referred to the fragmentation of the expertise and the fact that assisting newcomers to find housing is not a formal responsibility of official integration services, especially not since the private sector owns a large share of the available housing facilities.

The interlinkage with the legislative framework is an additional complicating factor in the housing situation of migrants, since in Bologna and Madrid for example, migrants are supposed to acquire a "housing suitability and sanitation"-certificate for different purposes such as renewal of their EU long term residence permit, family reunification procedures or (self-) employment contracts. In Antwerp, a similar proof of adequate accommodation is asked in the case of family reunification. Migrants without the financial ability are disadvantaged as the applicant is assumed to rent a house big enough for the family, while social assistance allowance does not increase until the family arrives in Belgium.

"The problem is racism and they don't want foreigners in their home. Only assholes give it to you, if you want an apartment like all Italians it's impossible. I have all the square meters requirements for a family reunification but they want the consent of the owner of the house to bring a family member ... but it is illegal. The police asks for the owner's document and his consent"
(Workshop Bologna)

Migrants are often unaware of the (financial) regulations that are put in place in most MICADO-cities. While some aim at helping citizens in acquiring accommodation, such as rental (deposit) subsidies or loans for those with low incomes, other offer the possibility to arrange a direct rent payment, for example through the social allowance system in Antwerp, or through the assured rental assistance for asylum seekers in Madrid through the legal validity of their 'red card'[10] identification. In addition, also the native population, and thus potential landlords, are not familiar with these regulations, while once they are aware of it, this can serve as a facilitator, as landlords consider it as an additional warranty for their rental income.

Migrant participants of the workshops additionally ventilated their wish to learn about their rights and duties as tenants, because their lack of knowledge on this matter causes unfavourable situations such as disputes with landlords on repair payments. In the cities of

---

[10]The red card is the temporary asylum procedure certificate which is extended by periods of 6 months. Once this card is renewed after the first 6 months, a working permit can be obtained and renewed until the asylum procedure is finished.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

94

Antwerp and Bologna, stakeholders therefore argued that installing a free, public reference point on the housing subject is necessary to provide substantial support for migrants.

Suggested solutions

Next to the installment of a centralized reference point on housing, migrants would highly benefit from a structurally organized support system that helps them out in this field and assists them in their search of a decent housing facility. Stakeholders in Antwerp called for a need for a system of 'transition houses', as a temporary housing solution for newcomers who are required to find housing on the private rental market in a short period of time, e.g. in the case of asylum seekers who receive protection status and need to leave the reception facilities provided by the government.

Suggestions were made on political, such as adaptation of administrative and structural regulations and facilitating access to social housing, as well as on a social level, such as sensitization on cultural differences with regards to renting and living, human rights and discrimination.

Both migrants and stakeholders suggested interventions to reduce discrimination, such as in Hamburg where anonymized procedures for housing applications were proposed, limiting the level of discrimination as only economic parameters would be assessed. Additionally, the creation of a 'certificate for tenants', certifying that the holder has been educated on matters such as waste recycling and other responsibilities, was proposed. In Antwerp, more transparency from landlords in terms of the profile of tenants they are looking for, e.g. no families with three or more children, was said to be useful so that applicants would not lose time and effort in their search for housing. However, these kind of suggestions do not always seem to be in line within local privacy or legal frameworks.

3.3.3 Employment

The issues related to employment that came up during the workshops and interviews across the four MICADO-cities, can be grouped into two overarching themes: accessing the labour market as a major concern for the majority of newcomers on the one hand, and professional orientation and guidance on the other hand.

Accessing the labour market

Across the four cities, one of newcomers' major concern is getting access to the labour market and, preferably, find not just any job but a job that is in line with their educational level, interests, experiences and skills. Whether or not migrants can (easily) access the labour market partly depends on their legal status, as different rules and regulations apply for different 'types' of migrants (e.g. refugee, family reunification, high-educated labour migrant, international student, EU-citizen, ...). In Bologna, specific reference was furthermore made to migrants with an irregular status who are de facto excluded from any type of legal employment, making them very vulnerable to exploitation.

„If you don't have it [a residence permit], you can find only irregular jobs, they can exploit you and pay you less than the other workers."
(Workshop Bologna)

micado

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

95

While in the other cities, similar reflections about this particularly vulnerable group of migrants did not come out of the workshops, migrants without a legal residence status are equally excluded from legal employment and can be expected to be exposed to exploitation in the labour market in all four countries. Additionally, country-specific regulations can result in very specific obstacles. In Germany, for instance, the existence of a status called 'tolerance' ('Duldung' in German)[11] is a hindrance to many processes of integration, including these people's access to the labour market, as they need special permission from the immigration authorities to be able to work. Workshop participants explained that in this context the situation for Roma is very particular as they oftentimes only receive 'tolerance status' and can end up living with this insecure residence perspective for generations. Moreover, employers are often unfamiliar with specific work permits linked to a particular legal status, e.g. in the case of asylum seekers. Even though people in this situation are legally allowed to work, employers are often reluctant to hire them, as one of the participants in Madrid explained:

„I… I think that employment is hard, there are issues with the documents, like in my case, I am an asylum seeker, and I have a work permit but people don't want to hire me, they don't know my work permit. I have a job for three months, but I couldn't find a fixed job. They don't want to give me work…   they are asking for a residence permit."
(Workshop Madrid)

Apart from migrants' legal status, also more practical barriers may play a role, such as administrative procedures to obtain the necessary documents to be able to access the labour market, and a lack of information about these procedures. In Madrid, for instance, workshop participants underlined they lacked information on how to obtain a social security number, however, without this number they cannot access the labour market or obtain a health card. In Antwerp, workshop participants – particularly those who came as international labour migrants and depend on their job to legally work and reside in the country – highlighted the bureaucratic procedures to get or renew a work and residence permit. Especially changes in the procedures and unclear information about this - both for migrants as well as employers - can make renewing permits quite complicated. Participants furthermore considered that such complex and demanding procedures puts them in a disadvantage vis-à-vis other people (e.g. EU-citizens) as employers are reluctant to hire because of the administrative work and time it involves to get the necessary permits in order.

Another recurring obstacle across the four MICADO-cities, are the difficulties migrants face to have foreign diploma's recognized. Workshops participants complained about a general lack of information about the process related to the recognition of foreign qualification and the documents to be submitted, as well as about the complicated, time-consuming and sometimes

---

[11] If an asylum applicant is rejected but there exist reasons to suspend the deportation (health issues, combat in country of origin), the person receives a toleration status ("Duldung"). Many asylum applicants from Iraq and Afghanistan in Germany have received this status. Oftentimes, the toleration is issued for 3-6 months and can be renewed, sometimes for many years. People in toleration status thus live in a constant anticipation of deportation, which hinders long term planning and deter possible employers and landlords over the course of years. For more information, see https://www.proasyl.de/hintergrund/was-ist-eigentlich-eine-duldung

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

96

costly procedures without little guarantee that the procedure will be successful and their degree will indeed be recognized, depending on the country that issued the degree. Consequently, being highly-qualified does not necessarily secure an easy access to highly-qualified or high-prestige jobs.

> *„The lack of recognition of qualifications, which in Italy is an insurmountable mountain, even if there is an effort of the services, is a gap for Italy. I had a Moldovan care-worker who was a politician [in her country]…because her degree wasn't recognized." (Workshop Bologna)*

These practical barriers are furthermore exacerbated by more structural exclusionary mechanisms. Across the four cities, many workshop participants stated that during their search for employment, they had experienced discrimination and missed out on job opportunities because of e.g. their origin, name, legal status or religion. In Hamburg, for instance, female Muslim participants reported that employers had declined them with the argument that their staff could not wear a hijab. Similar experiences were shared by participants in Antwerp: *"They already ask for diploma's, education and then also, like madam said, and pointed out, also the way they dress: hijab…"* one of the participants explained. Also the fact that there tends to be a strong emphasis on knowledge of the language of the receiving society as a prerequisite to access employment, particularly for higher-skilled jobs, was often experienced as a barrier. Instead of being employed based on their skills and expertise – while having the opportunity to learn the language on the job – newcomers feel they have to learn the language before being able to apply for jobs, or end up in lower-skilled manual jobs for which knowledge of the language of the receiving society is considered less crucial.

> *„Imagine, you're a civil engineer and you go to the VDAB [public employment service], and [they ask]: do you speak Dutch? No? Ok, you will go cleaning. C'mon, that's a civil engineer! That's someone with specific knowledge that's needed in this society and he cannot use that knowledge!"*
> *(Workshop Antwerp)*

In this context, workshop participants see a need to lower the language threshold and provide on-the-job-language training and specialized classes with specific vocabulary to facilitate a smoother access to the labour market beyond low-skilled jobs as well as to higher education (see also part 3.3.4 on education). At the same time, focusing only on the language of the receiving society is also a missed opportunity to build on the language skills the newcomers bring to the cities. *"Why not employ an Arabic speaking librarian in the public library to be responsible for an Arabic book section?"* one of the participants in Hamburg suggested, as an example of how newcomers' language knowledge could be turned into an asset rather than considered a 'deficit' for labour market inclusion. While these more structural issues described above came up during the workshops across the four cities, other aspects are more country-specific. The economic crisis, for instance, that hit countries like Spain and Italy much harder than Belgium and Germany caused additional obstacles for newcomers who have to find employment in a context of general high unemployment rates. Indeed, workshop participants

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

97

in Madrid recognized that the employment situation in Spain is difficult for both nationals and foreigners.

Overall, given these difficulties, workshop participants mentioned that in their search for work they often end up drawing mainly on their personal networks of friends and family or people they know through their participation in particular associations, highlighting that looking for work in their own communities is as a way to escape from discriminatory practices or language barriers. At the same time, participants also referred to social media platforms as well as online job-searching channels and applications, which they found useful tools to quickly look for jobs in different sectors.

Professional orientation and guidance

In some cases, as part of their search for employment workshop participants received professional guidance and orientation by job counselling centres, NGOs or other organisations, depending on the local context. However, while such services exist, they are not always known to newcomers. Whether or not newcomers know about these services may also depend on their legal status. In Madrid, for instance, the career and job counselling services were much better known among refugees and asylum seekers, who are generally supported by NGOs after their arrival than among other migrants. While these services are considered valuable – also for the practical tips they provide in terms of e.g. drawing up a CV according to the local norms - workshop participants also highlighted that professional orientation should not only focus on professional orientation to find work as an employee but also pay sufficient attention to freelancing and self-employment. In Hamburg, for instance, participants mentioned that professional counselling for 'creatives' and freelancers is very scarce while in Madrid, participants mentioned that they not always know all the services and public grants that exist for self-employment, and, in some cases, said they missed out on specific job opportunities due to the lack of information.

On a more general level, workshop participants are not always aware of their rights on the labour market, are less likely to be syndicated, and do not always know where they can go for legal advice. In Madrid, for instance, most of the participants were not aware of free legal services of NGOs and indicated that a better knowledge of their rights would be very useful. Participants in Antwerp emphasized the risk that companies can take advantage of the fact that migrants not always know the rules and regulations and therefore may end up with more precarious contracts than they are entitled to. In that sense, newcomers could benefit from professional orientation and guidance that also include legal aspects of employment.

At the same time, several higher-skilled workshop participants criticized a focus on 'quick activation' by public authorities and public employment services, and see this as standing in the way of them attaining a job in line with their interest and expertise.

„I only have one objective: to work in my former profession. But the agency pushes me into other jobs"
(Workshop Hamburg)

Indeed, when the emphasis is on orienting newcomers to employment as soon as possible, newcomers may feel their knowledge and abilities are left unrecognized and unvalued, and especially higher-educated newcomers may run the risk of ending up in jobs of which they feel

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

98

that they are 'below' their level (see also part 3.3.4 on education). In this context, rather than pushing newcomers to start working as soon as possible, participants suggested facilitating voluntary work and internships that allow newcomers to get experience on the local labour market, or providing short trainings specifically for high-skilled workers as an alternative to having to complete trainings or education they may already have received in their countries of origin. On the other hand, stakeholders from the public employment service in Hamburg emphasized that they do make efforts to help migrants find a job that is in line with their qualifications and rather saw a risk in the incorrect information that finding a job as soon as possible will reduce the risk of deportation – information that is circulating among different migrant groups -, which may lead to them accepting any job as quick as possible.

3.3.4 Education

Education is a broad issue and was extensively discussed throughout the workshops and interviews across the four MICADO-cities. On the one hand, these discussions focused on education for the migrants themselves, and issues that came up revolve around professional training, higher education, and language courses. On the other hand, the discussions focused on primary and secondary education for newcomers' school age children.

Professional training for adults

Across the four MICADO-cities, there generally exists an offer of professional trainings provided by, amongst others, the respective public employment services. However, information about and access to these trainings is not always straightforward. Migrants' legal status or the situation in which they arrived may play a role in whether they have to look for professional trainings themselves or, instead, are told about it by public authorities or other institutional actors. For instance, migrants who are in an asylum procedure and are staying in a reception centre may be informed about or oriented to professional trainings via staff in those reception facilities; or, in the Flemish context, newcomers who follow a social orientation course learn about where to look for professional training courses as part of this course. However, this is certainly not the case for all migrants. In Bologna, for instance, migrants who had already been living in the country for a long time said how they still do not always know where to go to find professional trainings and courses: *"(…) we have been here for years and even we do not know where to go for training and free courses. (Workshop Bologna)*. The fact that in Italy there exists a specific system of residence permits based on 'points'[12] can put pressure on migrants to follow professional trainings as this allows them to obtain those

---

[12] Since March 10 2012 'integration' in Italy is measured with points (or credits), sixteen of which are assigned automatically when the migrant arrives in Italy and signs an "integration agreement". The points are associated with the language skills, courses attended and qualifications of each foreigner, as well as certain behaviors, such as the choice of the general practitioner, the registration of the lease and business activities or volunteer work. However, in the case of criminal convictions, even if not final, personal security measures and administrative and tax offences, the points are lost. Two years after signing the "integration agreement", the "Sportello Unico per l'Immigrazione" (Immigration Office) will examine the documentation submitted by the foreign citizen (certificates of attendance at courses, degree, etc..) or, if this documentation is not provided, the foreign citizen will take a test. In both cases, the test will close with the assignment of a score: from thirty points upwards, the agreement is considered respected, from one to twenty-nine, it will be "postponed", with the commitment to reach thirty within a year, but if the points are zero or less, the right to reside in Italy will be lost and deportation will be triggered.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

99

'points'; however, at the same time, there seem to be few services that help them find their way to those trainings.

While having easy access to information about the offer of professional trainings is a crucial first step to allow newcomers to follow such courses, the enrolment procedures for these trainings can also be a barrier. One of the workshop participants in Antwerp, for instance, complained about how the public employment service made it quite complicated to enter a professional training in which individual initiative was not really rewarded:

> RX: „(…) I went to the VDAB [public employment service] and said to the lady at the reception desk: 'I saw this training on your website and I would like to register for an info session. I saw that there is one in a few weeks. (…) Can I register for it?' [The lady answers] 'No, you have to do that via the website.' [I responded] 'But I'm here now, and the info session is here. [The lady said] 'No, you have to go back home and then register'. And then I go to the info session. The people from the info session give the explanation and then they ask 'Where did you find the training?' Then I said, 'I found it myself.' [They responded] 'You don't have a counsellor at the VDAB?' [I said] 'No.' [They said] 'Ah, but you need to have a counsellor at the VDAB."

> R3: „They make you dependent on someone else, right? If you're like, ok I'm independent, I'm going to figure this out myself, and I want to go and register me myself. Then they still say: 'No, you need to do it in another way'. That means that they're actually consciously making you dependent on someone."
> (Workshop Antwerp)

In Madrid, on the other hand, participants highly valued the free training courses offered by the public employment service, but stressed that it is not always easy to find information and that the quality of the professional guidance varies from one public employment service office to another. Moreover, when discussing professional training as a facilitator for newcomers' integration, it is also important to take into account the local labour market conditions on the one hand, and the educational level and previous experiences and skills of the newcomers on the other hand. Regarding the former, having followed a certified professional training in the receiving society does not necessarily allow finding employment in that profession (see also part 3.3.3 on employment); especially if these trainings are not in line with labour market demands. In Bologna, workshop participants mentioned, for instance, that mass-trainings organised by public authorities and private bodies seem to train them for professions in particular work sectors that are already saturated and thus do not necessarily make it easier to find a job:

> „Now we are too many with the same training [to which the same reception services have oriented us, such as training for "Health and Social Workers - OSS"] and so there is no work, it is ridiculous ... Even professional training should be thought of better. "
> (Workshop Bologna)

At the same time, stakeholders in Bologna referred to work and training as complementary dimensions and emphasized how many operators working in the field of the reception of migrants and integration spend a lot of time and energy in contacting training agencies and updating training offers and opportunities. In a similar line, stakeholders in Hamburg highlighted existing collaborations between employers and vocational schools or trade schools. In Germany the enrolment in a vocational training helps securing a toleration status

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

100

for three years, the usual duration of a vocational training. They can attain an additional two year residence permit after successfully completing the training (3+2 rule). Consequently, this system of collaboration between employers and vocational schools is considered very valuable for migrants and participants pointed to the need to make this system more known. At the same time, stakeholders also see a risk in the sense that they fear that migrants may be too quick to decide on a training to be able to secure their residence permit, which may lead to a mismatch of skills and job aspirations, and may eventually lead to high rates of dropout.

Moreover, as highlighted in the previous section (see part 3.3.3 on employment), it is important to consider that a focus on quick activation that does not sufficiently take into account migrants' educational level, experience and skills can lead to frustration for higher-educated migrants. This is also the case for professional trainings that target newcomers, which often focus on filling lower-skilled, manual jobs while many people arrive with higher educational qualifications. *"Here they only want arms, strength, the only jobs that go to migrants, if you have a diploma no one takes you (…) Here in Italy they ask you what you can do, they don't ask you for a diploma,"* one of the participants in Bologna explained. Consequently, migrants with a degree from their countries of origin often find themselves working in low-skilled jobs, experiencing downward social mobility. In part, this also relates to the difficulties migrants encounter to get foreign qualifications recognized for the local labour market (see also part 3.3.3 on employment).

Higher education

Higher education came up rather briefly in the workshops in Hamburg and Antwerp, and the main issue that was discussed related to the high costs that higher education involves. In Germany, in principle, newcomers can get funding for higher education either via a scholarship given by private foundations (e.g. Rosa-Luxemburg foundation) which do not have to be paid back, or by means of state-funding (Bafoeg), which have to be paid back 50%. However, to get access to state-funding strict age limits apply and due to their specific situation – e.g. interrupted education in their countries of origin due to war, time lost while fleeing from their country, and/or time spent in language classes – newcomers are often already too old to qualify for it. In this context, workshop participants stated that structural changes in the sense that these criteria are loosened and take into account language learning phases in the age restrictions might make accessing this kind of funding more feasible. Furthermore, only people without a higher education degree can access these funding schemes. Consequently, those who already have a degree from their country of origin, but wish to return to education to obtain a local degree, cannot benefit from it. Application procedures for scholarships, on the other hand, tend to be very complex and competitive so not many newcomers are able to benefit from it. Furthermore, these scholarships are often linked to specific degrees and not evenly distributed among disciplines. Indeed, workshop participants saw an abundance of scholarships for degrees in economic and technical careers and much less for degrees in humanities and arts.

Migrants that participated in the workshop in Antwerp, on the other hand, particularly discussed the high tuition fees international (non-EU/EEA) students have to pay, and the fact that they are not always aware of this. Moreover, they do not always have clear information about legal status and/or residence or nationality conditions that apply to be able to pay local (i.e. lower) tuition fees or to qualify for partial or full scholarships from the Flemish Ministry of Education and Training.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

101

Language courses

Learning the language of the receiving society is considered important for newcomers' integration in all four research sites, both by migrants themselves as well as stakeholders and public authorities. The most common tool to facilitate this, are language courses. However, access to these language courses are not always straightforward and, depending on the local context and regulations, can vary according to migrants' legal status and can be subject to changes. In Bologna, for instance, publicly funded language classes are mainly provided within the system of reception for asylum seekers. Besides that, the Provincial Centres of Education for Adults - CPIA offer free literacy and Italian language learning courses as part of the Adult Education system (IdA) for adults who do not have Italian citizenship. These courses also include elements concerning active citizenship, i.e. the rights and duties of the citizen. In Hamburg, on the other hand, asylum seekers can access free integration courses that include German-language classes while people with the previously mentioned 'toleration status' cannot, although they might end up living in Germany for a long period of time. Moreover, migrants that participated in the workshop mentioned that the criteria for who gets access to these free language classes are unclear and little transparent, not only in terms of migrant's legal status, e.g. some authorities fund language classes for migrants in the recognition procedure while others do not – but also in terms of the level of the language course – some fund up to level B2 or C1 which is the required entry level for vocational and university education respectively, while others only fund up to the legally required B1-level. Moreover, the fact that migrants have to repeat an entire course in case they do not pass the test, and in this case can no longer benefit from free access to this course, was considered a barrier to the continuation of language courses. Workshop participants considered that free language classes should be a right for everyone who is legally staying in the country, regardless of their specific status and that more advanced language classes should be available in more locations than is currently the case.

In other contexts, migrants need to present specific documentation related to their legal status before being able to enrol for language courses. One of the workshop participants in Spain, for instance, explained how it can be very complicated for a person who recently arrived to the country and does not have a national ID-number yet, to register for a language course.

„But you have to go and ask for a spot [in a language course], they ask for a specific document, and if you don't have a DNI [National Identity Document] or NIE [Foreigner's Identity Number] , you can't apply. So, for someone who just arrived and doesn't have this document yet, they don't make it easy for them.
(Workshop Madrid)

In Antwerp, on the other hand, publicly funded Dutch-language courses are open to everyone, but are mandatory and free of charge for the majority of non-EU migrants as part of a compulsory 'civic and social integration programme'[13] that – besides a Dutch language course (until level B1) – consists of a 'social orientation' course about life in Flanders (northern part of Belgium) and individual guidance in search for work, training and leisure activities. However, some stakeholders mentioned that in their experience they see a demand for Dutch-language

---

[13] For more information, see https://www.vlaanderen.be/en/moving-and-housing/guidance-newcomers-civic-integration-path

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

102

classes that is higher than the offer and that starting moments not always coincide with migrants' moments of arrival , which can sometimes result in fairly long waiting periods.

Furthermore, for migrant parents of young children, attending language classes can be difficult when there are no childcare facilities where they can leave their children during the class-hours. Similarly, attending language classes is not always easy for people that work full-time, especially when they have to work in shifts and with changing work-schedules. In this context, online applications for self-study are considered useful; however, stakeholders also felt the existing tools are not necessarily suitable for lower-educated migrants.

> *„There's online, distance learning and stuff, but that's really only for the higher-educated. We can't send other people there, because that's almost pointless. If people say 'I don't like to study and at home I don't open a book.' (…) or 'I can't work with a computer', then you can't learn Dutch via distance education."*
> *(Workshop stakeholders Antwerp)*

In a similar line, stakeholders saw a need to provide 'tips and tricks' about learning a new language, especially to newcomers with little formal schooling and 'study-skills'.

Contrary to Hamburg, Antwerp and Bologna, where very few migrants already speak the language of the receiving society prior to their arrival, in Madrid, most migrants come from Spanish-speaking countries in Latin America. Migrants who do not speak Spanish, though, are faced with the fact language classes offered by local public entities are not sufficiently adapted to the needs of the migrants in terms of their working schedule, but also in terms of teaching them the practical vocabulary they can use in a work environment. Similar remarks were made by participants in Hamburg who saw a need for more job-specific language training. In Bologna, a local stakeholder referred to language classes they organise in which they teach Italian that is useful for particular situation rather than focusing on more general language teaching.

> *„We have worked a lot on the language, because it is fundamental. But not the language in general. Adapted to specific themes. It is about learning the "language in situation", i.e. in domestic situations, language and health, but also language and work."*
> *(Interview stakeholder Bologna)*

In general, workshop participants mentioned that language courses offered by social entities that are not part of the public system are often better tailored to the migrant's needs, however, these courses are often not officially recognized and/or may be quite expensive, depending on the local context. Across the four cities, indeed there exists quite an abundant offer of alternatives to publicly-funded official classes, e.g. certified classes in language schools that are not for free, or language classes with volunteer-teachers. However, workshop participants stated that it is difficult to get a clear overview of the existing offer, and to filter out the good classes in terms of e.g. quality, lesson-format and location. Also for volunteers wishing to teach the local language, it is not always easy to find their way to potential students.

Primary and secondary education

For migrants with children of primary and secondary schooling age, the education of their children is one of their primary concerns. In principle, access to primary and secondary education is guaranteed for migrants in all of the four countries, regardless of their legal status.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

103

Accordingly, in the different cities facilities and measures have been put in place – usually as part of broader educational policies related to the integration of minor newcomers into the local education system. In Hamburg, for instance, 'learning groups' in all initial accommodation facilities (EA) as well as 'international preparation classes' exist for recently arrived children and young people. In Antwerp, there is a system of 'reception education' in primary and secondary education that mainly focus on teaching Dutch to recently arrived newcomers, while Madrid has 'Welcome Schools' that aim to facilitate newcomers' school and social integration, and their incorporation into the Spanish educational system. In Bologna, on the other hand, a similar system of 'Welcome Schools' does currently not exist. Consequently, migrant children have the right to education but at the same time there are no specific measures to include them into the schooling system, which complicates their integration process. At the same time, in order to make schools and the respective education systems in general more inclusive, also the importance of raising awareness among teachers and the need for 'intercultural training' was highlighted, particularly in the workshops in Hamburg. In Antwerp public authorities made a similar reference when talking about 'integration' more generally, emphasizing the need to provide information about training for organisations on issues of diversity and existing power dynamics.

When discussing the education of their children, the main issues that came up during the workshops across the four cities were relatively similar and relate to the difficulties migrants face to fully understand the local education systems, and to communicate with their children's school, as well as the difficulties they have to help their children with their schoolwork and, in line with this, the need for information about and access to homework- or other school-related support. Regarding the local education systems, migrants especially struggled to understand the specificities of these systems. In Madrid, for instance, migrants that participated in the workshop highlighted the fact that newcomers are often unaware of the differences between public, private and publicly-funded private ('*concertada*') schools. In Antwerp, on the other hand, participants mostly struggled to understand the system of 'early tracking' in which students have to choose a specific educational path early on in secondary education[14]and the differences in educational 'prestige' linked to the different tracks. Parents feel a lot of pressure to make the right choices for their children but experience the secondary education system as confusing and find it difficult to know what is best for their children and whether particular tracks or courses of study will later on limit their access to higher education, and do not always understand the logic behind the teachers' advice.

„A little bit complicated I think the education, the system they are following. Suppose my daughter is doing Latin right now, from since two years. Now she has to select something that either she has to do more Latin or like science or something. She is little with confuse. Somebody tells her to go for the science track, if you want to take after two years. And somebody tells her to do Latin for two years, but that will not help her for the science. That thing is complicated. How to get things clear I don't know. Because she also. We are discussing with each other, but we are not finding the perfect way. Like what is helpful for her."
(Workshop Antwerp)

---

[14] In the Flemish education system, the first two years of secondary education are to a certain extent comprehensive. After these first 2 years, students have to make a choice between 4 different tracks: general secondary education, artistic secondary education, technical secondary education, or vocational secondary education.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

104

At the same time, migrants who have been in Belgium for a longer time and have familiarized themselves with the education system, see how schools sometimes do not give all the information and only inform newcomers about 'lower' tracks (particularly the technical or vocational track), leaving out the possibility to study in the high-esteemed academic track that prepares students for higher education, and consequently limit their educational opportunities.

Workshop participants across the four cities also mentioned to value more practical information about, amongst other things, enrolment or other specific procedures, e.g. what to do in the case of a change of school, access to scholarships including clear information about important deadlines related to this, as well as information about happenings that are an important part of school-life, e.g. school trips and parent-teacher meetings. To make parent-teacher meetings relevant for parents with limited knowledge of the language of the receiving society, workshop participants see great value in multilingual meetings or using interpreters to overcome the language barrier they often encounter when trying to communicate with their children's school. While this is already happening in some schools across the four cities, it is hardly standard practice. Similarly, stakeholders stated that there is still a lack of a more structural system of interpreting or tools to facilitate communication between schools and parents. Newcomers' still limited knowledge of the language of instruction may also make them feel they cannot help their children with their school-work: *"… if we're talking about how I can help my children, for example for a test. I don't understand Dutch so I cannot help them,"* one of the participants in Antwerp explained. However, not only the newcomers' knowledge of the language, but also the previously mentioned lack of familiarity with the education system, the sometimes low level of formal schooling they received themselves or, more generally, a lack of time, makes it difficult for parents to provide the educational support they would like to give their children. In this context, newcomers sometimes try to look for extra support for their children; however, often without success. In Madrid, for instance, in very few cases workshop participants knew about the services of NGOs in relation to school support. In Hamburg and Antwerp, workshop participants mentioned that it is not easy to find organisations that can help their children with their school work. In that sense, both migrants and stakeholders across the cities consider it crucial to make the existing offer homework and more general school support more known; especially those services that are offered free of charge, since private tuition can be very costly and out of reach for many newcomers.

3.3.5 Transversal themes

In this section, we briefly go into the two main transversal themes that arose during the workshops and interviews across the four MICADO-cities, namely **legal status** and **language**. While both themes have already been addressed throughout different parts discussed above (3.3.1, 3.3.2, 3.3.4 and 3.3.4), here we highlight some additional issues that are not necessarily linked to health, housing, employment or education specifically. As became apparent throughout the previous sections, discrimination and racism also have a huge impact on migrants' trajectories and adds to the difficulties they encounter in all areas. In that sense, these 'themes' can also be considered 'transversal'. While we do not go into them in this section - as these more structural issues not only affect the MICADO-target group but a much broader group of people that are born and grow up in the MICADO-countries and therefore lie beyond the scope of the envisioned MICADO-tool – both are important obstacles to take into account when thinking about migrant integration.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

105

Legal status

In general, legal status plays an important role in newcomers' experiences and trajectories and often defines basic differences between one migrant and another, in terms of their rights and entitlements, administrative procedure to follow, opportunities, access to particular services, etc. A first important difference is between migrants who have a legal residence status, and migrants who do not. As mentioned in previous sections, migrants without a legal status often find themselves in highly precarious situations. In Bologna, for instance, local stakeholders highlighted that the possession of a residence permit and the ability to renew it are the legal basis for obtaining official employment, to obtain housing and have access to health-care beyond emergency-care and to be able to allow their children to have a relatively stable school career. Regarding migrants with a legal status, during the workshop across the four cities distinction was mostly made between refugees and asylum seekers on the one hand, and other 'types' of migrants on the other hand (e.g. international students or employees, family reunification migrants, …). Refugees who request asylum upon arrival in the country, are usually incorporated into a system of reception, which often includes guidance and orientation and facilitates access to official information. At the same time, they are more dependent on public services and administration, services offered by NGOs and/or social assistants etc. with little room for individual decision-making. Furthermore, workshop participants emphasized how asylum seekers are living in a precarious situation with the insecurity of whether or not they will be granted protection, a process of waiting which can sometimes last for a long time. During this period, they often need to put their lives 'on hold' as usually – depending on the specific regulations of the country – they cannot immediately start with language courses, look for employment, etc. The experiences of, for instance, international students and international employees are very different. In Antwerp, the experiences of workshop participants showed how they often live in a parallel world, in English-speaking work- or study-environments, which seems to facilitate their arrival in the country. However, once their job or education finishes, and they wish to stay in the country, they are also confronted with similar difficulties as other migrants and their advantaged position often disappears or diminishes.

Indeed, migrants' legal statuses not only differ between one migrant and another, but can also change over time. Asylum seekers, for instance, can go from a temporary and insecure legal-status to a more long-term and more secure legal status if granted a protection status, or can lose their legal status altogether in case their request for asylum has been denied. The transition from one legal status to another does not necessarily always go smoothly and can come with a lot of administrative and bureaucratic paper-work that can take a long time to be processed. Being in such a 'transitional phase' can have far-reaching consequences as was for instance the case for one of the workshop participants in Antwerp who came through family reunification and who, due to a delay in her paperwork, had to pay all medical expenses related to the delivery of her baby – which is uncommon in the Belgian health care system.

At the same time, legal statuses and the rights and entitlements that go with it are not static but can be subject to change as a result of government changes and political decisions. New laws or regulations can make access to particular legal statuses more strict or abolish specific legal statuses altogether. In Italy, for instance, the extreme right-wing government eliminated the status of 'residence permit for humanitarian protection' that could be granted to refugees who fled from their countries because of humanitarian issues but were not eligible for political asylum. In this context, participants stressed the need for basic information about their legal statuses, how to maintain or renew their status, or what to do in case of problems.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

106

Depending on country-specific regulations, migrants in one country can also have a legal status that does not necessarily exist in another country, as is the case for e.g. the specific status of 'toleration' that only exists in Germany and which comes with very specific challenges. While intended as a temporary status, reality shows that oftentimes people live with this status for a long period of time. One of the workshop participants in Hamburg, for instance, had lived in Germany for more than twenty years with this 'status of toleration' before she received a three-year residence-permit. Migrants' legal status can moreover define their access to or exclusion from free language courses (see also section on education) and, in the case of Antwerp, whether they have a right to or are obliged to follow a civic integration programme. Regarding the latter, participants' experiences show that, while they consider this civic integration programme useful because of the practical information it provides them with*: "You really learn new things. Some of the things are very handy when finding one's way in society" (Workshop Antwerp)* it does not necessarily lead to a greater feeling of 'being integrated' as, regardless of their legal status, the prevailing idea remains one of *'there is no place for us'*. Participants criticized the predominantly practical focus of the trajectory and emphasized the need to approach these courses from a wider social perspective and facilitate building a network by including more social interaction with actors of the receiving society.

Language

As has been illustrated in the previous sections, language often came up as one of the first and most important barriers in all themes discussed during the workshops. Apart from posing practical barriers in many issues, a lack of knowledge of the language of the receiving society is also considered a barrier to 'success', to self-reliance and autonomy, and to participation in or 'belongingness' to the receiving society. In this context, to stimulate and to facilitate learning the language of the receiving society, in all four cities public authorities and other stakeholders organise language classes (see part 3.3.4 on education for a more in-depth discussion). At the same time, both migrants as well as stakeholders not only discussed language as it relates to learning the language of the receiving society, but also spoke about it in terms of being able to communicate, to receive important information or to get this information across. In that sense, migrants as well as local authorities and service providers highlight the need for tools and solutions that can facilitate this communication. In Hamburg and Antwerp, local stakeholders referred to a system of video-interpretation that is used for counselling of asylum seekers in initial accommodation facilities, while in Antwerp stakeholders said they used digital translations tools to communicate with newcomers. While considered very useful and handy, participants also mentioned that these tools have the disadvantage that conversations lose their natural flow and take much longer, and that furthermore crucial information can get lost in translation. Moreover, these tools are only available for certain services and do not necessarily exist in all languages. In Madrid and Bologna, on the other hand, participants found that institutions are still largely ill-adapted to communicating in other language and highlighted a general lack of language support with hardly any translation services. In Bologna, stakeholders did refer to the existence of language mediation services but explained that these services do not meet all migrants' language needs. Furthermore, stakeholders also saw certain risks in mediators and considered that they may not necessarily have the necessary skills to carry out this as they are not necessarily neutral nor professional. On the other hand, language mediators can serve as important connectors between migrants and official institutions and service providers, on the condition that these mediators receive the necessary training and guidance to take on this role. In Hamburg, for instance, local stakeholders referred to a pool of language mediators that is being established by ZKF (Central Coordinating Unit for Refugees),

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

107

who receive training to accompany asylum seekers on their visits to doctors or authorities and who will be able to be used by the actors of the different stakeholder groups.

Migrants themselves also try to search for alternative ways to communicate when they do not sufficiently master the language of the receiving society. For instance, they sometimes ask friends or family to translate for them, look for services (e.g. a doctor) where they can be attended in a language they do understand, or – depending on their own level of digital literacy – look for digital tools such as translation apps themselves. At the same time, the recognition of the need to get information across and therefore provide it in several languages seems to always go together with an emphasis on a need to learn the language of the receiving society. Indeed, in some cases stakeholders as well as migrants fear that providing too many tools to navigate society in their own language may demotivate them from learning the language. *„The presence of a mediator from their same country, is good and at the same time it's a limit"*, one of the participants in Bologna explained, fearing that *„they can always speak pidgin-English and are less encouraged to speak Italian."* In Antwerp, some stakeholders expressed similar concerns. In that sense, whether or not translation tools or other solutions to facilitate communication are used also depends on the extent to which the fact that migrants do not speak the language of the receiving society (sufficiently) is accepted and tolerated. In Madrid, for instance, participants highlighted a general intolerance towards migrants who do not speak Spanish, which permeates all areas while in Antwerp, one of the participants explained how she was met with resistance when she wanted to use a digital translation tool during a consultation about her administration. Even though the city of Antwerp provides interpretation in many cases, this is only so for particular services rather than a general practice. Consequently, in other situations newcomers remain dependent on the willingness of their interlocutor to use those tools, which may differ between individual staff, municipalities and types of services.

3.4   Conclusion and recommendations

This third and final part of the deliverable described the output of the workshops and interviews with migrants and local stakeholders and authorities across the four MICADO-cities. First, an overview of the socio-demographic characteristics, as well as a sketch of the local integration context has been given. The largest section of this part of the deliverable discussed each delineated MICADO-theme (health, housing, employment and education) as well as the main transversal themes (legal status and language) in-depth. Based on the data collected during both the workshops and the interviews, the demands and needs related to migrant integration for these different themes were described, thus taking into account the perceptions of migrants, local stakeholders and authorities. Cross-city similarities as well as differences between local contexts were described.

The aim of this part of the deliverable was to provide an overview of the results of the analyses of the data collected during the workshop and interviews. Several results or strategies to overcome barriers or to facilitate integration suggested by the respondents and described in this deliverable relate to structural issues, such as unfavourable housing, a complicated procedural access to services, discrimination and racism etc. and may fall outside the scope of the MICADO-project. However, these results may be valuable for policy makers and local authorities. These issues cannot be tackled by the development of a digital tool, but are to be taken into account at policy level.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

108

Regarding the further continuation of the MICADO-project and the development of the digital solution, a few recommendations should be taken into consideration. **First**, it is favourable that the target group remains consulted during the development and, logically, during the pilot implementation of the digital tool. As they are the end-users, it is essential that they consider the solution in the form of a digital tool as useful, and will actually install and use it. A direct feedback loop during the whole development process can assure that the end results will reflect the needs and expectations of the end-users. **Second**, the results described in this part should be considered as a starting point for the further course of the project, but one should also be aware that it is a fragmented representation. Due to the fact that this research is a first phase of the full project and the content richness of the project, the co-creative methodology was developed to get a first insight in the needs of the target groups. However, for a fuller representation and more profound understanding of these needs, more in-depth research should be considered.

Regarding the further continuation of the MICADO-project and the development of the digital solution, a few recommendations should be taken into consideration.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

109

References

Abraído-Lanza, A. F., Dohrenwend, B. P., Ng-Mak, D. S., & Turner, J. B. (2000). *The Latino mortality paradox: a test of the "salmon bias" and healthy migrant hypotheses.* American Journal of Public Health, 89(10), 1543–1548

Acevedo-Garcia, D., Bates, L. M., Osypuk, T. L., & McArdle, N. (2010). *The effect of immigrant generation and duration on self-rated health among US adults 2003–2007*. Social Science & Medicine, 71(6), 1161–1172.

Area Programmazione, Controlli e Statistica - U.I. Ufficio Comunale di Statistica: Cittadini stranieri a Bologna; http://inumeridibolognametropolitana.it/sites/inumeridibolognametropolitana.it/files/stranieri/2019/schede_naz/00_scheda_stranieri_bologna.pdf

Binder, T., Brandt, E., and J. Gregory (2008) Design participation(-s). *Co-Design*, *13*(1), 1-3.

Björgvinsson, E., Ehn, P., and P. A. Hillgren (2010). Participatory design and democratizing innovation. *Proceedings of the 11th Biennial participatory design conference*, 41-50.

Cockburn, A. (1999). *Writing Effective Use Cases.* New Jersey: Allison-Webley.

Design Council (2015) *The Design Economy. The value of design to the UK. Executive summary.* London: Design Council.

Dewey, J. (1980) *Art as experience.* New York: GP Putnam's Sons.

Drew, C. (2016) Engaging People as Service Users and Citizens. *Service Design Impact Report: Public Sector.* 75-86.

Elsbernd, A., Hjerming, M., Visler, C., Hjalgrim, L. L., Niemann, C. U., Boisen, K. A., ... and H. Pappot (2018) Using Cocreation in the Process of Designing a Smartphone App for Adolescents and Young Adults With Cancer: Prototype Development Study. *JMIR formative research*, 2(2).

Eurostat (2017): Migrant integration. 2017 edition, Eurostat statistical books (Eds.: Piotr Juchno, Mihaela Agafitei), publication office oft he European Union, Luxembourg; https://ec.europa.eu/eurostat/documents/3217494/8787947/KS-05-17-100-EN-N.pdf/f6c45af2-6c4f-4ca0-b547-d25e6ef9c359, accessed 28.03.2019.

Farrell, D. and A. Goodman (2013) Government by design: Four principles for a better public sector. New York: McKinsey and Company.

Fowler, M. (1997). *UML Distilled: A Brief Guide to the Standard Object Modeling Language*. New Jersey: Addison-Wesley.

Glaser, B.G. and A. Strauss. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New York: Aldine de Gruyter.

Grand, P. (2015) Materials and Embodiment in Co-Creation. *Embodies Interactions*, 57-60.

Hansen, M.B. and E. Vedung (2010). Theory-based Stakeholder Evaluation. *American Journal of Evaluation, 31*(3): 295-313. doi: 10.1177/1098214010366174.

Imagination will Transform your Business. New York: McGraw-Hill.

Jacobson I., Christerson M., Jonsson P. and G. Övergaard (1992) , *Object-Oriented Software Engineering - A Use Case Driven Approach*. New Jersey: Addison-Wesley.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

110

Jensen, R. (1999) *The Dream Society: How the Coming Shift from Information to*

Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. J*ournal of family medicine and primary care*, *4*(3), 324.

Levi, R. (2008) *The Powers of Place: An inquiry into the Influence of Place, Space and Environment on Collective Transformation.*

Mager, B. (2016). *Service Design Impact Report: Public Sector.* Cologne: SDN.

Malik, O. (2016) *The Art of Science of Co-Creation (Tedx Talks).* https://www.youtube.com/watch?v=DXpA-nSA9Fk, retrieved on 26.03.2019

Ministerio de Trabajo, Migraciones y Seguridad Social (2018). Extranjeros con certificado de registro o tarjeta de residencia en vigor según sexo, comunidad autónoma, provincia, régimen de residencia, motivo de concesión y continente de nacionalidad; http://extranjeros.mitramiss.gob.es/es/estadisticas/operaciones/con-certificado/index2.html.

Nesta (2014) *Design in Public and Social Innovation: What works and what could work better?* London: Nesta.

Observatorio de la Inmigración, (2019). Informe de población extranjera empadronada en la Comunidad de Madrid. Madrid: Conserjería de Políticas Sociales y Familia, Dirreción General de Servicios Sociales e Integración Social, Comunidad de Madrid; http://www.comunidad.madrid/sites/default/files/doc/servicios-sociales/informe_de_poblacion_extranjera_enero_2019.pdf

OECD/EU(2018), Settling In 2018, Indicators of Immigrant Integration, OECD Publishing, Paris/European Union, Brussels, https://doi.org/10.1787/9789264307216-en.

Polanyi, M. (1983) *Tacit dimension.* Gloucester, Mass. *Peter Smith, 10-13.*

Sanders, E. (2013) New Spaces, Places and Materials for Co-Designing   Sustainable Futures. *Design Research Journal (4).*

Sanders, E. B. N. (2003) From user-centered to participatory design approaches. *Design and the Social Sciences*, 18-25.

Sanders, L. and G. Simons, (2009) A Social Vision for Value Co-creation in Design. *Technology Innovation Management Review.*

Simon, N. (2010) *The Participatory Museum.* Santa Cruz: Museum.

Sneeuw, A., Retegi, A., Predan, B., Spisakova, B., Tomas, E., Tremetzberger, G., Schosswohl, G., Knudsen, J., Kaltenbrunner, M. and N. Busturia (2017) *Co-Design Best Practice Report.*

Stembert, N. (2017) *Co-Creative Workshop Methodology Handbook.* Rotterdam: U4IoT.

SVR 2018: Stabiles Klima in der Integrationsrepublik Deutschland. SVR-Integrationsbarometer 2018, Berlin

Tassoul, M. (2009) Creative Facilitation, VSSD, 3rd edition.

Telier, A. (2012) Drawing Things Together. *Interactions,* 19(2), 34-37.

Thoelen, A. and S. Cleeren (2015) *Service Design Gids.* Brussel: Design Vlaanderen.

United Nations, Department of Economic and Social Affairs. Population Division (2017). Trends in International Migrant Stock: The 2017 revision (United Nations database, POP/DB/MIG/Stock/Rev.2017).

micado

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

111

Van Westen, R. and D. van Dijk (2015) *Good Practices and Methods for Co-Creation.* UK: RICHES.

Ventura, J. and J. Bichard (2016) Design anthropology or anthropological design? Towards 'Social Design', *International Journal of Design Creativity and   Innovation.*

Von Hippel, E. (2005) Democratizing innovation: The evolving phenomenon of   user innovation, *Journal für Betriebswirtschaft, 55*(1), 63-78.

Waag (2019). Journey map. Retreived from https://ccn.waag.org/navigator/tool/journey-map

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

112

Annexes part 1: Local Exploration Kit

Annex 1.1: MICADO Information sheet and Informed consent form

!To be translated in local language!

Declaration of consent for the collection and processing of personal data for research purposes

Research project:	MICADO
Responsible Institution:	_____
Project leader / contact person:	_____
Data Protection Officer:	Dr. Christian Paulsen, christian.paulsen@vw.hcu-hamburg.de

I hereby consent to the processing of my personal data in the scope below and for the purposes stated therein by the controller. This declaration of consent applies for interviews as well as the participation in co-creative workshops within the scope of the MICADO project. The following conditions apply, which have to be guaranteed according to the EU General Data Protection Regulation (EU-GDPR).

(Please check the relevant boxes)

1. Research Project
I was informed about the objectives and course of the research project by oral or written explanation.

2. I consent to the collection of data through

☐ <u>Interviews</u> that are recorded with audio recording devices. These recordings are subsequently **written down** by staff members or **uploaded to a GDPR compliant online transcription service** (such as Trint, https://trint.com/)

☐ <u>Observations</u> that are subsequently written down by staff members or recorded **through audio recording, photography or videography**

3. I agree to have my data evaluated

☐ <u>anonymized / pseudonymized</u>
For the scientific evaluation of the interview texts and observational notes as well as photographies, all information, which could lead to an identification of the person is changed or removed from the text and/or picture. In scientific publications, citations will only be done in excerpts to ensure to third parties that the resulting overall context of events cannot lead to an identification of the person. Personal contact details are separated from interview data and stored inaccessible to third parties.

☐ <u>not anonymized</u>
The name and position of the interviewee may be mentioned in scientific publications without restrictions and may be associated with the statements made in the interview. The pictures might be used in reports.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

113

4. Consent

Your participation in the interviews/co-creative workshops is voluntary. At any time, you have the option of stopping an interview, refusing further interviews and withdrawing your consent to a record and transcript of the interview(s) without incurring any disadvantages.
I agree to participate in one interview / several interviews under the conditions mentioned above:
☐yes ☐no

I agree to be contacted for future related research projects. For this purpose, my contact details are stored beyond the end of the research project.
☐yes ☐no

5. Possibility of revocation
You can make use of your right of objection at any time without stating any reasons and revoke the granted consent partially or completely with effect for the future. You can submit the cancellation either by post, by e-mail or by fax to the above-mentioned contact person. In this case, the personal data and conversations are deleted immediately.

_____
Last name, first name in block letters

_____
Place, date, signature

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

114

Information on the Project MICADO and the processing of your Data

MICADO (Migrant Integration Cockpits And Dashboards) is a research project funded by the European Commission H2020 programme. It is a cooperation project between research institutions, public authorities and small and medium sized enterprises in Antwerp, Bologna, Hamburg, Madrid and Vienna.

The objective of the project is to create an EU-wide application supporting the migrants' arrival and participation process in urban societies. The solution is supposed to leverage existing and new data to design attractive digital services for public authorities, engaged civic society, and migrants. To ensure that the application will meet the needs of these target groups, it will be developed in co-creative workshops with the respective groups and will be piloted in the partner cities.

To survey user demands, interviews will be conducted as well as co-creative workshops. These surveying methods will be protocolled through audio-visual documentation and note taking through our researchers. This is to ensure the view of the prospective end users is captured and documented. These information will enter the development process and will guide decisions on design and functionalities.

Your interview / participation in the workshop will be recorded through audio-visual devices or note-taking. Our researchers will hand you a form where you can sign your consent/assent. For the scientific evaluation, your data will be processed in an anonymized way, if not stated differently in the consent/assent form, to ensure the protection of your privacy. The transcripts and recordings of you will be stored in the respective research institution and will only be accessible to the involved researchers.

The signed consent/assent form will be stored in a different folder at a location that will only be accessible to the project manager. It is used to ensure the review of your consent through the Data Protection Officer. It won't be tied to the content of your interview / participation in the workshop.

The participation in both, the interview and the workshop, is voluntary. At any times, you have the possibility to cancel without having to experience any disadvantages.

You will find more information on MICADO here: www.micadoproject.eu

You can contact our Data Protection Officer here:

Dr. Christian Paulsen
Data Protection Officer for MICADO
Überseeallee 16, Raum 4.012
20457 Hamburg
Tel.: +49 (0)40 4 28 27-4359
Fax: +49 (0)40 4279-77161
E-Mail:
christian.paulsen(at)vw.hcu-hamburg.de
hcu-datenschutz(at)vw.hcu-hamburg.de
hcu-informationssicherheit(at)vw.hcu-hamburg.de

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

115

Annex 1.2: Drop-off forms

!To be translated in local language!

MICADO drop off participants co-creative workshops: migrants

Name participant:

……

Participant number (filled in by (co-)facilitators):

……

Gender: 0 male 0 female 0 other

Age (years):

……

Children (if yes: how many + ages):

……

Time of residence in [country] (in years):

……

Country of birth *[to be changed per city]*			Country of birth mother *[to be changed per city]*		
Afghanistan	Germany	Poland	Afghanistan	Germany	Poland
Albania	Ghana	Russian Federation	Albania	Ghana	Russian Federation
Austria	Italy	Rwanda	Austria	Italy	Rwanda
Belgium	Kosovo	Somalia	Belgium	Kosovo	Somalia
Bolivia	Libya	Spain	Bolivia	Libya	Spain
Burundi	Morocco	Syria	Burundi	Morocco	Syria
China	Nigeria	the Netherlands	China	Nigeria	the Netherlands
DR Congo	Peru	Tunisia	DR Congo	Peru	Tunisia
Eritrea	Philippines	Turkey	Eritrea	Philippines	Turkey
Other:			Other:		
Country of birth father *[to be changed per city]*			**Most recent country before migration to [current country] *[to be changed per city]***		
Afghanistan	Germany	Poland	Afghanistan	Germany	Poland
Albania	Ghana	Russian Federation	Albania	Ghana	Russian Federation
Austria	Italy	Rwanda	Austria	Italy	Rwanda
Belgium	Kosovo	Somalia	Belgium	Kosovo	Somalia
Bolivia	Libya	Spain	Bolivia	Libya	Spain
Burundi	Morocco	Syria	Burundi	Morocco	Syria
China	Nigeria	the Netherlands	China	Nigeria	the Netherlands
DR Congo	Peru	Tunisia	DR Congo	Peru	Tunisia
Eritrea	Philippines	Turkey	Eritrea	Philippines	Turkey

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

116

Other:	Other:

Ethnic group:

…………………………………………………………………………………………………….

Religious affiliation:
o   Islam
o   Christianity
o   Judaism
o   Buddhism
o   Hinduism
o   Atheist
o   Other

Driver's license: 0 yes   0 no

Employment status:	Educational level:
o Employed	o Higher education
o Unemployed	o Secondary education
o Not eligible	o Primary education
o Other	o Non formal education

Current profession:

………

Profession   in   country   of   origin:
………

Alphabetization: 0 yes   0 no

Health status: 0 very good   0 good   0 normal   0 not so good   0 not good

Indicate   specific   health   issues   that   need   care):
………
………

Knowledge about the functioning of social services:

0 very good   0 good   0 normal   0 not so good   0 not good

Languages: Indicate: very good – good – medium – limited – not able

Language	Spoken	Written	Mother tongue(s)	Educational qualification/ certificate?

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

117

MICADO drop off participants co-creative workshops: local authorities and communities

Name participant:

………

Organisation representing:

………

Function in organization + tasks:

………
………
………
………
………
………
………
………
………………………………………………………………………………

Gender: 0 male   0 female   0 other

Age (years):

………

Country of birth [*to be changed per city*]			Country of birth mother [*to be changed per city*]		
Afghanistan	Germany	Poland	Afghanistan	Germany	Poland
Albania	Ghana	Russian Federation	Albania	Ghana	Russian Federation
Austria	Italy	Rwanda	Austria	Italy	Rwanda
Belgium	Kosovo	Somalia	Belgium	Kosovo	Somalia
Bolivia	Libya	Spain	Bolivia	Libya	Spain
Burundi	Morocco	Syria	Burundi	Morocco	Syria
China	Nigeria	the Netherlands	China	Nigeria	the Netherlands
DR Congo	Peru	Tunisia	DR Congo	Peru	Tunisia
Eritrea	Philippines	Turkey	Eritrea	Philippines	Turkey
Other:			Other:		

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

118

Country of birth father [*to be changed per city*]		
Afghanistan	Germany	Poland
Albania	Ghana	Russian Federation
Austria	Italy	Rwanda
Belgium	Kosovo	Somalia
Bolivia	Libya	Spain
Burundi	Morocco	Syria
China	Nigeria	the Netherlands
DR Congo	Peru	Tunisia
Eritrea	Philippines	Turkey
Other:		

Ethnic group:

………

Religious affiliation	Educational level
o Islam	o Higher education
o Christianity	o Secondary education
o Judaism	o Primary education
o Buddhism	o Non formal education
o Hinduism	
o Atheist	
o Other	

Partner MICADO project?   0 yes   0 no

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

119

Annex 1.3: Country report

To be provided to CeMIS by 31st of August 2019

Output co-creative workshops with migrants (co-analysis and co-design)

Partner(s):

Author(s):

City:

Workshop	Facilitators (names)	Translators (names)
Co-Analysis Refugees & Migrants		
Co-Analysis 'Other categories'		
Co-Analysis Female Migrants		
Co -Analysis Migrants >10 yrs in the country		
Co-Design Workshop 1		
Co-Design Workshop 2		

With this template we want to collect the significant and specific output of the co-creative workshops in your city. Please use the following structure and describe your findings in a concise way.

General information

- Brief summary co-creative workshop (350 words):
- General methodological remarks about co-creative workshop (max. 700 words):
  - What went good?
  - What could be improved?
  - Issues related to the selection of respondents:
  - Issues related to the particular city studied:
  - Methodological issues (use of material – topic guide – space for co-creative workshop – number of participants – etc.)

Thematic information

For each of the themes, it will help us if descriptions are written with the journey mapping results from the co-analysis workshops as guidance: please provide information on which (informal and official) channels the participants consulted and which steps they undertook. Please describe the main barriers and facilitators the target groups experienced, and if the case, differences in between target groups. Mention suggestions and remarks that participants

micado

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

120

made, which might be relevant for the development of the MICADO-tool. In the end, write down bullet points per topic.

- Health care (max. 700 words)
- Housing (max. 700 words)
- Labour (max. 700 words)
- Education (max. 700 words)
- Participation (max. 700 words)

Transversal themes

These transversal themes are very important for the development of the app and as background information for local policy makers. Please make a short analysis how and why these themes were discussed during the workshops (both the co-analysis and co-design workshops). Please make a distinction on the needs experienced by the target groups and the implications for the design of the MICADO-tool. In the end, write down the bullet points per topic.

- Arrival in country/city (max. 700 words)
- Language (350 words)
- Legal status (350 words)
- Leisure/social activities (350 words)
- Other relevant themes (e.g., digital (il)literacy, social skills training, education, mental health, insecurity, social cohesion, etc.) (max. 700 words)

Information on application

Please provide here the main results of the co-design workshops and write down in bullet points per topic.

- Issues with existing apps (max. 700 words):
- Advantages of existing apps (max. 700 words):
- Hindrances with digital illiteracy (max. 700 words):
- How would an ideal app look like (max. 700 words):
- How would an ideal community service for the integration of migrants look like? (max. 700 words):
- How can you best reach the migrants/migrants (max. 700 words)

Drop off information

Please fill in the Excel-file (to be found on the Google Drive folder or through e-mail) with the drop-off information of the participants.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

121

Output co-creative workshops local stakeholders

Partner(s):

Author(s):

City:

Workshop	Facilitators (names)	Translators (names)
Co-Analysis Local stakeholders		

With this template we want to collect the significant and specific output of the co-creative workshops in your city. Please use the following structure and describe your findings in a concise way.

General information

- Brief summary co-creative workshop (350 words):
- General methodological remarks about co-creative workshop (max. 700 words):
  - What went good?
  - What could be improved?
  - Issues related to the selection of respondents:
  - Issues related to the particular city studied:
  - Methodological issues (use of material – topic guide – space for co-creative workshop – number of participants – etc.):

Thematic information

For each of the themes, it will help us if descriptions are written with the journey mapping results from the co-analysis workshops as guidance: please provide information on which (informal and official) channels were mentioned by the participants. Please describe the main barriers and facilitators discussed, and if the case, differences in between migrant target groups. Mention suggestions and remarks that participants made, that might be relevant for the development of the MICADO-tool. In the end, write down bullet points per topic.

- Health care (max. 700 words)
- Housing (max. 700 words)
- Labour (max. 700 words)
- Education (max. 700 words)
- Participation (max. 700 words)

Arrival in country-city (max. 700 words)

Transversal themes

These transversal themes are very important for the development of the app and as background information for local policy makers. Please make a short analysis how and why these themes were discussed during the workshops (both the co-analysis and co-design workshops). Please make a distinction on the needs experienced by the migrant target groups and the implications for the design of the MICADO-tool. In the end, write down bullet points per topic.

- Language (max. ½ page, 350 words)
- Legal status (max. ½ page, 350 words)

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

122

- Leisure/social activities (max. ½ page, 350 words)
- Other relevant themes (e.g., digital (il)literacy, social skills training, education, mental health, insecurity, social cohesion, etc.) (max. 700 words)

Drop off information

Please fill in the Excel-file (to be found on the Google Drive folder or through e-mail) with the drop-off information of the participants.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

123

Output interviews local authorities

Partner(s):

Author(s):

City:

Interview	Name interviewer	Name interviewee	Organisation interviewee
1			
2			
3			
4			
5			

With this template we want to collect the significant and specific output of the interviews with local authorities in your city. Please use the following structure and describe your findings in a concise way. After every results section, provide the main summary bullet points per theme (cfr. Chapter 4)

Follow for the bullet points, the following template:

- Main actors
- Goal as perceived by participants
- Level of organisation
- Stakeholders involved
- Actions undertaken
- Preconditions for success
- Potential hindrances jeopardizing success

General information

- General methodological remarks about interviews (max. 700 words):
  - What went good?
  - What could be improved?
  - Issues related to the selection of respondents:
  - Issues related to the particular city studied:
  - Methodological issues (topic guide – location – number of participants – etc.)
- Definition and approach 'migrant integration' (max. 700 words)
- Perceived difficulties and opportunities 'migrant integration' (max. 700 words)
- Particularities for the studied city (max. 700 words)

Actions undertaken for migrant integration

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

124

Please make a short analysis how and why these actions need to be undertaken for migrant integration. Please make a distinction on the needs experienced by the local authorities and the implications for the design of the MICADO-tool. In the end, write down bullet points per topic.

- Summary of actions to facilitate migrant integration (max. 700 words)
- Health care (max. 700 words)
- Housing (max. 700 words)
- Labour (max. 700 words)
- Education (max. 700 words)
- Participation in immigrant society (max. 700 words)
- Transversal themes (max. 2 pages – 1400 words)
- Hindrances and opportunities (max. 700 words)
- Particularities for the studied city (max. 700 words)

App development for migrant integration in your city

Please provide here the main results of the interviews and write down in bullet points per topic.

- Overview existing apps in city + usage (max. 700 words)
- Things to consider/limitations when developing new application (max. 700 words)

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

125

User stories

To be filled in in bullet points: (*first column: example for Antwerp*)

EDUCATION	*Goal: Enrolment procedure*	Goal:	Goal:	Goal:
Main actors	• *Migrant parents* • *Schools* • *Antwerp municipality* • *Atlas*			
Goal as perceived by participants	• *Enrol son/daughter in 'best' primary school*			
Level of organisation	• *Municipality level* • *School level*			
Stakeholders involved	• *Automated school system (organization of enrolment in Antwerp region)* • *Migrant parents and children*			
Actions undertaken	• *Question asked in social networks* • *Support by kindergarten teacher* • *Redirection to social worker (Atlas : Digilab)* • *Result received by e-mail* • *Actual enrollment*			
Preconditions for success	• *Digital literacy* • *Contact with educational system (through other school actors, Atlas)*			

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

126

Potential hindrances jeopardizing success	• *Lack of guidance* • *Digital literacy* • *Language proficiency*			

HEALTH	Goal:	Goal:	Goal:	Goal:
Main actors				
Goal as perceived by participants				
Level of organisation				
Stakeholders involved				
Actions undertaken				
Preconditions for success				
Potential hindrances jeopardizing success				

WORK	Goal:	Goal:	Goal:	Goal:
Main actors				
Goal as perceived by participants				

micado

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

127

Level of organisation				
Stakeholders involved				
Actions undertaken				
Preconditions for success				
Potential hindrances jeopardizing success				

HOUSING	Goal:	Goal:	Goal:	Goal:
Main actors				

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

128

Goal as perceived by participants				
Level of organisation				
Stakeholders involved				
Actions undertaken				
Preconditions for success				
Potential hindrances jeopardizing success				

PARTICIPATION	**Goal:**	**Goal:**	**Goal:**	**Goal:**
Main actors				
Goal as perceived by participants				
Level of organisation				
Stakeholders involved				

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

129

Actions undertaken				
Preconditions for success				
Potential hindrances jeopardizing success				

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

130

User personas

(*cursive text: example*)

	Avatar/User personas	Description	Legal situation	Digital literacy	Issues/Problematic
1	*"Dubliners"*	*Migrants or refugees who have been returned by authorities of another country to the first country they entered.*	*Asylum seeker*	*Proficient*	• *Emergency housing* • *Legal information on asylum for returned migrants or refugees*
2	*"Skilled Refugee"*	*He/she already has recognized the refugee status. Has a knowledge of the language, high educational or professional level.*	*Refugee*	*Very proficient*	• *Job seeking* • *Housing outside of the system on their own* • *Uncertainty about future*
3	*"Unskilled Refugee"*	*He/she already has recognized the refugee status. Has no knowledge of the language, low educational or professional level.*	*Refugee*	*Limited knowledge and usage*	• *Language courses* • *Counseling* • *Job seeking*
5					
6					
7					
8					
9					
10					
11					
12					
13					

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

131

FAQs

Health Frequently Asked Questions

FAQs	Local/National Answers

Housing Frequently Asked Questions

FAQs	Local/National Answers

Education Frequently Asked Questions

FAQs	Local/National Answers

Employment Frequently Asked Questions

FAQs	Local/National Answers

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

132

Participation Frequently Asked Questions

FAQs	Local/National Answers

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

133

Annex 1.4: Data Collection Templates (to support note-taking during workshops and debriefing – for internal use, <u>not </u>to be provided to CeMIS)

Data Collection Co-Analysis workshops

Date:

Facilitator:

Co-facilitator:

Interpreter:

Location:

Please describe the location and general atmosphere in more detail:

……………………………………………………………………..…………………………………

……………………………………..……………………………………………………………………

………………………………………………………………………………..…………………………

………………………………………………..…………………………………………………….……

…………………………....

	Activity	Planned duration	Actual time
1	Walk in, welcome and registration	15 min	e.g. 14:00-14:10
2	Introduction facilitators and workshop	5 min	
3	Introduction game	20 min	
4	Board game/journey mapping (with break)	60 min	
5	Journey mapping	75 min	
Total		Max 3 hrs	

Participants numbering	*e.g.: clockwise table: Facilitator – R1 (Male, 31 yrs) – R2 (Female, 28 yrs)* *(or make a drawing of the setting)*
Particularities participants:	□ participants with analphabetism □ participants with language barriers □ participants who do not talk

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

134

	□ participants with restrictions of mobility

Introduction game
□ participants feels comfortable
□ atmosphere is lightened up
□ the group feeling is strengthened
□ participants get to know each other
□ participants find out what they have in common
Additional observations:
Description activity:

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

135

Board game

Question:

Theme:

Answer Participant …..:

Question:

Theme:

Answer Participant …..:

Question:

Theme:

Answer Participant …..:

Question:

Theme:

Answer Participant …..:

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

136

Question:

Theme:

Answer Participant …..:

Question:

Theme:

Answer Participant …..:

Question:

Theme:

Answer Participant …..:

Question:

Theme:

Answer Participant …..:

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

137

Question:

Theme:

Answer Participant …..:

Question:

Theme:

Answer Participant …..:

Question:

Theme:

Answer Participant …..:

Question:

Theme:

Answer Participant …..:

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

138

Question:
Theme:
Answer Participant …..:
Question:
Theme:
Answer Participant …..:
Question:
Theme:
Answer Participant …..:
General remarks *(e.g. did participants participate easily, were answers discussed, specific interaction, ….)*

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

139

Journey mapping	
Housing	
Journey Mapping (steps)	
Difficulties	
Facilitators	
Suggestions	

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

140

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

141

Work	
Journey Mapping (steps)	
Difficulties	
Facilitators	
Suggestions	

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

142

Education	
Journey Mapping (steps)	
Difficulties	
Facilitators	
Suggestions	

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

143

Health	
Journey Mapping (steps)	
Difficulties	
Facilitators	
Suggestions	

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

144

General remarks *(e.g. did participants participate easily, were answers discussed, specific interaction, ….)*

Data collection templates co-creative workshops: co-design phase

Date:

Facilitator:

Co-facilitator:

Interpreter:

Location:

Please describe the location and general atmosphere in more detail:

	Activity	Planned duration	Actual time
1	Walk in, welcome and registration	15 min	e.g. 14:00-14:10
2	Introduction facilitators and workshop	5 min	
3	Introduction game	20 min	
4	Journey Mapping	75 min	
5	Try-out/mock-up other apps	60 min	
Total		Max 3 hrs	

Participants numbering	*e.g.: clockwise table: Facilitator – R1 (Male, 31 yrs) – R2 (Female, 28 yrs)* *(or make a drawing of the setting)*
Particularities participants:	□ participants with analphabetism □ participants with language barriers

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

146

	□ participants who do not talk
	□ participants with restrictions of mobility

Introduction game

Description atmosphere:	□ participants feels comfortable
	□ atmosphere is lightened up
	□ the group feeling is strengthened
	□ participants get to know each other
	□ participants find out what they have in common
	Additional observations:

Description activity:

General remarks (e.g. did participants participate easily, were answers discussed, specific interaction, ….)

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

147

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

148
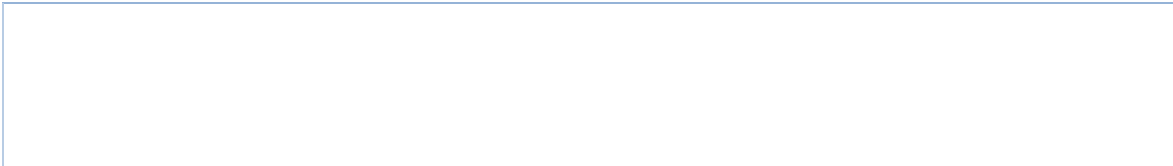
Journey Mapping

☐ participants feel free to share their experiences

☐ participants feel safe to share their experiences

Additional observations:

Experiences participants with apps used during arrival phase

Used apps (per theme: housing -education- employment - health)

Journey Mapping

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

149

Suggestions from participants for MICADO-app

Try-out/Mock-up apps

□ participants feel free to share their experiences

□ participants feel safe to share their experiences

Additional observations:

Experiences of participants:

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

150

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

151

Annexes part 3 : Demand Analysis for key MICADO-services

Annex 3.1: Socio-demographic characteristics

Sociodemographic characteristics migrant participants of MICADO-workshops

City		Antwerp	Bologna	Hamburg	Madrid	Total
N° of Participants		45	25	23	44	**137**
Gender	Female	20	12	10	30	**72**
	Male	25	13	13	14	**65**
	Missing	-	-	-	-	**-**
Age	Range	22-53	18-58	20-53	20-62	**18-62**
	Median	31	34,5	34	35,5	**32**
	Mean	33	36,5	33,4	36	**34,7**
	Missing	-	2	-	-	**2**
Children	Yes	22	15	8	21	**66**
	No	21	8	11	22	**62**
	Missing	1	2	-	-	**3**
Time of Residence	Range	3 mos - 43 yrs	2-30 yrs	5 mos - 28 yrs	8 mos - 28 yrs	**3 mos - 43 yrs**
	Median	3 yrs 4 mos	9 yrs 6 mos	2 yrs 10 mos	2 yrs 9 mos	**3 yrs**
	Mean	8 yrs 2 mos	12 yrs 10 mos	4 yrs 5 mos	5 yrs 10 mos	**7 yrs**
	Missing	1	1	2	1	**5**
Region of Origin	Europe/ North-America/ Canada/ Australia[1]	8	1	2	2	**13**
	Latin-America/ Caribbean countries[2]	-	-	-	29	**29**
	Middle-East and North-Africa[3]	26	13	14	7	**60**
	Sub-Sahara Africa[4]	1	11	1	4	**17**
	Asia[5]	8	-	3	-	**11**
	Missing	2	-	3	2	**7**
	Islam	23	18	11	7	**59**

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

152

City		Antwerp	Bologna	Hamburg	Madrid	Total
N° of Participants		45	25	23	44	**137**
Religious Affiliation[15]	**Christianity**	6	7	3	15	**31**
	Hinduism	3	-	-	-	**3**
	Buddhism	-	-	1	-	**1**
	Atheist	1	-	6	-	**7**
	Other	9	-	1	8	**18**
	Missing	*3*	*-*	*1*	*14*	**18**
Employment status[16]	**Employed**	18	15	8	6	**47**
	Unemployed	17	10	6	26	**59**
	Not eligible	5	-	1	1	**7**
	Other	2	-	5	6	**13**
	Missing	*3*	*-*	*3*	*5*	**11**
Educational level	**Non formal**	1	1	-	2	**4**
	Primary	5	8	-	3	**16**
	Secondary	5	11	-	5	**21**
	Higher	18	3	-	26	**47**
	Missing	*16*	*2*	*23*	*8*	**49**
Alphabetization	**Yes**	43	23	15	43	**124**
	No	1	2	1	-	**4**
	Missing	*1*	*-*	*7*	*1*	**9**
Health Status	**Not so good**	2	2	-	-	**4**
	Normal	1	1	2	-	**4**
	Good	10	3	7	-	**20**
	Very good	31	19	12	-	**62**
	Missing	*1*	*-*	*2*	*44*	**47**

[15] Remark: there was no 'not religious' section, causing participants to fill in either 'atheist' or 'other' and stating that they were agnostic. These categories should thus be interpreted with caution.
[16] Remark: this category should be interpreted with caution. 'Unemployed' was intended to be filled in by those who were eligible to work but were not employed at the time of the workshops. However, those 'not eligible' (i.e. not having the legal permit to work in the country of residence) might have filled in 'unemployed' as well. The same goes up for students, who could have labeled themselves as 'not eligible', 'unemployed' or 'other'.

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

153

City		Antwerp	Bologna	Hamburg	Madrid	Total
N° of Participants		45	25	23	44	**137**
Social services knowledge	**Not so good**	7	5	8	10	**30**
	Normal	11	5	3	14	**33**
	Good	18	4	7	12	**41**
	Very good	9	11	1	5	**26**
	Missing	-	-	4	3	**7**

Table 1. Overview of sociodemographic characteristics of the migrant workshop participants, per city

Countries of birth represented (see table 1, regions of origin):

- [1]*Europe/ North-America/ Canada/ Australia*:
  Belgium (1), Cyprus (1), France (1), Montenegro (2), Portugal (2), Romania (3), Serbia (1), The Netherlands (1), Turkey (1)
- [2]*Latin-America/ Caribbean countries*:
  Bolivia (1), Brazil (4), Colombia (1), Dominican Republic (2), Ecuador (2), Honduras (2), Peru (6), Uruguay (2), Venezuela (9)
- [3]*Middle-East and North-Africa*:
  Afghanistan (1), Algeria (1), Egypt (2), Iran (3), Iraq (6), Lebanon (1), Libya (1), Morocco (18), Pakistan (1), Palestine (3), Syria (15), Tunisia (7), United Arab Emirates (1),
- [4]*Sub-Sahara Africa*:
  Cameroon (2), Gambia (1), Ghana (1), Ivory Coast (2), Mauritius (1), Nigeria (5), Senegal (4), Somalia (1)
- [5]*Asia*:
  China (4), India (3), Nepal (1), Philippines (1), Vietnam (2)

Languages spoken by the migrants participants (in total):

First language:

- Arabic (36 participants)
- Berber (10 participants)
- Chinese (4 participants)
- Creole (1 participant)
- Dari (1 participant)
- Dutch (1 participant)
- English (7 participants)
- Farsi (2 participants)
- Filipino (1 participant)
- German (3 participants)
- Greek (1 participant)
- Hindi (1 participant)
- Italian (2 participants)
- Marathi (1 participant)
- Nepalese (1 participant)
- Pidgin English (3 participants)
- Portuguese (2 participants)

Second language:

- Arabic (18 participants)
- Assyrian (1 participant)
- Benin (1 participant)
- Dutch (7 participants)
- English (34 participants)
- French (20 participants)
- German (8 participants)
- Gujarati (1 participant)
- Ishan (2 participants)
- Italian (5 participants)
- Portuguese (6 participants)
- Romanian (1 participant)
- Serbian (1 participant)
- Spanish (1 participant)
- Turkish (4 participants)
- Vietnamese (1 participant)
- Wolof (1 participant)

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

154

- Pular (1 participant)
- Roma (1 participant)
- Romanian (1 participant)
- Serbian (1 participant)
- Serre (1 participant)
- Somali (2 participants)
- Spanish (43 participants)
- Tamil (1 participant)
- Turkish (1 participant)
- Twi (1 participant)
- Urdu (1 participant)
- Wolof (3 participants)

- *Missing: 3*

- *Missing: 25*

Sociodemographic characteristics local stakeholders and authorities participants of MICADO-workshops and interviews

City		Antwerp	Bologna	Hamburg	Madrid	Total
N° of Participants		13	18	18	16	**65**
Gender	Female	8	14	12	6	**40**
	Male	5	4	5	5	**19**
	Missing	-	-	*1*	*5*	*6*
Age	Range	28-53	29-72	24-64	23-55	**23-72**
	Median	44	40	38	37	**41**
	Mean	42	45	43	38	**43**
	Missing	-	*3*	*2*	*5*	*10*
Region of Origin	Europe/ North-America/ Canada/ Australia	11	18	17	8	**54**
	Latin-America/ Caribbean countries	-	-	-	3	**3**
	Middle-East and North-Africa	2	-	-	-	**2**
	Sub-Sahara Africa	-	-	-	-	**-**
	Asia	-	-	-	-	**-**
	Missing	-	-	*1*	*5*	*6*
Religious Affiliation	Islam	2	-	-	-	**2**
	Christianity	4	13	8	1	**26**

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

155

	Hinduism	-	-	-	-	**-**
	Buddhism	-	-	-	-	**-**
	Atheist	4	5	5	4	**18**
	Other	2	-	2	3	**7**
	Missing	*1*	*-*	*3*	*8*	*12*
Educational level	**Non formal**	-	-	-	-	**-**
	Primary	-	-	-	-	**-**
	Secondary	-	-	2	-	**2**
	Higher	13	18	9	7	**47**
	Missing	*-*	*-*	*7*	*9*	*16*
Partner MICADO	**Yes**	13	4	5	1	**23**
	No	-	6	8	7	**21**
	Missing	*-*	*8*	*5*	*8*	*21*

Table 2. Overview of sociodemographic characteristics of the workshops with local stakeholders and authorities and participants of the interviews, per city

D2.1 Overview of existing solutions incl. Data and Demand Analysis for MICADO key services

156

Annex 3.2: List of organisations involved in the interviews and workshops with stakeholders

Antwerp:

- Atlas
- Stad Antwerpen

Bologna:

- ASP
- Association BIAVATI
- Association SUNIA
- Bologna Municipality
- CIDAS Cooperative
- Cooperative LAI-Momo

Hamburg:

- Authorities
- B#F1
- Bergedorfer für Völkerverständigung e.V.
- Bergedorfer für Völkerverständigung e.V.
- Bucherhallen Hamburg
- Central Coordinating Unit for Refugees (Zentraler Koordinierungsstab Flüchtlinge – ZKF)
- Freiwilligenagentur
- Hacker School
- Hanseatic Help e.V.
- Migranten für Migranten
- New Hamburg/ Café Nova
- Triaphon gmbh

Madrid:

- SOS Racismo
- La Rueca
- Guarani
- Cooperativa Transformando
- Fundación CEPAIM
- Aidejoven
- Cruz Roja Espanola
- CEAR
- CESAL
- Red ACOGE
- Professional College of Lawyers of Madrid
- Autonomous Community of Madrid
- Refugee Reception Center of Vallecas
- Madrid Digital Agency
- Office of Asylum and Refuge