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## HANDBOOK

International Project for the fast track integration  
into the labour market of refugees and asylum seekers







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## Project partners



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## The creation of.

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## 1. Why a handbook

A project is a space for experimentation. In this space, creativity and innovation find the possibility of being lived and producing ideas and models. But in order for ideas to become models that can also be practiced by others, they must be translated into standardized processes.

According to the objectives of the EaSI program, the main goals of the RIAC project is to create high-quality and sustainable jobs, promote social protection and support the inclusion of refugees and asylum seekers in Germany, Denmark, Italy and Turkey. The RIAC project aims to develop tools, expertise and a common strategy for accelerated integration in the labour market for refugees and asylum seekers in the above-mentioned countries, which could and should be transferable to any other country or region in Europe.

The RIAC Project involves the performance of 21 units (RIACs) in the four partner countries (Germany, Italy, Denmark and Turkey). The units are defined in the project, both in terms of organizational aspects and of contents.



In order to ensure the sustainability, the scalability and the transnational relevance of our approach, it is crucial to provide the standardization and documentation of the functionality and the results of the RIACs.

## 2. About the Project

Since the beginning of 2018, Pro Arbeit – Kreis Offenbach – (AÖR) has taken over the coordination for the transnational RIAC project funded by the Employment and Social Innovation Programme (EaSI) of the European Union. Participating partner countries are Denmark, Germany, Italy and Turkey.



RIAC stands for "Regional Integration Accelerators". RIACs are decentralized units for the fast track integration of refugees into the labour market, initiated with the involvement of employers, and are geared to the concrete labour requirements of the cooperating employers.

### 3. How it works

The idea of the project started from the German experience of the holistic approach to vocational training for immigrants.

The structure of the RIAC Model contains following phases:



Primarily, participants are invited to information days organized in cooperation with the employers in order to get main information about the project and professional profiles sought in the employers' vacancies.

Participants potentially interested in the offered vacancies are free to register for the "opportunity workshop", a kind of casting or assessment lasting two weeks, at the end of which only the most motivated and most suitable will have the opportunity to access the next stage.

**Core Unit:** In the core unit of the RIAC, participants receive specific training from the employer for the professional profile that they will cover. In this phase, the contents relevant to the professional segment of reference, such as vocational language, are decisive.

**Follow up:** The placement and the beginning of the work activity do not conclude the path of the RIAC, which is also committed to accompanying the participant in a stabilization phase (follow-up) in order to avoid the risk of dropout in the most strenuous phase of the process: at the beginning of employment

## 4. Speeding up and sustainability

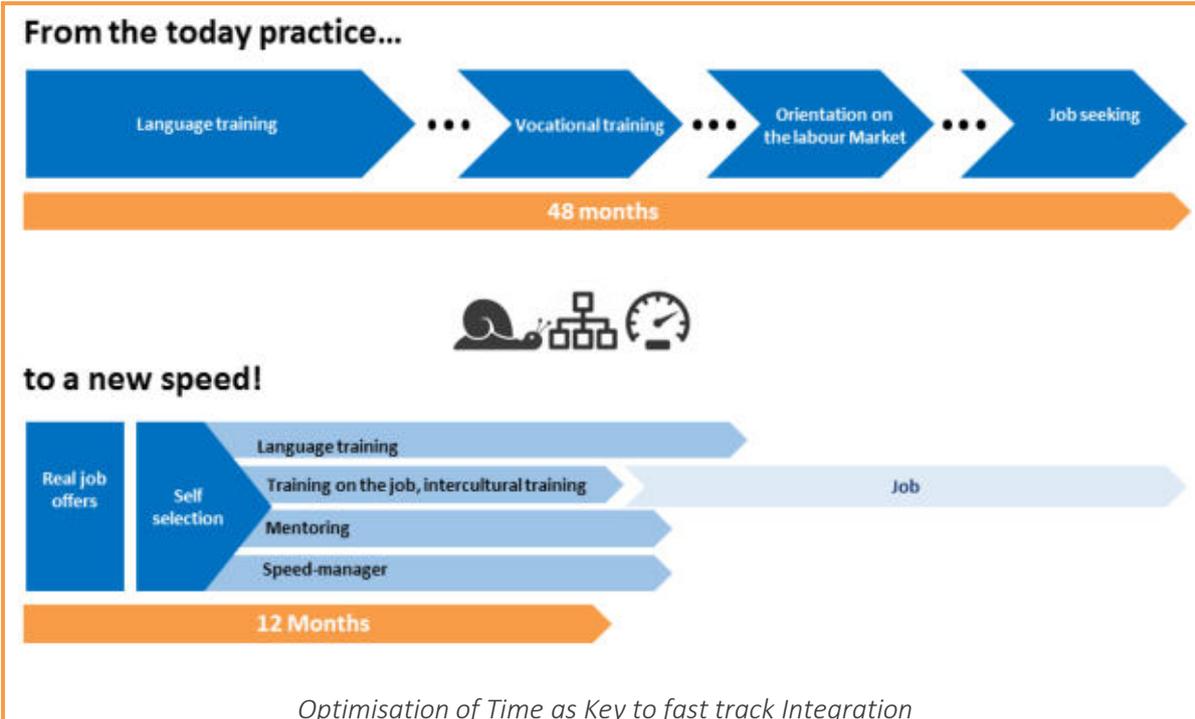
The target group of refugees and asylum seekers presents particularities that we wanted to consider in the modelling of the RIAC structure. Most participants have a strong motivation and often an objective need to make themselves economically independent. This need is often linked to the guarantee of permanence in the host country, but it can also be linked to the need to repay debts incurred to undertake the journey or to send money to the families left behind in the countries of origin.

The willingness to find concrete answers quickly can push these people to risk social exclusion, to accept poorly paid jobs, with little or no guarantees, to join criminal organizations, or completely fail the integration process in the host country.

In contexts that they frequently do not fully understand, often in situations of lack of legal clarity on their status, with language skills not yet adequate, refugees and asylum seekers hope for a quick solution to their doubts and specific support for their needs. Their strong personal motivation can become a double-edged sword if impatience exposes them to defenceless behaviour.

The synchronism of integration activities – which normally are designed sequentially (application for asylum, language course, labour market integration) helps (if legally possible) accelerate integration.

Creating a methodology that allows refugees and asylum seekers to enter the labour market quickly is the aim of the RIAC project. In particular, the project tries to deal with a series of phenomena that potentially slow down the placement of a group of apparently fragile unemployed individuals who nevertheless demonstrate great motivation in general. The challenge is not to lose the wave of motivation by staying attuned to the frequency of the needs of refugees and of the labour market.



## 5. Seven challenges and seven accelerators

Taking into account the specific situation of the target group, it appears coherent to approach integration into the labour market by creating a model based on the idea of "acceleration" in seven areas of activity, so-called "7 accelerators":

- Focus on concrete job opportunities
- Parallel processes
- Speed manager
- Mentoring
- Integration 24/7
- Mother-child support
- Self-employment

Challenges	Speeding up through ...
<ul style="list-style-type: none"><li>- Labor market integration does not involve employers enough</li></ul>	<ul style="list-style-type: none"><li>- Focusing: we look for employers who have vacancies and want to give the refugees a chance</li></ul>
<ul style="list-style-type: none"><li>- The steps of integration are usually consecutive. Uncertainties and waiting times arise</li></ul>	<ul style="list-style-type: none"><li>- Parallel Processes: the steps to the integration go parallel</li></ul>
<ul style="list-style-type: none"><li>- The legal framework is confusing and complicates employment</li></ul>	<ul style="list-style-type: none"><li>- Speed Manager: one contact person is in charge of all needs of the refugees</li></ul>
<ul style="list-style-type: none"><li>- Volunteers promote the integration into society but the cooperation among the different actors is so far hardly given</li></ul>	<ul style="list-style-type: none"><li>- Mentoring: linking mentors and other actors</li></ul>
<ul style="list-style-type: none"><li>- Refugees are often highly motivated, but their expectations are initially reduced by the hosting society (expectation gap)</li></ul>	<ul style="list-style-type: none"><li>- Integration 24/7: promoting long life learning</li></ul>
<ul style="list-style-type: none"><li>- Refugee women: A gender gap of integration</li></ul>	<ul style="list-style-type: none"><li>- New strategies targeting women</li></ul>
<ul style="list-style-type: none"><li>- About 30% of refugees were already self-employed in their home countries</li></ul>	<ul style="list-style-type: none"><li>- Self-employment as an opportunity</li></ul>

Regarding specific expertise of the project partners, we distributed the responsibility for modelling the individual topic leads as presented in the following table:

The next chapters deal with the definition, implementation and standardization of individual topic leads. We started from the definition of the individual topic leads as described in the project to discuss it in plenary in view of the local implementations.

The individual partners have developed a model that has been compared with the practices implemented in the individual RIACs thanks to the use of synoptic tables.

Divergences and convergences have shown us the great diversity of the systems but also common denominators that are the result of standardization. Based on experience, and considering the possible options, we are able to give advice and warnings on the side effects of fast-track integration into the labour market of refugees and asylum seekers

Organization	Country	Topic Lead
<b>Pro Arbeit Kreis Offenbach (AÖR)</b> Lead partner	Germany	Process Integration, Management Design
<b>KIZ</b>	Germany	Linking with Employers, Mentoring
<b>City of Esbjerg</b>	Denmark	Family Services, Childcare Provision
<b>Habitat</b>	Turkey	Self-employment
<b>IGAM</b>	Turkey	24/7-integration
<b>Alisei</b>	Italy	Speed Manager
<b>CIDIS</b>	Italy	Parallel Processes
<b>RUB</b>	Germany	Evaluation, Monitoring

## 6. About standardization and apple pies

The creation of standards is historically linked primarily to the technological world, but if we assume that standardization is the process of making things of the same type with the same basic features, we can also apply standards to social processes. In the RIAC Project, we take “standardization” to mean the formulation, publication, and implementation of guidelines, rules, and specifications for common and repeated use, aimed at achieving an optimum degree of order or uniformity in a given context, field of activity and goals.

The aim of standardization in RIAC Project is to outline processes, to compare them with the theoretical model outlined in the Project – in the paper – and to analyse the deviations from the theoretical model, highlighting standardisable and scalable solutions while identifying solutions that are applicable to particular contexts. The standardisation (development of a manual and templates) has the role of a model or guidance for transfer/application to other regions - which ensures an easily understandable and imaginable labour market integration, because the new model is based on the experience gained by partners in different regions of Europe in dealing with different situations in different frameworks, both legal and labour market related.

Because RIACs are able to use local conditions as a starting point and to provide an individually coordinated solution, RIACs may always be modified in order to adapt to local, regional and national particularities. This makes the concept easily transferable since it does not contain abstract definitions that can only be implemented in certain regions.

*The apple pie metaphor.*

*Introducing the theme of standardization by linking the theoretical model and the operational level to create a new theoretical model is an operation that we began by finding support in a sweet metaphor. Apple pies are baked in each partner country, but in each country according to a different recipe. Some ingredients are different, as well as the proportions, the cooking time, the shapes and the manner of serving. Still, each country has its own apple dessert.*

*If we want to teach a Spanish or Greek colleague the apple pie recipe, we should first agree on what the standard apple dessert is, and this would be a constraint in light of our experience. We could, however, advise our Greek or Spanish colleague to observe which ingredients cannot be missing, the minimum cooking time, and the stratagems that have helped us make better desserts.*

## 7. Topic „Improving the employability of refugee and asylum seeking women”

Improving the employability of women refugees and asylum seekers is one of the main topics of the RIAC project. Our partners – Alisei in Italy, KIZ in Germany and Esbjerg Kommune in Denmark – implemented RIAC units dedicated to this target group, transferring their knowledge and output to the other partners.

Esbjerg Kommune was in charge of modelling the topic lead and disseminating it among the partners.

The definition of the topic in the project forecast the specific support to the target group in providing and implementing family services assuming that the main obstacle to a better employability of women lies essentially in their role as caregivers in families as mothers, wives, daughters, daughters-in-law and so on.

The work in the field and its declination across different ethnic groups and different geographical contexts has instead shown greater complexity.

**The target group of the women in the RIAC Project is not homogeneous:** Refugee women from Arab countries and women arriving from Africa show very different attitudes towards their roles and build their migration project starting from diverse expectations.

About the **role**: The definition of roles is always a question of **expectations**; what do these women expect from the host society? What does the host society expect from them? The analysis of this divergence – also among the partners – always has to be the starting point for planning any activity.



*Strong Ladies: RIAC Participants from Esbjerg*

Both groups are fleeing situations of war and political instability. Arab women generally flee with their families, while African women are often victims of trafficking and travel passed from hand to hand in the context of criminal activities linked to their exploitation on the market of illegal prostitution. In both situations, these women are exposed to physical and psychological violence, often suffered first-hand. **Individual situations are very important and must be considered.**

The employability of women is an open question on a European level: the gender gap is very evident in the different European countries. Among our partners, countries such as Denmark and Germany show completely different data compared to Italy and Turkey. This situation is certainly due to the idea of the role of women in different (hosting) societies, to structural situations (family services) in the different countries and to diverse labour markets.

**Rethinking the way of women working** is the challenge, addressing not only refugees and asylum seekers but unemployed women as well. Flexibility, part-time arrangements, promoting the work in segments where the individual situation can be taken into consideration, remote or home working as a possibility could all be good strategies in the effort to reduce the gender gap on the labour market in a sustainable way.

Positive feedback is only possible where an environment has been created that is devoted to **mutual trust** and communication respectful of differences. In this logic, empowerment programs can be offered that reach not only women but also their families, increasing acceptance of the change.



*RIAC Participants from Perugia talking to their Speed Manager*

## Esbjerg Kommune



The partner creates a very structured action that starts from the observation of the target group and first of all highlights the characteristics and the expectations of refugee women and asylum seekers. Through a course of professional training, also making available other offers present in the municipal territory, a perspective of integration on the labour market is reached, also supported by an improvement in social and linguistic skills. The final objectives of the activity are readiness for the job market, better employability and personal motivation in achieving them.

## Pro Arbeit



Pro Arbeit develops the theme of the employability of women refugees and asylum seekers as a response to a debate within the public administration and concerning women in ethnically traditional dress. In the Jobcenter experience, some of these women may face difficulties finding employment in sectors in contact with the public. In particular, the possibility of employing qualified women in the pedagogical and scholastic sector may be reduced due to their manner of dress. The organisation created a tool to analyse the needs and perspectives of these women: a series of workshops for empowerment, from which the Jobcenter intends to develop lines of action to achieve greater sensitivity for this issue by women and job coaches.

## KIZ



Currently, the integration into the labour market of female refugees and asylum seekers is still an unresolved challenge in Germany. Presently there are about 2000 female refugees and asylum seekers living in the district of Offenbach, but only a small fraction of them is involved in integration measures. The partner created a special RIAC only for women, trying to cope with as many imaginable obstacles as possible, e.g.: family-unfriendly working hours, childcare requirements, lack of work experience, lack of vocational education, ...

A job opportunity that meets most of the described requirements was the one as classroom assistant for children with special needs. An employer as a cooperation partner was found and the local Jobcenter Pro Arbeit invited potential participants to a roadshow where the whole idea was presented. The decision to participate in the project was voluntary. The only condition was knowledge of the German language at an international level of B1.

## ALISEI



At Alisei, the work with women, along with the legal and bureaucratic procedures to open the "APS - FILI d'AFRICA" (a small cooperative), is really focused on 360-degree empowerment. Starting from health and care issues (it turned out that another central point is about food and nutrition), the partner is committed daily to an attempt to motivate women and bring out their own spirit of initiative, that seems in fact dormant...due to the conditions of asylum in Italy and specific personal situations (pregnancies, small children, legal problems).

After the big difficulties for the placement of women, the action for this target group was reinvented and oriented to business creation. 6 women created a cooperative active in the field of industrial tailoring. Second-hand machinery was donated by companies in the sector, and women were able to make their previous work experience profitable. The most innovative aspect of women's work in the cooperative is the fact that they are able to compete on the market, also thanks to regional funds allocated to their type of company. The cooperative can hire 2 new workers (men, Africans)

All asylum seekers and refugees Alisei is working with come from Africa. Women's role in these societies is not similar to that seen in Arabic settings. Actually there is no need to discuss the active role of women in society. The most "feminine" contents deal with sexual education and health.

## CIDIS



This partner deals with a situation very similar to Alisei's. Here, too all asylum seekers and refugees CIDIS is working with come from Africa. Women's role in these societies is not similar to the Arabic setting. Actually, there is no need to discuss the active role of women in society. The real issue affecting this target group seems to involve creating support and protection around them; otherwise, they are destined to perform nothing but undeclared work. Many African women are victims of human trafficking and arrived in Europe for the prostitution market (illegal in Italy and managed by criminal organizations). This aspect is a constant when working with this target group in Italy, and its impact on their physical and mental health cannot be underestimated.

## HABITAT



The partner offers seminars for business creation and self-employment through the RIACs. The female presence is not particularly high.

At the beginning of the programmes, they reached many women participants. RIAC 1 and RIAC 2 were long-term programmes, and these long-term programmes decrease women's participation because of their responsibilities at home.

The partner offered the women participants to come to programmes with their children. They are talking with a group of women in order to motivate them to establish a cooperative structure. So, based on their needs to establish and sustain their businesses, they plan to work with them to design a programme. The cooperative structure will be active in the food industry, including catering service, packaging as well as marketing. Critical points are: the language barrier, their cultural role in the family and their responsibilities within the home

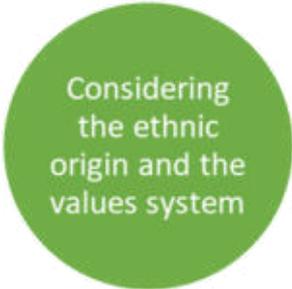
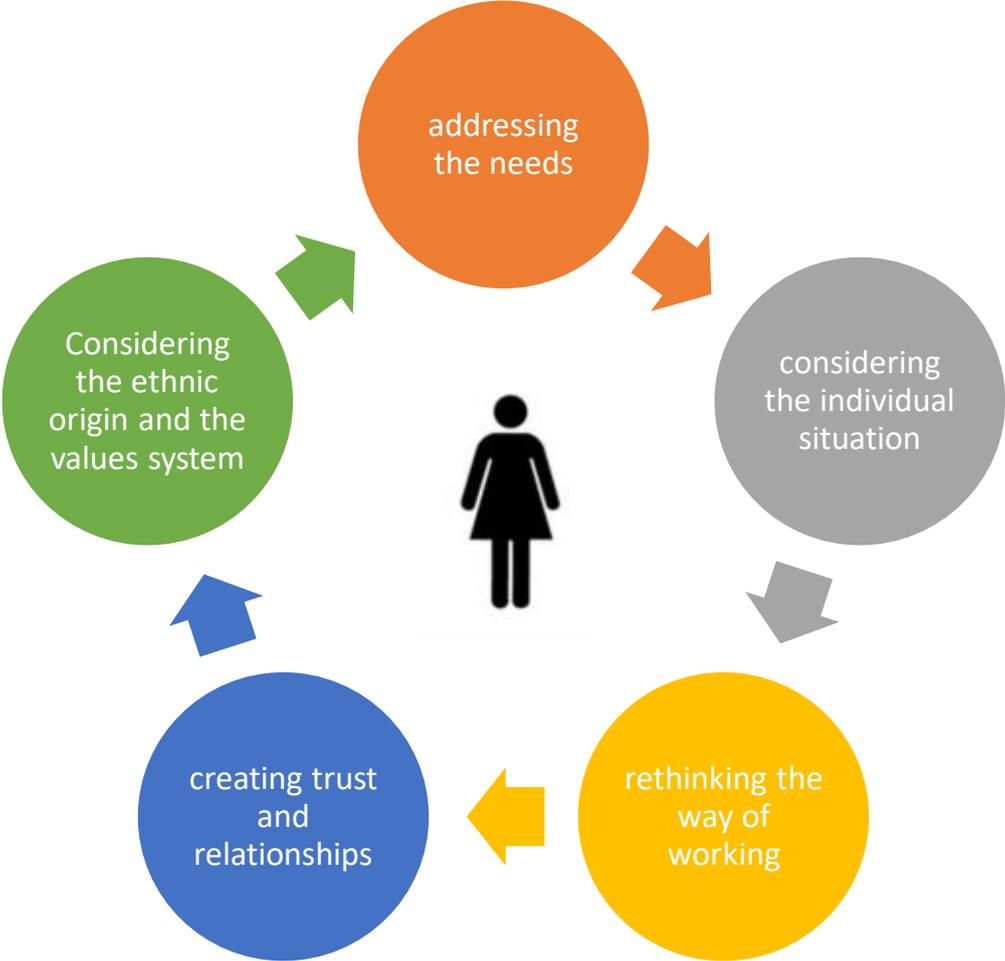
The idea: to organize digital trainings and creating a comfortable atmosphere, especially for their children. They are increasing their own self-confidence. So, working with cooperatives can be a good way to increase their participation.

## IGAM



To date, the partner has operated in the hairdressing sector, which is also traditionally a women's job. It has not found particular difficulties in reaching and involving women. Difficulties can arise where family commitments (care of children and the elderly) collide with work.

How to reach and involve women in the RIAC units



Among refugees, under traditional role models, it almost always women who take responsibility for the (small) children. It is an emotional barrier to "give" the child "away" in a foreign country.

Family bond: participation of male family members

Involving other working women from the same country of origin as a facilitator

Inspiration role mode



addressing  
the needs

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Creating time around the women's needs (a job is possible only in times in which the children are "busy")

Case reviews in the job centres or other organisations

Promoting childcare explaining benefits for children in the short term (language) and in the long term (social skills)

Promoting networking with women's organisations

Topics: first "around the child", later all other content



considering  
the individual  
situation

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Case review of the hard facts

Case review of the personal skills, such as e.g. time management

Health (psychological and physical)



rethinking the  
way of  
working

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Work in segments where the individual situation can be taken into consideration.

Remote or home working as a possibility

Part-time job

Cooperation in cultural activities as a starting point



creating trust  
and relation

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Special programmes

Information in dedicated meeting

Involvement in activities to create trust and relationships

Social cohesion as a key for women's autonomy

## 8. Topic “Speed manager”



The acceleration of integration on the labour market at the regional level is achieved primarily by limiting the factors of friction, such as the difficulties of communication between the different actors involved.

In order to guarantee the smooth implementation of the RIAC units, the project wanted to create the role of the speed manager. Speed managers are key players: by linking, matching and smoothing, they provide solutions and prevent critical situations.

The speed manager is in charge of several operations at the same time, addressing all actors involved, synchronising their needs and expectations and sorting out the slowing factors.

By carrying out the project, we registered a range of different tasks for the role of the speed manager explainable by the diverse regional implementation of the actions. Nevertheless, some tasks are definable as “general” as occurring among all partners, while others are responses to regional issues.

As general tasks, we recognize the mediation and information about the legal aspects affecting participants, authorities and employers.

Responding to the matter of fact that the legal framework for asylum in some EU countries in which RIAC was implemented has been transformed in ways that dissuade employers from dealing with legal issues and bureaucratic procedures, the need for information and mediation was very clear formulated: on the one hand, employers have a reduced willingness to integrate refugees; on the other, many refugees live emotionally in great uncertainty. Often they are not aware of the bureaucratic processes and of the role of different institutions which are very often poorly coordinated among themselves.

Starting from this point of view, we assumed that role of a speed manager requires a well-articulated professional and personal profile; the main criteria guiding the partners in hiring their speed managers were the following:

- Knowledge, skills and previous experience in the social field. In addition, knowledge of local counselling structures and jobcentre procedures is very helpful.
- Group work skills and the ability to carry out long and complex projects independently.
- Knowledge of the institutional structure related to the policies of entry and reception of migrants.
- Ability to interact with people and groups belonging to different cultures, to work in a team but to successfully complete complex projects independently, in order to be able to respond promptly and effectively to any issues that might emerge.
- Good communication skills. He or she must be empathetic but also possess initiative as well as negotiation and problem-solving skills: they have to be able to interact effectively in different socio-economic contexts and find win-win solutions harmonizing the needs of the different stakeholders.
- In the special units addressing the self-employed, the speed manager acts in an entrepreneurship ecosystem. He/she knows the needs and requirements specific to the path of self-employment.



*RIAC Participant from Istanbul*

## Esbjerg Kommune



The speed manager takes active part in both the **planning and execution** of the RIAC in cooperation with the other team members.

His or her role is specifically to establish good relationships with the refugees in order to be able to recognize the potential of the individual and to advise on job opportunities. In Denmark, national law provides that the refugee must participate in business internships with only 6 weeks between the different activities as long as they receive social benefits.

He/she has an appreciative approach and focuses on resources and dialogue also expecting clients to participate actively and willingly.

The speed manager sets different scenarios – ‘Unemployed/Employed’, advises on demand and opportunities, sets milestones and objectives pointing out labour market perspective and readiness, supporting identification of soft skills and qualifications, awareness of own resources and challenges with regard to the process of labour market integration (Increase confidence and motivation).

The use of role models in the RIAC is of great value to the integration process, and the speed manager can draw on refugees (previous cases) who have progressed well in jobs and education and who are willing to share their experiences with others.

In Esbjerg, the speed manager has been in contact with various companies in the construction field, informing them about the project and the target group, enquiring about ordinary jobs, jobs with subsidies or opportunities for corporate internships.

In RIAC women / Cleaning and Care, it was the project management that established the agreement with the public department and the speed manager who matched the refugees to internships based on individual considerations.

The speed manager strives for **‘the perfect match’** between refugee and employer, thus helping the refugee and contact person (employer) to bond, giving advice to both refugee and employer on cultural issues (building bridges) and ensuring progression in work experience.

Relationships (gradual steps - successful experience) are of great importance. Improving language skills (Danish) and supplying tools on how to speed up the language-learning-process are also of great importance.

The speed manager set up a framework for close follow-up in the internship (clear the path). A quick response is important in order to solve problems while they are still small and manageable. Another task is to help write the CV and applications and to advise on job interviewing and job seeking. The speed manager tries to create a job opening and works with goals and sub-goals while also trying to negotiate the best solution for both parties.

## Pro Arbeit



Pro Arbeit as a public authority implemented the idea of the speed manager by creating a program to host job coaches at the RIAC units carried out by the local partner. The job centre staff took an active role in implementing the training courses, giving lectures on specific topics, for example on regulations governing self-employment and business creation in Germany and on access to state funds, and giving advice on support networks at the local level. Their presence facilitated the quick solution of formal questions and favoured the perception of the office as closer to the citizens. This procedure was at first implemented by RIAC and became a standard procedure by other projects carried out in cooperation with local partners.

## KIZ



At KIZ, the speed manager takes care of all **formalities** and obstacles which could adversely impact integration. This means that the speed manager must first of all identify the problems or possible obstacles. This takes place in several **one-on-one talks** with the participants in which the speed manager establishes a relationship of trust. Such a relationship is important because otherwise the participants won't speak openly about their current life situation. As soon as obstacles have been identified, the speed manager will work together with the participant to find solutions. It also makes use of the **broad network of assistance and counselling services for refugees** in order to provide participants with the best and most qualified advice. The speed manager stays in regular contact with the respective job coach. The job coach can help especially with financial problems and can guarantee the assumption of costs, for example, for certified translations of references, certificates or other documents. As soon as the participant has a job, the speed manager serves as an **interface between employer and employee**. He or she helps both sides deal with the new situation: He or she stands by the employer, who now – perhaps for the first time – employs a refugee. At the same time, the speed manager helps the new employee find his or her way around the German job market for the first time.

## ALISEI



The speed manager has the central role of activating relationships between two types of subjects (employers and refugees), each with different connotations and not always compatible starting points. The first task of the speed manager is, together with the project coordinator, to **identify employers** willing to overcome uncertainties and doubts in the offer of a job to subjects who, to say the least, are "unknown" and often met with strong prejudices. The mistrust of the potential employer weighs heavily in the beginning, with a lack of knowledge, or often confusion, about the functioning of rules and procedures that regulate the presence of refugees and/or asylum seekers. For this reason, the speed manager must first of all **interact with institutions** (or more generally with the institutional figures responsible for reception and integration) to acquire all the elements of knowledge that allow him or her to clarify technical issues with employers – such as the legal persons accompanying the refugee / asylum seeker. The second task is **to get in touch with refugees/ asylum seekers** filling the lack of knowledge they have of bureaucratic laws and procedures. The central role of the speed manager is on the one hand to follow employers and respond promptly to any issues that may arise during the journey and solve related problems; and on the other, to assist refugees/ asylum seekers not only with work matters but also in training, acting as a link between the trainers / experts / teachers, employers, integration tutors/operators and the refugees themselves. The speed manager represents the point of contact among the different figures that participate in the project and between these and the "back office" of the project. First of all, therefore, it relates to the coordinator responsible for maintaining contact with institutions, administrations and reception centres to guarantee unity in the management of RIAC routes. Secondly, with all the support operators: selection manager, tutor, language teachers, integration operators in a work that must involve frequent moments of group work to ensure information on the paths in progress.

## CIDIS



The speed manager has the role to **interact constantly with employers**, responding promptly to their needs and doubts and reducing their prejudices and misinformation about asylum seekers and refugees while at the same time closing the gap between what is required by the national job market in terms of hard and soft skills and which is held by

RIAC's participants through accelerated and personalized pathways in order to give real value to what they have already gained in their countries of origin and in Italy.

To accomplish this task, they have to implement several activities.

Activities:

- Enlarging the employer's network, gathering information about their needs, economic trends, production cycle, pressure peaks, sector and position required by the job market
- Updating constantly on policies concerning migrants in order to adopt new procedures promptly
- Empowering participants and informing private and public institutions in order to let them interact directly
- Implementing and scheduling programs based on the specific needs of asylum seekers and employers and monitoring the achievement of the short- and long-term educational objectives established in accordance with the participants. Speeding integration effectively requires proper, timing, creating personalized integration pathways in order to better enhance efforts and competences already developed in Italy prior to the beginning of the project, as well as in their countries of origin.
- Maintaining constant contact with the reception centres responsible in order to have an up-to-date and complete framework on participants' legal and housing conditions and to coordinate actions rather than repeat them.

The speed manager interacts with a wide range of figures. They obviously interact with the coordinator with whom they share the view, the direction, the goals to be reached and possible strategies to overcome criticalities, and with project staff (trainers, language teachers, mentors, communication and administrative areas, etc.) to exchange information useful for delivering well-designed and tailored services to asylum seekers and refugees. He/she interacts with employers, company tutors, professional associations, employment agencies and labour consultants to inform and update them about immigration law, public grants addressed to asylum seekers and procedures to hire these, and to gain information about the job market and specific needs to match; bank and post directors and officers; he or she also interacts with those in charge at the employment centre, linking the RIAC project to the other regional and national initiatives for integrating migrants into the labour market; with public school teachers to improve on language skills; with other public institutions in charge of providing services of foreigners, asylum seekers and refugees, such as police, prefectures, local health authorities, revenue agencies, etc.; with associations in charge of reception and migrant social integration, and with volunteers.

Cidis Onlus have involved three speed managers in the project for three RIACs working in two regions. They are constantly in contact to share information and strategies to address stakeholders and resolve issues with the bureaucracy.

## HABITAT



Under Habitat RIACs, the speed manager is involved in each process of implementation, from planning to implementation, carrying out the **whole communication process with the participants**. Depending on the needs and progress of the participants, the speed manager is responsible for seeking **redesign** of the RIAC implementation plan, making changes based on participant feedback and suggestions and thanks to the communication of the speed manager.

The speed manager communicates with all participants, in addition to the other stakeholders in the entrepreneurship ecosystem. In our team, the speed manager coordinates between RIAC activities, participants and trainers and mentors.

One speed manager is working in our RIAC, but 3 volunteer trainers and 2 professional trainers assist the speed manager.

## IGAM



The first task of the speed manager is to **run a market search** to establish the needs of regional job market. In this task, he/she works together with the coordinator and the integration trainers. After establishing the needs of the market, they try to identify **employers** willing to work with refugees and asylum seekers.

The speed manager is the key staff member for establishing good relationships between employers, refugees and the project team. He/she closely monitors all aspects of the process.

Another role of the speed manager, together with the mentoring manager, is to establish **close contact with the refugees** in order to be able to recognize an individual's potential as well as any personal problems or obstacles that may affect integration.

The speed manager, the coordinator and the integration trainers keep close contact with **public institutions** responsible for the reception, integration, education and employment of refugees and asylum seekers in order to acquire all the necessary information.

Another task of the speed manager, working together with the mentoring manager and integration trainers, is to inform refugees on laws and the procedures of job market. They also inform employers about the functioning of **rules** and procedures of employing refugees.

The speed manager, together with the integration trainers, looks after all formalities and obstacles that could have a negative impact on integration.

The speed manager acts as a link between the project team, employers, refugees and public institutions. He/she follows all the paperwork, ensuring that both sides (employers and refugees) fulfil their legal obligations in time.

The speed manager is the key person between employers, refugees, all team members (including language trainers and job trainers) and public institutions.

We have two speed managers in our team.

From this perspective, the speed manager has a pivotal function, as shown in the table below.

## Topic “Speed manager”



Performing market research to establish the needs of the regional job market

Enlarging the network of employers, gathering information about their needs, economic trends, production cycles, pressure peaks, sector and position required by the job market

Constantly updating on policies concerning migrants in order to adopt new procedures promptly

Seeking redesign of the RIAC implementation plan, making changes based on participants' and employers' feedback and suggestions

Linking to  
the  
employers

Creating 'the perfect match' between refugee and employer,  
Giving advice on cultural issues (building bridges)  
Ensuring progression in work experience  
Orientation about public grants addressed to asylum seekers and procedures to hire these targets and gaining information about the job market and specific needs to match

Linking to  
the  
employees

Establishing good relationships with the refugees in order to be able to recognize individual potential and to advise on job opportunities  
Filling any knowledge gaps they have with regard to bureaucratic laws and procedures  
Interviewing and making the point constantly about all general issues addressing the person and his or her environment

Linking to  
authorities

Maintaining constant contact with reception centres responsible in order to have an update and complete framework with regard to participants' legal and housing situation and coordinating actions rather than repeat them.  
Being updated at all times about policies concerning migrants in order to adopt new procedures promptly  
Building bridges with the employers' agencies

Linking to  
trainers

Supporting by writing CV and applications and advising on job interviews and job seeking.  
The speed manager tries to create a job opening and works with goals and sub-goals and also tries to negotiate the best solution for both parties.  
Giving feedback about employer and employee expectations with regard to teaching materials and methodologies



The Speed Manager's activity at Alisei. The spectrum and the issues are huge, as the function is one of the core actions of the whole project.

## 9. Topic “Parallel processes”

Synchronize actions in order to optimize time: an important choice for the effective coaching of all the actors involved in the project. The objective is not to speed up tout court, but rather avoid to create gaps, dead times, spaces for demotivation.

In this sense, the voluntary basis introduced by RIAC has acted as a trend reverser and shifted the focus to the motivation of individuals and the space of freedom to experience visions of work at first hand without running the risk of penalties in case of failure. Clients who are motivated to achieve a goal of their own choosing are also inclined to want to speed up training - for example learning a foreign language - or to solve personal or family issues so as not to miss the opportunity presented to them through the project. Hence the idea of proposing a case management that puts the individual at the centre of his needs and opportunities. When

the language to be learned is not only the standard one, but also and above all the one used at work, when the theme of family management and the roles within it requires deep reflection, the proposal of a concrete perspective increases the willingness to face and solve these issues in a logic no longer of sequence (first the language, then the family etc.) but of synthesis. In this case it has been a real reversal of the trend in coaching which has made it possible to use the motivational drive of the individual and to slow down their impatience -which can often lead to unreliable choices.

Perform continuous re-assessment activities, identifying the most appropriate methods and switching them on the basis of the type of activity and the individual needs: the methods used by Cidis were **individual**, **dual** (as mediation between employer and employee) and **in group** where there was a lack of relational and soft skills and/or hard skills for an entire group. These activities and approach have been used for all participants and stakeholders and certainly an acceleration has occurred. Unfortunately, if we have experienced of a condensation of time and its **optimization**, it has been impossible for us to define it rigidly. Each person has different reaction and integration times, **it is up to the speed manger accelerate processes when it is possible but it is his duty to slow down when it is necessary**. The opportunity to modify the speed according to the persons is possible only if a close monitoring of objectives and progresses in the short and long term occur. **The objective of sustainable employability cannot be achieved by all participants at the same time.**



*RIAC Participant from Germany*

## Esbjerg Kommune



In Denmark, there has been a movement from sequential to parallel processes in recent years. We have a very clear legislation on integration, and a very structured process from the refugee arrives in the municipality and until they can support themselves.

According to Danish law, the refugees must start in language school 2 weeks after arrival in the municipality, and no later than 4 weeks after arrival, they must start in corporate internship.

There are parallel processes of language school and corporate internship, typically with 2 days in school (15 hours) and 3 days in corporate internship for a start, later this can be changed to fewer days in school, or even evening lessons, and more hours in internship (up to 37 hours + breaks).

There is a great focus on jobs and right and duty from the first interview with the social worker.

This model has contributed to many good results, but the challenge remains that only 20% of women are in the labor market after 3 years in Denmark (Male pct. 50, 2019), and there's also a risk that refugees get stuck in the 'internship mill' due to constant activity requirements.

### **Could we accelerate the integration process further with the RIAC model?**

**Our RIAC has been a 6-week vocational training for 15 participants.**

- The RIAC are first and foremost based on good and realistic job opportunities in a specific industry and employers who are interested in hiring refugees.
- 15 specially selected participants who are motivated for the work area
- 6 weeks vocational training, followed by
- 13 weeks of corporate internship in the work area
- The RIAC team (a coordinator, a social worker, speed managers and job trainers) who coordinate and support the RIAC and who in a parallel activity teach the participants about the labor market.

**We have found that it is the very structure and composition of the elements in the RIAC that accelerate the integration process.**

The RIAC has been short and manageable for the participants, with realistic job prospects. Participation has been voluntary for the participants, and they have had the opportunity to obtain social acceptance from the other participants. In addition, there has been an inspiring study environment at the campus. All motivating factors.

The parallel theme days have provided participants with insights into important topics and tools to change routines, enabling them to enter the labor market. The relationships between the participants have been very important and there has been a good team dynamic on all the RIAC (especially the women) which has strengthened the integration process.

The close contact between the RIAC members and the refugees (on a daily and weekly basis) has made it possible to respond quickly (clear the path), and has given the speed manager a good insight into the individual's resources and challenges.

The speed manager creates the 'perfect match' and ensure a good start for the participant (framework for following up, gradual steps, successful experience), so that both the employer and the refugee are satisfied.

The relationship between the contact person in the internship and the refugee has also been crucial for accelerating the process.

Parallel processes are also a factor in the corporate internships, where there is language school each Friday, and in RIAC 4, we put in extra effort with language stimulation 2½ hours a week with a language trainer to improve language skills and bring awareness to the benefit of speaking Danish.

Challenges in the RIAC has been to find the right 'pace'. The participants were motivated but at different levels (linguistic, social, cultural, national, age, etc.) The integration process has accelerated for all participants, but for some more than others.

The participants who have been able to set personal goals and have found their inner motivation, they have taken a quantum leap in the right direction. Others are still in a process and they need both time and support.

There has been a great need for relational coordination in the project. The RIAC was a 'fast track' and there was a compressed schedule, there were parallel activities and a need to improvise a lot. The team was involved early in the process and a screenplay made, and the individual activities planned.

The cooperation has been a process towards common goals, common knowledge and mutual respect.

Communication has been problem solving and more frequent meetings and timely communication needed. It has been a learning process and the experience has been that it is important to talk more about meta-communication.

## Pro Arbeit



The RIAC Project was a privileged opportunity for Pro Arbeit to re-discuss process parallelisation as a key to jobcoaching process optimisation. By moving away from the logic of temporal sequencing of interventions and focusing on holistic coaching, a modernisation of coaching was carried out.

In Germany, coaching at the job centre takes place in a compulsory dimension and sometimes the free will and vision of the coachees struggle to find space in the consultancy. In this sense, the voluntary basis introduced by RIAC has acted as a trend reverser and shifted the focus to the motivation of individuals and the space of freedom to experience visions of work at first hand without running the risk of penalties in case of failure. Clients who are motivated to achieve a goal of their own choosing are also inclined to want to speed up training - for example learning a foreign language - or to solve personal or family issues so as not to miss the opportunity presented to them through the project. Hence the idea of proposing a case management that puts the individual at the centre of his needs and opportunities. When the language to be learned is not only the standard one, but also and above all the one used at work, when the theme of family management and the roles within it requires deep reflection, the proposal of a concrete perspective increases the willingness to face and solve these issues in a logic no longer of sequence (first the language, then the family etc.) but of synthesis.

In this case it has been a real reversal of the trend in coaching which has made it possible to use the motivational drive of the individual and to slow down their impatience -which can often lead to unreliable choices.

## KIZ



The basic assumption of the idea of parallelization has been confirmed in our project. It is right to carry out various integration steps in parallel, which were previously organized in series.

The parallelization of processes has proven very successful. The parallel education in our project refers to

- the language acquisition
- career orientation and

- vocational preparation.

The parallelization did not produce any undesirable side effects. In particular, no signals of excessive demand for participants were detected. On the contrary: parallelisation increases the attention and brings speed to the integrations process.

## ALISEI



We agree with the parallel processes approach, activities and methodologies: thus, it is important to realize a gradual process for each person involved in the project, on basis of his/hers needs and skills, which can go through important changes thanks to the process itself, in particular to the different trainings (this implying the necessity of a continuous re-assessment). Therefore, in this personal and gradual process the speed manager is crucial, monitoring the situation, the evolution and the continuous changes happening: re-assessment is necessary as well as a continuous re-matching, on basis of changes in skills, trainings, personal and social situation, employer's needs.

Another central aspect of parallel process, with specific reference to our activities, has been mediation: speed managers and operators (internal staff, employers, language teachers, facilitators...) are all parts of an intercultural-mediation-oriented structure, to adapt schedules and methods of integration, considering social, cultural, economic and integration on the labour market. Referring to specific activities and staff figures is important to understand how the approach became a methodology through project implementation, developing itself in activities and good practices of conflict management (personal and social) as well as of self-entrepreneurship; each of these tools have been developed on basis of specific needs, issued through assessments and training activities. One main example is the tailoring association created by 7 women, that went through some difficulties due to cultural differences between the members, and benefited of intercultural mediation tools that speed managers and other staff figures were supplying, the same instruments having already helped presenting the self-entrepreneurship option as an alternative to "classic" job integration of other RIACs.

This implementation of the approach proposed through the project into a methodology is in line with the presented model of parallel process, which has as a core element the flexibility of actions and operational toolkits intended to accelerate and improve integration.

## CIDIS



Parallel process means changing the sequential and separated logical framework concerning integration s processes (legal, linguistic, socio-relational- working )in order to accelerate them by integrating the different aspects and putting the job, prime mover of integration, at the center. Parallel process and speed manager are the two elements of the RIAC project necessary to make the acceleration of the integration process effective.

The actions parallelization and harmonized by speed managers in close and continuous collaboration with mentors, trainers, teacher and employer are the following: opening channels of **job placement** (placement must follow production and market needs) and **matching**; identifying gaps and fulfill them through a continuous **re-assessment**; carrying out **counseling and technical support** to employers and participants (legal, bureaucratic etc.) and implementing a well-structured **training** activity. In this phase, in fact, the participation of employers as well as an intercultural assessment are decisive for not delivering repetitive and non-targeted services. The Italian teacher in this area of intervention has been central, assuming a role of facilitator for conveying notions of civic education, safety and rights and duties of workers helping speed mangers and mentors to be responsible to the needs of employers and employee.

All the activities were carried out following a precise conduct and methodology used transversally for all the actions. Belonging to the third sector often affects the behavior of employers who, interested mainly in economic returns, look with suspicion and concern at the interests of operators for the protection of foreigners. Being as **neutral** as possible and carefully **balancing the interests of all actors** is crucial to make economic interests and protection of rights go at the same pace. In this sense it has been important for us to show the **professionalism and expertise** of the operators involved and the association's thirty-year experience. **Being credible and trusted** is fundamental to realized prompted interventions: the actors involved must feel free to be able to show perplexity, worries and critical points in the moment in which they occur( if they happen in the workplace or outside as well) in order to find and implement the most appropriate solutions before the problem takes on dimensions that could negatively affect the satisfaction of employers and the motivation of the participants, compromising the empowerment carried out up to that time.

Perform continuous re-assessment activities, identifying the most appropriate methods and switching them on the basis of the type of activity and the individual needs: the methods used by Cidis were **individual, dual** (as mediation between employer and employee) and **in group** where there was a lack of relational and soft skills and/or hard skills for an entire group.

These activities and approach have been used for all participants and stakeholders and certainly an acceleration has occurred. Unfortunately, if we have experienced of a condensation of time and its **optimization**, it has been impossible for us to define it rigidly. Each person has different reaction and integration times, **it is up to the speed manger accelerate processes when it is possible but it is his duty to slow down when it is necessary**. The opportunity to modify the speed according to the persons is possible only if a close monitoring of objectives and progresses in the short and long term occur. **The objective of sustainable employability cannot be achieved by all participants at the same time.**

## HABITAT



As Habitat Association, we run 3 RIACs. 2 of them are in the field of self-employment and the last one is in the field of employment. During these 3 RIACs we have conducted RIAC programmes with parallel sessions about social cohesion activities and building sustainable communications.

Habitat Association is running 17 other projects and most of the projects of Habitat Association has included softskill trainings, networking activities. And also Habitat Association is one of the most important actor in social entrepreneurship and entrepreneurship ecosystems in Turkey. Thanks to this trait; we are included RIAC participants to these parallel programmes:

### 1- Parallel Training Programmes

- Peer trainings (digital-social-financial skills development)
- Networking activities in entrepreneurship hubs
- Conflict resolution and social mediation trainings
- Job readiness trainings
- Art and cultural information activities
- Grant, registration supports

### 2- Program Director and Speed Manager

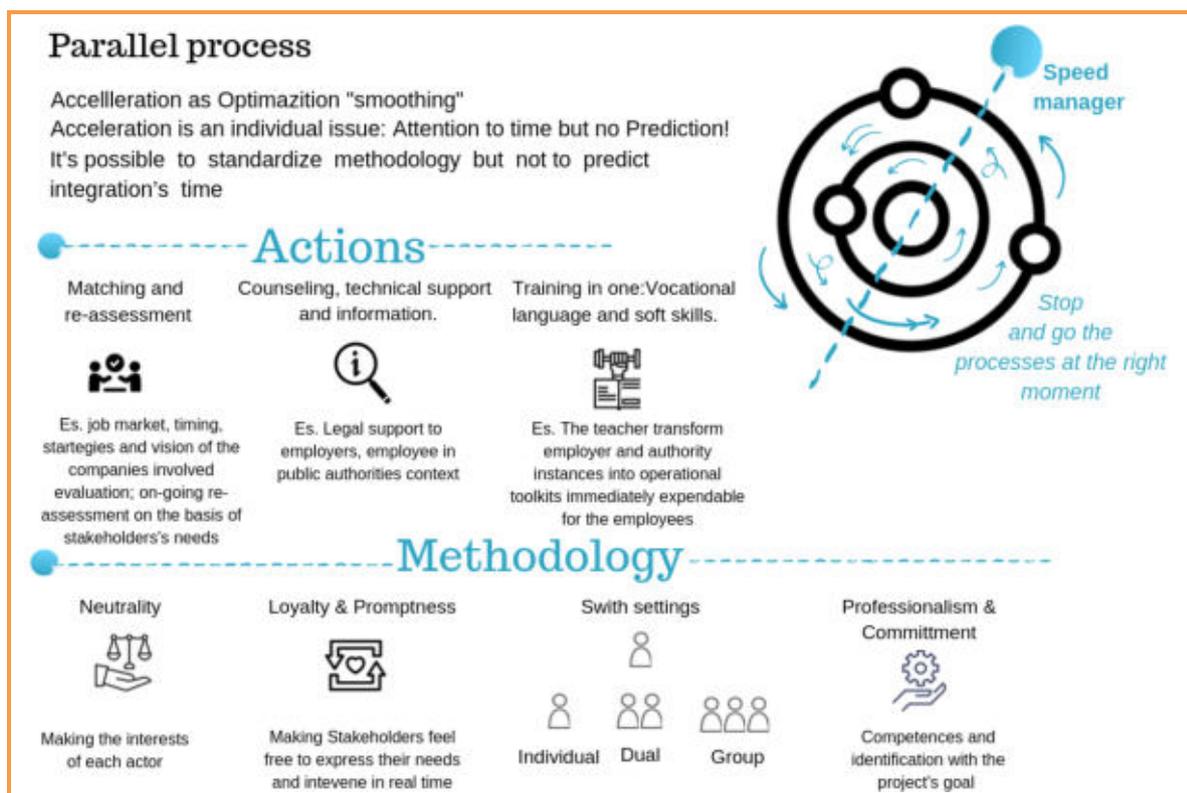
- Programme Director and Speed manager has one of the most important role to accelerate the integration process with regular meetings

# IGAM



We find parallel processes approach of RIAC project very effective for reducing the integration time for refugees to the host community and the job market. First of all, involvement of employers to the process from the beginning and giving participating refugees a specific target keeps them focused through the process. Providing language training to participants helps them to understand not only the job training but also provide them the most necessary tool for communicating with the employers and the other employees. This also furthers their social harmonisation. During the RIAC process with the help of mentors, speed managers and integration trainers they will be guided and supported through all the problems and obstacles they might face, this will accelerate the integration process even further. At the same time these elements will increase the employers' confidence for the RIAC mechanism by also helping him to deal with the issues. Most important aspect of this process is coordination and cooperation between all parties; employers, speed managers, trainers, mentors and participants. "Integration 7/24" approach is a curtail part of the equation as it will support refugees in all aspects of life by providing them with important information in a short time which otherwise would take years to acquire.

Downside of this approach is that in countries such as ours where there is no legal infrastructure for integration of refugees due to "geographical limitation" to make this process work is very hard and costly. It all depends on personal efforts, connections and attempts.



## 10. Topic “Focusing on employers”



*RIAC Participant from Umbria in a Traditional Pottery Workshop*

Acceleration through focusing on employers implies the involvement of potential and committed employers into a RIAC in order to accelerate the integration process of refugees into the labour market. Instead of qualifying refugees according to their interests, the process is reversed. Employers in the area of a specific sector/activity of a RIAC are involved ahead of the start of a RIAC. The objective is to qualify refugees for available positions. This way the programme has higher chances to produce long-lasting matches of participants and employers.

Finding and committing employers for the project is a very important step in designing a RIAC unit. Ideally a cooperation is established with the local chamber of crafts, the chamber of commerce or the local chapter of an industry association. Through these organisations, individual employers are contacted and information sessions are organised to find interested parties to engage with a RIAC. If this is not possible, companies located in the region need to be contacted and invited individually.

In the German and Danish case, Pro Arbeit and Esbjerg Kommune as jobcentres supported the process as employers register open positions with them. Searches in local newspapers and online fora can also help identify companies. In the information session with interested employers or individual visits, a clear value proposition needs to be made to employers to participate, such as the integration of their criteria in the initial candidate selection process, the organisation of short internships to test a candidate's suitability, support with the collection/submission of relevant documents and continued support to the refugees when they start their employment with the employers.

The experience made by all partners shows that committed employers need to be involved from the start; and the more the better. This can best be facilitated by some type of employer, industry or sector organisation.

A RIAC could also include different type of jobs or apprenticeships. Such a multi-job type RIAC makes it easier to attract a critical number of refugee participants to the opportunity workshop. In a mono-employment-oriented RIAC, the number of interested candidates might be exhausted after a single RIAC, while there might be still more demand and some limited interest.

### Esbjerg Kommune

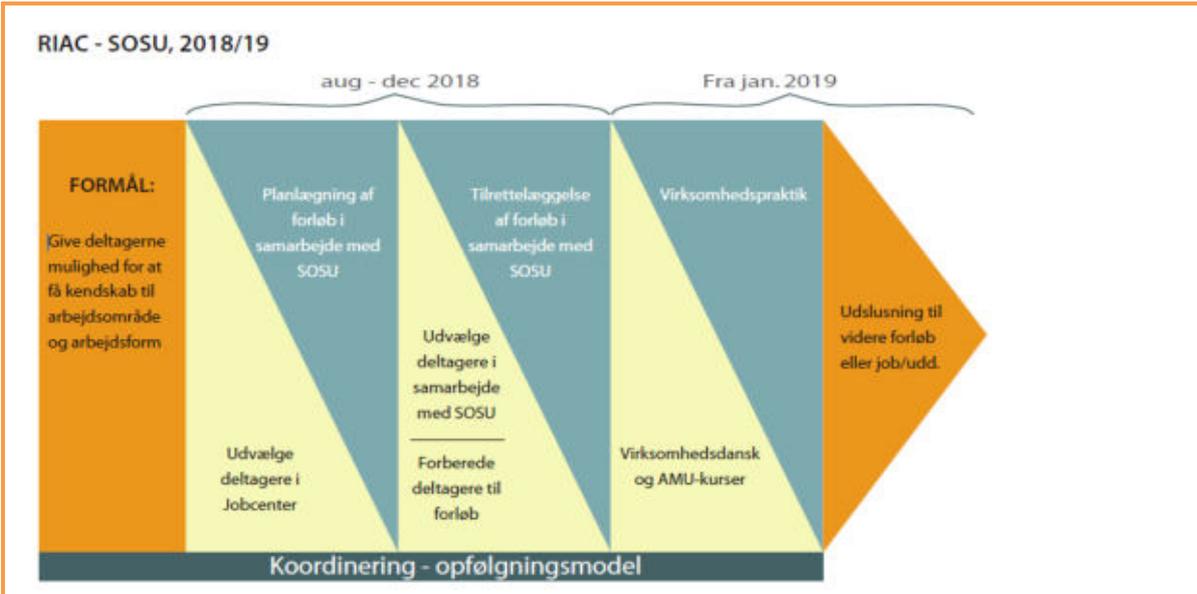


In Denmark, it was natural for us to focus on the Health Care area for refugee women. In this work area, there was a shortage of labour (qualified healthcare assistants), and there is an expectation that there will be significantly more demand for the care of older people in the coming years.

However, the work area is challenged, and there has not even been a surplus for the care centres to offer refugees a training internship.

The paradox has thus been that the work area has lacked skilled labour, while the group of refugee women - who in a few years could obtain skills in the field - are not given the opportunity to be trained for the job, because the work area finds that the task is too demanding and time-consuming and the linguistic, social and cultural barriers too great.

In the Integration House, we have worked on several different parameters regarding this public working area. Through the Job Centre’s director and management, we contacted the Head of Education at Health Care. We made a proposal for a collaboration model between the Integration House and Health Care to clarify and qualify a group of 15 refugee women for the work area. Please see the model below.



In collaboration with the Health Care education team, we planned to qualify the women (based on our RIAC model, please see below) to give them a professional and personal grounding and train them for the work area before they could start an upskilling internship.

We decided that the women should be introduced to practical assignments, and the starting point was a 3-week cleaning course followed by a 3-week care course.

In collaboration with the head of Education at Health Care, different educational institutions were contacted, and we planned a detailed teaching course focusing on practical tasks.

To qualify our course, we visited another municipality that had experience with a similar project.

Based on the qualification process (our RIAC model), we were given the opportunity to obtain 15 internships at 9 different care centres in Esbjerg / Ribe.

We invited the leaders of the various care centres to an information meeting to inform them about the target group, and to clarify and adjust our expectations in relation to work tasks, contacts, and to give the opportunity for mentoring and language training. We also informed them of the possibility of wage subsidies and the IGU after the internship period.

**We offered the centres very close follow-up by the speed manager and job trainer. On the other hand, we moved the women to other centres if they were not offered wage subsidies after the 13 weeks of internship, so that the women would experience progression rather than get stuck in the internship mill.**

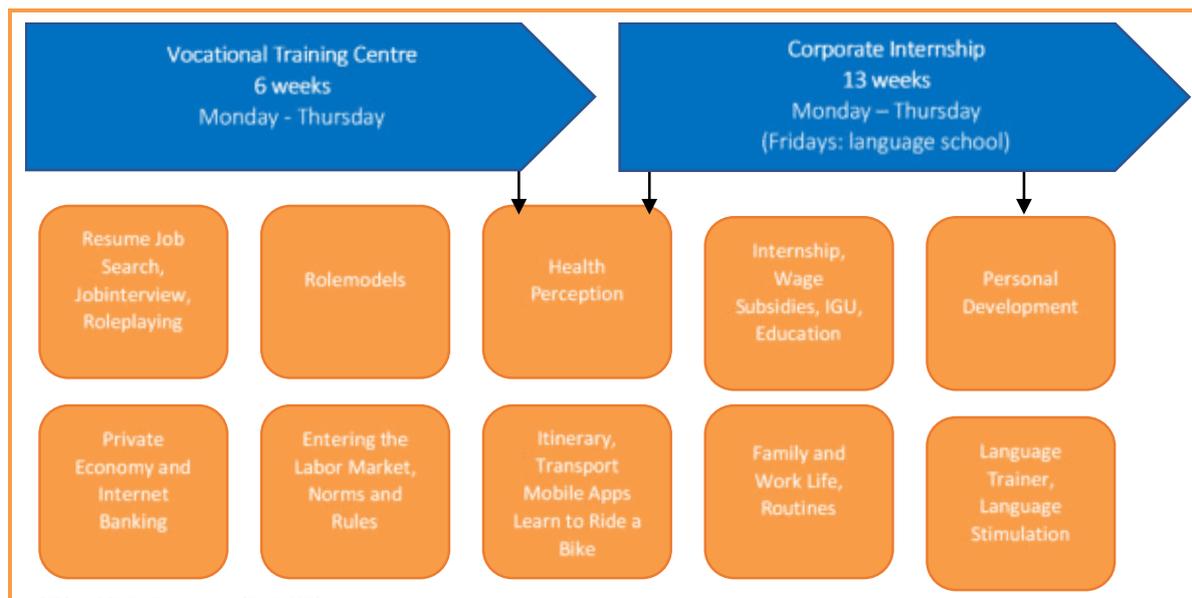
In order to raise awareness of the project, the RIAC 2 was presented to the Forum for Recruitment and Employment, a committee to ensure that particularly vulnerable unemployed people enter/return to the labour market.

We focused broadly in the selected working areas in our RIAC model. In the Health Care area, one can work with cleaning, kitchen and care, and the skills that the women have gained in the courses can be brought into play in other areas; e.g. childcare, people with disabilities, cleaning (various industries, e.g. hospitals and institutions) and the hotel and restaurant area.

We have found that placing a systematic focus on this working area has been a time- and resource-consuming process that has required a great deal of planning and relational communication between the parties involved.

Nevertheless, it has been a great success and has provided job openings for several refugee women (unskilled labour), and more are well on their way. Health Care are now aware of the resources of refugee women. **The collaboration has given the speed manager a much greater insight into the work area and contacts for new candidates. The short qualification process has been motivating for the women, because it was just short and intensive, and with realistic job openings in several work areas (cleaning, care, kitchen, hotel, etc.).**

**The integration house has gained experience working in teams, with groups and with group dynamics, with a holistic aim, with a focus on 24/7 integration and a greater degree of parallel activities.** And, above all, we believe that the women in our RIAC have come much closer to the labour market than they would have through traditional individual courses over the same time horizon.



## Pro Arbeit



Pro Arbeit participated in the RIAC project as a lead partner without, however, failing in its institutional role as Jobcentre. The proximity to the entrepreneurial landscape of the region was an advantage in identifying the segments of the labour market looking for employment. In this context Pro Arbeit played a liaison function thanks to its internal network (Employers' Service) and its institutional function as an agency working on behalf of the County.

One of the most significant points of the intervention in the jobcentre function was the awareness raising of employers and unemployed people on the issue of qualification as a privileged gateway to sustainable and long-term labour market placement. Where the jobcentre invests in training, the job placement will have better sustainability and a better cost-benefit ratio for the community. Qualification must, however, intercept the needs of employers: in this sense Pro Arbeit has played a triangulation role between entrepreneurs, trainers and users of the offer.

## KIZ



Ideally a cooperation is established with the local chamber of crafts, the chamber of commerce or the local chapter of an industry association. Through these organisations, individual employers are contacted, and information sessions are organised to find interested parties to engage with a RIAC. If this is not possible, companies located in the region need to be contacted and invited individually. In the German case, Pro Arbeit supported the process as employers register open positions with them. Searches in local newspapers and online fora can also to identify companies.

### The process

Jointly with the employers, some necessary preconditions for specific positions (e.g. language level, or a basic understanding of crafts) are defined and tested in the "Opportunity workshop". Refugees are invited by the job centre to an information session, where the RIAC is presented. If interested, the

refugees can register for the “Opportunity workshop”. It is important to note that this is a voluntary offer to refugees to ensure that only interested candidates are attracted, with the aim of increasing the probability of success for the refugee and the employer.

In all cases, the programme started with an information event and registering for an opportunities workshop. The refugees who register to participate start with the opportunity workshop. In the course of 2 weeks, the number drops to 12-15 in a self-selection/selection process. For example, participants are given a list of German vocabulary, and the same terms are dictated the next day. The test is therefore not only a language test; participants could study the vocabulary overnight. An opportunity workshop for lorry drivers includes an exercise in which participants have to find cities on a German map and sequence them so that the minimum number of kilometres is driven. Participants are also informed about labour rights, minimum wage and income opportunities of professions in question. This approach leads to strong self-selection. All participants who are eliminated not by their own choice have a face-to-face meeting. Participants who pass the opportunities workshop assessment continue with a 10-week training module potentially including an internship with employers. When participants enter a job, they are monitored for 14 weeks with weekly meetings.

Participants are not required to have particular skills, work experience or qualifications beforehand. The focus is rather on basic knowledge and attitudes such as reliability and the willingness to learn. For a specific RIAC, specific factors such as a basic understanding of craftsmanship or mathematical knowledge for a technical profession is expected. Such specific requirements are determined jointly with participating employers of the sector.

KIZ tried different approaches regarding employer involvement. In one RIAC, a temp agency was involved to accelerate integration even further; this turned out to be unworkable. For a Transport RIAC, no employer was sought. The assumption was made that participants would move on to getting their driving licences. With the driving license in hand, the successful participant would easily find a job subject to social insurance contribution, as demand in this job market segment exceeds the skilled people available. Five companies, however, participated in the RIAC by each providing 1-4 traineeship slots for participants. Overall, the approach was suboptimal; committed employers need to be involved from the start; and the more the better. This can best be facilitated by some type of employer, industry or sector organisation.

Also, a RIAC could include different type of jobs or apprenticeships. Such a multi-job-type RIAC makes it easier to attract a critical number of refugee participants to the opportunity workshop. In a mono-employment-oriented RIAC, the number of interested candidates might be exhausted after a single RIAC, while there might be still more demand and some limited interest. For instance, a second transport RIAC was cancelled due to a lack of participants. A solution could be a **“mixed profession RIAC”** which could accommodate a smaller number of applicants for specific jobs. For instance, three RIAC-like “Opportunity craft programmes” with various crafts, from baker, plumber, carpenter, auto-repair to mechatronics, have been implemented. While this programme did not achieve the same level of acceleration, it turned out to be very popular with refugees, the number of which increased from 15 participants to 36 in the last programme. The feedback of participating employers and the local chamber of crafts was also very positive.

## ALISEI



**Alisei Coop** changed the procedure by acquiring employers: instead of the search via Job Center, Alisei Coop decided to **contact them personally or via their corporation**.

The reason for the change is that in Umbria, the Job Centres manifest a series of problems that limit their usefulness for acquisition of employers:

- The databases are not updated and/or correct.
- Companies hardly turn to Job Centres for their job requests because response time is very long and vacancies often require specific and certified qualifications and/or experience
- Qualifications and vacancies listed by the Job Centre are often linked to targeted projects that refugees cannot access, due both to their status and to their insufficient skills.

Moreover, access to the Job Centres is precluded to asylum seekers/refugees seeking to obtain residence documents for the territory.

In response to a generalised request by the employers for thorough knowledge of the people to employ and to accelerate the hiring process, and because of the fragmentation of available jobs (which involve different tasks, even if related to the same macro sector), Alisei Coop changed the assessment phase in the following steps:

- Another issue to take into consideration is the characteristics of the local labour market, mainly composed of small and medium-sized enterprises, with a very small staff and thus reliant on personal networks and locals to find manpower.

**1) The selection process is based on the creation of a skill balance portfolio**, developed by the Università del Sacro Cuore di Milano, in which the selectors meet with small groups of refugees/asylum seekers and hold individual interviews with them identifying previous experience, knowledge, skills and abilities acquired, using the storytelling methodology. At the end of the meetings the people with the most skills are identified, even in the absence of specific experience required by the employers. Those not selected, however, are offered a portfolio of competencies that they can use to be able to find a suitable job on their own.

**2) The practical part of the selection, in which refugees are tested via practical exercises, has been postponed to the implementation phase of the RIAC.** It therefore consists of a practical trial carried out in the workplace, where they also receive the appropriate training on the tasks they are going to perform. These traineeships can be interrupted at any time by both the employer and the refugee if it turns out that the person is not suitable for the job or doesn't want to do it.

## CIDIS



The RIACs project approach had the merit of pushing Cidis Onlus to think differently than usual, to pay attention not only to the training and working needs of asylum seekers and holders of international protection but also to employers. The decentralization of perspective has been very important for changing and evolving Cidis' job-orientation services. The RIAC project reminded us to start from the vacancies. Starting from an objective need for workers by the company is fundamental. Not even the most inclusive company hires staff they don't need. The goal therefore became to find candidates with previous experience or interest in the requested sector. Motivation, traits and values are essential as skills and knowledge for long-lasting matches.

How are the employers found?

The channels used by Cidis to identify companies and increase the number of companies available to participate in the project varied:

- Chambers of commerce
- Job centres through monthly communications with local representatives
- Companies belonging to the Cidis network and to personal networks of the operators
- Word of mouth among companies
- Temporary employment agencies: collaboration with temporary agencies is very important. Most of the companies in the area where RIACs take place make use of them for recruitment. In many cases, collaboration takes place thanks to complementary needs (they have information on vacancies and they have a much more extensive network of companies as an association than Cidis, with a pool of candidates and tool and skills for profiling specific targets).

The methods used were different depending on the type of company (size, sector, type of management, etc.) and depending whether e-mail, telephone or personalized meetings at the companies' headquarters were used. Before contacting the companies, the operators document themselves through online or direct research into the corporate employer to understand the values, mission and characteristics of the company. On the basis of this information, the engagement strategy is calibrated, the worker is assisted with the writing of the cover letter and in the simulation of the interview.

The process: From recruitment to tutoring

Once the companies have been identified, it's very important to have a clear sense of the job description and the characteristics that the profile must meet and the tasks it must cover (**be able to make – be able to be**). **Sometimes not even the employers have a clear idea of what they are looking for. In many cases, in fact, through a more detailed investigation, it was found that what they asked for corresponded more to what they wanted the figure to become, and not what they were really looking for.** The following are some of the questions that can foster an understanding of the working environments and needs:

- why does it exist?
- what does she/he do?
- what results are expected?
- whom does she/he relate to?
- what tools and resources does it work with?

**In addition, this phase is particularly important to understand the training needs of both candidates and the competencies requested by specific sectors in order to fill training gaps and make candidates, through the provision of supplementary courses, more easily employable (e.g. sectoral micro-language courses, HACCP, pruning, etc.)**

At the job interview, however, the candidate goes alone and the employer is contacted later to get feedback in order to encourage the candidate to improve his /her communication methods during the interview. The employer must not experience interference by the operators who are in charge of contacting the recruiter before the interview to present the profile and then to get feedback. Accompaniment to the interview is a form of "infantilisation". It's crucial that the operator doesn't confuse the candidate's final objective (getting the job) with its own objective to pursue at all costs – even at the expense of a candidate's autonomy and responsibility.

If the insertions have already been made, **tutoring must be well balanced. The tutor cannot be omnipresent; excessive presence risks making him or her an indispensable mediator in the relationship between employer and worker, even in the most basic communications.** The tutor must give his/her support and intervene only when strictly necessary in order to avoid escalation of critical situations, but above all he/she must carry out an empowerment activity in both regards, so that they learn to communicate efficiently and/or solve misunderstandings independently.

Empowerment of employees is carried out through soft skills courses to be held at times agreed with the employers to facilitate the relationships of new employees with colleagues and employers.

On the employers' front, meetings were held to inform them about the project, immigration law and regulations, the administrative procedures, the culture and society and the contexts of origin of foreign workers in order to encourage an intercultural approach in the workplace and help them decode behaviours. Direct relationships and capacity-building is also done with regard to the labour consultants with whom we try to establish direct communication and, in certain cases, with the temporary agencies.

## HABITAT



Matchmaking skills with market needs and sector-penetration methods have been our first priority. Attracting employers to participate in our RIACs required a different method because of our participants' legal situation in Turkey and the hardships and challenges involved in getting work permits, especially when they are under temporary protection, which usually has discouraged employers from showing interest and participating in our RIACs.

The approach consisted of reaching out to **start-ups and newly established companies** and inviting them for entrepreneur meet-up talks during our sessions, where they could meet our participants and recognize their skills and seek to interact with them around the skills they are seeking most urgently, including the skill owner in their team and company.

Therefore, needed skills would be identified and included in the continuously developing curriculum through upcoming sessions.

Also communicating RIAC Aims with Other NGOs and partners working in the field of strengthening the livelihood opportunities to refugees and facilitating focused sessions to develop the skills of their participants.

Taking the above-mentioned criteria to approach employers, the implementation steps are as follows:

- Identify interested start-ups and companies in need of scaling up their teams and their market size, which gives our participants the advantage of being enrolled.
- Exchange expertise in market needs leading to identification of the most in-demand skills that we can work on developing in our participants' profile. This step spans multiple segments along the timeframe of all RIAC sessions.
- Provide **legal awareness** sessions on work-permit and labour law. In addition to methods in career planning.
- Meet-up through networking events facilitated in the community and within the reach of the habitat network.
- Develop a dynamic feedback approach. Which leads to the output of all three implemented RIACs in habitat. The establishment of RIAC NETWORK.

According to market demand analysis, technology and freelance work topics arose as applicable approaches for employers to hire the services of RIAC participants.

Implementation and Learnings Output (RIAC NETWORK):

Within the scope of RIAC project aims in employment, **RIAC NETWORK** focusses on:

- Technologies demanded in local markets and/or suitable for introduction to Turkey's market.
- The empowerment of **freelance work** concept through pre-designed curriculum to develop participants' skills for freelance work including skills such as basic graphic design, web design, digital marketing, social media management, Cisco networking, ... etc.

- Social cohesion approach through matchmaking workshops and events aiming to reach out to the host community and close the gap between communities. This will accelerate the process of integration.

This network is formed of members from different nationalities and host community members with different technology backgrounds, freelance workers and social cohesion enthusiasts. We will be working together in groups covering 10 objectives (Digital Marketing, Social Media Team, Graphic Design, Web Design/Developers, Videography, Technology Researchers, Editors/Reporters, Social Cohesion Events Organizing, Content Creators, Translation Team).

**The approach to employers will be structured on fulfilling their company needs and demand for skilled workers in related fields (such as those mentioned above). This can also be done by creating working groups of network members to facilitate as service providers.**

The use of technology, the freelance work and the social cohesion approach is not limited to physical presence in general. The use of technologies can connect people across continents, and the availability of freelance work platforms allows us to work remotely and gain considerable opportunity for involvement in social cohesion events locally.

RIAC NETWORK as a final outcome can be scaled to include participants of RIACs from different partners' countries; the structure can be easily shared as it's inclusive and gives access to participants to reach out with opportunities by cooperating with their peers in the network.

The condition most urgently to be taken into consideration is:

- The level of technological knowledge and background to be close, as they would work together on several subjects and across several media.
- Having a list of interested possible networks / start-ups / companies and civil-society organizations to conduct matchmaking activities and bring thoughts and people together.
- Having continuous updates of market needs by conducting surveys and data collection from job centres / companies and other related media.
- Being able to identify leaders of the network by going through their participation rate to events and their contribution in developing methods and ways to support their peers. Network leaders need to be skilful and capable of effective communication.
- Seeking mentors' involvement in network group activities, which can lead to the creation of start-ups with an entrepreneurial approach to solve current problems and putting technologies to their most beneficial use.
- Matchmaking events consider the participation of local stakeholders, such as the chamber of commerce and others. These events help decision-makers facilitate and legislate rules to support the integration of refugees in the economic ecosystem.

RIAC Network members from different countries can also work together; this would scale the credibility of the network members and support local economies while nevertheless giving a global approach to other international networks in different sectors and different interests.

## IGAM



IGAM focused by its first two RIAC on one single employer, a hairdressing salon chain in need of qualified personnel. For the third RIAC we examined the list of “vacancies by profession” published by the Turkish Employment Agency to determine the sectors that we will focus on. We tried to contact the related chambers and associations but unfortunately didn’t get any results. Then we tried to reach employers individually.

Since the beginning of the project, the Turkish economy has been going through a difficult period, and the situation is getting worse. SMEs are downsizing or closing down. Even the big companies that we know for many years are bankrupt. Employers that we talked to told us that they were no longer taking new employees.

This forced us to look for other ways to find employers. And also, instead of working with one employer as we did for the first RIAC, **we decided to work with several small and medium-sized companies.** After several months of fruitless efforts, we finally found a way. We learned that **vocational training centres** (of the National Education System) were accepting refugees as well. We contacted them and explained how our RiAC project is designed. During several meetings, we considered how to make our project work under their system. Since this seemed to be the only way to reach employers, we decided to implement our third RIAC together.

The vocational training centre already had the list of employers looking for employees in that specific industrial zone, so we invited refugees using our list. Having A1-level Turkish was the first precondition for acceptance. The ones who passed the test were our participants. We found the match of employer-employee and registered refugees to the vocational training centre (apprenticeship school).

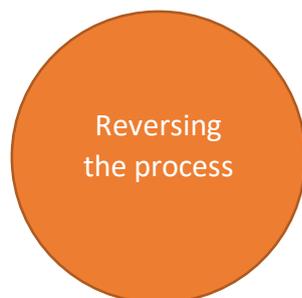
For the RIAC for women, we found the employer in a meeting in which we participated. She had already worked with refugees in another city and was very happy with their work. We explained to her that we were trying to find employment for refugee women, and she was very interested. We arranged a meeting with a group of eight refugee women, and she selected three of them. For women’s employment, again we used the vocational training system.

To find participants for a training in Turkey, we have to pay them a certain amount of money; otherwise, we cannot ensure that they will continue on, and to be able to try their skills in the workplace, we have to insure them. For these reasons, the selection process was based on asking questions about their previous job experience and their willingness to work and learn.

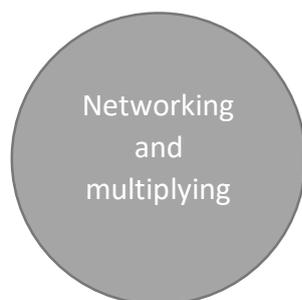
For the first two RIACs we used an “on-the-job training program” for wages and insurance. For the third RIAC and RIAC for women, insurance was covered by the school, and the wages were paid by the employers.

To be able to make the RIAC system work in Turkey through an NGO, some modifications must be made. Unless there is a budget item for participant wages and insurance during the training period, we always have to comply with other funds and tailor the RIAC system to their own.

## Topic “Focusing on employers”



Instead of starting the integration process from the refugee, it begins with the requirements of an employer who has vacancies. Only then can jobs be “guaranteed” to dedicated refugees at the end of the successful qualification process.

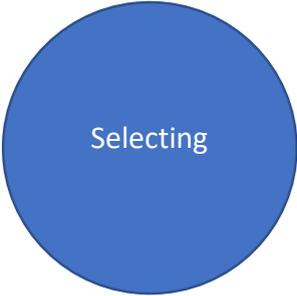


A sufficient number of employers need to be involved for a specific echelon. Ideally, a chamber of crafts or a sector organisation should be involved to facilitate drawing on a larger number of companies and making the RIACs repeatable. Many information events and mailings to a very large number of refugees are necessary to ensure a sufficient number of candidates for the opportunities workshop of an echelon of a RIAC.



Differentiating

RIACs offering a set of different job opportunities (e.g. different crafts) could turn out to be more attractive and repeatable than RIACs addressing only one single job profile. A solution could be a “**mixed profession RIAC**” which could accommodate smaller numbers of applicants for specific jobs.



Selecting

A rigorous selection process (opportunity workshop) is important to ensure that only the most motivated participants remain in the project and are matched with participating employers.



Tutoring

Employers need to be tutored and accompanied in order to make their expectations clear and feasible. The action has to be well balanced avoiding omnipresence.



Training

Matching the training needs of candidates and the competencies requested by specific sectors. The provision of training (vocational language, licences and so on) enhances candidates’ employability and is best at matching employers’ expectations.

## 11. Topic “Mentoring”

The aim of mentoring is the supportive accompaniment of a person seeking help (mentee) by another, more experienced person (mentor). Referring to Homer's Odyssey, a good mentor has the following central aspects: The mentor is a critical friend, an attentive listener and a wise advisor. For RIAC participants, an established and positively evaluated mentoring program was adapted and implemented by each partner.

Mentoring has been declined and experienced in very different ways in the different countries, demonstrating the fact that cultural nuances have played a very important role in this issue.

If in Denmark, mentoring is a widespread practice, in Turkey it assumes a nuance of accompaniment and support in relation to the labour market. In Italy it was a support to find creative solutions to complex situations, and in Germany it was a structured practice to accelerate the effectiveness of the project.

In the following table you can read the details on the different practices and implementations.



*Looking for Mentors*

### Esbjerg Kommune



In Denmark, mentoring is a part of job centre activities.

When the job consultant considers that there is a need for special guidance, he or she can initiate mentoring for a limited period, based on specific tasks for the mentor.

The mentor is usually an employee (the closest contact person) in the company where the refugee is going to work.

**Mentoring tasks are typically both vocational (specific tasks) and a social introduction, bridging cultures and providing guidance in relation to formal and informal rules in the company.**

The companies can receive payments for the hours a mentor spends introducing the refugee to the business (max. 5 hours per week), but they usually do it for free. With refugees in unpaid internships, the companies have only limited costs in introducing them.

In Esbjerg, we have used mentoring only once in our RIAC 3, as extra support was needed and it was very time-consuming to introduce the refugee to the work.

In the Integration house, we have participated in some projects around voluntary mentors and we assess voluntary mentoring can have a good effect on 24/7 integration, but only if there is interest and good contact between the mentor and the mentee.

The mentoring programs that work well often end up with friendships, which means that mentors often stop their mentoring tasks afterwards.

It has also been a challenge to get volunteer mentors to meet for courses and to network, and many meet only a few times for various reasons.

There are also **voluntary organizations** that offer mentor / mentee contact, and we believe it can be a good way to meet local enthusiasts; we are happy to refer to these associations.

In Esbjerg, we aim for close contact between RIAC members and the RIAC participants. We believe that the relationship between the parties is crucial and that the best contact is achieved when the target group has to deal with fewer people.

In our RIAC, we have chosen to optimize the speed manager, job trainer and social worker as a continuous threesome, and that means close collaboration and an opportunity to act quickly and accurately.

Instead of using mentors, the speed manager has a special task in supporting and advising the contact person (mentor) on cultural aspects (bridging the cultures) so that the contact person can do the same in the company.

## Pro Arbeit



Pro Arbeit does not have any specific assignment in relation to the topic of mentoring in the classical sense but has interpreted it by supporting organisations working with the target group in the front line. Through a series of combined actions, it has guaranteed advice and awareness raising to public offices and voluntary organizations, clarifying roles, functions and possibilities of intervention of the jobcenter in favour of the target group of the project. The priority was in this sense of a political nature -inclusion in the labour market as a gateway to social integration- but also of a pragmatic nature: the sharing of information and the division of roles and functions without overlapping optimises the processes for achieving a common goal.

## KIZ



The heart of the KIZ mentoring programme is the triangular relationship between mentor, mentee and project manager. The project manager is responsible for the entire mentoring process. It is important that there is a permanent contact person who carries out the individual activities - from acquisition and profiling to the first meeting. The basic condition for successful mentoring is **good matching**, i.e. a good fit between mentee and mentor. Mentoring supports the RIAC goals of enabling immigrants to integrate well and quickly into local society and working life.

**Acquisition of mentees:** All RIAC participants have the opportunity to participate in the mentoring program. The project manager organizes an information session in which participants learn everything they need to know about the program. After the event, anyone who is interested can contact the project manager.

**Acquisition of mentors:** KIZ mentors are people who live in the same city or district as the mentees. Proximity to mentees is important and increases the probability of regular meetings. All mentors are involved in the programme on a voluntary basis and free of charge. The motivations to volunteer are different; many want to "get to know new people and their cultures", "help others" and "contribute something". The development of their own skills, such as patience and understanding, are also mentioned (expectations). The acquisition of mentors takes place through public announcements. Various media are used for this purpose:

- Posters are published in public places (e.g. shopping centres, cultural and educational institutions, shops).
- The program is advertised in local newspapers and local Facebook groups, as well as on the company's website.
- Furthermore, it is profitable to network with local educational institutions that are also active in volunteer work (e.g. volunteer centre, district offices, adult education centre, municipal administration).
- Address existing networks: in your own company or in a private area.

The acquired mentors and mentees are first **interviewed individually** to determine their suitability for participation. Afterwards, **workshops** are held separately for the group of mentors and for the group of mentees. In the mentoring workshop, participants are prepared for their role. Mentoring refers to a relationship among peers - no student-teacher relationship - with the aim of increasing the mentee's ability to make decisions and act (empowerment). In addition, the coming together serves to get to know the mentors better. The mentee workshop has a similar structure. However, the focus here is more on the topics of "cooperation" and "possibilities of mentoring". Mentors and mentees then fill out **profile sheets**, with results derived from these and impressions from the workshops and individual discussions used in profiling. On this basis, the matching is carried out with special attention to the components of "personality" and "professional experience". The **first meeting** of a tandem is accompanied by the project manager; afterwards, mentee and mentor meet in twos for the duration of half a year, with at least one meeting per month.

During this time, the project manager maintains regular contact with the tandems (**monitoring**). For that reason, he or she can understand how the relationship is structured and can provide assistance in the event of difficulties. In addition, the mentors are given the opportunity to take part in a regular **mentors' table**. This also gives the manager an insight into the mentoring relationships, and the mentors can also exchange ideas with each other. Volunteers usually have the need to get in touch with others, exchange ideas and belong to a group (**need**). Therefore, the company and the regular coming together are of great importance. At the end of each mentoring round, a **graduation ceremony** is held with all participants and employees; there, the mentors are thanked for their commitment and presented with a certificate of participation. The mentors are part of an overall **KIZ network** and are also invited to other ceremonial occasions in the Mentoring Network. The RIAC Mentoring Program is evaluated for mentee and mentor satisfaction and for the purpose of program improvement.

The **mentees' expectations** of mentoring essentially comprise the following areas: "Improving German", "Getting to know German culture better", "Making contacts with Germans" and "Help in the application process". Very few people are familiar with mentoring programs, so the explanation of what mentoring is about is very important; the added value for them must be particularly emphasized and described as concretely as possible. In order to take part in the program as a mentee, there must be a certain self-motivation as well as basic language skills in the host language (here German), otherwise no trusting relationship can develop between the partners, the effectiveness of mentoring is endangered and, in the worst case, mentor and mentee leave with an unpleasant feeling. The purpose of mentoring is the opposite: to provide support to and strengthen people.

## ALISEI



Mentoring activities have been crucial in RIAC implementation, as one methodology that developed itself in different ways: Alisei sought to create and systematize specific figures in support of each aspect of training and inclusion. Mediators, facilitators, training job specifics, teachers (responsible for creating and using specific materials and training tools) – each one of these figures was enrolled in mentoring methodology, with the aim of creating job and social inclusion paths that were as individual and specific as possible for each participant, by assessing personal skills and features and reinforcing motivation and personal goals. The main mentoring figure was the speed manager, coordinating fellow mentoring figures and linking employers, participants, mediators and facilitators.

Plus, in some specific RIAC activities (such as the support given to the creation of the association Fili d’Africa), mentoring methodology and the presence of different kinds of mentors were crucial features for team-building and business planning, considering a group of people who were heterogeneous in their personal, social, linguistic and national backgrounds.

Mentoring methodology, as well as the work of different kinds of mentors, was crucial in supporting Fili d’Africa: **Aliseicoop have structured a training not only around self-employment and tailoring classes, but also around personal empowerment, in order to encourage the promotion of the participants’ capacities and stimulate them to greater self-sufficiency.** Along with this training, the women participating in RIAC have had the opportunity to strengthen their sartorial skills through specific training courses on the use of artisan machinery for the professional production of tailored and semi-finished products; this activity also required the presence of mentors, in particular of teachers and facilitators, that provided the logistics (accommodation, tools and machinery). Aliseicoop personnel acted as mentors in the whole Fili d’Africa creation and development support, in particular helping participants complete bureaucratic procedures and administrative compliance, and supporting them in language, technical and administrative training.

## CIDIS



The mentoring activity is of primary importance for the achievement of the project’s objectives, with work integration as a driving force and as a functional tool for a total integration of the participants in the hosting societies.

The Mentor Riacs program has as main objectives:

- Support the development of participation and promotion of active citizenship, stimulating greater knowledge and use of the resources present in the community;
- Promote the increase of self-esteem and confidence in the relational skills of the mentee, through the strengthening of coping and problem solving skills.
- We made use of two types of mentoring model:
- a "natural" mentoring by adult figures belonging to the working and private sphere of the participants, which represented a point of reference, and a strong stimulus for personal growth (a teacher, a friend, a colleague, a coach, international volunteers of Cidis Onlus, et al).
- Job-oriented and performance-oriented by the manager mentoring of the Project, more structured in nature and meetings scheduled on a regular basis.

The methodology of mentoring has combined the traditional training approach based on the transmission of theoretical notions or knowledge planned for group work, aimed at developing the abilities (IT courses, English and French speaking courses, tailoring meetings for sewing techniques, interviews and dialogues with workers in the reference sectors), with the individual sharing of contents

and reflections based on a non-hierarchical relationship that stimulates the establishment of an open, emotional and conscious communication between mentors and mentees.

The main activities of mentors are:

- Tutoring
- Coaching
- Recreation
- Helping develop a personal plan
- Helping apply social skills to community and informal assessment
- Helping identify and access territorial services and opportunities
- Exchange and discuss any cultural differences and values that may come into play in the workplace.
- Conduct informal networking by introducing mentee to other people
- Facilitate integration into the work place
- Provide tips on issues for avoiding misunderstandings, conflicts, risks, difficulties or stress that the mentee is facing and plan a way to minimize them.

Thanks to the activity of the mentors, the beneficiaries are better able to learn and elaborate the techniques and strategies of action that allow them to improve both the performance and the quality of their social life.

#### Supervision

Supervision by mentoring manager accompanies the whole RIAC project and is closely connected with the success of the project so that it has been associated with a greater frequency of contact meetings with mentors and mentees.

Mentoring supervision activities means generally face-to-face interaction through the use of multiple techniques such as the analysis of skills / abilities, storytelling, role playing, case studies, information sharing and training material, participation in networking events, etc., as well as sharing experiences within the group.

Coaching the participants, we stimulated reflection, inspiring them to maximize their personal and professional potential.

The mentoring manager facilitates experimentation with new personal perspectives and opportunities, growth in thinking skills and decision-making. He or she also supports, assists and encourages the mentee, exploring new opportunities with them, evaluating growth potentials, helping him or her achieve goals for which supervision becomes an essential moment, to recognize difficulties in the work setting and informal contents and identify the best way to deal with them.

Supervision has two main objectives:

- Support both in terms of information and ideas, as well as encouragement, reinforcement, problem-solving and feedback.
- Monitoring through regular meetings with entrepreneurs and mentors to guarantee participants satisfaction as well as the safety of the activities carried out.

It has been also important to strictly define the role of mentors and set up the relationship so as to make the mentees aware that the mentor does not replace them, does not solve problems and/or tell them what to do but instead aims to help the mentees learn to get by on their own.

#### Mentoring process

The organization of the mentoring project involves the following phases:

- Recruitment of mentors among work staff, international volunteers, people of the territorial community who wanted to get involved and make their time and skills available for the mentee, and screening to analyse their previous experiences and individual characteristics;
- Contacts with company managers and representatives;

- Training of mentors through information meetings;
- Mentee coaching, supervision meetings and activity monitoring;
- Evaluation of the effectiveness of the project;
- Promotion of initiatives and public meetings.

## Results

The interesting results of the first experiences is the contribution to the development and enhancement of participants' resources to combat growing social isolation and preparation gaps. **Mentoring has shown that the use of this strategy increases people's empowerment.** RIAC's participants seem to reach their goals faster improving their social, communication and learning skills by being supported and encouraged by someone who has already taken a similar path.

Thanks to mentors' support, mentees are going to improve:

- Self-confidence
- Cognitive skills
- Social skills
- Professional network
- Social network
- Stronger connections with the world of work
- Better working results

On the other hand, the mentors, in contact with migrant mentees, learn to take a positive attitude towards the future; thanks to the exchange of the experience of life, hard and soft skills and passion they have created a significant and reciprocal change in the knowledge system, in work, in ability and in thinking.

**Mentoring in the workplace has proved particularly effective in integrating participants into the company and accelerating the effective transfer of skills from senior figures to junior figures, the acquisition, strengthening and greater internal diffusion of the company know-how system.** The availability on the part of colleagues was surprising, especially for RIAC in handicrafts, where jealousy of skills is high and competitiveness on the job market and the possibility of ascending in the same company depend on them.

## HABITAT



During our RIACs focused on Self-Employment (Entrepreneurship), our mentoring period has been structured to be in direct response to the different needs of our mentees (potential entrepreneurs).

Although habitat has a wide network of mentors in different sectors in the Turkish market, our monitoring results and indicators during the curriculum of RIAC in its beginnings highlighted the complexity of establishing a sustainable connection between mentees and different trainers of Turkish origins. (Language barrier fundamentally).

Therefore, within the consensus of mentees and the RIAC project coordinator and speed manager (who works closely with mentees), **mentors who speak the mother tongue (ARABIC) of mentees were identified as a perfect match for productive work and activating actions into the mentees' ideas to accelerate their business idea manifestation properly (as lean start-ups).**

Methodology and Selection: The mentoring process involves establishing strong communication channels to deliver information and knowledge needed by mentees in their own language, and that contributed to elimination of any fundamental lack or misunderstanding when discussing business details, structuring of plans, business norms and common market language expressions. As described below, mentors are considered as peers to mentees which removes the distrust of knowledge and information exchanged during the mentoring process.

Mentors of RIACs were selected based on a few criteria:

- Providing/sharing their knowledge voluntarily.
- ARABIC proficiency is a must.
- Mentors are start-up owners or already entrepreneurs with field experience.
- Participated in different contests for start-ups with full understanding of the process.
- Company owner willing to support refugees with practical steps to enter the market.
- Have a strong understanding of the processes to establish a business.
- Have a strong sector background related to mentee business ideas.

The call out to mentors has been conducted by the speed manager according to the selection criteria above, by forming a network of Arabic-speaking mentors and start-up owners with extensive experience and previous experience conducting mentoring sessions, mainly specialising in tech start-ups, FinTech, international trade, etc.

Sessions Implementation: Mentoring session duration set to be a full day (once a week)

Most of the mentoring session structure has been designed as follows:

- Mentee memory-refresher activity with speed manager.
- Mentor's special topics workshops for all mentees together.
- Mentors' one-on-one table support (peer-to-peer).
- Validation of references.
- Q&A session.
- Setting goal to be conducted as a homework for mentees by the next week's session.

During all mentoring sessions, the speed manager had the ability to monitor and fulfil the requirement of the sessions for any educational materials, following up with mentees' direct feedback on each mentoring session, offering ultimate flexibility to change topics or resources needed based on each mentee's progress in developing the business idea.

NOTE: Turkish mentors were invited to work with our mentees as well, and to share invaluable information in regard to legal and financial resources within Turkish market. Also provided full instructions folder for mentees on the entrepreneurship ecosystem in Turkey, especially Istanbul.

Sustainability of Mentorship:

- Using multiple communication platforms/apps, mainly WhatsApp group including all mentees and mentors.
- Setting up a library of documents, reference links and digital materials for pitch deck presentations of mentees.
- Providing language-translation support for legal issues related to mentees' business ideas.
- Keeping up with any changes in regard to the situation of our mentees' legal status or restrictions on capacities (temporary-protection ID issues, cultural and social media hate speech, etc.)
- Referral process to local services supporting their business ideas.

Note: We noticed that mentoring sessions contributed to participants' psychological resilience which showed improvements as well, against various changes in laws and hate campaigns against refugees on social media, which kept their motivation stable towards establishing and pursuing their business ideas.

Designed Outputs:

- Building networks of contacts for our mentees, each in their specialized field.
- Linking mentees with other organizations or agencies that conduct projects to support entrepreneurs.
- Full understanding of the system in Turkey for legal, financial and economical situations.
- Being able to come up with MVP (Minimum Value Product) of their business idea.
- Mentees gain an ability to pitch their business ideas to investors.

Note: All mentors were asked to challenge mentees' business ideas in order to minimize fluctuation in the validation of mentees' business ideas. And to accelerate their integration within Turkish socioeconomic life.

Closing Mentoring Period:

By the end of each mentoring period, a Demo Day has been organized so that all mentees can pitch their business ideas to jury of mentors. All participants get to have a participation certificate for the whole duration of RIAC unit. Our valued mentors are also presented with a certificate of appreciation for their effort.

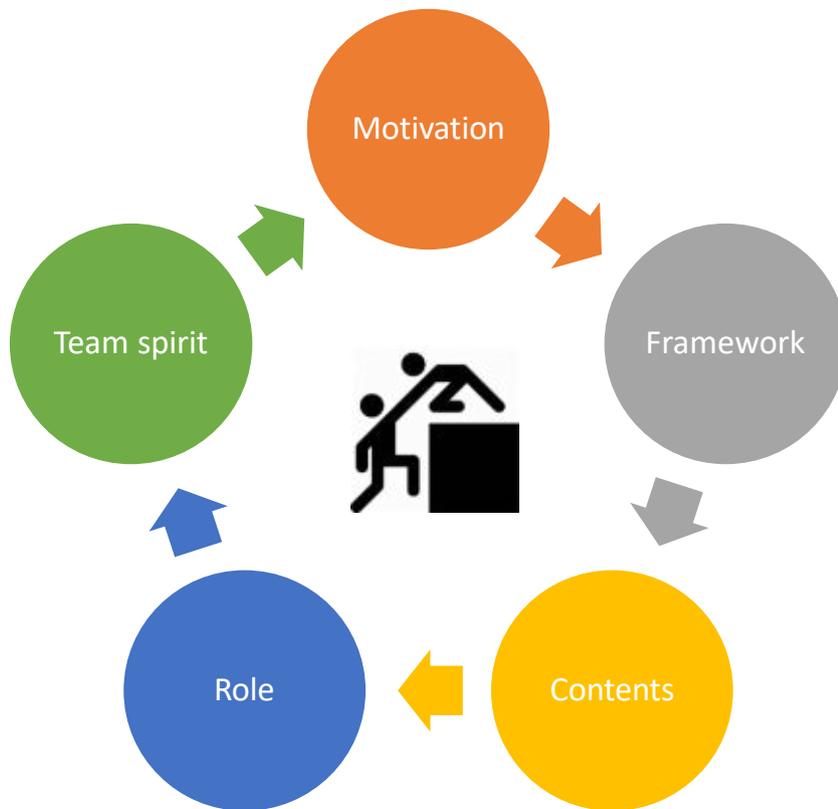
## IGAM



For the first two RIACs we worked with only one employer. Our mentoring manager was also from our employer's team. This allowed us to choose our mentors among the employees and worked quite well for that situation since the mentoring manager knew all the employees and coordinated the mentors very effectively. She was always in close contact with all the branch managers, mentors and mentees and rest of the IGAM RIAC team regularly.

For the third RIAC, we have 30 participants working at 16 different companies. This is an industrial zone and all the companies are SMEs. It is difficult to find and coordinate volunteer mentors since in many of the enterprises there is only one other employee who works with our participants. But since we are working in collaboration with a vocational training centre, we benefit from their close contact with employers. All of our participants are also students in this centre. They come to school once a week for language and social-cohesion classes. We visit them regularly and talk to them. When and if they need mentoring, we, together with our job trainers and language trainers, help as required.

## Topic “Mentoring”



The effectiveness of mentoring increases if the mentors and mentees are highly motivated. Motivation can be given by sharing same experiences, increasing general empowerment. On one hand, the mentees’ motivation and orientation are supported; on the other hand, the mentors, in contact with migrant mentees, learn to take a positive attitude towards the future; thanks to the exchange of the experience of life, hard and soft skills and passion they have created a significant and reciprocal change in the knowledge system, in work, in ability and in thinking.

## Framework

Effectiveness of mentoring increases if the mentors are prepared for their role in advance and if mentoring takes place within a fixed framework (ongoing support).



## Contents

Mentoring tasks are typically both vocational (specific tasks) and social introduction, bridging cultures and guidance in relation to formal and informal rules in the companies. Mentoring in the workplace has proven particularly effective in integrating participants into the company and accelerating the effective transfer of skills from senior figures to junior figures, together with the acquisition, strengthening and greater internal diffusion of the company know-how system.

## Role

Mentoring sessions can contribute to participants' psychological resilience with a positive response to various challenges, such as as changes in legislation and hate campaigns against refugees on social media.

This aspect is certainly positive but must be closely monitored in order to prevent the emotional dependence of the two parties. The reflection on the role and function of the mentor must be constantly supervised.

## Teamspirit

The mentor connects to the general activities of the project, being an integral part of the team, giving advice and feedback to the speed manager.

## 12. Topic “Self-employment”



*RIAC Participants from Istanbul attending their Training*

RIAC self-employment programmes in our project have been the experimentation rooms in which participants were given an opportunity to create their own companies and start-ups with the support of partners specialized in this matter. At the beginning of the project, KIZ in Germany and Habitat in Turkey were supposed to be in charge of this experimentation. Nevertheless, during the project implementation Alisei in Italy and IGAM in Turkey also opted for business creation as a driving force for the integration of their participants into the labour market.

The above-mentioned partners established dedicated RIACS targeting enhancement of entrepreneurship (self-employment) skills in an effort to increase the employability of the target group, providing opportunities for them that increase their self-employability and employability.

Self-employment was seen as a real alternative to employment in companies in Germany and as a concrete possibility of work in Turkey, where the refugees have to cope with restrictive regulations in questions of workplace integration.

An experiment dictated by a similar situation was carried out in Italy; there, however, the choice was one of organizing business creation in the form of a cooperative targeted to minimize entrepreneurial risk. This experiment was also resumed in Turkey – where, however, the implementation times will be longer than the duration of the project.

More information on the Italian experiment can be found in the section of this manual dedicated to the purpose.

## Pro Arbeit



The fundamental objective of jobcoaching in a German job centre is the stable placement of the unemployed on the labour market with a preference for employment contracts. This choice has always been considered the least risky for the unemployed and taxpayers. Business creation is not the primary form of employment for people receiving unemployment benefits, yet it is one of the possible forms. The target group of refugees wanted to experience this possibility, especially considering that for many people, self-employment is the only real profession to be considered in order to ensure the well-being of themselves and their families. But not only that. The target group of people assisted by Pro Arbeit includes many expatriates from Syria and Turkey who hold public office in their countries and who have a high entrepreneurial and institutional profile. Through the offer of coaching for business creation, the aim was to verify personal motivation and vision for business creation. Colleagues from the self-employment department of Pro Arbeit actively supported this attempt by giving lectures at KIZ, by providing participants with specific training and by taking an active interest in German and foreign self-employment models for refugees. In particular, a colleague visited the partners in Turkey and Italy and acted as ambassador to his team. Co-operations were established with other European and national organisations to better follow this theme.

## KIZ



KIZ developed a set of approaches that lead to accelerated integration of refugees in German society. Despite all acceleration efforts and involvement of future employers with whom the project is experimenting, it will not be possible for all refugees to find a job. The group participating in the entrepreneurship chapter included mainly highly qualified people who could not find an adequate job in Germany and therefore chose to create a business. The 30 participants came from different countries, including Afghanistan, Pakistan, Syria and Eritrea, which made German the common working language of the group. The group was composed of 27 men and 3 women. The support process to self-employment takes longer than getting a job, so the chapter is still ongoing.

The RIAC entrepreneurship training consists of four modules:

- Opportunity workshop (2 weeks) – Subject: Is self-employment an option for me? Am I suitable for self-employment?
- Basic training (12 weeks) – technical courses on self-employment, intercultural training, occupation-related language training
- Intensive training (12 weeks) – an intensive mix of marketing, IT, cost calculation, accounting, bookkeeping, controlling, insurance, taxation, pitching training, open office when participants work on own projects and presentations with the possibility to ask a coach, etc.
- Concept and start phase – (6 months) - work on individual entrepreneurial project with the support of a coach one day a week.

The “opportunities workshop” started with 30 participants. After two modules of basic and intensive training, 12 participants still remain in the concept phase after 28 weeks, among them not a single woman. Dropout reasons include insufficient progress in language acquisition (25%), inappropriate expectations (25%), inconsistent participation (13%), or a different perspective (38% – switch to RIAC inclusion programme or find a job). Strikingly, those who completed the program with a concept were either freelancers, entrepreneurs, or academics in their country of origin.

The most important findings include:

- Attention needs to be paid to the **extreme lack of resources of refugees**. Not only capital, contacts and know-how about markets are missing, but also an understanding of economic practices in Germany. Even the simple registration of a trade represents a hurdle. To bridge the gap, visits to the chamber of commerce, either with the native coach or with an interpreter, were organised. This proved to be a very successful practice that eliminated many uncertainties in the participants' minds, also making it easy to keep working on other themes of more central importance.
- **Each step into self-employment takes much longer** than anticipated due to language, concept / model hurdles but also roles and self-understanding (job centre, coach, personal responsibility, ...).
- At the beginning, the business ideas are far behind the potential and do not tie in with experience / qualifications.
- Many participants could not handle computers well. Short courses were held on how to use basic spreadsheets and documents.
- Cultural hurdles must be overcome.
- The **language barrier** is extremely high. Formal certificates (B1, B2, ...) are not meaningful. While there is little appreciation of participants for formal language exercises, experience shows that there is a great deal of passion for subject-related language exercises (such as "My entrepreneurial idol"). The development of the business idea is extremely well suited for learning the language as it has to do with the founder and his/her own future and requires permanent research and writing. The greatest progress was made by participants who consistently participated in the entrepreneurship programme. Group heterogeneity proved to be an advantage, as participants needed to communicate with one another in German.
- More than half a day of training programme is not possible. Classroom teaching is suboptimal as of the intensive training, as individual capacities regarding language skills, entrepreneurial experience, development of the business idea and digital skills are very diverse.
- The classic business plan must be supplemented / replaced by more modern instruments, such as effectuation principles, business model canvas, short presentations and 'first business figures'.
- Start-up support leads to integration on two levels: on the one hand, adaptation by participants to the system is always required and takes place via qualification. On the other hand, the support system must also be adapted to the participants if it is to be successful. Structures must take religious conditions, mentalities or networks into consideration.

## ALISEI



Our view of self-employment strictly depends on our target, which is composed by African asylum-seeker women (most of them with little babies or pregnant) who couldn't be included in our other job placements (despite our efforts!).

Nevertheless, during the assessment phase they had demonstrated strong interest and motivation at working as tailors, and some of them already had some experience in self-employment, but without any institutional framework. Our work – as usual – began by **considering the individual situation** of these women, assessing their individual needs, their strengths and their weaknesses.

We structured training not only around self-employment and tailoring classes, but also on personal empowerment, which – in our view – comprehends also physical and mental health, in order to encourage the promotion of the participants' capacities and encourage them to grow in their autonomy. Our **empowerment is at "360 degrees"** because we believe that these new citizens must be supported in all respects. Thus, these were our training programs:

- Health care: with focus on reproductive health, nutrition and child care;
- Psychological assistance;
- Basics of civics;
- Establishment of an associative body (little steps toward understanding democracy);
- Business plan (Canvas) and job scheduling;

- Creation of a catalogue and product portfolio;
- Forms of financing to support association activities (public and private tenders, crowdfunding);
- Communication, advertising and social media.

Along with this training, the women participating in RIAC have had the opportunity to strengthen their sartorial skills through specific training courses on the use of artisan machinery for the professional production of tailored and semi-finished products.

We decided, jointly with them, that an “Association of Social Promotion” (which is a particular form of association under Italian law) could provide the best institutional framework to help them not only promote their tailoring work and sell their products but also be promoters themselves of themes such as social integration of refugees and asylum seekers, women’s empowerment and **intercultural dialogue**. Through the initial "incubation" within the RIAC project, and then with the continuation of the APS "Fili d’Africa" (Threads of Africa) activities, it will be possible to show the **reproducibility** of such initiatives and help other asylum seekers or refugees gain similar initiatives for self-employment.

Another strong point is the importance of working as a network: the Association is in fact activating collaborations on the territory to open different sales channels (on-line, Fairtrade sales account, participation in local markets and artisan producers' markets, participation in fairs).

## HABITAT



Habitat Association’s self-employment programmes were designed to create awareness about entrepreneurship and to support, motivate and encourage potential entrepreneurs. In each step, the self-employment programme has been focused on one main point of business development.

The programme has been supported by local, national and international partners from different sectors. In addition to that, at the beginning of the programme, trainer training in entrepreneurship was offered to train volunteer trainers. Volunteer trainers support the operations, interpretation and training processes of the programme. The programme contributes toward the personal development of all these volunteers.

The programme curriculum is created in participants’ **mother tongue** in order to make them to feel more comfortable and make the curriculum more comprehensible for them.

### 1. Steps of Self-Employment Programme

- Basics of Entrepreneurship
- Ideation Camp
- Presentation Skills Training
- Business Idea Presentations & Mentoring
- Entrepreneurship Bootcamp
- Entrepreneurship Accelerator
- Demo Day
- Accountancy Training and Business Registration
- Networking

#### 1.1. Basics of Entrepreneurship

The training of ‘Basics of entrepreneurship’ take place over two full days to introduce the dimensions of entrepreneurship and entrepreneurship approaches. With this training, participants familiarise themselves with the ecosystem of entrepreneurship and the roles of different actors in the ecosystem.

The training curriculum informs participants of the basics of financial management, human resources and innovative thinking.

#### 1.2. Ideation Camp

In ideation camp, participants learn how to work on a business canvas model and value proposition canvas to create a new business idea. In addition to this, participants conduct a search for one successful enterprise, and then create and present this enterprise. In the second phase of ideation camp, participants start to structure their business idea and create their business canvas and value-proposition canvas. The volunteer mentors assist participants once the participants have created their own business canvas. After this, they make their presentation of business ideas using the business canvas and the value-proposition canvas. According to feedback by the mentors, they make revisions to their canvas models

#### 1.3. Presentation Skills Training

In the training of presentation skills, the participants learn how to act on stage when presenting their business idea. In addition to this, participants learn how to use their voices and how to get the audience's attention. The trainer encourages the participants to make a presentation. On the other hand, the trainer teaches them how to create short and effective presentation content. At the end of the training, the participants experience the creation of a presentation.

#### 1.4. Business Idea Presentation & Mentoring

In this step, participants focus on the presentation of their business idea. They create their business idea presentation, complete with SWOT analysis, competitor analysis, market analysis, financial estimate and marketing strategy. Thanks to the support of mentors, they develop the presentation and are prepared to present the business idea before a jury.

#### 1.5. Entrepreneurship Bootcamp

Entrepreneurship Bootcamp is designed to develop the business idea with different parts of the business structure. The focus here is more on the competitor analysis, and participants learn the 7P marketing mix and the Boston Matrix. They implement this mix and matrix with their business ideas. They then meet with mentors to develop their marketing strategies.

#### 1.6. Entrepreneurship Accelerator

The Entrepreneurship Accelerator is developed as the last step before the pitch. This phase helps entrepreneur candidates improve innovations for their business ideas to gain a competitive advantage in the market. Mentors lead the participant in the accelerator programme to finalize all parts of the business model including the financial estimate, marketing strategy and human resources. In addition to this, mentees finalize their presentations of their business idea.

#### 1.7. Demo Day

Demo Day is the last step along the business-idea-development path. Participants in the self-employment programme present their business ideas to the jury in hopes of being granted an award or investors in a short period of time.

#### 1.8. Accountancy Training and Business Registration

Accountancy training covers the accountancy system of Turkey, tax issues and the responsibilities of business owners under Turkish law. The costs of business registration can be covered by the project or another partner programme.

## 1.9. Networking

Habitat Association is one of the biggest actors in an entrepreneurship ecosystem. In addition to this, Habitat organizes the biggest entrepreneurship ecosystem meetings in Turkey. Participants are invited to these meetings for networking. These kinds of activities give entrepreneurs an opportunity to find investments and funds.

## 1.10. Mentoring

In the mentoring phase, according to the participants' sector of the project idea, we invite mentors who have their own businesses in sectors related to those of our beneficiaries; in the first RIAC, mentoring process took place for 4 months. In the second RIAC, the mentoring process took place for 2 months. In addition to the mentors from the entrepreneurship ecosystem, our communication specialist supports mentorship for communication and marketing strategy, and our accountant supports mentorship for financial estimates, business-registration processes and business law.

## IGAM

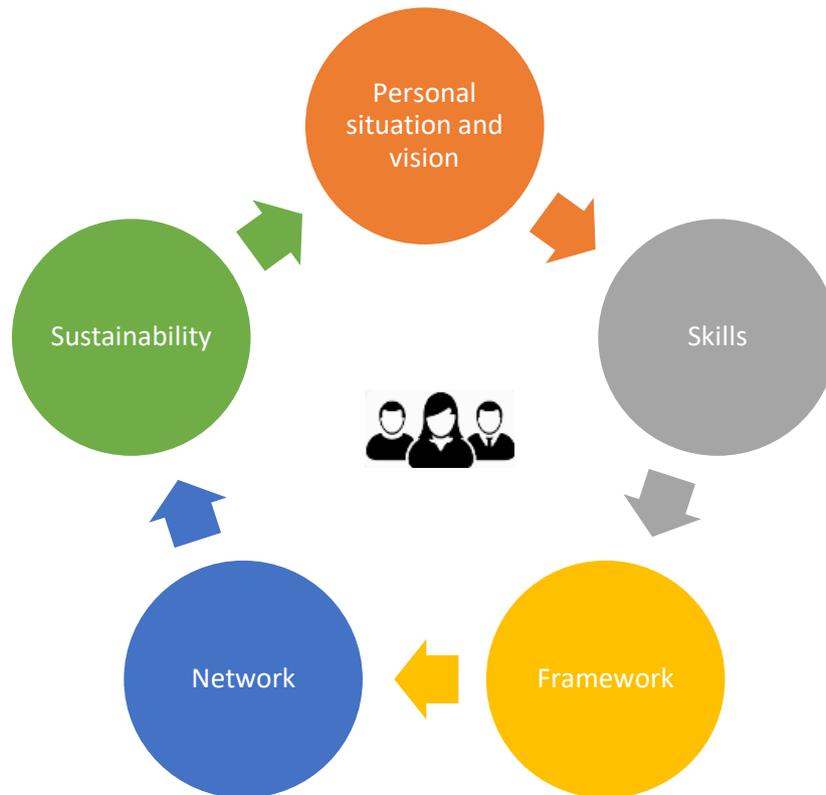


Self-employment was not one of our objectives in the RIAC project. During our first and second RIACs, we encountered some problems with work permits of our participants; this impeded our employment numbers. To overcome this obstacle, we tried to find a solution.

One of the options was to establish a social cooperative hoping that through which we could bypass the **work permit** problem by renting barber chairs in barber shops for them. With the help of this method, they would be not employees but entrepreneurs, which might make it easier to get work permits. We had several meetings with the experts from Ministry of Trade Directorate General of Cooperatives and some of other NGOs with experience in this area. But in the end we realized that a social-cooperative approach would entail considerable financial and bureaucratic burdens as a non-profit organisation that would be very hard to sustain over the long term. Social-cooperative legislation is not yet well established in Turkey; it is still in progress.

Our second attempt for self-employment for our participants was to direct them to Turkish Red Crescent's "Household Production" project. This project offers **financial support** to help select participants establish a business that they can run from their own home. Hairdressing is a perfect profession for refugee women, since this is work they used to perform working from home back in their own country. We advised four male and three female participants about this opportunity, but in the end, men decided that their home is not suitable for running the business from home. One of the female participants became engaged and decided not to do it; the second female participant's application for resettlement to a third country was approved, and the last one wanted to change her direction to pastry training. Hence, we had no self-employment opportunity.

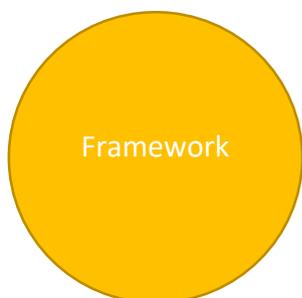
## Topic “Self-employment”



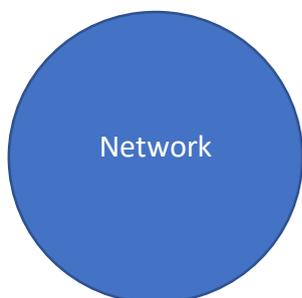
Consider the individual situation and vision of participants, assessing their individual needs, their strengths and their weaknesses. Training in self-employment begins with **360-degree empowerment** and supports the people in all aspects of their lives.



Participants in the RIAC for self-employment have shown a strong personal motivation in support of their visions. To support their projects in a concrete and sustainable way, it is important to pay attention to the **lack of resources of refugees**. Not only capital, contacts and know-how about markets are missing, but so are an understanding of economic practices in the host countries. Digital skills are an important part of increasing employability, self-employment, volunteership, freelance work and social cohesion.



Regulations (for instance work permits) and language barriers can be major obstacles to creating self-employment. Resolving these obstacles may take longer than expected, which can lead to a decrease of the initial motivation.



Young companies need support in activating collaborations locally, to open different sales channels (online, Fairtrade sales account, participation in local markets and artisan producers' markets, participation in fairs). Coaching by mentors plays a crucial guiding role in this respect.



The sustainability on the market certainly depends on the ability of entrepreneurs to create a concrete and credible offer, but it can also be supported by joining financial programs dedicated to newly created companies. These programs are typically local or regional and dedicated to specific target groups (women, immigrants, young people and so on).

## 13. Topic “Integration 24/7”

Integration in a workplace is not by itself integration into the host society. An individual’s social integration takes place in a dynamic process consisting of encounters and clashes with the values, relationships and institutions of the host country.

The work in RIAC has shown that social integration is possible through a continuous and individual full-time learning process which, however, can be made possible and facilitated by targeted experiences. The partners have therefore created opportunities for interaction, encounter and clashes with the host society and helped participants to stay focused on their rights and obligations in the host countries. Participation in social life is possible only if one is informed about the offers which are made in the host country’s language.

For this reason, one of the common denominators of this practice dealt with improving communication skills in the host country’s language.



*IGAM RIAC participants (hairdressers) volunteering in an Ankara hospital*

## Esbjerg Kommune



Esbjerg  
Kommune

In Denmark, we have a very structured public integration system that takes care of many things, such as housing, benefits, language school, corporate internships, public transportation and health issues, and children start in day-care, kindergarten and school soon after their arrival.

When arriving to the municipality, refugees get a 2-week introductory course for newly arrived refugees. After these two weeks, they begin language classes (free of charge the first 5 years). Within their first 4 weeks in the municipality, they start corporate internships to become familiar with the Danish customs/traditions, culture and ethics and rules and norms in the labour market. In combination with the corporate internship, refugees attend language school for approx. 2½ years.

In Esbjerg, we want to make sure that the basis for good integration is formed early on. Therefore, refugee families with children can have a family guide to assist them. The family guides provide counselling and practical educational support to the families to ensure successful integration. The goal is to ensure that families work and take an active part in the local community.

Danish society is very different (cultural, political and organizational) from their society of origin, in terms of schooling/childcare, etc.

The family guide's tasks are tailored to the needs of the individual family, based on conditions such as culture, religion, and ethnicity, position in the home country, family relationships and refugee history. The family guide helps with regard to health issues, Danish society, values and laws, and the public system, day care and school, youth life, associations and networks.

The family guides assist parents with the tasks they face as parents in Denmark. Handling practical things in everyday life.

The effort is based on the children's needs and preventing developmental problems. The effort is only preventative and is handed over to the family ward if there are major problems.

Tools are solution-focused coaching techniques, relationship-building activities, and various visual tools.

24/7 integration in Denmark – the long-term integration of refugees.

Jobs are the most important integration mover, but several factors must be present before refugees can obtain jobs in Denmark.

The first step in integrating refugees into the host country is undoubtedly learning the language. Being able to speak and understand the local language takes time and requires a parallel effort in which language instruction is combined with other parallel activities, such as corporate internships and learning about the country's culture, society and system.

The speed manager and corporate mentors are available and help ease the way to the labour market. The speed manager is in constant contact with both the refugee and the employer to remove small obstacles and ensure a smooth path. It is the speed manager and job trainer who provide information on working life, rights and obligations and issues related to working life, unemployment insurance, union membership, employment certificates, taxes and changes in housing benefits, as well as on how to structure life when both parents are working.

The speed managers focus on language development. They advise on what the refugee can do to accelerate language-skill acquisition and what the employer can do to obtain a reliable and readily available employee.

It is important that the employer take ownership of language development from the beginning to speed up the process.

It is also important that the refugee recognizes the importance of speaking the language; many do not make the effort.

The speed manager encourages them to speak Danish with their family, read homework with children, watch Danish TV and news/local news, read newspapers, etc.

The speed manager also emphasizes that the refugee can become dependent on others, and that simple things such as medical visits can become a cumbersome task, that they risk losing their network and employment in the long term if they do not learn the language.

Refugees are advised to make use of voluntary organizations and neighbourhood projects, and they are encouraged to be active and participate in leisure activities and associations.

For mothers in maternity leave, we have established a maternity group. The maternity group meets at an elderly centre once a month.

The purpose of the group is for the women to maintain networks and a social life, to speak Danish and to gain insight into various themes affecting children in today's Denmark. The family guides manage the maternity group.

The reason for choosing placement at an elderly centre is that this exposes them to a workplace and perhaps inspiration to work in that field.

To support refugees who have gained employment, we have launched supportive efforts: Good Start. Here, employees can get help with various work-related concerns, and the speed manager stays in touch with both the employer and the refugee/employee for up to 6 months to prevent unemployment.

## KIZ



Our idea was initially for refugees to spend the greatest possible portion of the day learning and in contact with the German language. For example, we have the idea of using supplemental self-learning tools.

Experience has shown, however, that attention and receptivity are limited. Participants are already very strained after half a day of learning. If they also use the help of the speed manager or a mentor, then this is quite strenuous for them.

However, it is more correct for participants to spend every day learning – whether direct and guided work or indirect study through active life in the German-speaking world.

Today, we would not consider 24/7 immersion a success factor. It should be more like “every day of the month”.

The question is less how to spend a great deal of time learning, but rather how to sustain one’s motivation to learn.

## ALISEI



Our idea of 24/7 integration was intended as a holistic integration for migrants, whose job inclusion is one of the main avenues to social and political inclusion. Therefore, we worked with both employers and migrants, starting with the assessment phase, to foster a sustainable mutual exchange of experience.

Thus, both employers and migrants could benefit from specific training courses, job experience and language instruction. Each inclusion path was in fact planned on the basis of mutual and specific needs, skills and features, and each person involved had a specific “speed manager” figure available to help him or her with any aspect of job inclusion.

## CIDIS



Cidis Onlus considered the 24/7 model very valid and used it in the initial phase of the project. This modality lasted three weeks (three times a week for 4 hours) in which participants were asked to engage in activities aimed at selection and empowerment.

The activities carried out have been the following: intercultural and soft skills workshops, modules on workers’ rights and obligations, tools for the active job search, sectoral Italian courses, interview simulations, explanations and visits to job-relevant authorities, computer courses, public events, etc. All these activities were realized during the hours between 9:00 a.m. and 6:00 p.m., as most participants had to return to their shelters not later than 8:00 p.m., and as most shelters are not in the city centre and are not well connected by public transport.

The intensity of the interventions made it possible to verify the real motivation of the participants while ensuring full immersion in the project and high assimilation of content thanks to the application and repetition of concepts in different contexts. However, in the case of the Cidis participants, the 24/7 strategy could not continue further, as it is incompatible with work obligations. In the next phase, training activities were carried out in close coordination with employers, both with respect to times/days and the topics and training gaps involved. After participants started working, their free time decreased and, with it, their participation in mentoring activities; fortunately, however, most of them are working in dynamic and young workspaces in which they have found colleague “mentors” from whom they can learn how to behave properly in the work setting and with whom they can share recreational moments.

## HABITAT



Habitat Association’s RIAC programme is provided through social cohesion activities to contribute towards 24/7 integration of beneficiaries. The beneficiaries are included in soft skills training and volunteer programmes in the topics of entrepreneurship and social financial skills enhancement.

In addition to this, the speed manager of RIAC facilitates all communication between Habitat and RIAC beneficiaries. With a WhatsApp group and e-mail; the speed manager has been interested in the problems and questions of the beneficiaries around both trainings as well as life in Turkey.

RIAC participants have a chance to increase communication with host communities in social-cohesion activities such as city tours, book fair visits and art activities for social cohesion. Conflict-management workshops and job-readiness sessions are going to be organized to facilitate 24/7 integration of beneficiaries.

## IGAM



The aim of the RIAC project is not limited to providing employment opportunities through language and vocational training but also facilitates refugees’ integration in the host country.

In the frame of Turkey’s asylum system, the topic of integration only recently became part of official policy; the government declared 2019 as “The Year of Harmony”. But as Turkey still doesn’t have an established integration system as an NGO we must find our own ways and solutions for the RIAC project’s integration phase.

In Ankara, refugees mostly live in low-income areas of the city and in the residential areas around industrial zones. Their contact with the local community is limited to workplaces, schools, public transport and hospitals. But since this has turned into a protracted refugee problem, it became inevitable that there would be more contact with the local community.

The first step in the integration of refugees in the host community is undoubtedly language. Our experienced Turkish teachers use various tools and techniques to enrich the learning experience, such as books, board games, word games, videos, short movies, songs, tests, etc. By asking participants to teach Turkish to their families, our language teachers try to reinforce their knowledge. Reading, writing, listening and speaking skills are equally addressed during the process.

In order to accelerate their language skills, they also offer various online courses and videos. Participants can use these tools in their free time as their daily schedules permit. WhatsApp groups

serve as a platform for sharing videos and social media posts that might be interesting and informative to our participants but also encourage them to read and write in Turkish.

Our approach to “Integration 24/7” can be described as concentric circles. In the first circle, we provide them – in addition to language and vocational training and employment opportunities – some vital information on Turkish civil law, emphasizing the differences to Syrian laws, such as the prohibition of child marriage and polygamy. Seminars on domestic violence and gender equality are also part of our program. Through the IGAM Information Hub, we try to facilitate their access to health and education services, providing assistance if they need information on citizenship and resettlement, explaining how to reach security forces if necessary, and giving them legal and psychological support if needed. We ensure that they can reach the RIAC team whenever they need to, not just for themselves but also for their families.

Even though we assume that it is important to adopt the Turkish lifestyle we take into consideration that they have suffered from war and destruction and miss their country and their home. Last year, we organized a seminar on the Arabian impact on Turkish literature and a poetry night to show them that we respect and appreciate their history and culture. Our plan for this year is to distribute the book of a Syrian poet living in Turkey.

The second circle is “the work life”. For this circle, we are constantly in contact with both sides; acting as mediators, we make sure that they get along well with their employees and colleagues. We try to clear small obstacles and make an effort for a smooth process. Organizing information meetings on labour law, work life, job security, rights and obligations is on our “to do” list for the next few months.

We are still trying to find a way to facilitate their employment through social cooperatives to bypass work-permit problems, particularly for non-Syrian participants. We redirected a few of them to new programs that we heard of on self-employment such as the “In-house production support” program of the Turkish Red Crescent and vocational training programs of ASOSEM.

The third circle is “society and the city” they live in. To inform them, we organize short seminars as often as possible on Turkish culture, social norms and rules, rights and obligations, and on Turkish customs and traditions.

Last year we organized trips to Ankara Castle and the Anatolian Civilization Museum, invited RIAC participants to different IGAM activities, and organized picnics at the end of each training period where IGAM staff, RIAC project participants and Turkish students came together.

In order to help targeted participants in their daily life, we also offer a survival kit – called “I’Mappy” – designed for refugees. This kit is developed as an application for tablets and smartphones; hence, most of the young refugees can benefit from it. The I’Mappy app includes:

- Emergency numbers & useful addresses, transportation info, as well as the short list of places providing food, clothes, financial support, etc.
- Information about communication habits/characteristics in Turkey
- Basic Turkish words and expressions.

We introduce the application and show them how to download and use it so they can benefit from it.

One of our missions as IGAM is to contribute to the development of international asylum laws and norms and to ensure their effective implementation in Turkey. On this note, we have developed brochures with basic information about rights of refugees to access health services, education and the labour market, information on the Turkish civil code, asylum policy, etc., and have distributed these brochures to our beneficiaries.

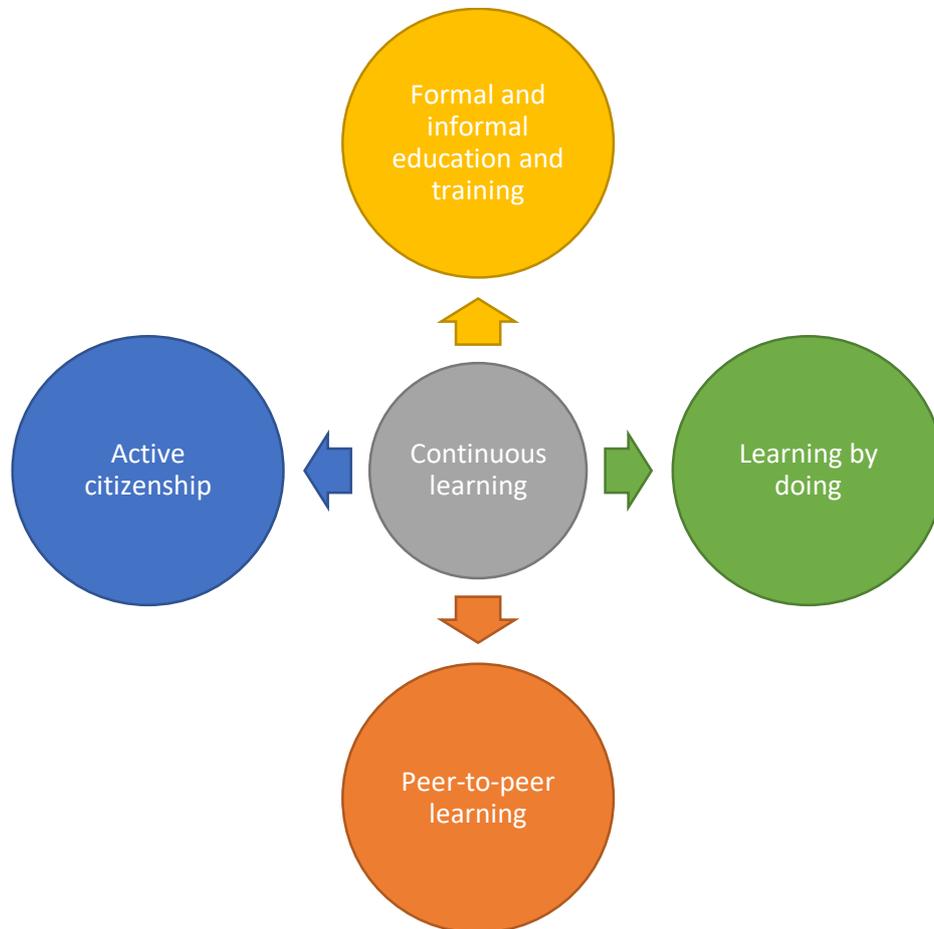
In the scope of RIAC I-II, we offered Turkish language courses and theoretical vocational training courses at the TOBB University campus; this location allowed our participants to experience campus life and hopefully gave them a sense of university education in Turkey.

Some RIAC project participants who have successfully completed their hairdressing training paid voluntary visits to different nursing homes in Ankara and offered personal care to elderly citizens. This was a perfect example of social integration and a successful accomplishment of our project.

“Integration 24/7” will remain the main approach of IGAM, not only within the scope of the RIAC project but also in all future IGAM projects.

## Topic “24/7”

Discussion around the question: How to outline continuous learning in the RIAC units?



Creating information materials regarding topics such as labour laws, career opportunities, applications and CVs

Pushing the process into local communities and activities

Creating maps of services



Contact with locals in leisure activities, sports, volunteering  
Mentoring  
Blended approach to learning (digital and frontal)



Training and sharing information about daily life in the host country



Mentoring newcomers  
Integration into local civil society through volunteer work

## 14. Seven lessons learned beyond the topics

The written and granted project was then implemented in the various partner countries. The experiences have produced an expertise that has gone beyond the theoretically conceived model and enriched it with auxiliary yet important aspects that often define the success of an initiative on their own.

In southern Italy, the RIACs in the agricultural sector had to tackle the issue of illegal work and illegal hiring. The response to the exploitation of migrants, which in Umbria also took on forms of slavery, was the creation of a cooperative of women who had escaped the prostitution market.

Stabilization of the activities created during the project was possible thanks to funding from other entities, mostly local and regional. Access to these forms of financing was possible in Italy, Turkey and Germany.

Social cohesion and the ability to counter hate speech on migration was a cross-cutting theme throughout the project: sovereigntist and xenophobic currents invaded the streets – even digital ones – creating disorientation among our participants.

Creating teaching tools suitable for the RIAC audience: still a challenge for our partners, as well as keeping motivation high, despite everything, a fundamental theme for coaching.

And last but not least, reporting on all of this background in a transferable and scalable way.

These are the issues in the following section.

## 15. Black and grey labour market in Italy.

A note by CIDIS Onlus



*Pruning Vines in Southern Italy*

The RIAC project takes place in two regions in which black / grey labour rates are among the highest in Italy and where Caporalato<sup>1</sup> is widespread; in addition, it focused on sectors particularly at risk of exploitation so it has meant that inevitably, in the course of the project, we had to elaborate techniques to stem the phenomenon, to ensure that project participants were not ensnared by distorted labour-market mechanisms and that they actually became witnesses/promoters for their peers and compatriots of legality. The battle over undeclared work was not carried out directly through reports (this type of activity could have had negative repercussions on the trust of the other companies involved, and there are institutional bodies in charge of inspection and supervision, such as IRL, ASL, Revenue Agency, Carabinieri, Italian finance police, etc.) but rather through a series of actions aimed at empowering participants to render them able to independently assess vacancies and employers once the project concludes. Below are the activities developed by Cidis Onlus:

- Accurate selection of entrepreneurs, meeting on the workplace aimed at acquiring information about the company, job prospects and at verifying the “climate” of the workplace. In Calabria, firms have been identified that are willing to pursue legal paths, thus favouring support for workers' employment processes in compliance with the contract for agricultural workers and nursery gardeners of the Province of Cosenza, signed in 2017 between Confagricoltura Cosenza, the Provincial Coldiretti Federation, the CIA Calabria Nord, the FAI - CISL, the UILA - UIL, the territorial FLAI-CGIL of Cosenza and the territorial FLAI-CGIL of Castrovillari; the agreement is set to expire 31 December 2019;

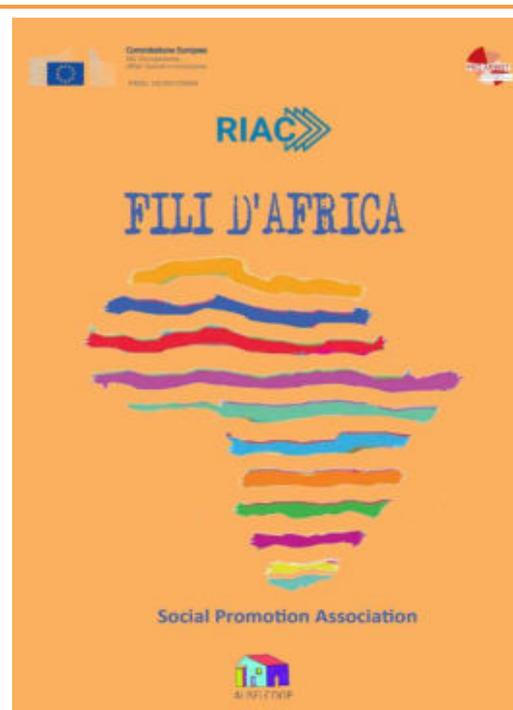
- Training aimed at understanding the set of rights and duties of workers and an overview of the different contract typology;
- Explanation of legal repercussions of working “in black” and possibilities of renewing and transforming residence permits and safeguards in case of regular labour contract 1 Illegal labour recruitment system, used mainly in the agricultural sector, practiced by intermediaries with the collusion of local entrepreneurs who can guarantee the intercepted workers 360° services (brokerage for fictitious employment contracts, renting apartments lacking minimum essential services, as well as transport to the workplace), receiving bribes for this service. EU EUROPEAN COMMISSION Employment, Social Affairs and Inclusion DG Social Affairs SOCIAL INVESTMENT STRATEGY.
- Illustration of job-search channels
- Meetings with Companies’ representatives, owners of agricultural cooperatives and with entrepreneurs of tourism and catering service sectors, demonstrating that there are virtuous realities where respect for the fundamental rights of workers is still practiced.
- Supporting employers in implementing legal procedures
- Promoting legal tools to identify grey situations, such as apprenticeships and training
- Against Caporalato, some steps have been taken to resolve the problems around the transport of workers from urban centres to workplaces; specifically, this involved all the providers of public and private transport services active in the Sibari Plain; these were contacted in search of solutions to cover some areas and some farm workers (in most cases Italians) who were willing to offer a lift to participants to farming land.

This campaign, even if small in scale and limited to RIAC participants, has scratched the illegal services delivered by the network of corporals operating in the area of intervention. Thanks to these lines of intervention, it was possible to guarantee the conclusion of regular employment contracts by some of our participants, along with partial resolution of the problems described above.

## 16. FILI D'AFRICA

Methodology note from Alisei Coop about the issue “Cooperatives as opportunity for better employability of special target groups”

Under RIAC project we saw that it was nearly impossible to realize job inclusion through internships for women (women had been involved in project activities in preliminary meetings, assessments, language classes and training); refugee and asylum-seeker women are in fact a special target group, due to some specific features: pregnancies, child care, on average presenting a lower cultural level than men, psychological issues connected to migration process, in particular due to traumatic experiences of prostitution, exploitation and trafficking. As a special target group, they are considered vulnerable and at risk of social exclusion; this makes it necessary to implement a job-inclusion process that can comprise social, political and personal empowerment, all these being fundamental elements in the path to effective and sustainable social integration.



Meetings and specific assessments highlighted tailoring as an eligible job sector for the women involved in the project: specific skills and motivation towards the sector emerged, along with the presence of informal personal or group activities that were already ongoing, producing costume jewellery and clothes. Therefore, we decided to offer specific training courses on electronic sewing machines.

With regard to special target groups and vulnerable people at risk of social exclusion (refugee women, persons with disabilities, former convicts, ...), empowerment represents an essential element alongside job inclusion. Both elements are made achievable through formalization of informal economic and social activities (as is the case for Fili d’Africa). Getting to know the specific target group, we saw a need to implement job inclusion that could allow people to work in teams (to simplify child care, already shared among the smaller groups of women that also live together) and that offered flexibility: the answer was in self-employment and auto-entrepreneurship, these two topics being at the core of specific training courses implemented after the assessments.

Therefore, as already hinted, we chose the legal form of APS (Associazione di Promozione Sociale – Association for Social Promotion), which is a peculiar legal form in Italy. It is an association whose goals include job inclusion as well as social, sensibilization and

empowerment activities), inasmuch it presents simple administrative and economic features, is flexible and resilient with regard to potential desertions and, lastly, has as its aims (as stated in the legal papers regularly presented) professional training, job inclusion as well as social activities, intended for members and non-members.

The tools we applied have impacts for the three categories of knowledge, mediation and capability:

- The assessment methodology (already part of project activities) has been used in the first meetings, intended to get to know the women involved and also to get them to know each other; during the assessments, the idea of creating an association emerged. Therefore, further meetings were realized to assess specific skills and motivation.
- Cultural mediation was crucial in strengthening a miscellaneous group, open to new memberships; the job of specific mediators, mentors and facilitators is crucial in working with people with diverse backgrounds (language, country of origin, personal experiences, ...) in order for them to form a working team and find the right motivation and goals.
- Specific training courses were realized in the professional use of electronic sewing machines, administration/management and language. By developing these topics, we could strengthen the cohesion among the women involved, permit the start of production (that is still in its initial steps), and make new memberships more appealing. A verification of feasibility could be seen in the shared motivation itself, meaning the goal of job inclusion through a non-classical process, presented and implemented during meetings and assessments, with initial factual verification during the meeting that elected the administrative staff and formalized the association charter; it is clearly necessary to keep working on mediation and life-long learning, as these elements permit social, productive and administrative activities to evolve.

## 17. Methods and strategies to connect the RIAC model to other forms of local/regional, national financing.

A note by IGAM

The IGAM's experiment with the implementation of RIAC yields useful ideas about transferability and scalability of a holistic approach to integration not only in the European region where it has been implemented but also in the host countries that have neither a well-established asylum system nor a strong economic and social system based on the rule of law.

In Turkey, where the national, municipal and civil society structures as well as the involvement of the business community is not strong enough, RIAC's holistic approach is best-suited for the integration of refugees into society. RIAC defines the integration of an alien individual and his/her family in a new country as an ongoing process of creating an environment assuring the same access to economic, social and cultural opportunities as is accorded to the nationals of that country. This is a holistic approach that views the different aspects of integration – such as employment, education, housing, freedom from discrimination, psycho-social support, etc. – all as part of the same whole.

In the eyes of IGAM, what is unique for RIAC, in addition to its holistic approach, was that it teaches us how the project partners in quite different countries, such as Germany, Italy and Denmark, tailors the same principles to suit their specific situations.

In the case of Turkey, any stakeholder in civil society, such as IGAM, needs to play a multi-dimensional role ranging from issues of legal protection to psycho-social support and employment.

This is because Turkey fits well since the term “integration” is a recent innovation as a durable solution for refugees. Due to its geographical limitations Turkey adheres to the 1951 Convention Relating to the Status of Refugees and the 1967 Protocol; local integration for non-European refugees had never been considered a form of durable solution. Resettlement to third countries – or, to a lesser degree and when possible, voluntary repatriation – were the main practical forms of durable solutions for large numbers of refugees for decades. However, with the 3.6 million Syrian refugees, local integration has emerged as an imposed reality and is being dealt with in an *ad-hoc* manner. The situation is even worse in other large countries adjoining Syria, such as Lebanon, Jordan and Iraq, which are not even State parties to the 1951 refugee convention.

In the absence of recognised refugee status with accompanying rights, not only refugees but also the host communities act towards each other without a precise sense of where rights and responsibilities start and end. This makes attempts to manage integration policies more difficult and politically sensitive, as growing negative feelings, amounting to hate speech against refugees, create deep and polar divisions within the community.

The Syrian and non-Syrian refugees in Turkey currently number a total of four million persons. Furthermore, Turkey provides basic humanitarian assistance to nearly one million IDPs in the Idlib, Afrin, Al Bab and Jerablus areas of Syria that are currently under de facto Turkish control.

The refugees in Turkey are deprived of many rights and face multi-layer difficulties in their efforts to survive. Protection issues, housing, employment, freedom of travel, education and access to health services, social-inclusion mechanisms and hate speech are the main issues.

On the positive side, the Turkish government tries hard to cover refugees' health services and successfully enrolled nearly 800,000 school-age children in schools. In an attempt to formalize labour markets, it made it possible to access formal labour markets subject to permission. Indeed, such policies encouraged IGAM to become a partner of RIAC in order to support these mechanisms of public support and refugees' incredible efforts of developing spontaneous coping strategies.

We observe that RIAC works as a good tool in such a largely limbo situation to teach implementers (public, private and civil society) through learning by doing.

As one example of how the public authorities are disorganised, not only amongst themselves but also within themselves, the authority to permit NGOs to conduct outreach activities has shifted three times since 2018 between the central and provincial levels of the Ministry of Family, Labour and Social Services; and when the provincial branches were authorised, nearly each branch took different decisions. Such disorganised arrangements are also common between different ministries and other offices. The impact of these inconsistencies and unpredictable actions makes planning and strategizing for IGAM much more difficult to reach its RIAC targets.

IGAM is luckily an NGO that benefits from funds provided through different projects. Funds from a single source would make it much more difficult to implement a holistic approach. Our physical facilities, large number of staff and transportation capacities, legal consultants and case officers support our RIAC project and make it possible for us to adapt relatively easily to changing governmental policies.

To avoid the negative effects of such frequently changing situations, IGAM also developed networks among other NGOs, public bodies and municipalities. Since there are no single, permanent structures for obtaining necessary authorisations related to the issues of work permits, social security memberships, language and vocational training and social inclusion, IGAM tried to bridge the gap among direct service providers through its network system.

Thus we hope the implementation of IGAM as part of RIAC in Turkey raised awareness of the limited number of entrepreneurs learning the benefits of formally hiring refugees at still lower wages, thanks to State subsidies that cover part of their social benefits. This system was originally developed for Turkish youth but was recently discovered by the ministries of Labour and Education as a window of opportunity for refugees as well.

Based on this experience, the government is gradually shifting its focus away from normal secondary education to formal apprentice schools to enrol young refugees who currently are out of school as they are required to work in the informal economy. IGAM was invited to

contribute MoNE's efforts to update the curriculum of these educational facilities in light of the needs of industry.

This report tries to answer the following questions related to implementation of the RIAC project and its prospective implementation in future: (a) Who benefits from supporting the project? ; (b) Who is a strategic partner for the sustainability of the project beyond its life span? (c) How can public and private actors be involved in the actions the project envisions? (d) What is the added value of having other actors on board? (e) What are possible risks?

But before attempting to answer such questions, IGAM would like to remind the reader that the developments of the Idlib province of Syria forced the Turkish government to amend its policy of preventing refugees from moving to EU territories. Turkey's announcement of not preventing mixed groups of refugees and migrants already caused more than 100,000 people to move to the Greek borders. We still do not know the implications of this policy change for the Turkish-EU statement of 18 March 2016.

### **What is the added value of having other actors on board?**

When we started the RIAC project during the preparation process, we realised that it is not possible to implement the project as planned under the current conditions in Turkey. The first obstacle we encountered was the need to insure participants during on-the-job training. This was not possible within the present budget of the project. We needed to find a solution to this problem.

The second big obstacle we faced was to ensure regular attendance of participants during language and vocational training programs. Since our participants didn't have a regular income, we had to support them financially for transport, meals and daily living expenses during the training period.

In the absence of an integration system, to be able to implement the RIAC project as an NGO under the legal and economic conditions in Turkey, a need for external support arose.

Our cooperation with other institutions started with the Keçiören Refugee Service Center, itself a project of IOM, to reach the refugee population in the area. This centre supported us throughout the project by supplying us with meeting rooms.

For the first two RIACs we used the "on-the-job training program" designed to combat unemployment – by the Turkish Employment Agency of the Ministry of Labour, Family and Social Services – to provide wages and insurance to RIAC participants. This program was originally designed for Turkish people, but we were able to use it for refugees.

Using this program gave us much-needed support, on the one hand, but on the other hand it forced us to modify some aspects of the implementation period.

Negative economic developments in Turkey complicated the process of finding new employers for the third and the fourth RIACs for us. After long and fruitless efforts to find employers, we contacted the Vocational Training Center (of the National Education System) in the Ostim Industrial Zone.

We learned that through this system we can not only find employers but also solve the problem of wages and social security. Again, using this system forced us to make modifications in the implementation process of RIAC project.

When our participants needed psycho-social and legal support, we directed them to another IGAM project, “Refugee Support Hub”, funded by ECHO and World Vision.

The more actors we collaborated with, the more holistic our approach became.

### **Who benefits from supporting the project?**

The Ministry of National Education, within the objectives of 3RP (Regional Refugee and Resilience Plan), has goals on behalf of the Republic of Turkey for the schooling of refugee children. Through this project, we supply participants to this system, helping the ministry reach its goals.

Again within the 3RP Plan, the same goal applies for the Ministry of Labour, Family and Social Services for the employment of refugees, for which we provide support through our project by finding employment for our participants.

### **Who is a strategic partner for the sustainability of the project beyond its lifespan?**

The Ministry of National Education, the Ministry of Labour and the Employment Agency are important for the sustainability of the project. Employers of our participants who benefit from the project are also strategic partners for sustainability, as they gain qualified personnel through the RIAC project. Other institutions managing livelihood projects are also important, as we share the same goals.

### **How can public and private actors be involved in the actions foreseen by the project?**

The private sector is generally not very interested, and by law, the public sector cannot employ refugees. We try to raise awareness through conferences and meetings for the private sector, and we do advocacy to open the public sector for refugees.

### **What are possible risks?**

Systems change often in Turkey. For the moment, the trend favours the system, although not in an ideal manner. Policy changes are always possible.

The economic crises that Turkey has been going through represent one of the risks. A difficult period in international relations is another.

Rising hate speech and negative feelings towards refugees might affect the ability to repeat such projects in future.

Another risk of involving other actors in the project is that they might modify the project according to their system, as we had to do with the “on-the-job training program” and the “vocational training centre”.

## 18. Hate Speech and Social Cohesion

A concept from HABITAT



*RIAC Participants from Istanbul attending their Workshop on social Cohesion*

Hate Speech: This topic meets the struggle facing individuals and groups of different backgrounds built of hate acts or behaviours from their surrounding space, whether person or in the virtual space online. The global definition of hate speech is: “abusive or threatening speech or writing that expresses prejudice against a particular group, especially on the basis of race, religion, or sexual orientation.” The United Nations also defines “hate speech” as “any kind of communication in speech, writing or behaviour, that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality, race, colour, descent, gender or other identity factor.” Under this topic, a series of workshops can be conducted with a syllabus including:

- What is hate speech?
- What is hate speech as a matter of law? Is it protected under the laws governing free speech?
- Where would you see hate speech? Be real in identifying hate speech.
- Differences between hate speech and hate crime  
Types of use of hate speech (bullying for children, special case study)
- How to identify if you are facing hate speech. • Common reactions to hate speech and irregular incidents (when hate crimes are committed) • Preventing hate speech? How can you apply prevention?
- Hate speech and its effects on youth, children, women, LGBTQ in today’s society • Global standing against hate speech – No Hate Speech Movement
- Is it enough?

- Reflection on the workshop. During the workshops, visual and media materials to be presented to participants, such as videos, provocative photos of real situations, sound recordings of anonymous conversations over some sensitive topics in relation to local community reality.

Videos such as: <https://www.youtube.com/watch?v=77j7Wfussrc>

No Hate Speech Movement: <https://www.youtube.com/watch?v=35rAykWYPrG>

Evaluation of workshops: During the workshops, some pre-designed parameters will be applied to participants to measure comprehension of hate speech, common group reactions to hate speech, self-analysis of speech techniques and local words that are commonly used. Assessing ideologies and behaviours of participants in relation to hate speech.

Social cohesion: As a definition, this is the willingness of members of a society to cooperate with each other in order to survive and prosper. While living in a harmonized community is a goal for living with peace of mind and reaching a more coherent economical system among communities' members. Communities mostly faced with conflictive situations, especially in which differences of race, religion, sex and external oppressive status over groups of people arise (refugees, black people, LGBTQ, religious groups, et al.)

The aim: The aim for social-cohesion workshop concepts is to deliver an extensive curriculum to participants which can empower them to play the roles of moderators in their communities and be able to spread the understanding of conflict, violence and peace relying on international modules offered by experts, such as the Johan Galtung module, International Peace Institute publications and the United Nations. Peace education is: is the process of acquiring the values and knowledge and developing the attitudes, skills, and behaviours to live in harmony with oneself, with others, and with the natural environment.

With such an introduction of the topic, a series of workshops can be conducted with a syllabus including:

- What are conflict, violence and peace?
- Johan Galtung triangles
- Iceberg activity in understanding the types of conflict, violence and peace in communities
- Peace education: roadmap and steps
- Ways to overcome structural violence and cultural violence
- Conflict concept and ways to solve it (practical activities)
- Small-scale conflict
- Problem-solving and interpersonal skills
- Theatre as a method toward social cohesion projection of solutions
- Theatre of the oppressed (Augusto Boal)
- Psycho-social modules: practices in building communities and harmony

- Non-violence communication workshops
- Community-based initiatives and their support in local communities
- Creating platforms, areas, groups, links and references for activities aimed at social cohesion

During the workshops, visual and media materials to be presented to participants, such as videos, Photos... etc. Johan Galtung: Conflict Triangle  
<https://www.youtube.com/watch?v=xHsKqktOjkh>

Conflict-resolution tutorial: Understanding conflict—name, blame, claim  
<https://www.youtube.com/watch?v=VUdbgAZyPNU>

Johan Galtung speech on Breaking the Cycle of Violent Conflict  
<https://www.youtube.com/watch?v=16YiLqftppo>

Evaluation of workshops: During the workshops, some pre-designed parameters will be applied among participants to measure their comprehension of the modules studied, common group reactions to cohesion, and self-analysis around interpersonal peace in common local situations.

Assessment of syllabus practices and behaviours of participants in social cohesion. References:  
<https://www.galtung-institut.de/en/home/johan-galtung/>

Implementing peace education in secondary schools

<https://dergipark.org.tr/tr/download/article-file/192367>

## 19. Outlining a motivational approach:

The experience in Esbjerg



*RIAC Participant from Esbjerg talking to her Coach*

In general, in Denmark, there is a demand for highly skilled labour, and there are expectations of a high degree of stability, efficiency, loyalty and flexibility in the labour market, in addition to high language requirements.

But an important issue in the project has been for participants to acknowledge the need and benefits of Danish language skills. But also for them to gain an awareness of their own resources and challenges while identifying soft skills and qualifications. And to acknowledge the importance of networking and socialization.

One of the main challenges in carrying out the 4 RIAC units was to maintain a higher level of motivation among participants.

This was achieved through

- Motivational work
- Information about sanctions and democratic formation
- Problem-solving along the way

## The tools:

### The RIAC team

The RIAC team has been visible and accessible throughout the process and has been able to act quickly, offer support, challenge, advise, motivate and solve problems.

The team has been very involved in the process and in the dialogue with the participants; they also had hope and confidence that they would create the kinds of good relationships that have eventually made it possible to change some things.

Various role models have been involved for the women in order to have a variety of people to reflect on, and these models have had a great influence on the women.

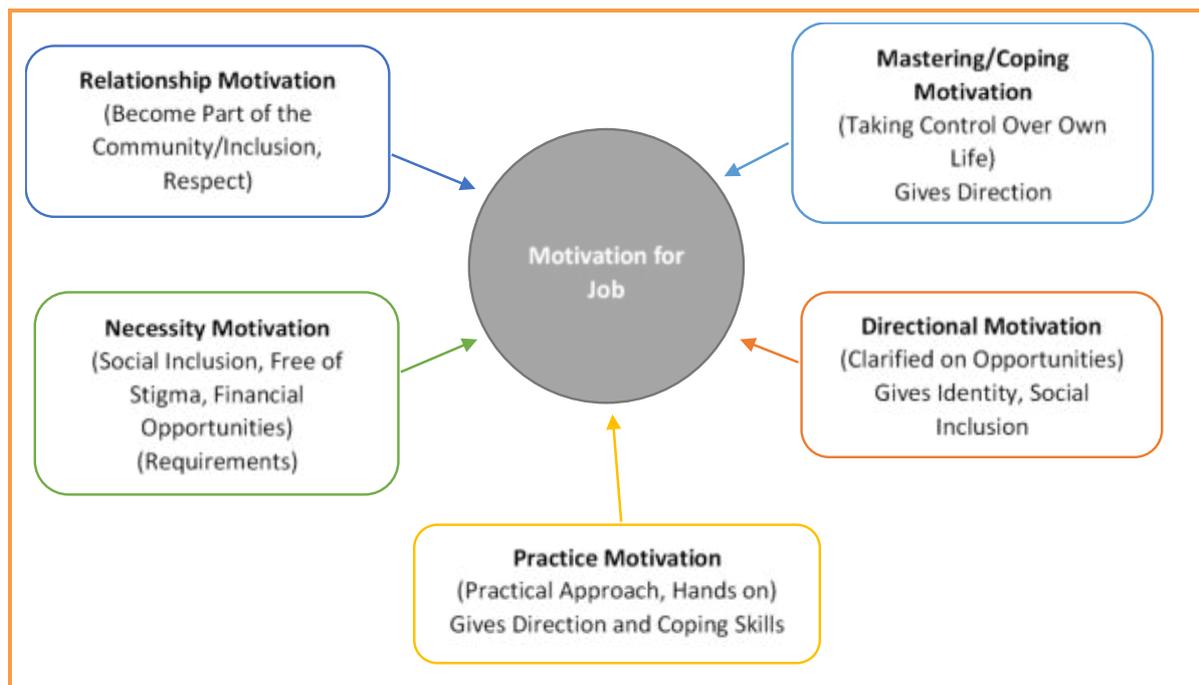
### Social cohesion as a key to autonomy.

Relationships with project staff have given confidence and security, enabling women in particular to be open about their current situation, and their challenges were recognized by the professionals.

The good relationship made it possible to deal with difficult topics, e.g. sanctions.

The social aspect, the cohesion that took shape among the participants, has been the primary motive for a positive group dynamic and has contributed particularly towards keeping women involved in the process.

All along, our objective was for the family to support itself, both in the short and long term. Our focus is therefore on personal networking, empowerment, milestones and personal objectives. We had to take a step deeper and discuss their values, resources and competencies, their health, experience, education, residence, economy and family pattern. What were their wishes for the future? Their level of self-reliance? What was their motivator?



In the RIAC, we found different motivating mechanisms for achieving a job and for the integration into society.

**Coping motivation**, refugees are motivated to take control over their lives and find the right path – they experience success through the fact that the RIAC is short and manageable, and they become aware of their strengths and challenges.

**Related motivation**, refugees are motivated by building relationships with professional contacts, participants and employers. They become aware of the network that connects them. 24/7 integration lies in the refugees' emphasis on the importance of being part of a social community.

**Directional motivation**, refugees are motivated because they are aware of their options regarding their vocational path.

**Practice motivation**, refugees are motivated by gaining practical skills.

**Necessity motivation**, the necessity of having a job, to get job identity (self-esteem/self-confidence/societal integration) and economic advantages and being free from stigma.

Responses to the women's evaluation form have shown that the activities have been crucial to these women.

The women have been largely motivated by the opportunity to get a job or education; several were unclear about their motivation and situation but have been enlightened about the opportunities they have and have therefore been motivated.

Several have stated that getting a course and some professional skills has been motivating. Emphasis is placed on relationships with colleagues and networks, and the respect and hospitality they have met has been a motivating factor.

Getting 'free' from the municipality has been important for most people, in addition to improving their economic status and having holiday pay and other material benefits.

Gaining a new structure in everyday life and combining working life and leisure life has been one of the more important themes. There was also a need for guidance in relation to health and disease awareness, as well as information on cultural differences in general, e.g. the need to involve the husband in domestic duties for the women to be able to join the workforce.

We have introduced various role models to inspire, inform and motivate, and these have had a huge impact on the women.

## Recommendations

Our focus on good and realistic job opportunities – and fast-track ones – was very motivating for participants.

- Special selected participants in groups – motivated for the working area – made it possible to work with group dynamics in a positive way.
- Special organized vocational training, with highly motivated teachers and great study environments, was very inspiring for the participants.
- A holistic view of the women's situation and culture, addressing their economic situation and their coping and empowerment strategies, made it possible to work with motivation and coping skills
- Focus on relationships/networks and motivation

- Team members with project identity and close cooperation can act quickly and fairly to adjust problems and behaviour.
- Cross-professional collaboration strengthened our cooperation, giving greater knowledge and greater job satisfaction.
- Working with group dynamics, as a new method in work with refugees, has proven profitable and a faster track into the labour market. The method has resulted in better relationships with refugees and in contact in a spirit of greater trust.

## 20. Transferability and scalability: a way to generate innovation

A note from Pro Arbeit with KIZ

A project is a space for experimentation.

Creativity and innovation thrive and develop in this space, producing ideas and models.

The RIAC Project involved the implementation of 20 actions (RIACs) in four partner countries (Germany, Italy, Denmark and Turkey). The actions were defined in the project both in terms of **organizational aspects and content**.

Starting from the results of the standardization of the operations, each partner was invited to consider possible innovations with regard to internal processes. Alongside the implementation of the model through the topics already analysed, partner experiences highlighted operational opportunities and possible solutions that had not been foreseen in the original model. The constant search for adaptation of the model to local conditions (political and economic) led to creation of innovative solutions, which were in turn collected and shared with the project partners. This repeated transfer guaranteed that the project excelled in transferability. The adaptation of practices to local contexts made the model scalable.

**Transferability** includes activities and approaches integrated in project actions aiming to facilitate the replication and/or transfer of project results beyond the project, including to other sectors, regions or countries. It can be easily measured by the numbers of times the model has been picked up and replicated. **Scalability** can be measured in multiple dimensions, including:

- Administrative scalability: The ability for an increasing number of organizations or users to access a system.
- Functional scalability: The ability to enhance the system by adding new functionalities without disrupting existing activities.
- Geographic scalability: The ability to maintain effectiveness during expansion from a local area to another region.
  
- Load scalability: The ability of a system to expand and contract to accommodate heavier or lighter loads, including the ease with which a system or component can be modified, added or removed to accommodate changing loads.
- Generation scalability: The ability of a system to scale by adopting new generations of components.
- Heterogeneous *scalability* is the ability to adopt components from different vendors.

## The RIAC experience

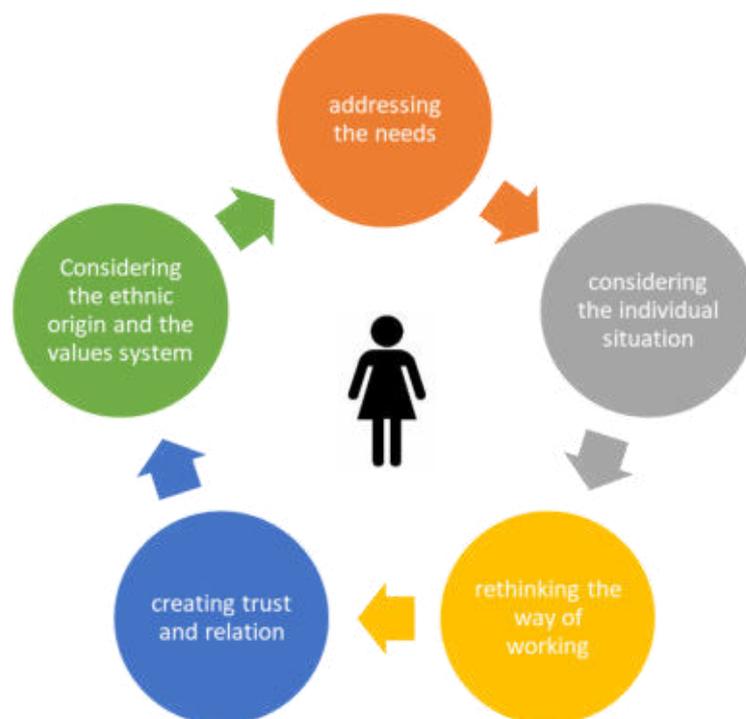
As a result of sharing practices, the project partners implemented alternative and innovative solutions in the second series of activities. In particular, tools for the integration of specific target groups (women and self-employed workers) in the labour market were translated and transferred in very different regional contexts.

The Italian experience with female refugees who were victims of trafficking and deprived of residence permits for humanitarian purposes was a milestone in the project: The idea emerged to help these women by creating cooperatives as a form of self-employment but in a very structured way. This approach was interesting input for other partners – for example in Turkey – but also for an innovation transfer project at Pro Arbeit in Germany.

This way, we realised the “put-in-practice” component within the framework of the RIAC project, i.e. the transfer of concrete activities for the uptake and the use of tools developed by relevant actors, throughout the duration of the project.

## How the ideas have been working?

Esbjerg's colleagues had already created a good model for the professional integration of female refugees. The cornerstone of their model is involving these women in fostering greater awareness and understanding of their needs, individual situations, objective possibilities of access to the labour market and their value systems, often oriented to the cultures of origin.



In the logic of the RIAC model, the themes of free participation, self-selection of participants and specific preparation for work from the first moment of participation in the project, have been matched with new actions oriented to co-design and networking with various actors.

The innovation resulting from this action occurs on a practical level – innovative and concrete solutions have been devised – as well as on a methodological level – participants decide to be part of an innovative practice and support it; actors must be networked to define the interaction models that support their actions.

An example of this openness to take on experiences and new approaches of partners is the decision by the German RIAC to adopt the idea of creating a shared business for women. Since only a few women participating in the classic RIAC model were able to successfully integrate into the labour market, the adoption of an alternative methodology was necessary for the placement of remaining participants.

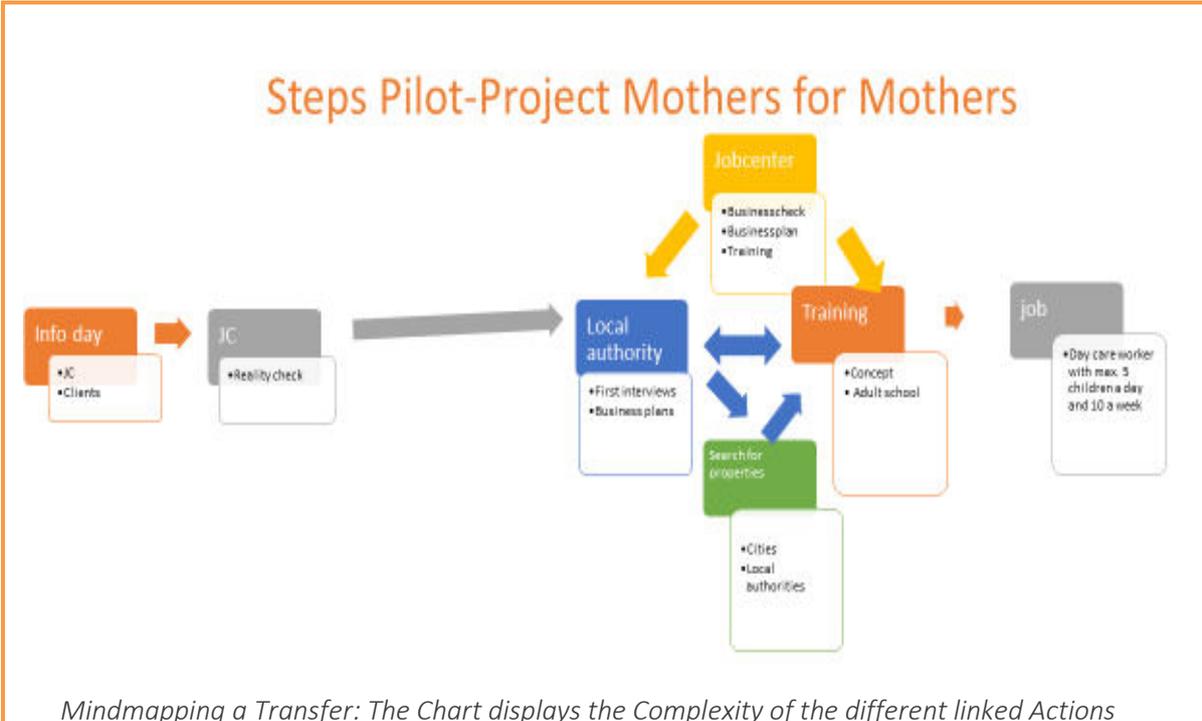
The RIAC for women in Germany aimed at placing participants in the school-care sector supporting handicapped children during their school time. Problems related to work in schools as a public space were raised with regard to inadequate language skills. Also, the female refugees were simply not accepted by the parents of the children (who must make the decision about the person in charge of supervising their child) due to personal beliefs often related to the religion of the participant. The fact that some of these women wore headscarves had a negative connotation, although no one expressed this openly.

Unable to be placed in the school, the women of the German RIAC were oriented towards self-employment in the form of a “Tagesmutter” (baby minder). This is a person charged with looking after children by welcoming them into their home rather than a kindergarten. The office for social affairs and minors is responsible for the childcare service. The training of this profession is nationally regulated, and a series of preconditions for carrying out the profession on a freelance basis need to be met.

“Tagesmütter” are in great demand in Germany due to a lack of kindergarten capacity. The training of refugee women in this sector therefore seemed a logical solution to match supply and demand. A logical solution, however, is not always an uncomplicated one:

- The women of the German RIAC are all dependent on social welfare and receive unemployment benefits. The Jobcentre is in charge of supporting rental costs that meet minimum standards of square metres. A “Tagesmutter”, however, must have sufficient space to adequately accommodate up to 5 children.
- The Jobcentre expects a high level of interaction and motivation from these customers in the search for a job that will make them independent of state welfare. Since these women are often mothers and do not work, they do not have priority in the distribution of slots for kindergarten children.

Given the regulatory framework, the project started by inviting all actors around a table and checking the readiness to try new ways of interacting. The women had to be informed about the possibility of self-employment after completing a specific course training; the job centre had to demonstrate willingness to accept a form of non-full-time employment; and local authorities in charge of the service in favour of children had to accept the possibility that this service was not offered in private homes, but in other spaces meeting regulatory requirements while avoiding anti-competitive behaviour.



One more example of transfer an experience made during the Project is the "Your Future Day".

The idea arose on the basis of the project results and the experience of refugees who were distant from the labour market. Each partner had to cope with the challenge that many refugees bring work experience with them that does not always correlate with the general conditions in the labour market of the host country. In particular, the professional profiles required by companies can sometimes be unknown to refugees. In order to facilitate awareness about them, a special day, precisely "your future day", was organised, and implemented by Pro Arbeit as an activity at the Jobcenter.

In this activity, refugees have the opportunity to participate in an observation day to gain a picture of the desired job from a practical point of view. This gives participants an opportunity to get to know new companies, new professions and new people.

The idea is not much different to others based on the concept of "Girls' Day and Boys' Day" and was inspired by the project "Refugees' Day" hosted by the District of Kassel.

Under the concept the project can be repeated over and over again in ways that appeal to different target groups. The pilot day should take place under the motto "#Women" and "#Fempower".

Thereby it is intended to create an offer specifically designed for women with a migration background.

Despite the complexity, the two experiments highlight the possibility of creating social innovation that meets the needs of people and society.

As these examples demonstrate, social innovation is a complex process of creating, implementing and disseminating new social practices in different areas of society, searching for solutions to social problems and challenges, establishing a new way of communication and cooperation among different actors and involving all of them.

In addition to companies, universities and research institutions, citizens and customers also become relevant actors in the innovation process by helping solve problems when developing new products.

## **Recommendations**

When considering a transfer or scaling-up of a best practice, implementers have to consider the following key steps:

- know the original good practice. This knowledge should be combined with a requirements analysis in the new setting.
- perform a feasibility study that analyses external factors that can facilitate or impede a successful transfer (e. g. support, funding, whether additional training is needed or whether the transfer is ethically acceptable).
- assess adaptations that will be necessary to transfer the best practice.
- assess the transferability and the probability of success.
- observe impacts of the actions taken and reflect on them with all the actors involved to be able to intervene, make necessary changes and correct any discrepancies.
- The model must be dynamic, broad, shared and always able to go beyond its boundaries.

## **Lesson learned:**

Transferability and scalability have a considerable and positive impact on the long-term sustainability of a project: Where replicability is given and practice and ideas can be transferred, greater European added value is achieved.

The potential to use project results outlives the life of the project and positively "infects" the way of working and thinking by project partners and their networks.

This action transcends mere dissemination activity of project results and knowledge-sharing, while the latter remains important.

People change organisations and take the experienced openness with them to new organisations, hopefully having a positive effect on them.

## 21. Social Media

Scanning the QR code will take you to the RIAC-website. Here you will find various teaching materials from our partners that have been produced as part of the RIAC-project and the handbook you have in front of you as a digital version.



*QR Code RIAC-website*

Social Media channels and RIAC-website:

RIAC-PROJECT.EU

Facebook: @riaceurope

Instagram: riaceurope

Twitter: RIAC64139451

Impressum:

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